A CRITIQUE OF LANGUAGE POLICY AND IMPLEMENTATION STRATEGIES USED IN SELECTED INSTITUTIONS OF HIGHER LEARNING IN SOUTH AFRICA

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DECLARATION

I, the undersigned, hereby declare that this thesis is my own original work and the sources used have been acknowledged. It has not been partly or in its entirety been submitted previously for a university degree at any other university.

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ABSTRACT

This thesis evaluated the language policy implementation strategies used in selected universities of South Africa. The Constitution of the Republic of South African (1996) recognises eleven official languages, namely: English, Afrikaans, isiNdebele, isiXhosa, isiZulu, Sesotho, Setswana, SiSwati, Sepedi, Tshivenda and Xitsonga. These official languages should enjoy the parity of esteem in all domains. The language practices are very important in the education of students at all levels of education but this study focuses on the language policy implementation in universities. Most universities of South Africa have their language policies but the dilemma is on the implementation of those language policies. The overarching aim of this study is to evaluate how university use language policy for access and success of the students and to assess the language policy implementation strategies, monitoring and evaluation. The language is central to the success of the students and this study further investigated to what extent are the universities use the linguistic repertoires of the students in their education. This study is rooted in orientations of language planning: Language as problem, language as right and language as resource (Ruiz, 1984).

This thesis employed a mixed methods approach (qualitative and quantitative method) with convergent parallel design. The data was collected from eleven universities of South Africa and the participants in each university were the "Key informants" (experts and insiders) which comprised of member of Executive Management, a member of the Institutional Language Committee and a language lecturer; and a cohort of forty third year students. The Key informants participated in the qualitative data collection through the structured interviews. The forty third year students participated in the quantitative data collected through survey questionnaires. The language policy documents of the universities were also sampled to get a better understanding of the real language practices and the language policy. The thematic analysis was used to analyse transcripts that were developed from the interviews, data from the students was analysed through descriptive and inferential analyses with Statistical Package for the Social Sciences (SPSS) as a statistical test and document analysis was used to analyse the language policies;

The findings show that universities have commitment to access of the students to institutions of Higher Education. The success of the students is being thwarted by the monolingual approach where most of the universities use English only as the medium of instruction. The monolingual approach negatively affects the academic success and excellent academic performance of the majority of students. The findings show that there is high demand from the students that the course materials should be provided in African languages.

All selected universities have their language policy which is something positive but most of them are outdated because they need to be reviewed at least after five years. The findings demonstrate that most universities lack the language policy implementation plans. The non-existence of the language policy implementation plan adversely affects the implementation of the language policy.

The study recommends that universities should provide the learning resources in African languages to meet the demands of the students. To maximise the success, students should be examined in any official languages of the university. The language policy implementation plans should be developed urgently so as to improve language policy implementation in universities.

ISISHWANKATHELO

Le thesisi iphonononge iindlela zokusetyenziswa komgaqo-nkqubo wolwimi kwiiyunivesithi ezichongiweyo zaseMzantsi Afrika. Umgaqo-siseko waseMzantsi Afrika (1996) athathela ingqalelo iilwimi ezisemthethweni ezilishumi elinanye, isiNgesi, isiBhulu, isiNdebele, isiXhosa, isiZulu, Sesotho, Setswana, Sepedi, SiSwati, Tshivenda neXitsonga. Ezi lwimi zisemthethweni zifanele ukuba zisetyenziswe ngokulinganayo kuzo zonke iinkalo. Ukusetyenziswa kweelwimi kubalulekile kakhulu kwimfundo yabantwana kuwo onke amanqanaba emfundo kodwa olu phando lugxile ekusetyenzisweni komgaqo-nkqubo wolwimi kwiiyunivesithi. Uninzi lweeyunivesithi zinayo imigaqo-nkqubo yolwimi kodwa ingxaki isekusetyenzisweni kwaloo migaqo-nkqubo yolwimi. Ezona njongo zolu phando kukuphonononga ukuba iiyunivesithi ziyisebenzisa njani na imigaqo-nkqubo yolwimi ukuze abafundi bafikelele kwaye baphumelele ezifundweni kwakhona nokugocagoca izicwangciso zokusetyenziswa komgaqo-nkqubo wolwimi nokuhlola ukusebenza kwezo zicwangciso. Ulwimi ngundoqo kwimpumelelo yabafundi kwaye umyinge wokusetyenziswa kweelwimi zabafundi ekufundeni kwabo kuthe kwaphandwa. Esi sifundo sisekelwe kwiindlela zocwangciso-lwimi: Ulwimi njengengxaki, ulwimi njengelungelo nolwimi njengesixhobo (Ruiz, 1984).

Le thesisi esebenzise indlela yophando entlantlu-mbini (eyobunjani neyobungakanani) kunye noyilo lwendibaniso kokunxuseneyo. Idatha yathi yaqokelelwa kwiiyunivesithi ezilishumi elinanye eMzantsi Afrika kwaye abathabathi nxaxheba babandakanya ilungu lesigqeba solawulo, ilungu lekomiti yeelwimi eyunivesithi nomhlohli wolwimi; kunye nabafundi abakunyaka wesithathu kwizifundo zabo kwiyunivesithi nganye. Idatha yaqokelelwa kubadlulisi-lwazi abaphambili beeyunivesithi ngodliwano-ndlebe oluqingqiweyo. Abafundi abalishumi elinesine bathi bathabathi inxaxheba kuqokelelo lwedatha ngokuthi bagcwalise uludwe lwemibuzo eyayicwangcisiwe. Umaxwebhu omgaqo-nkqubo wolwimi athi achongwa ukuze kubekho ukuqondakala phakathi kokusetyenziswa kolwimi kunye nokumgaqo-nkqubo wolwimi. Uhlalutyo ngokomxholo lwathi lwasetyenziswa ukuhlalutya ulwazi olwabhalwayo luvela kudliwano-ndlebe olwashicilelwayo, idatha eyayisuka kubafundi yathi yahlalutywa ngokusebenzisa uhlalutyo ngokwenkcazelo nangokuthelekelela kunye neStatistical Pakage

for Social Sciences (SPSS) njengesixhobo senkcukacha-manani kwaye uhlalutyo loxwebhu lwathi lwasetyenziswa ukuhlalutya imigaqo-nkqubo yolwimi.

Iziphumo zibonakalisa ukuba iiyunivesithi zizibophelele ekufikelelekeni kwabafundi kumaziko emfundo ephakamileyo. Impumelelo yabafundi ithi ithityazwe kukusetyenziswa kolwimi olunye apho uninzi lweeyunivesithi zisebenzisa isiNgesi kuphela njengolwimi lokufunda nokufundisa. Ukusetyenziswa kolwimi olunye kuthi kuchaphazela gwenxa impumelelo yabafundi nokuqhuba ngcono ezifundweni. Iziphumo zibonakalisa ukuba kukho imfuno emmandla kubafundi yokuba izixhobo zokufunda nokufundisa zifumaneke nangeelwimi zesiNtu. Inyathelo elihle lelokuba zonke iiyunivesithi ezichongiweyo zinayo imigaqo-nkqubo yolwimi kodwa imigaqo-nkqubo yolwimi emininzi midala kuba ifanelwe ukuba iphononongwe emva kweminyaka emihlanu ubuncinane. Iziphumo zibonakalisa ukuba iiyunivesithi azinazo izicwangciso zokusetyenziswa kwemigaqo-nkqubo yolwimi. Ukungabikho kwesicwangciso sokusetyenziswa komgaqo-nkqubo wolwimi kuchaphazela gwenxa ukusetyenziswa kwawo.

Olu phando lundulula ukuba iiyunivesithi zifanele ukuba zibonelele ngezixhobo zokufunda nokufundisa ezingeelwimi zesiNtu ukukhawulelana neemfuno zabafundi. Ukwandisa impumelelo, abafundi kufanele ukuba bavavanywe ngalo naluphi na ulwimi olusemthethweni lweyunivesithi. Izicwangciso zokusetyenziswa komgaqo-nkqubo wolwimi zifanele ukuba ziveliswe njengenyewe engxamisekileyo ukuze kuphuculwe ukusetyenziswa kwemigaqo-nkqubo yolwimi kwiiyunivesithi.

Acknowledgements

ABBREVIATIONS AND ACRONYMS

APS	-	Admission Point Scores
CALP	-	Cognitive Academic Language Proficiency
CHE	-	Council for Higher Education
CLIL	-	Content and Language Integrated Learning
CPUT	-	Cape Peninsula University of Technology
CUT	-	Central University of Technology
DUT	-	Durban University of Technology
GIDS	-	Graded International Disruption Scale
LWC	-	Language of wider community
HEI's	-	Higher Education Institutions
ICT	-	Information, Communication and Technology
IMF	-	International Monitory Fund
LiEP	-	Language in Education Policy
LPFSAHE	-	Language Policy Framework for South African Higher Education
LPHE	-	Language Policy for Higher Education
MAPALHE	-	Ministerial Advisory Panel for African Languages in Higher Education
MLR	-	Minority Language Rights
MoI	-	Medium of instruction
NCLB	-	No Child Left Behind Act
NSC	-	National Senior Certificate
NWU	-	University of North West
OAU	-	Organisation of African Unity
PanSALB	-	Pan South African Languages Board
SPSS	-	Statistics Package for the Social Sciences
TBE	-	Transitional Bilingual Education
TUT	-	Tshwane University of Technology

UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNDP	-	United Nations Development Programme
UFH	-	The University of Fort Hare
UFS	-	University of Free State
UL	-	The University of Limpopo
US	-	University of Stellenbosch
UWC	-	The University of the Western Cape
UoT	-	University of Technology
WSU	-	Walter Sisulu University

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CHAPTER 1: GENERAL INTRODUCTION

1. Introduction

The majority of universities in South Africa have the language policies as required by the Department of Higher Education. The national language policy for higher education provides the guidance for the promotion of multilingualism and development of African languages as academic languages (LPHE, 2002). A predicament that needs urgent attention is the non-implementation of the language policies in different universities of South Africa. This chapter discusses the context of this study, objectives of the study with research questions, rationale of the study and the brief summary of the thesis chapters.

1.1 Context of research

South Africa is rich in terms of cultural and linguistic diversity. South Africans can use this valuable asset for social, economic and political mobility (Hornberger, 1987, 1988a, 1988b; Prah, 1995). The South African Constitution (1996) recognizes eleven official languages namely: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho, Setswana, Sepedi, siSwati, Tshivenda, and Xitsonga.Section 29 (2) states that:

> Everyone has a right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account-
> (a) Equity
> (b) Practicability; and
> (c) The need to redress the results of past racially discriminatory laws and practices.

All higher education institutions should facilitate and promote the goal of the national language policy to develop all South African languages in such a manner that they can be used in all high-status functions, including their use as formal academic languages at higher education levels (Language Policy Framework for South African Higher Education, 2001). Institutions of Higher Education were given the responsibility of developing their three-year strategic plans to implement multilingualism and to report their progress to the Ministry (LPHE, 2002:15). The Ministerial Committee (2003:19) makes a valid point when it states that "...it is cause for concern that higher education currently has a minimal ability to provide to society citizens who have a working competence in indigenous languages in a competitive contemporary environment." In the context of South Africa, both basic education and higher education departments should furthermore take into cognizance UNESCO's (2010) recommendations regarding the promotion of multilingual education. Among UNESCO's (2010) recommendations is that the language barrier should be eliminated through usage of

the languages mastered by students, in order to increase access to learning and information, and in order to make teaching effective.

The aforementioned pieces of legislation lay a foundation for the multilingual policy practice in South African institutions of higher learning. Progressive pieces of legislation on language matters prompted the researcher to pursue this study, in order to understand what happens in the institutions of higher learning with regard to language policy, implementation plans and monitoring mechanisms. Maseko (2007:30) argues that "….most institutions of higher learning have rational language policies as required by the National Ministry of Education but the difficulty, where African languages are often in a predicament, is that the language use trends in these institutions is seldom reflective of their language policies." In the post-colonial context of South Africa; English and to a certain extent Afrikaans still enjoy hegemony at the expense of indigenous African languages. Universities as centers of research and innovation should play a pivotal role in promoting South African languages in general. Institutions of higher learning should create an enabling environment for the undoubted usage of African languages for both academic and administrative purposes. Kaschula (2013:5) points out that "while 19 of the 23 HEI's have their policies published, none have provided the Ministry with a report on the progress of implementation of policy." Multilingualism is arguably the cornerstone of transformation in higher education and it is therefore the direct responsibility of the higher education institutions to use African languages as languages of tuition and to develop the languages from a corpus point of view (Webb, 1999; Sylvester, 2000; Heugh, 2003; Alexander, 2003).

According to the National Census (2011), 75% of the South African population uses an African language as their first language. This reflects that it is anomalous to behave as if South Africa is a monolingual state wherein English is used as a language of instruction with a minimal inclusion of African languages in selected programs. The first language should be used as a driving force for cognitive and intellectual development of the students in what is generally known as an additive bilingualism approach (Baker & Jones, 1998; Cummins, 2000; Baker, 2001; García, 2012). The pedagogical needs of the students require institutions of higher learning to review their language policies for the benefit of the students. The strides that have been made by some institutions of higher education as a response to multilingualism should be applauded. The Cape Peninsula University of Technology's language policy attests to this view, where among its policy principles we find the promotion and recognition of isiXhosa, Afrikaans and English as academic languages (CPUT Language Policy, 2008:3). Examples of actual multilingual practices include the Multilingual Glossaries Project at UCT (Madiba, 2010); the University of KwaZulu-Natal which offers isiZulu for all nursing and psychology students (Engelbrecht & Wildsmith, 2010); Rhodes which offers isiXhosa for journalism, pharmacy, law and education (Maseko et al. 2008); North West University which provides interpreting services (Verhoef, 2015) and the University of Limpopo which offers a BA in Contemporary English and Multilingual Studies (Ramani et al. 2007).

However, there are some institutions which remain silent with regards to multilingualism and language policy matters. The aim of this study is to render a critical assessment of dysfunctional and functional language policies in selected institutions of higher learning. Furthermore, the research intended to critique implementation plans as well as evaluation and monitoring mechanisms. This study investigated how institutions of higher learning respond to the challenge of language usage, which often impedes the success of the students and to assess the influence of administration at management level towards such impediments. The Ministry of Higher Education would be assisted through this study in order to develop some intervention measures from an informed point of view for the total implementation of language policies in South African institutions of higher learning (LPHE, 2002). This study would enable the policy makers and the institutional language coordinators and executive management to identify loopholes in the implementation of multilingual strategies in South African Higher Education.

Language policy in education can play a positive role towards the development of society. Educational policies promoting monolingualism have a direct bearing on the under-development of sub-Saharan Africa and this has arguably deepened inequalities among people (Chimbutane, 2012; Wolff, 2016). Monolingualism arguably contributes to creating an educated and socio-economically privileged minority and an uneducated and socio-economically marginalized majority across generations (Alexander, 1999; Alidou& Jung, 2001; Heugh, 2008; Chimbutane, 2012; Wolff, 2016). Various scholars share the same sentiment that English medium instruction in institutions of higher learning produces academically-challenged professionals among Africans (Webb, 1999; Banda, 2000; Heugh, 2003). Monolingual instruction in higher education in favour of English adversely affects employability of graduates for whom English is an additional language. Language policy practice in tertiary institutions and the economy are then interwoven (Tollefson, 1991). Maseko and Kaschula (2009:132) are of the opinion that ".... universities can also influence the employment market by using the linguistic ability of their graduates as a selling tool."

A radical approach for multilingualism by universities may lead to general language transformation across all organs of the State, because universities are the institutions, which can drive the language transformation agenda for real inclusivity, access, success and language equity. Ricento (2000:199) claims that,

> While theoretical linguists claim all languages were created equal, a number of sociolinguists and policy analysts devised taxonomies of languages according to their relative suitability for national development (for example, see Kloss 1968), thereby facilitating (wittingly or not) the continued dominance (if not domination) of European colonial languages in high status domains of education, economy, and technology in developing countries, a situation which persists to the present day.

The socio-economic challenges of unemployment, poverty and inequality will continue to cripple South Africa if language policies in every sphere of the society are not closely scrutinized and implemented.

From a theoretical perspective, this study is rooted in Ruiz's (1984) "Orientation in language planning: language-as-problem, language-as-right, language-as-resource" alongside Skutnabb-Kangas's (1999) "Language: a right and a resource." Regarding "language-as-problem", Skutnabb-Kangas (1999:194) believes that both in Africa and Asia, the hegemony of English in secondary and higher education, on the route towards upward social mobility remains unchanged, with substantial aid from British and American donors to consolidate the position of English. Chimbutane (2012:174) is under the impression that, "...the agenda of the former colonial powers and some Western financial institutions is to perpetuate the hegemony of European languages in African high domains, including in education." This study reveals to what extent the institutions of higher learning use language policies that exacerbate low educational achievements and inaccessibility to information.

In the context of South Africa, language is a basic human right that is enshrined in the South African Constitution (1996: Section 29.2). South African languages should be used in high prestige functions such as education, the judiciary, and administration. Internationally, the United Nations commission on human rights has a Universal Declaration on Indigenous Rights, the right to maintain and use indigenous languages for administrative, judicial, and the right to all forms of education, including the right of children to have access to education in their own languages (Hornberger, 1998a; Alfredsson, 1989). In terms of the "language-as-resource" perspective, recognition and use of language as a resource opens immense opportunities for all people. Ruiz (1984:28) makes a valid point when he states, "Language planning efforts which start with the assumption that language is a resource to be managed, developed and conserved would tend to regard language minority communities as important sources of expertise." The "language as a resource" orientation has an impact on efforts at promoting and revitalization of endangered indigenous languages (Hornberger, 1998a).

1.2 The objectives of the study

This research was guided by the following specific objectives:

- To evaluate how selected institutions use language policies for accessibility and success of students.
- To assess language policy implementation strategies, evaluation and monitoring mechanisms in selected institutions of higher learning.
- To study how selected universities integrate African languages for both academic and administrative purposes.

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- To reveal which selected universities are complying and or non-complying with regards to multilingual policy.

The research questions were then developed as a framework of conducting this research. The following research questions were formulated based on the objectives of the study:

- How does the university use the language policy for accessibility and success of students?
- What are the language policy implementation plans and how often does the university monitor and evaluate the implementation of its language policy?
- How are African languages integrated for academic and administrative purposes?
- Elucidate, to what extent is the university complying or not complying with regards to multilingualism?

1.3 Rationale of the study

The Language Policy for Higher Education (2002) encourages the promotion of multilingualism in the institutions of higher learning through the elevation of the status and use of African languages as academic languages and further advocates that the medium of instruction must not be used as a barrier to access and success of the students. The access and success of the students is the life and death of society because if the languages that the students bring to the university are effectively utilized as a resource in multilingual contexts, students' progress well, and that would lead to social, intellectual and economic growth in the society (LPHE, 2002; Wolff, 2002; Madiba, 2012). If languages that the students bring as a resource to the university are not recognized and used as a basis of their academic growth, in favour of monolingual foreign languages, that leads to academic underperformance, dropout, high failure rate, prolonged duration as against prescribed duration of their studies and so on (Alexander, 1999; UNESCO, 2003; Benson, 2004, 2005; Heugh, 2008; Chimbutane, 2011, 2012; Kaschula & Maseko, 2017). The dropouts add to unemployment rates due to lack of skills that makes them unappealing to the labour market. Unemployment, poverty and inequality persists as a result of an education system which favours monolingual foreign language as the medium of instruction. Stubb (2002) as cited by Kaschula & Maseko (2017:36) argues that "educational failure is linguistic failure". If educational failure is a linguistic failure, the linguistic failure is then a societal failure.

The university language policy which promotes multilingualism is a first step for the equal access, success and inclusive education (LPHE, 2002). Most of the universities have the language policy as a legislative mandate but do not have the language policy implementation plan, which becomes a deterring factor in implementing the language policy (Maseko, 2008; 2011; MAPALHE, 2015; Mutasa, 2015; Webb, 2015; Kaschula & Wolff, 2016; Kaschula & Maseko, 2017). It then becomes impractical for the universities to monitor and evaluate the implementation of the language policy without an implementation plan as a framework of

assessing progression and or stagnation of the language policy implementation. The lack of implementation plans is in violation of the Language Policy for Higher Education (2002) which proposes that the universities must develop their three-year strategic implementation plan for the proper realization of multilingualism. It is therefore imperative for this study to be conducted so as to get an insight on the contemporary language policy practices in selected universities of South Africa. The language policy implementation strategies, monitoring and evaluation of the language policy is fundamental for this study (examples of language policies can be found in the appendices). It is also significant to pursue this study so as to get a better understanding on how detrimental and or beneficial to the future of the students are the language policy practices of the selected universities.

1.4 Summary of Chapters

Chapter 1 of this thesis firstly provides the context of study, objectives of the study with its overarching research questions that were the basis of the research conducted.

Chapter 2 of the thesis gives theoretical framework of this thesis. The first aspect that is explores in Chapter 2 is the legislative framework which provides the legitimacy of advancing the transformation agenda with regards to language as a resource in the current South African democratic dispensation. The pieces of legislation that pave the way for the redressing of linguistic imbalances of the past are scrutinized and a way forward which advocates the promotion of multilingualism in Higher Education is provided. These include inter alia (RSA Constitution, 1996; Education White paper, 1997, LPHE, 2002). The works of seasoned scholars on the value of multilingual education in various forms were synthesized. These include the orientations in language education (Ruiz, 1984). The language and education, pedagogy in multilingual settings, language policy planning and language policy and political development are synthesized in this Chapter.

The research methodology is discussed in Chapter 3. It focuses on the research paradigm, which is the fundamental underpinning of this study. The research paradigm that this study employed is the transformation paradigm, which is an appropriate one to respond to my research questions as tabulated in this chapter 1.3. Chapter 3 also covers the research ethics that were adhered to before any research was conducted. This chapter further discusses the following methodology sub-themes: research method and research design, research procedure and techniques, data collection and data analysis.

Chapter 4 of this study entails the analysis of the language policies of the selected universities. The language policies are the essential documents of this study because without the language policy I would have not been able to critique the language policy implementation strategies used in these universities. Therefore, document analysis was the starting point for this research. The document analysis was used as a tool of analyzing the language policy

documents focusing on the following themes: Language policy summary, commitment to multilingualism, elevation of the previously marginalized African languages as academic languages, language policy implementation plans and monitoring, promotion of access and success of students and the language policy review.

The qualitative data collected from the key informants is analyzed in chapter 5. The key informants that I collected information from are the language lecturer, a member of the Institutional Language Committee and a member of the Executive Management. In most of the institutions, the information was gathered from the language lecturer and a member of Executive Management due to nonexistence of the statutory Institutional language committee. I managed to collect the data from all the intended key informants in some institutions. A thematic analysis was used as a tool to analyze qualitative data.

Chapter 6 entails the analysis of the quantitative data. Quantitative data was collected from a cohort of forty third year students from each university. The descriptive and inferential analysis were used to analyze the quantitative data. The students constitute the major stakeholder of the university and the language policy practices wittingly or unwittingly affect them most. The students gave their own perspectives on how language policy is being used for their access and success and on the integration of African languages as academic languages. Since this study applies a mixed methods research with convergence parallel design, the results emerged from both qualitative and quantitative data are compared in this chapter.

Chapter 7 encompasses findings, recommendations and the conclusion.

1.5 Conclusion

This chapter focused on the context of the study wherein the language policy in higher education is dealt with. The South African context in higher education has also been alluded to where the universities as the centers of research and innovation should be at the center stage to promote multilingualism and redress language imbalances of the past. The objectives, research questions and rationale of the study were expatiated together with the outline of the chapters of the thesis. The next chapter is a literature review where I scrutinized succinctly all the pertinent scholarly work relevant to this study. The basic theoretical and conceptual framework of this thesis are incorporated in chapter 2.

CHAPTER 2: LITERATURE REVIEW

2. Introduction

The South African Constitution (1996) is a fundamental document for the formulation of language policies in Higher Education. Thus, there should be no disparity between the South African Constitution, national higher education language policy and university's language policies. Constitutional provision for language, section 6 (2); 29 (2); Section 30 and 31 (1) (a) of 1996; Organisation of African unity's Language Plan of Action in Higher Education of 1986; Harare declaration of 1997 and Education white paper 3 of 1997 form the basis of the establishment of the Language Policy Framework for South African Higher Education (2001) and Language Policy For Higher Education (2002) that guide the formulation of language policy by all institutions of Higher Learning. All the aforementioned documents are emphasising the development of African languages and their incorporation as the official languages. The Organisation of African Unity's Language Plan of Action for Africa (1986) states that "Promotion of African languages as the official languages of the state are certain to have great advantages over the use of non-indigenous languages in democratising the process of formal education and involvement of the African populations in the political, cultural and economic affairs of their country." Language equity is central to addressing inequalities and inefficiencies. Radical transformation in all institutions of higher learning to vigorously uproot all the social ills of using a language as a barrier to access and success of students in our universities is now greatly needed for the benefit of all South African students.

The Language Policy for Higher Education (2002) states that universities must develop their language policies that indicate the promotion of multilingualism and development and use of African languages as academic languages. Historically, African languages had never been used as the languages of instruction in Higher Education. Therefore, universities should ensure that there are initiatives for the development and use of African languages (Kaschula & Maseko, 2014). Intellectualisation of African languages is essential to promote multilingualism in Higher Education. The intellectualisation of African languages is arguably about the development of terminologies using all strategies at our disposal for the promotion and use of African languages in all domains of prestige such as government administration, education, judiciary, economy and politics (Maseko, 2011; Kaschula & Maseko, 2017; Sithole, 2017). The creating and building of an enabling environment for the intellectualisation of African languages through the formulation of language policy and implementation plan is crucial (LPHE, 2002).

Recent studies show that not all universities have a language policy and implementation plan (Maseko, 2008; Kaschula & Maseko, 2014). Despite the existence of national language policy and the university language policies, African languages are not being meaningfully promoted as languages of instruction in South African universities (Ministerial Advisory Panel on African Languages in Higher Education/MAPALHE, 2015; Webb, 2015:287). The availability of language policy does not mean that automatically universities implement their language

policies. Some universities have language policies but the drawback is on the implementation of those language policies (Kaschula, 2013; MAPALHE, 2015; Mutasa, 2015). Universities of South Africa have not yet elevated African languages as academic languages, contrary to some universities' language policies that show commitment in promoting African languages (Mutasa, 2015; Webb, 2015). The purpose of this chapter is to review the pieces of legislation, which govern language policies in South African universities. This chapter forms the theoretical framework of this study: orientations in language planning; language policy and education (pre and post-colonial language policies in education); multilingual pedagogy; language policy planning and political development are summarised.

2.1 Legislation

2.1.1 South African Constitution (1996)

The dawn of democracy brought a constitution, which recognises basic human rights for all. Language is an inextricable part of fundamental human rights enshrined in the South African Constitution. There is a clear mandate which gives the state full responsibility to promote previously disadvantaged languages; in this instance, African languages: Sepedi; Sesotho; Setswana; siSwati; Tshivenda; Xitsonga; isiNdebele; isiXhosa and isiZulu.

The South African Constitution (1996:4), chapter 1 section 6 (2) spells out that,

> Recognising the historical diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages.

It is therefore a primary responsibility of the state to ensure that all universities in South Africa are having language policies that redress language imbalances of the colonial and apartheid regime. Promotion of African languages as academic languages should be the priority in all South African universities. Section 6 (2) provides a bold statement on what needs to be done with regards to indigenous languages of South Africa. Section 6 (2) is also complemented by Section 6 (4) which stipulates that: "The national and provincial government, by legislative and other measures, must regulate and monitor their use of official languages. Without retracting from the provisions of subsection (2), "all languages must enjoy parity of esteem and must be treated equitably." However, there are some loopholes within the same constitution as far as development of South African indigenous languages are concerned. Chapter 2 section 29 (2) (refer to Chapter 1: 1.1) states that: "Everyone has a right to receive education in the official language or languages of their choice in public educational institutions where that is reasonable practicable". This weakens Chapter 1 section 6 (1) where the bold statement holds that: "...the state must take practical and positive measures to elevate the status and advance the use of these languages." Section 29 (2) might be used to support all the institutions that do not want to develop African languages as academic languages. "Reasonable, practicable and practicability" may be hampering the commitment

of the state in ensuring that everyone receives education in the language of their choice. This frail clause could be used to perpetuate imbalances of universities' official languages in-spite of their language policies, which strives to promote African language and parity of esteem. The state through the then Department of Education had to develop its own policies that should drive the implementation of language equity, and the promotion of the African languages as academic languages.

The Department of Higher Education developed a transformation programme for Higher Education that could be used in the realisation of the Constitutional mandate of accessibility and equity in higher education (White paper, 1997). Central to transformation in Higher Education is the issue of language. In transforming Higher Education, it is stated that language should not be used as a barrier to access and success of the students in all institutions of learning (White paper, 1997). Towards the realisation of access and success, the Department of Education initiated the process of a national language policy framework, which would guide the formulation of language policy by all institutions of higher learning in South Africa (National Language Policy Framework for South African Higher Education (LPFSAHE), 2001). Such a policy framework provides the guideline in addressing the language of instruction in line with the RSA Constitutional (1996) section 29 (2) and the promotion of all South African languages in order to fulfil the national goals of multilingualism (Education White Paper no 3, 1997).

2.1.2 Organisation of African Unity Language Plan of Action (1986)

Striving for the better life for all people in Africa and to eradicate all forms of colonialism are some of the fundamental purposes of the formation of Organisation of African Unity (OAU charter, 1963). Central to the fulfilment of this important objective is education. However, education advancement is associated with the mode of delivery in the classroom. Therefore, language plays a vital role. Learners whose mother tongue is used as a medium of instruction are advantaged as compared to learners whose mother tongue is not used as medium of instruction (Cummins, 1981; Alexander, 2013; Brock-Utne, 2013; Wolff, 2016). It is within this context that the OAU (1986) argues that, African languages should be promoted and be used as the medium of instruction at all education levels.

2.1.3 The Harare Declaration of 1997

The Harare Declaration emanated from the intergovernmental conference, which was held in Harare on the 17-19 March 1997 on language policies in Africa, wherein 51 African states attended including South Africa. This was the first conference in Africa where public representatives and the language specialists discussed about the modalities, practicability and the elevation strategies of the African languages. The conferences of this nature should be the order of the day in the African states in order to guard against the erosion of the linguistic consciousness from the public representatives and to inculcate the political will to the public representatives. In the post-colonial epoch, African states should use every strategy

at their disposal to redress marginalisation of the Africans in the political, social and economic spheres and the use of African languages have a central role to play to turn the situation around. It is within this context that delegates in the intergovernmental conference in Harare (1997) decided to "encourage institutions and research departments involved in the initiation into and teaching of African languages to intensify and reinforce their activities in order to play a catalytic role in the global effort to achieve the development of Africa."

2.1.4 Education White Paper no 3 of 1997

While the Republic of South African Constitution (1996) recognises the multilingual pattern of South Africa, there was no national language policy framework that could be used as a guiding document for the institutions of higher learning to establish their own language policies (White Paper, 1997). The Council for Higher Education (CHE) had a responsibility to investigate the language dynamics in higher education so as to advise the education ministry from an informed point of view. CHE's primary task was to formulate the national higher education language policy framework in line with the RSA's constitutional provisions of a right for individuals to receive education in the official language/languages of their choice, where it is reasonable and practicable (section 29 (2) of the RSA Constitution:1996). The Education White Paper 3 (1997) stipulates that the purpose of crafting the National Higher Education Language Policy Framework and institutional language policies thereafter include addressing the following:

- Language and languages of communication within the institutions of higher learning.
- Redress language impediments resulted by the use of language foreign to the students in the teaching and learning process.
- Elevate the use of indigenous languages in higher education.
- Promotion of multilingualism.

2.2 Language Policy Framework for South African Higher Education (2001) and Language Policy for Higher Education (2002)

The Council for Higher Education (CHE) guided by the Higher Education Act of (1997) established a task team that would focus on language policy in higher education. The language policy framework for South African higher education is primarily a product of such a task team. The Language Policy Framework for Higher Education was considered by the CHE and endorsed by parliament in 2000. According to LPFSAHE (2001:11) "All higher education institutions should participate in facilitating and promoting the goal of the national language policy to develop all South African languages in such a manner that they can be used in all high-status functions, including especially their use as formal academic languages at higher education level." Therefore, universities should take concrete steps to integrate African languages as languages of instruction since they were deprived deliberately of such status during the colonial and apartheid regime. Alexander (2013:17-18) argues that

British colonial language policy was one of tolerating basic (primary-level) schooling in the relevant indigenous languages (i.e., for the small percentage of black children who actually went to school) and promoting English-medium instruction in a classically Anglocentric curriculum for the tiny mission elite. For the colonised people themselves, this meant that English language and English cultural traits acquired an economic and social value that was treasured above all else while their own languages and many of their cultural traits were devalued and often despised.

It is axiomatic that the British colonialist's mission was to inculcate the colonial mentality through Anglocentric education system, which would enable non-English speakers not to see anything peculiar with the dominance of English at the expense of their own African indigenous languages. The Anglocentric education system was a strategy of the colonialists to spearhead linguistic imperialism to be transferred from generation to generation (Phillipson, 1999). Remnants of British colonial language policy are still the challenges that South African Higher Education still faces nowadays, where South Africans, consciously or unconsciously would advocate for the maintenance of the status quo. The Language Policy Framework for South African Higher Education (2002) was formulated to dislodge the dominance of one language against other official languages in South Africa. The student's mother tongue should be recognised and form a basis of their academic development alongside the university's language of tuition. It is anomalous for the universities to imitate as if students do not have a language that they know best, thus compelling them to monolingual education. South African universities were given a responsibility to develop their own language policies to redress language imbalances of the past (LPHE, 2002).

The Language Policy Framework of South Africa (2001) culminated in the emergence of the Language Policy for Higher Education (2002). Both documents give guidelines to the establishment of language policies that recognise the multilingual and multicultural character of South African universities. The practice of multilingualism in all South African universities creates inclusive institutional environments, tolerance, respect of diversity and it also promotes social, cultural, intellectual and economic development (LPHE, 2002:14). The LPHE (2002) has its frail clauses that could be used regressively by the universities that do not want change. "The Ministry acknowledges the current position of English and Afrikaans as the dominant languages of instruction in higher education and believes that in the light of practical and other considerations it will be necessary to work within the confines of the status quo until such time as other South African languages have been developed to the level where they may be used in all higher education functions. Promotion of African languages is greatly needed in South African universities to address language equity. Equality in education could only be realised through the mother tongue education at all levels (Alexander, 2002). Institutions of higher learning must increase access to learning and information, and make teaching effective by lifting the language barrier, using the languages mastered by learners, using socio-culturally relevant curricula and further developing African languages for

academic use. This will result in higher academic achievements, lower drop-out rates and repeat rates throughout the education system (UNESCO, 2010:10).

The formulation of language policy in each university should be coupled with its implementing strategic plans (LPHE, 2002). Some universities have language policies but do not have implementation plans and the lack of language policy implementation plans adversely affect the implementation of the language policy (MAPALHE, 2015; Mutasa, 2015; Webb, 2015). Language policy and implementing strategies mean nothing if there are no monitoring mechanisms in place for the total implementation of the language policy. This study evaluates language policy implementation strategies and the monitoring strategies applied in selected universities. How selected institutions of higher learning ensure that their policies are implemented is paramount to this study.

2.3 Orientations in Language Planning

People's orientation toward language and the role language plays in the society influence language planning. Most language policies had emerged in response to the language as a problem phenomenon. Ruiz (1984) advocates three perspectives of people toward language planning: language as problem, language as right and language as resource, while Tauli (1974) proposes language as means. Orientations determine people's attitudes to the role of a language in society. Ruiz (1984:17) quotes Tauli (1974:56) who defines language planning as "the methodical activity of regulating and improving existing languages or creating new common, regional, national or international languages". Tauli (1974) proposes the development of inter-languages. Inter-language refersto the linguistic system evidenced when an adult second language learner attempts to express meanings in the language being learned; features of both first and target language should be heard (Terone, 2006:747). Language as means has a great potential of neglecting minority languages that need to be developed because development of super-languages or inter-languages are intrinsic in this orientation. Pidgin might emerge as a result of inter-language usage and the minority languages could be more marginalised. Pidgin is a language, which develops when speakers of mutually unintelligible languages have been brought into contact to fulfil any socio-economic and political activities (Fromkin at.al, 2011:454). According to Tauli (1974) inter-languages should be used to serve the purpose of communication between different language communities. Therefore, every society should learn the so-called inter-languages to address communication barriers between diverse communities.

Tauli's (1974) orientation challenges Kelman's (1972) wherein he advocates that language preservation is essential to protect against language genocide, which is likely when some languages are elevated at the expense of other languages. The dominance of one language against other languages contributes to the marginalisation of dominated languages. I have a strong view that official languages in any country should be elevated equitably for social justice and there is no necessity to develop inter-languages in order to address

communication challenges in a diverse society, but to create an enabling environment for individuals to learn more languages. Knowledge of many languages is empowerment.

2.3.1 Language as a problem

Many scholars agree that language problems trigger language planning, in an attempt to solve the problems (Neustupný, 1970; Rubin & Shuy, 1973; Fishman, 1975; Ruiz, 1984). In a multilingual society, the people's attitude against or in favour of some of the languages causes the language problem. In the United States, non-English speaking Americans demanded English training and the societal concern from disadvantaged minority language groups that associated their poverty, low educational achievement, and low socio-economic mobility with the language barrier because English was the only medium of instruction (Ruiz, 1984). The United States is not doing its best to accommodate non-English speakers. McNelly (2015:4) argues that "Policies within some Unites States school systems may invoke "sink or swim" immersion into exclusive dominant language classrooms. Language problems faced by non-English speaking Americans are inextricably linked to the immense problems facing non-English South Africans because generally English and to a certain extent Afrikaans are the only mediums of instruction in institutions of higher learning. Social problems that are linked to the language usage require language planning. According to Ruiz (1984:19) the social and economic problems of the non-English speakers that were linked to English language in the United States led to the formulation of the Bilingual Education Act of 1968.

The form of Bilingual education used in the United States was the Transitional Bilingual Education Model (Ruiz, 1984:19). Transitional Bilingual Education (TBE) represents a weak form of bilingual education (Baker, 2001:192). In TBE, mother tongue is valued only for a limited period of time when it is needed to overcome issues of communication and comprehension (Redinger, 2010:88). TBE uses mother tongue instruction in the first three years of schooling; and minority children are transferred to mainstream classrooms where the medium of instruction is a language that is foreign to them. Language shift, cultural assimilation and social incorporation emerged under Transitional Bilingual Education (Fishman, 1978; De Mejia, 2002:43). Ruiz (1984:20) cites Lawrence, (1973:310) and Fishman (1978:47) who argue that Transitional Bilingual Education associates minority languages with linguistic deficiency, intellectual limitation, provincialism, irrationalism and disruption; and ignoring minority languages is viewed as liberating, joyful, self-fulfilling and self-actuating. Fishman (1978) as cited by Ruiz (1984) argues that bilingualism is needed by the minority language speakers not by the majority language speakers and for the minority language speakers, English is the panacea to all their problems. This clearly spells out that the language is not a problem, but the problem is the people's attitude towards languages. The Bilingual Education Act of 1968 in the Unites States did not bear fruits because recent studies indicate that TBE, which spearheaded English only instruction at the expense of minority languages was changed in 2001 and the No Child Left Behind Act (NCLB) which recognises minority languages was introduced (United States Department of Education, 2014 & McNelly, 2015).

In India which is multilingual and multicultural in its linguistic profile they practised multilingual education before it was colonised by the British (Mohanty, 2006; Canagarajah & Liyanage, 2012). Sanskrit is the indigenous language in India, which was well developed in terms of written work in pre-colonial and pre-modern times. Children in India began their schooling in a vernacular language and later Sanskrit, which enjoyed power. Canagarajah & Liyanage (2012:57) argue that the vernaculars developed a written medium, which was mixed with the Sanskrit in their literary, political or religious literature. Sanskrit enjoyed hegemony but was not imposed on the people like English during British colonial rule. During the British Empire, the language policy that was imposed through schooling to the colonies favoured English at the expense of vernacular languages. Canagarajah & Liyanage (2012:56) cite Chelliah (1922) who claims that "students were kept in the boarding schools so that their acquisition of English (and presumably British culture and knowledge) would be preserved from contact with their home culture and home language of the students". British rule promoted English as the medium of instruction in schools and English was viewed as the language of access to power and economic benefits (Mohanty, 2006). In the post-colonial era, language of teaching at secondary level was not resolved in the Indian Constitution; English was used in India as a medium of instruction beyond five years of schooling (Mohanty, 2006). English medium of instruction which was not supported by the home environment produced low academic achievements especially with the students from impoverished communities (Mohanty, 2006). Learning and thinking deficiency affect the students from minority languages and low economic backgrounds when only a dominant language is used in education (Darder, 2011; McNelly, 2015).

A research conducted by Brock-Utne (2007) in Secondary School in Tanzania shows how language can be used as a problem. Brock-Utne (2007) cites Batibo, 1995:68) who claims that Kiswahili is understood and spoken by almost 95% of Tanzanian population, while according to Masato (2004), the National Kiswahili Council predicted that about 99% of Tanzanians speak Kiswahili. Brock-Utne (2007) observed the delivery of the same lesson in both Kiswahili and English classrooms respectively. In the classrooms where English was the medium of instruction, learners were the passive participants due to the language deficit and for them to respond to the question posed by their teachers they look at their textbooks secretly. When Kiswahili was used as the medium of instruction, learners became active participants, posing questions to the teacher and responding without looking at their textbooks. It is axiomatic that when learners are taught in the language, which is not foreign to them, they own their education. In-spite of challenges attributed to the monolingual education (the use of English only in education), some scholars are adamant that using a majority language is good for educational, political, social and economic mobility (Barry, 2000 & Huntingdom, 2005; May, 2012).

Some scholars believe that non-recognition of other languages in any society in favour of the use of only one official language (monolingualism) builds unity and social cohesion (Hufstedler, 1980; Fishman, 1969), but I challenge Hufstedler's argument because equitable

use of many languages in society builds social cohesion and unity among community members. Indian communities used many languages before colonisation and as a result they lived in harmony (Canagarajah & Liyanage, 2012). The people's use of languages over and above their own language in India signified the recognition of speakers of different languages, something which builds personal and social relationships and to a certain extent administrative relationship (Peires, 1969; Peter, 1969; Rojers, 2004). The non-existence of dominance of one language to the detriment of other languages brings social justice and equality. Multilingualism in any society is a sign of empowerment among the members of diverse settings. If languages are used inequitably, that simply means that languages are a problem to people's social justice and harmony. In the context of this study, if institutions of higher learning use language as a barrier to access and best performance of students that would imply language is being problematized. People's attitude on language is a problem that requires language planning, language policies and implementation strategies. Language attitudes from both majority and minority language groups lead to the maintenance of the status quo (Weinstein, 1990). In the context of South Africa, minority language groups particularly African language speakers tend to favour English more than their own languages (Tshotsho, 2013; Webb, 2015). This attitude problematizes the language yet the language itself is not a problem but a resource. This study examines if selected South African universities are spearheading and or redressing the notion of language as a problem phenomenon.

2.3.2 Language as a right

According to May (2003, 2006 & 2012) there are four fundamental underpinnings of the advocacy of minority language rights that clearly distinguish majority language from minority language:

- Language Ecology
- Human Rights or Minority Language Rights
- Language replacement and social mobility
- Socio-historical/socio-political pattern of language rights

2.3.2.1 Language Ecology

Language ecology is the interaction between the languages within a particular environment and how people use languages in their political, social and economic domains (Creese, Martin & Hornberger, 2008). Haugen (1972) defines language ecology as the study of interaction between any given language and its environment. In a multilingual context, variations of status and use between the majority and minority languages is ineluctable. The distinction between the majority and minority language is not based on numbers, but a language is regarded as a majority language because it has a political power, economic and social prestige, while a minority language does not enjoy any hegemony politically, socially and

economically (May, 2003, 2006, 2012). Hornberger (2001:35-36) argues that in a multilingual setting, languages

(1) live and evolve in an eco-system along with other languages (language evolution),
(2) interact with their socio-political, economic, and cultural environments (language environment), and
(3) become endangered if there is inadequate environmental support for them vis-à-vis other languages in the eco-system (language endangerment).

May (2012:132) cites Krauss (1992) & Grimes (2000) that argue that 50% of languages may die out by the end of the twenty first century. The language decline and loss often occurs in a multilingual setting whereby a majority language dominates the minority languages. Languages deterioration occurs under three scenarios (May, 2006, May, 2008):

Firstly, the use of majority language in formal discourse, puts pressure to the minority language speakers to speak the majority language. The use of majority language by the minority speaking people minimizes the use of minority languages in formal settings. This often leads to a replacement of minority by majority language in the formal settings.

Secondly, application of bilingualism (the use of both majority and minority languages). The minority language speakers, especially the young generation tend to speak the majority language more than their own minority languages in various language domains. The more the decrease in the number of minority speakers, the less the number of people fluent in the minority language.

Thirdly, replacement of minority language with the majority language in the second and third generation. The language shift and loss adversely affects the political, social and economic conditions of the minority language background (Fishman, 1995; May, 2012). The marginalization of minority languages is a basis of the struggle for linguistic rights so as to harness the principles of human rights (Phillipson & Skutnabb-Kangas, 1996).

2.3.2.2 Human Rights or Minority Language Rights

Linguistic human rights are a fundamental dimension of human rights, thus human rights are needed to remedy language wrongs (Skutnabb-Kangas, 2002). The role and functions of any language in society has a bearing to the state because the state determines the linguistic landscape (Blommaert, 2005). The official status of language and laws passed by the state form a basis of legal utilisation of languages. The UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992: article 4 (3) states that

States shall take measures where required to ensure that persons belonging to minorities may exercise fully and effectively all their human rights and fundamental freedoms without any discrimination...

> States should take appropriate measures so that, wherever possible, persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue.

Colonial regimes which instilled European languages against indigenous languages of their colonies used World Bank-International Monitory Fund education policies to fulfil their goals. World Bank and IMF cemented the adoption of imperial languages in African nations as the only languages of education of African children in Africa (Mazrui, 1997: Skuttnabb-Kangas, 1999). This misleading approach of colonisers that only European languages are well vested in educating Africans is highly challenged by numerous scholars on language rights in Africa (Phillipson, 1992; Djite, 1993; Phillipson & Skutnabb-Kangas, 1994). The dominance of a majority language at the expense of a minority language is known as linguistic genocide (Skutnabb-Kangas, 2000), while Phillipson (1992) is regarding the hegemony of a majority language and the diminishing use of minority languages in colonised countries as linguistic imperialism. A linguistic hierarchy is not a natural or linguistic phenomenon, but historically, socially and politically constructed phenomenon (Billig, 1995: May, 2005b; 2008, 2012). Linguistic hierarchy and inequality is therefore a societal matter, hence the proponents of closing the disparity between majority and minority languages emerged to advance the advocacy of Minority Language Rights (MLR) (Blommaert, 2005: May, 2005, 2012).

Language inequality was perpetuated by colonialists to fulfil their in-humane agenda of conquest, political subjugation and economic exploitation (Phillipson, 1999:26). The brutal imperial language expansion is regarded by Phillipson (1999) as "Europeanisation" of the world. The hegemony of English causes tensions worldwide because it leads to instability, world inequality and social injustice; furthermore, colonizers labelled states that strive for linguistic equal rights as "chauvinist", suffering from obsolescent national pride (Phillipson & Skutnabb Kangas, 1996; Phillipson, 1999:27).

International civil rights movements erupted in the 1970's for the recognition of language as a basic human right. Skutnabb-Kangas (1999:202) claims that "....absence or denial of linguistic and cultural rights is today effective ways of promoting conflict and violence...." Deducing from Skutnabb-Kangas (1999) it is clear that there shall be no total freedom in any society if people who are in language-chains. Language deprivation results in lack of skills acquisition and incapability, which often impede active participation in the mainstream economy of the country (Del Valle, 1981; McDougal et.al, 1975). Macías (1978:88-89) categorizes language rights into two: language right to freedom from discrimination on the basis of language and the right to use your language(s) in the activities of communal life. Language rights cut across national boundary lines. An Intergovernmental conference of Ministers on Language Policies in Africa was held in Harare in 1997. The Harare Declaration of 1997 (discussed above) paved the way for the promotion of African languages, to build on the existing multilingualism and English to be learned additively or learned alongside the mother tongues of Africans. International charters such as the League of Nations; United

Nations; Universal Declaration of Rights of Man; and the Helsinki Final Act advocate language equality rights on a trans-national level, with the perspective that language based discrimination is a violation of basic fundamental human rights (Zachariev, 1978; Macías, 1979; De Valle, 1981; Phillipson, 1999). The Universal Declaration of Human Rights (1996: art.10 and 30) is explicit on equal rights of all language communities internationally and further spells out that the languages and cultures of all language communities must be used for academic and research purposes at university. According to Zachariev (1979:271) language rights are linked to human and educational rights hence language planning is linked to social and educational planning. Language planners must ensure that there is no infringement of group or individual language rights (Ruiz, 1984:25; Williams, 1981:62). This research gives us a clear understanding as to what extent African languages are used as the academic languages in selected South African universities.

The struggle of human rights and the legal protection of minority languages produced ethnic researchers as primary movers of language identification as both legal entitlement and natural endowment (Ruiz, 1984:23). "...Rights affirmation is also confrontation, since the nature of a fully-fledged right is that it is not a mere claim-to something but also a claim-against something" (Feinberg, 1970). In the case of human rights, Ruiz (1984:24) claims that "...the controversy could be seen as one where the rights of the few are affirmed over those of the many." Thus, it is primarily a responsibility of all minority language communities to ensure that there is a realisation of the language rights to all members of society. Minority languages could be promoted on the basis of legitimation and institutionalization. Legitimation is the formal recognition accorded to the language by the state and institutionalization is the acceptance of language to be used in a wide range of social, cultural, economic, political and education domains both formal and informal (May, 2003; 2006). Flaws in the legal documents that protect language rights could be used as the basis for non-compliance (Ruiz, 1984:24). This study establishes compliance and non-compliance among selected South African universities with regards to language policy, together with language policy flaws that could be used adversely to the effective language policy implementation.

2.3.2.3 Language replacement and social mobility

The replacement of a minority language by the majority language is perpetuated by minority language speakers who often learn and use the majority language with the view that subsequently, their social and economic conditions will be enhanced (May, 2012). According to Sridhar (1994) the critics of Linguistic Human Rights have a concern of practicalities wherein minority languages are poorly developed in terms of standardized orthography, paucity of printed material, lack of literacy tradition and minority language with few speakers which makes mother tongue education in such language not to be economically viable. In the process of learning and using the majority language, minority language speakers gradually shift away from their languages to majority languages with the perspective that learning in minority languages delays access to the dominant language and to their socio-economic

mobility (Edwards, 1985; Rubagumya, 2003; Makoe, 2009: Chimbutane, 2012). Parents, especially the middle class, prefer European language as the medium of instruction in schools for socio-economic mobility of their children (Rubagumya, 2003: Bunyi, 2008). The socio-economic mobility associated with the majority language is a great challenge that needs to be addressed in order to avert language replacement on the basis of economic and social mobility associated with the majority language (Hornberger, 2006). Thus, Chimbutane (2012:179) argues that "Adjudicating the right to mother tongue education is not enough, it must also lead to re-valuing of a low-status language as a valid form of cultural capital in mainstream markets; otherwise people may overlook their language rights." The proponents of minority language rights criticise the ghettoization of minority language communities, which often constrains their social mobility (Barry, 2000; Huntingdon, 2005). May (2006:263; 2012:135) argues that the following are perspectives that exacerbates language replacement:

- Majority languages are lauded for their 'instrumental' value, whereas minority languages are accorded 'sentimental' value, but are broadly constructed as obstacles to social mobility and progress.
- Learning a majority language will thus provide individuals with greater economic and social mobility.
- Learning a minority language, although (possible) important for reasons of cultural continuity, delimits an individual's mobility; in its strongest terms, this might amount to actual 'ghettoization'.
- If minority language speakers are 'sensible' they will opt for mobility and modernity via the majority language.
- Whatever decision is made, the choice between opting for a majority or minority language is constructed as oppositional, even mutually exclusive.

The minority languages are portrayed as languages which carry identity with no instrumental value, while the majority language carries instrumental value (May, 2006; 2012). A language carries instrumental value only if it is used in high prestige domains such as education, politics, society and the economy. Carens (2000) argues that all languages accomplish both identity and instrumental function, but the difference is the extent to which both majority and minority languages accomplish identity and instrumental value, which depends on the social and political constraints at their disposal. This dichotomy between minority and majority languages' identity and instrumental value should not remain like that and if the minority position of a language is the specific product of historical and contemporary social and political relationships, changing these wider relationships positively with respect to a minority language should bring about both enhanced instrumentality for the language in question, and increased mobility for its speakers (May, 2006; 2012).

2.3.2.4 Historical and socio-political pattern of language rights

It is important to understand that the socio-historical and political terrains play a major role in majoritization and minoritization of languages. Majority or minority languages is not a natural or a linguistic process, but a historical, social and political constructed process (May, 2005b; 2006; 2008; 2012). When Europeans were diffusing their dominance worldwide through colonisation, they inferiorized languages of their colonies and elevated European languages as the languages of high prestige. The historical and socio-political context during colonisation enabled governments of that time to create conditions to ensure that large numbers of people are unable to acquire the language or the linguistic competence they would need to succeed in school and efficiently participate in social and political life (Phillipson, 1992: Chimbutane, 2012). Chimbutane (2012:168) cites Phillipson (1992) who argues that the promotion of language of wider community (LWC)/majority language in former colonies involves a process of economic, political, social, cultural and educational domination and exploitation. Therefore, majoritized and minoritized languages are not a natural phenomenon, but are man-made in pursuit of peripherizing minority language speakers. The dominance of the European languages is still prevalent in post-colonial dispensations.

In the context of Africa, particularly sub-Saharan Africa, there were two groups of colonial powers, those that totally proscribe minority languages (generally known as anti-users) and those that were tolerant of minority languages (known as pro-users) (Alidou, 2004; Obondo, 2008; Chimbutane, 2012). Pro-users include Belgium, Britain and Germany while anti-users comprised of France and Portugal (Chimbutane, 2012). The pro-users promoted the use of African languages only at elementary level (grade1-4), colonial languages were used as a medium of instruction beyond elementary level. The British Empire with indirect rule policy trained a small number of natives in English so as to use them to meet the needs of their colony, using them to mediate between colonial power and the local population and to avoid the emergence of many educated elite that would contest exploitation and oppression (Rasool, 2007; Chimbutane, 2012). Proscribing mother tongue education was a politically motivated strategy by the colonisers to marginalise indigenous people from political, social, economic and education advancement.

The anti-users advocated an assimilationist philosophy, and their primary objective was to civilise natives by diffusing their language and cultures (Chimbutane, 2012). This was a great violation of linguistic rights and an inhuman practice because it is peculiar, contradictory and unusual that they claim to civilise natives, yet they vehemently oppose the use of their own language. There were severe punishments to the missionaries caught using African languages in education (Abdulaziz, 2003). This was an indoctrination which was meant to produce economic, social and education deficient citizens.

In the post-colonial dispensation, European languages still enjoy hegemony at the expense of minority languages. The language policies in previously colonised countries favour the

colonial languages, which are viewed as neutral languages of integration and modernisation (Bamgbose, 1999). The exclusion of African languages in favour of English only as medium of instruction at all levels of education was the language policy adopted in Kenya, Zambia and Ghana, which was a regressive move (Chimbutane, 2012). In some countries where a particular African language was elevated at the expense of other African languages such as Kiswahili in Tanzania, Ahmaric in Ethiopia, Chichewa in Malawi and Setswana in Botswana was also a challenge tantamount to the hegemony of European languages (Nyati-Ramahobo, 2000; Alidou, 2006; Heugh, 2008). In any ideal and prosperous society, no individuals should feel excluded from any political, social, economic and educational processes on the basis of language hierarchies. The establishment of majority/minority language hierarchies is a historically, socially and politically construed process, it is not a natural nor primarily even a linguistic one (May, 2005b; 2008; Chimbutane, 2012).

2.3.3 Language as resource

Language as a resource orientation is essential for language planning (Jernudd & Das Gupta, 1971; Ruiz, 1984). While there are some contradictions in the two orientations, language planning based on language as resource could enhance the language status of subordinate languages and minimize the tension between minority and majority languages (Ruiz, 1984:25). Resource orientation became dominant in the United States because of the language deficit due to the usage of English only in a linguistically heterogeneous country. It is for this reason that the President's Commission on Foreign Languages and International Studies (1979) and Thompson (1980) recommended the following: longer sequencing of language classes, development of better language aptitude measures, bilingual schools for all Americans and international high schools and the re-establishment of a language requirement at university level. Implementation of the aforementioned recommendations would have favourable conditions for the promotion of non-English languages in the United States.

Ruiz (1984:26) points out that resource oriented language policies are destroyed by mismanagement and repression of the same policy. When referring to the rich ethnic mix in the United States, Simons (1980:33) and Thompson (1973:227) argue that nothing is being done to use rich resources of linguists to train people in the use of languages other than English. Mismanagement and repression of resource oriented language policy is an international challenge that needs urgent attention. It is a responsibility of today's generation to preserve language; a valuable resource we inherited from our forebears. Khan et al. (2015:19) quote Skutnabb-Kangas (2004) who cites expression of an anonymous philosopher on resourcefulness of language as:

Grandmothers and Grandfathers
Thank you for our language

That you have saved for us.
It is now our turn to save it
For the ones who are not yet born.

Study of foreign languages at schools and the use of foreign languages as medium of instruction had been encouraged at the expense of the minority languages; and minority groups gradually lose their language (Ruiz, 1983; 1984; Macías, 1979:96). Non-recognition of minority languages deprives children to exercise their linguistic resource through the use of their mother tongues. The use of foreign language as the only medium of instruction disadvantages native children. Thus, ignoring linguistic repertoires of children is tantamount to destructing their potential, which is linked to their mother tongue. Encouraging monolingual children in a multilingual society is totally unacceptable.

Multilingual education develops linguistic resources that children already possess because learners are free to use their home languages; something which fosters self-identity and confidence (Cahnmann, 2003; Bartlet, 2007: De Korne, 2012). Different scholars that are against monolingualism argue that multilingualism is pivotal for the future of international communications (Dugan, 1978; Pincus, 1980; Simon, 1980; Valverde & Brown, 1980). Multilingualism would not bear any desired fruits if it is only practiced during the teaching process and only in the classroom situation, without having a space in the assessment of the students. Language as resource should be used without any boundaries because student's academic achievement relies most on languages that they best know; most often their mother tongue (Kotze & Hibbert, 2010). This study further investigated the use of African languages as academic languages, and as language of assessment in all chosen South African universities. Ruiz (1984:28) points out that "Language planning efforts which start with the assumption that language is a resource to be managed, developed and conserved would tend to regard language minority communities as important sources of expertise."

2.4 Language and Education

2.4.1 Colonial era: Language in education policies

Education systems play a crucial role in promoting and demoting the use and status of language. Khan (2015) asserts by citing Kadel (2010) who quoted Wolff's (2006) remarks that "Language is not everything in education, but without language, everything is nothing in education." A historical perspective of language in education policy is necessary to understand correctly contemporary language in education policy (Campbell-Makini, 2000; Alidou & Jung, 2001; Chimbutane, 2012). The inhuman colonial powers intensified imperialism through imposing European languages in African countries at the expense of indigenous African languages (Toffelson, 1991; Phillipson, 1999; Ricento, 2000).

The African continent was colonised by European countries such as Britain, France and Portugal. South Africa was a British colony. Europeans presented themselves as natural superiors, racial and cultural superiors over their colonies. Colonised people were regarded

as inferior people and were made to feel themselves inferior as compared to their colonisers (Chimbutane, 2012). Language policy in South Africa during the colonial and apartheid regime was underpinned by colonial philosophies and was ideologically driven. African languages were used as a medium of instruction at elementary school level only (grade 1-3) and thereafter English was used as the only language of instruction; something that still persists under the current democratic dispensation. English as the medium of instruction caused great damage to the mind-set of non-English South Africans. The British colony used our own people to instil Western culture, values and language by training a few Africans in English so as to facilitate interaction between coloniser and colonized (Obondo, 2008:152).

It was the coloniser's mission to let Africans underestimate their own identity and language in order to promote one-sided assimilation pretension. This assimilation was not a dual approach because only Africans had to assimilate the culture, language, traditions of the Western culture. A genuine assimilation has to be interactive in character wherein one assimilates each other. According to Bokamba (1991:183) Britain applied "an evolutionary policy of assimilation". African universities adopted Western models of academic organization; hence, even in the twenty first century African universities are regarded as artefacts of colonial policies (Altbach & Selvaratnam, 1989; Lulat, 2003; Teferra & Altbach, 2004). English hegemony developed in South Africa because colonial powers influenced language in education policy, and English was made a language of instruction beyond elementary level schooling. The Dutch minority under British dominance fought against repressive British language policies. Dual medium of instruction was introduced because mother tongue education was the priority of the Dutch (then Afrikaans) speaking activists (Du Plessis, 2003). Afrikaans which replaced Dutch in 1925 was developed and became a language of higher function together with English. Under the apartheid regime African languages were only promoted to serve the segregation language policy in black homelands. In Higher Education only English and Afrikaans were used as the medium of instruction. Non-English and non-Afrikaans speaking children were disadvantaged as compared to their English and Afrikaans counterparts. This abnormal situation still persists today despite the language policies that favour multilingualism. It is for this reason that this study becomes imperative in order to understand the state of affairs on implementation of language policies in selected universities of South Africa.

2.4.2 Post colonial era: Language in education policies

Africa's multilingual society, in the post-colonial era has been characterised by numerous challenges of selecting the languages to be used as official languages and the medium of instructions in schools. Tension arose between different ethnic groups because recognition of other languages and non-recognition of others would enable inequality (Abdulaziz, 2003; Field, 2008). South African constitutional negotiations reached a deadlock with regards to medium of instruction (Du Plessis, 2003:110). The medium of instruction deadlock culminated to a compromise position as stipulated in the South African constitution, clause 29 (2). The

Constitution favours the status quo because it claims "everyone has a right to receive education in the official language or languages of their choices in public educational institutions where that education is reasonably practicable". It would have been better if instead of receiving education in languages of their choices; learners would be receiving education in their mother tongue alongside English. The "reasonably practicable" can be used against the language transformation to maintain the status quo. English is viewed as a language of power, economic and social mobility (Ramani & Joseph, 2002: 200) and hence its continued hegemony.

The South African democratic government developed many laws and legislative policies that promote human rights and social justice. Language in Education Policy (LIEP) under the auspices of Section 3(4) (m) of the National Education Policy Act, 1996 was adopted. Language in education policy recognises heterogeneity of South Africa and advocates additive bilingualism in education. Additive bilingualism is the method which uses both mother tongue and the majority language equitably as languages of instruction (García, 2012:234). Good practices of additive bilingualism in universities would bear fruits in promoting African languages. But now that we have non-discrimination policies, the question that needs to be raised is, do non-discrimination language policies produce equal access and success to all South African students? South African students still receive unequal education due to reliance mostly in English as the language of instruction rather than mother tongue instruction coupled with English. Foreign language instruction contributes to the poor achievement, delayed progress and early dropout (UNESCO, 2003; Benson, 2004, 2005; Chimbutane, 2011). Language remains a contentious matter and will continue to be as such if universities as reliable agents of social change are not taking vigorous steps to implement additive bilingualism. There is no change without its own challenges, but if change is for social justice and equality, then so be it.

The problem with African countries is that they inherited inhuman, repressive European models, which were meant to cement social injustices (LIEP, 1997). European models Europeanise Africans, yet Africans need to be Africanised. It is for this reason that English has hegemony in African universities while African languages are confronted with enormous challenges of efficacy (Teferra & Altbach, 2004). With regards to the challenge of efficacy, Thamaga-Chitja & Mbatha (2012:345) point out that " ... while there may be no escaping the inevitable hegemony of English, it is important for African languages, too, to be able to meet intellectual needs that English presently supports." Teferra and Altbach (2004) argue that the use of European languages in higher education in Africa contributed to the decline of African higher education and alienation of the academe from the majority of the population, while Agbedo et.al (2012:172) cite scholars such as (Robinson, 1996; Granvile et.al, 1998) to justify the point that postcolonial language policies have maintained the status quo. Chimbutane (2012:172) claims that with rare exceptions, the language in education policies that reigned in the colonial era were also maintained after independence: where African languages had been excluded, they remained excluded at all levels except at lower primary level.

Khan et al. (2015:22) concurs with Bender et al. (2005) that fifty percent of school children have not had their mother tongue in use as a schooling language. The use of foreign language as the medium of instruction often leads to low levels of school achievements, high level of dropouts and repetition of subjects. Kotze & Hibbert (2010:12) put it in this way "An idiotic situation exists that in many, if not most, instances the teacher and the class share the same home language, but the tuition has to be in a language in which none of the two parties is proficient". This implies that although many countries are free from colonial oppression, but linguistically people are in chains of their own making. I regard linguistic challenges in the post-colonial period as something of our own making because under the democratic dispensation, the state has legitimate powers to make some radical changes on language policy matters for the benefit of all citizens. This study further investigated language policy implementation strategies that are used in selected universities of South Africa. A sample of such policies is contained in the appendices of this thesis (Appendix D-N).

2.5 Pedagogy in multilingual settings

Rampant migration all over the world culminates in world's multilingualism (Castles & Miller, 2003; Hélot, 2012). Teaching and learning methods should always speak to the needs of the students. According to Cummins (2008:75) "...effective instruction of English Additional Language students should focus primarily on context-embedded and cognitively demanding tasks." South African universities are rich in terms of linguistic diversity. However, the effective use of African languages as resource is questionable. Multilingual pedagogies allow students to use their mother tongue in the teaching and learning process, which results to massive participation of students because their linguistic diversity is incorporated. Multilingual children in and out of school are more advanced than their monolingual counterparts in terms of cognitive and intellectual skills, meta-linguistic and meta-cognitive task performance and educational achievements (Mohanty, 2000; 2006). It is through multilingual pedagogy that students are positioned as competent members of a socially constructed language community (Korne, 2012; García & Flores, 2012). Multilingual pedagogy is relevant to this study because there is not even a single university in South Africa which is monolingual in character, based on the students' language repertoires. Although García and Flores (2012) categorise multilingual pedagogies into four, namely: foreign language pedagogy, second language pedagogy, bilingual pedagogy and multilingual pedagogy, in this study foreign and second language pedagogy will be grouped together and reasons for that will be elucidated.

2.5.1 Foreign language/second language pedagogy

Foreign language/second language pedagogy is the process of teaching and learning using the student's second language/foreign language instead of the student's mother tongue. García and Flores (2012) put foreign and second language pedagogy as two separate pedagogies. I regard them as one because both pedagogies refer to the non-mother tongue education. I concur with Leech and Ceat (2012:295) that combine foreign and second language "...the use

of a second or foreign language for instruction plays a major role in educational underachievement, poor literacy development and early dropout." Leech and Ceat's (2012) point that monolingualism contributes greatly to the fundamental socio-economic challenges of unemployment, poverty and inequality that South Africa is facing, while Grin (2005:455) only cites the major inequality in a society which results from the imposition of the dominant language. Universities have a tremendous role to play in promoting previously marginalised languages under the auspices of multilingualism because relying solely on English and or Afrikaans, which tend to be foreign languages to the majority of South Africans leads to conceptual and terminological limitations that in turn lead to the inability to properly understand the world (Ralarala et al., 2017). Chimbutane (2012) agrees with Alexander (1999); Alidou & Jung, (2001) and Heugh, (2008) with the view that "monolingualism has deepened inequalities among Africans, as an educated and socio-economically privileged minority and an uneducated and socio-economically marginalised majority are produced and reproduced across generations."

Foreign and second language pedagogy spearheads monolingualism. Foreign/second language is introduced after children have acquired their first language; but it does not effectively utilise the existing language knowledge. The monolingual nature of both foreign and second language pedagogy is driven by monoglossic ideology. Monoglossic ideology is a school of thought that advocates monolingualism through the use of a majority language at the expense of minority languages. When the second language is added to the student's linguistic repertoire, the first language shrinks; something which leads to language shift to the dominant language (Garcia & Flores, 2012:234). Students are then expected to behave as monolinguals while in reality they are not. The foreign/second language pedagogy could be used also when two types of bilingualism are applied, namely; subtractive bilingualism and additive bilingualism. Subtractive bilingualism occurs when a second language is learnt at the expense of the first language, and gradually replaces the first language (Du Plessis, 2003:102; Baker & Jones, 1998:706). This anomalous situation happens in South Africa where the African languages are not recognised when it comes to the actual teaching and learning of students in higher education. Webb (2015:290) regards this as the 'Englishification' of higher education, which contributes to the perpetuation of inequality and exclusivity. English first language speakers have an edge in academic performance because of their mother tongue advantage (Grin, 2005; Webb, 2015). English, which is the home language of only 9.6% of the South African population is used as a language of learning and teaching for more than 90% of South African learners (Van der Linde, 1999:10-11; De Wet, 2002:121; Stats S.A, 2011). Additive bilingualism entails the equitable use of both first language and second / foreign language (Baker & Jones, 1998). This research is relevant to get an updated version of the impact of tuition in foreign languages/second languages on the student's cognitive development and academic performance in the selected South African universities.

2.5.2 Bilingual pedagogy

Bilingual pedagogy seeks to equalise the power disparities between minority and majority languages. Bilingual education, which adopts monoglossic ideology, diglossic arrangements and a monolingual lens, produces prestigious bilingual education and immersion bilingual education (García, 2009). Prestigious bilingual education pedagogy regards languages as autonomous entities that need to be developed separately. Through prestigious bilingual education, teaching and learning is conducted in one language during one part of the day and the other language in other part of the day (García, 2012:234). Although prestigious bilingual education aims at additive bilingualism, the diglossic arrangement hampers the same additive bilingual education that it claims to be advancing. Additive bilingualism uses the child's first language as a basis to learn foreign/second language and both languages are used equitably (Baker & Jones, 1998; Webb, 2015). The use of the student's first language as the language of instruction alongside a second language, which often tends to be a majority language, improves educational participation, as well as understanding of academic concepts and outcomes (Benson, 2010; López, 2010; Leech & Caet, 2012; Hornberger & Swineheart, 2012).

Immersion bilingual education is a system which uses immersion pedagogy where a second language is used for education and the child's first language is used later as language of instruction (Skutnabb-Kangas, 2006; García & Flores, 2012). According to Mejía (2012); Freeman's (2014) immersion bilingual education is classified into three categories:

- Early immersion: introduction of the foreign/second language from the onset or at pre-school level. Tuition is 100% in foreign/second language.
- Delayed immersion: foreign/second language education starts at the elementary level/ primary school. At least 50% of the tuition is in foreign/second language.
- Late immersion: pedagogy through foreign/second language commences at secondary school level. Teaching constitutes 50% in foreign and second language.

The teacher in an immersion pedagogy environment has to be bilingual so as to have access to the learner's articulations using their first languages. Whereas the main medium of instruction is the learner's foreign/second language, but the teacher allows the learners to use their first language to a certain extent in their classroom engagements. The compartmentalization of language teaching in both prestigious and immersion education raises more questions under the contemporary linguistic diversity as perpetuated by globalisation. The Bilingual diglossic approach is less relevant, and the bilingual/multilingual heteroglossic approach is mostly significant in response to the heterogeneity of the society. However, there is a need for the reskilling of lecturers who got teaching training through monolingual pedagogical lenses and the traditional pedagogy for the future educators to be redesigned to accommodate linguistic repertoires that students bring to the classroom environment (Canagarah, 2005a; García, 2009). To address the challenge of monolingual academics, at least every academic at university should have a basic knowledge of all official languages of the institution in addition to the primary language of instruction for the

realisation of bilingual pedagogy (Fortanet-Gomez, 2013). The relevance of bilingual pedagogy in this study is the integration of the African languages in the classroom situation in response to heterogeneity of selected South African universities.

2.5.3 Multilingual pedagogy

Multilingual pedagogy allows the use of various linguistic repertoires of the students in a diverse classroom. It is based on heteroglossic ideology, transglossic arrangements and multilingual lenses. Content and Language Integrated Learning (CLIL) is the approach that drives social context multilingual pedagogy (García, 2009; García & Flores, 2012). Education under CLIL is based on the different social contexts of the students. Multilingual pedagogy has no restrictions in language use; thus promoting the use of diverse languages within the classroom and enhancing communicative and literacy skills across languages (García, 2009; Korne, 2012). Non-prescriptive and natural practice of language in context of heterogeneity is generally known as translanguaging (Garcia, 2009). The Translanguaging approach has advantages: the promotion of a deeper and fuller understanding of subject-matter, the development of literacy in the weaker language, the improvement of home-school co-operation and the integration of fluent English speakers and English learners. "If English learners are integrated with first language English speakers, and if sensitive and strategic use is made of both languages in class, then the learners can develop their second language ability concurrently with content learning" (Baker, 2006:297 as quoted by Blackledge & Creese, 2010). Children tend to be themselves/maintain their self-identity and self–esteem when they use languages best known to them. Korne (2012:482) cites (Cahnmann, 2003; Bartlett, 2007; Weber, 2008; McGroarty, 2010) when he claims that heteroglossic approaches to language are also viewed as a way of counteracting negative impacts on children that result from standard language ideology in order to foster positive self-identity and confidence. I greatly support heteroglossic ideology but it must go beyond teaching and learning processes, to all forms of assessments because the current state in South Africa warrants the students to use English and or Afrikaans. In the process, students perform badly due to being examined in non-mother tongue languages. Mother tongue education should be prioritised at a higher level especially for examinations for the realisation of multilingual pedagogy. Alexander (2005:4) quotes Mazrui & Mazrui's assertion (1998:64-65) that "The linguistic quest for liberation must seek to promote African languages, especially in academia, as one of the strategies for promoting greater intellectual and scientific independence from the West." African languages will only be developed and intellectualised if they are being used as languages of instruction and assessment. Normally, language of instruction should be language of assessment as well, but in South African higher education the language policy is flexible in using all the official languages of the institution in teaching and learning process, but in assessment it is strictly English or Afrikaans, unless an African language is being taught and assessed as a subject. This is the main reason why I always include the assessment when I am discussing about the language of instruction. Promotion strategies such as translation of resources from English should be done simultaneously with the use of African languages as

languages of instruction and assessment. Promotion of African languages for academic and research purposes are inseparable with intellectualising African languages. I regard this process as the intellectualisation of African languages in action. If all South African languages could be used limitlessly in higher education, multilingual pedagogy is then inevitable.

Multilingual pedagogy is categorised into two types: dynamic bilingualism and dynamic bi/plurilingualism (García & Flores 2012:236-238). Dynamic bilingualism is the ability to use languages in communication purposes and to take part in intercultural actions while dynamic bi/plurilingualism is the use of languages in a bottom-up manner where there is no control or planned language use from top-bottom (Garcia & Kleifgen, 2010; García & Flores 2012). Multilingual pedagogy is relevant to my study because all selected universities in South Africa are linguistically heterogeneous. It is crucial to know how a university's heterogeneity is being used as a resource for the student's academic performance.

2.5.3.1 Translanguaging and transnational literacies in higher education

William (2002) firstly coined the term Translanguaging, which refers to transmission of knowledge in one language and deliberately using another language to reinforce knowledge transmission to the students for a better understanding of the information conveyed (Garcia & Wei, 2014; Hibbert & Van der Walt, 2014). Translanguaging is also described as the purposeful pedagogical alternation of languages in spoken and written, receptive and productive modes (Williams, 1994; Baker, 2001, 2003). Transnational literacy is the literacy practices whose referents and meaning extend across national borders (McGinnis, Goodstein-Stolzenberg, & Saliani, 2007; Hornberger & Links, 2012). Both translanguaging and transnational literacy are applicable in universities of South Africa. Internationalization of South Africa increases numbers of immigrants. The linguistic heterogeneity of South African students and the immigrants increase multilingual settings in higher education. Beyond the classroom, at home, in the community students use different languages in their discourses (Garcia, 2009; Baker, 2011; Makalela, 2013). Hibbert & Van Der Walt (2014:5) argue that "...discourses in unregulated spaces can provide scaffolding to academic discourses, if mobilised strategically. In the classroom environment, it is imperative that the educators, lecturers must embrace translanguaging and transnational literacies in order to understand the valuable resources that the students bring to the class so as to enhance enabling teaching and learning environment." Hornberger & Links (2012:264) point out that "...developing awareness of and orientation to translanguaging and transnational literacies in classroom with students from diverse cultural and linguistic backgrounds can provide practitioners, teachers, and researchers with a fuller understanding of the resources for successful educational experiences."

Hornberger's (1998) Continua of Biliteracy model is an ideal model to advance translanguaging and transnational literacy in higher education. The Continua of Biliteracy model gives the lenses on how teaching and learning, research and language planning should be approached in a multilingual setting (Hornberger, 2001; 2016). Biliteracy means the use of

two or more languages described in relation to context, media, content and development of biliteracy (Hornberger, 1989; Hornberger & Skilton-Sylvester, 2000). The Continua of Biliteracy model is relevant to this study because the study investigates the language policy implementation strategies used by the universities for the realization of multilingualism. Hornberger (2012:265) point out that

> Since educational policies and practices often and overwhelmingly privilege compartmentalized, monolingual, written, decontextualized language, and literacy practices, the continua of bilingual literacy lens offers a vision for contesting those weightings by intentionally opening up implementational and ideological spaces for fluid, multilingual, oral, contextualized practices and voices at the local level.

2.6 Language Policy Planning

Conflicts and threats are inevitable in any society that is characterised by ethnic, linguistic and cultural diversity. Diverse groups tend to compete over educational, political, social and economic opportunities. Conflicts and threats emerge when a particular language is used as a determining factor of getting equal opportunities in education, political and socio-economic sectors. Education as a basic human right should be accessible by all students and it should be equitable. However, there tend to be some threats in a linguistically diverse community that negatively affect minority languages as a result of dominance of "killer languages" (Skutnabb-Kangas, 2000). In order to manage conflicts and threats in a diverse society, language policy planning is required to manage diversity (Grin, 2005). Universities of South Africa are linguistically diverse institutions, thus language policies, implementation plans and evaluation are needed to manage their linguistic diversity for the realisation of equal opportunities for all (Hornberger, 2002; Ricento, 2006). It is important to note that most universities have language policies as required by the Department of Higher Education, but in most universities, there are no implementation plans (Maseko, 2007, 2014). The lack of implementation plans thwarts the language policy implementation, monitoring and evaluation (Spolsky, 2004; Hornberger, 2002).

2.6.1 Theoretical perspective in language policy

According to Ricento (2006) a theory is a statement proposed by an individual or group of people about a position on an understanding of the world or some aspects of the world. Theories of a language that include language identity, language location and language social functions form a basis of the language policy planning. Language policy planning means deliberate and conscious choices of language form and/or language function made by important institutions believed to be capable of long-term implementation over a significant area and among a significant population (Weinstein, 1990:5).In the post-colonial era worldwide, nations have a responsibility to redress political, social and economic injustices and key to accomplish such a mission is the language policy planning. Language policy

planning which opens equal opportunities for all is necessary. The Western Sociologists viewed linguistic diversity as an obstacle for national development and therefore advocate homogeneity where European language should be used in specialised formal domains for modernisation and westernisation purposes whilst African languages should be used in non-formal domains (Fishman, 1978; Ricento, 2000:198). Contrary to the Western sociologists are the theoretical linguists that criticise the dominance of some languages at the expense of others (Phillipson, 2003; Skutnabb-Kangas, 2004). I concur with the theoretical linguists because indeed, naturally there is no dominant language against other languages. Importantly, in language policy planning all official languages within a particular society should be used equitably. Ricento (2000:199) cites Rubin (1971:307-310) in characterising language policy planning who claims that "Goals of language policy planning were often associated with a desire for unification, a desire for modernisation, a desire for efficiency, or a desire for democratisation". Language theory describes language policy planning as code with various forms, functions and value (Ricento, 2006:3). Language planning refers to deliberate efforts of the structure, function and acquisition of languages (Tollefson, 2008). According to Kaplan & Baldauf (1997:3) "Language planning is a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities". In the same vein Hopper (1998) claims that there is no fixed structure to language because language develops from the past interactions that a speaker had had. It is a discourse which matters most for research in language policy planning.

2.6.2 Language discourse

English is one amongst the dominant languages worldwide (Philipson, 1992; Knowles, 2001; El-qassaby, 2015). Whilst Ricento (2006) points out that English serves a variety of diverse functions where it is used, but does not adhere to variety of cultural and socio-economic perspectives. English adheres to the Western culture, norms and traditions and when it is used predominantly, non-English speakers gradually shift from their culture, norms and traditions. Language and culture are intertwined. Language plays a vital role towards the socio-economic status of individuals and communities in general. Socio-economic status of individuals and community are under suffocation if the mother tongue is not used in high function domains. The UNDP report (2004:9) postulates that English monolingualism "shapes the barriers and advantages few individuals face in life (in South Africa)-politically, socially, economically and culturally. In a linguistic diverse society, speakers of minority languages tend to shift to a majority language. Language shift is facilitated by the people's desire for socio-economic equality and fairness (Tollefson, 1991; Ricento, 2006). Language change is a repercussion of the language contact that needs to be addressed because shifting to a homogenous language benefits few elites and the rest remains underprivileged. In a multilingual society language planning is essential in order to address language problems such as denigration of minority languages, language attrition and to an extent language death (Canagarajah & Liyanage, 2012). Many scholars share the same sentiment that there ought

to be a language problem which necessitates the language planning to solve language problem (Rubin & Jernubb, 1971; Fishman, 1974; Karam, 1974; Weinstein, 1980; Neustupny, 1983). Whilst others scholars do not mention a language problem, but they state that language improvement, language development and language behaviour of group of people require language planning (Haugen, 1969; Thornburn, 1971; Gorman, 1973; Tauli, 1974). The basics of language policy planning framework are ideology, ecology and agency; whose values and interests are promoted in language policy planning (Hornberger, 2002; Ricento, 2006). A framework for language policy and planning had been developed by researchers which comprised of the following aspects: status planning, corpus planning, acquisition planning and opportunity planning (Ferguson, 1968; Haugen, 1983; Cooper, 1989; Hornberger, 1994; Fortanet-Gomez, 2013; Antia, 2017).

2.6.3 Status planning

Status planning is the recognition of languages by the national government which also determines their functional ranges, such as medium of instruction, official languages and mass media within a given settings (Gorman, 1973; Cooper, 1989; Fortanet-Gomez 2013). Language status is the position of a language in relation to political, social and economic utilization (Ricento, 2006). The status of language changes over a period of time. In a multilingual society, language shift from minority languages to majority languages and dying of minority languages are immense (Ricento, 2006; Skutnabb-Kangas, 2006). It is for this reason that the status of both minority and majority languages should be properly managed in an equitable manner. Language status is regarded as relative value of a language based on its functions for political, social and economic mobility (Ricento, 2006). Language status is inextricably linked with the ideological perspective because it reflects power relations among various linguistic groups. The status planning is necessary in the multilingual setting so as to promote the language equity. The status planning should respond to the linguistic needs of the people. Therefore, the state must play a vital role in ensuring that all language communities are given official status in both out of state and in state functions. Worldwide, states are characterised by multinationals with immense linguistic diversity. Urbanisation and migration contribute to linguistic diversity in every corner of the society (Genesee, 2004 as cited by Fortanet-Gomez, 2013). The state which has less control at its cross-borders and being influenced by economic hub of imperialist forces may have the language policies that suit immigrants more than its indigenous people. According to Farah (2004) Somali in Somalia was replaced by Arabic as a national language used in school curriculum on the basis that Somali schooling was being financed by Arabs. Functioning governments without being influenced by the imperial forces design a language policy which favours their population. The theory of linguistic imperialism suggests that states are greatly influenced by both internal and external pressures related economic and cultural factors and transnational migration worldwide (Ricento, 2006). Thus, the state must take a firm decision to promote the status of its indigenous languages for the equal opportunities. Essentially for the language equality is the use of indigenous languages at primary, secondary and tertiary education level

and in the labour market. Indispensable use of African languages in the education system opens spaces for multilingual education (Hornberger, 2014). For the purpose of this study, African language status is being revealed by the manner in which selected universities use them for academic and administrative purposes. Status planning by virtue of applying the principle of selection of languages for functional domains has its own contradictions that manifest themselves through equality and inequality: language ideology and practice, and preserving the structure of a cultural community.

2.6.3.1 Equality and inequality

According to Webb (2015) equality and inequality are two end-products emanating from two different language planning techniques, namely: Ideological language planning and normative language planning. Ideological language planning perpetuates unequal power relations among different linguistic groups in society. Ideology is a set of views, beliefs, ideas subscribed by a certain social group (Hall, 1999). People who share the same ideology would influence society to view their ideology as the prominent one that should be maintained. Whilst Webb (2015:142-143) cites Kellner (1995) to explain ideology as "a practice of reproducing social relations of inequality", the reality is that there are different ideological perspectives with different objectives such as Capitalism and Communism. Capitalism advocates the dominance/supremacy of one social group (ruling class) against other social group (working class). The language policy planning and practice will be the one which homogenises one language at the expense of other languages for the benefit of the ruling class. In the context of South Africa, English enjoys hegemony as compared to the African languages and this causes social inequalities. It creates social inequality because non-English proficient speakers struggle to participate in the mainstream economy of South Africa whilst proficient English speakers are advantaged. Social inequality is exacerbated by the use of English as the only language of teaching and learning in a multilingual higher education in South Africa. Communism spearheads the total social justice and equity (Marx & Engels, 1848). Webb (2015:149) argues that "The consequences of ideological language planning are educationally, economically, politically, socially and culturally destructive: subordination, subjugation, marginalisation and exclusion, as well as the economic disadvantaging of the majority of the citizens of a country, the deculturalisation of the colonised and the inferiorisation of indigenous cultural values, beliefs and patterns of behaviour."

Language domination leads to social inequalities. Grin (2004a & 2005) is explicit on the effect of the dominant language versus minority language:

> Dominant language speakers have a privilege in terms of labour market. The market favours the speakers of the dominant language against the speakers of the minority language.
> Communication saving time: Speakers of the dominant language do not consume time in translating the sent message whilst the minority languages speakers have to translate the message conveyed to their own languages for understanding before they

cooperate in communication. Dominant language speakers have an upper hand in arguments than the speakers of non-dominant languages.

Time consuming in learning language: An intensive effort is needed by the minority languages to better understand the dominant language yet they tend not to be perfect as native speakers of dominant language.

Normative language planning is focusing on serving the interests of the polity as a whole (Webb, 2015). A language policy formulated under the normative language planning framework regards diversity of the society and equal opportunities to all. Normative language planning seeks to develop, transform and reconstruct society by ensuring that citizens have equal access to opportunities and socio-economic justice for all. Language in this instance must not be used as a hampering factor against social and economic mobility. These two patterns of language policy planning are crucial for this study because language policies and the language practices of the selected institutions of higher learning are evaluated. Their evaluation reveals if language policies and practices are producing inequalities and or equalities.

Language policy planning seeks to redress linguistic imbalances for social justice. There are two contending perspectives: assimilationists and pluralists. According to Ricento (2000) assimilationists in the context of the United States believe that non-English speakers should shift to English if they want equal opportunities with English speaking people. Language policy that favours their native languages prohibits their opportunities for social and economic equality. The assimilationist's views are problematic and misleading because using English only infringes opportunities of the non-English speakers (Webb, 2015:151-152). Pluralists have a view that people get equal opportunities only if language policy recognises fundamental ethnolinguistic diversity.

Kymlicka (1989) advocates the significance of cultural community structures. Community enables people to be able to define for themselves what is worthy to their lives. Ricento (2006) cites Kymlicka (1989) in stating that preserving the structure of cultural communities is tantamount to preserving the meaningful choices about the good for individuals. However, a state should be guided by the linguistic and cultural pattern of the society in its language policy planning.

2.6.4 Corpus planning

Corpus planning refers to the coining of new terms, standardisation and modification of old terms for both written and spoken purposes (Cooper, 1989). Spolsky (2004:11) refers corpus planning as "the choice to be made of specific linguistic elements whenever the language is used". Corpus planning includes selection, codification, and elaboration of linguistic features (Gorman, 1973). Corpus planning includes terminology development, restructuring varieties of language in order to purify the language for standardisation purposes, the process

generally known as codification (Kaplan & Baldauf, 1997). Kaplan & Baldauf (1997:38) provides the principles that underpin corpus planning as follows:

- Internal linguistic principle: This focuses on the phonemicity, morphophonemicity, simplicity, etymology, invariance and stability)
- Attitude toward other languages: Adaptation and reaction or purism.
- Relationship between language and its users: Majority, liberality, prestige, counter-prestige, usage, estheticism and rationalism.
- Principle of societal ideologies: This includes of nationalism, liberalism, traditionalism, democracy, modernity and authority.

When a language has been granted a status by the state or any institution, corpus planning is essential for effective functionality of a language in various domains. Any change in the use environment of a language induces a change in the character of a language and the change in the character of a language is likely results to a change in the use environment (Kaplan & Baldauf, 1997).

2.6.5 Acquisition planning

Acquisition planning is the process of learning a language. Learning a language fulfils the functional role of a language in a society (Hornberger, 2006). Acquisition planning is concerned with establishing educational pathways, by which a standardized language could be taught and acquired (Hornberger, 1994). Acquisition planning capitalises on increasing the number of people using a particular language (Cooper, 1989). Increasing the users of a language is essential when any society is embarking on status planning and corpus planning (Cooper, 1989).

2.6.6 Opportunity planning

Antia (2017) intensifies the framework of language policy planning by including opportunity planning. Coupled to the status planning, corpus planning and acquisition planning, opportunity planning forms part of the language policy planning framework. Opportunity planning addresses the issues of use, incentives, infrastructure, training and values embedded in multilingualism (Antia, 2017). The multilingualism as a resource for the social and economic mobility of the massive population is only translated into practicality if the opportunities embedded on multilingualism are opened. Job opportunities ought to be guaranteed and research activities and publication opportunities should not only be confined to the majority languages at the detriment of the minority languages (Antia, 2017). The meaningful language planning strides are influenced by the role of language in society (Maalim, 2014; Antia, 2017). The use of African languages in all social domains enhances status planning, corpus planning, acquisition planning and opportunity planning. Therefore, universities and the state in general may witness the practical elevation of African languages only if opportunity planning is incorporated in their language policy planning processes.

2.6.7 Language policy: A socially contested terrain

The complexity of language in society required numerous theories of Language Policy Planning; there is no one theory which covers everything. The development of language policy during 1960's and 1970's approached language as apolitical, ahistorical and non-ideological (McHoul & Mey, 1990; May, 2003; Luke,). This approach was manipulative on the basis that the language policy was formulated to promote national languages and homogeneity that were Westernised in orientation (May, 2003). The promotion of international languages; badly influenced the use of minority languages to the extent that minority languages were viewed worthless by even the speakers of minority languages (May, 2003). For the proponents of Western ideology, spreading the use of majority languages was their diplomatic strategy of entrenching the love of majority language through its usage to the mind-set of minority languages. According to Ricento (2006) language maintenance across generation; language extinction; dominance of English over indigenous languages requires theory to account for a particular scenario. Ricento (2006) cites Fishman's (1991) Graded International Disruption Scale (GIDS), a model which strives for the survival of the minority languages based on the empirical evidence. According to Fishman (1991) concrete language policies guided by GIDS should be developed to redress language shift and loss. Those who stand to benefit from any model or language policy tend to value it. The theory of language acquisition, use, shift and revitalisation is inadequate to influence the language policy directions; however, collecting data interdisciplinary research is needed to support the value of policy recommendation for social benefit (Ricento, 2006). If any language policy does not meet its objectives based on the empirical evidence, language policy review is necessary. Pursuing this study is pivotal to evaluate whether the language policy choices and implementation strategies used by the selected universities are meeting the linguistic needs of their own constituency.

Language policy research is a contested area; dominant ideology tends to benefit elites at the expense of non-dominant ideology. Ideology is a set of views, beliefs, norms and ideas subscribed to a specific dominant social group to maintain the dominance of one group against other groups and reproduction of social inequalities (Webb, 2015; Kellner, 1995; Hall, 1999; O'Sullivan et al., 1994). The language of the dominant class tends to enjoy hegemony at the expense of other languages. English has become the language of diplomacy internationally because it is the language of the dominating ideology (Wright, 2004: 150). This is the cause of international social and economic inequalities. The Western sociolinguistics had a view that colonial languages should be used for formal and specialized functions while local languages could be used for other functions (Ricento, 2000 & 2006). Many post-colonial countries in Africa, Latin America and Asia used Eurocentric models in designing their language policies; thus the status and use of colonial languages are elevated and the

indigenous languages are lowered to a local usage. This is how social injustice emerged and it is a challenge that we are still facing today. Western-based ideologies influence language policy directions in the post-colonial countries and developing countries. Western-based ideologies include monolingualism as a necessity for social and economic equality; language as a finite, stable, rule governed instrument (Fishman, 1978). According to Ricento (2006) linguistic theories that were used by language planners were misleading and mostly they had an adverse effect on the reality of multilingual settings because they abandoned fundamental terms such as native speaker, mother tongue and linguistic competence. This encapsulated to what is known as linguistic imperialism, which emphasizes that languages are hierarchical (Phillipson, 1992; Knowles, 2001).

Internationally, colonial languages became dominant during the colonial and post-colonial era at the expense of indigenous languages especially in Africa. English is one of the imperialist languages that enjoy hegemony because of its stature in numerous domains worldwide such as economy, politics, education, social and cultural arenas (Phillipson, 1992; Ricento, 2000; El-qassaby, 2015). The language dominance of one over other languages poses challenges of language shift and loss. Language loss occurs when a society unconsciously gives up its identity and finds itself dragged into a new one, as part of the new language and cultural concepts associated to it (Holmes, 2000:52). Before the 1994 democratic breakthrough in South Africa, English and Afrikaans were the only official languages. English and Afrikaans were used as the medium of instruction in tertiary institutions, a situation that still exists under the democratic dispensation. The use of English as the medium of instruction is benefitting mother tongue speakers over non-mother tongue speakers (Phillipson, 2001; Tshotsho, 2013). This is the base of social inequality in South Africa between English speakers and non-English speakers. Adopting an Afro-centric model with heteroglossic lenses which put the needs of the students first for social justice is essential for Africa and South African universities in particular. It is within the interest of this study to evaluate implementation strategies of language policies in selected universities of South Africa so as to understand whether we should advocate the Eurocentric models in the African context or not. Toffelson (1994:2) is of the view that, if institutions of teaching and learning do not provide the necessary language services to break down the linguistic barriers, social inequalities will continue. A society becomes normal with equal opportunities to all its citizens only if all languages within that society are recognised and used equitably.

In an attempt to avert linguistic imperialism and its features of language shift, language loss and inequality, Skutnabb-Kangas & Phillipson (1994) originated a linguistic human rights theory. The linguistic human rights model recognises that individual language is a basic human right and therefore a person is free to use his/her native language at any domain of influence such as education, politics and economy. The language policies developed by South African universities respectively is a legitimate strategy of redressing linguistic imbalances of the past. Availability of the language policy is not the same as the implementation. I regard language policy non-compliance as a silent contestation. Although Ricento (2006) confirms that

linguistic imperialism and linguistic human rights theories have played a significant role in language policy as interdisciplinary fields, but he is highlighting that there is less discussion about language policy implementation and evaluation. This study is essential to evaluate the progress that the selected universities have made in implementing their language policies for total inclusion and equality. Mutasa (2015:58) points out that, universities are more likely to achieve multilingualism and eliminate traces of the remnants of the colonial legacy, only if they have a clear implementation plan and adhere to such a plan.

2.7 Language Policy and Political Development

The language policy and implementation is linked to the political landscape in any society. Weinstein (1990:1) claims that,

> It is true that institutional language choices can influence identity and participation, which are basic political concepts, then the study of the choices should help us understand more about states and public policies: what values underlie the policies; how a state is being maintained or reformed; how the state is trying to transform the society living within its boundaries; who will benefit, and who will lose; what groups, individuals, and elites have the most influence over public policy.

The language policy and implementation is linked to the political dynamics within the state and its organs of power (executive, parliament and judiciary). In a totalitarian state, people are deprived from active participation if the language used is foreign to some members of the society. Language plays a fundamental role in a democratic state to fulfil the principle of people's participation. De Kadt (2015:42) argues that "South Africa prides itself on its democratic status, and the eagerness of its people for political participation. A weak stance on language, however, makes real political participation impossible." The language policy in the post-colonial era takes different forms in different countries all over the world. Weinstein (1990) provides an overview of the occurrences of language policy matter in post-colonial countries. According to Weinstein (1990) South India officialised Tamil. South India made Tamil as the medium of instruction in public education and a language of government business. Tamil opened employment opportunities and best school performance and civil services to all Tamil speakers in South India. Many researchers concur with Weinstein on the best performance of students linked to the use of mother tongue instead of foreign language (Alexander, 2003; Kotze & Hibbert, 2005; Kadt, 2015; Khan et al., 2015). While some scholars blame the foreign language as medium of instruction to the student's high failure rate in schools and unemployment and poverty, many parents have a faith in the efficacy of the foreign language, and therefore, want their children to study in a foreign language (Weinstein, 1990; Wright, 2009 and Chimbutane, 2012). This is the situation that South Africa is facing (Tshotsho, 2013) although it is being contested as a myth because it lacks empirical evidence (Heugh, 2003). The state plays a significant role in language planning to maintain the status

quo, reforming and transformation (Weinstein, 1990). It is imperative to review such language planning goals in the context of language policy planning and actual language policy practices of higher education institutions in South Africa.

2.7.1 Language planning to maintain the status quo

Status quo is being maintained if the state has the national language policy, which emphasises the continuation of the current state of linguistics affairs. Language policy planning that maintains the status quo does not want any change but the current state must prevail. If there is a dominant language within a state, national language policy fosters purism. Members of the society would be encouraged not to mix the dominant language with minority languages in their interactions. Translanguaging is prohibited under the language policy, which maintains the status quo. Weinstein (1990) provides an example of French society, which strives for the maintenance of the status quo. According to Weinstein (1990), language policy in France had forbidden the use of foreign words when French terminology exists. The French government was threatened by the perpetual hegemony of English especially in post independent Africa and Asia that could tilt the status of French. English dominance adversely affects the political, social, economic and cultural hub of the society. Robert (1986:13) as quoted by Weinstein (1990:10) claims that "Language servitude leads inevitably to political and cultural subjugation." Maintenance of the status quo which deprives the citizens to embrace and promote multilingualism is tantamount to social injustice because people would be compelled to use one dominant language irrespective of their proficiency on their mother tongue.

South African universities have a history of using English and in some instances Afrikaans as the languages of instruction. In the post-apartheid era there has been a shift with the use of Afrikaans as the medium of instruction, but English is still the language of instruction in almost all South African universities (Du Plessis, 2004 & Mutasa, 2015). The English monolingual approach that most of the universities of South Africa applies compromises the multilingualism that universities should be promoting. Universities are maintaining the status quo by:

- Closing the doors of learning through monolingual education.
- The use of language for excluding students academically.
- Non-integration of African languages as academic languages.
- Non-compliance with regards to the national policy of multilingualism.
- Poor monitoring and evaluation of the language policy implementation plans.

2.7.1.1 Closing the doors of learning through monolingual education

According to the 2011 population census about 75% of the South African population have African languages as their home language. The majority of South African citizens are Africans.

It is for this reason that African languages should be used for teaching and learning at all levels of education alongside English. The valorisation of a particular linguistic practice in a particular institution such as education, employment and welfare restricts access to those spaces on the basis of having this sort of linguistic proficiency (Piller, 2012). Monolingual education closes the doors of learning to a group of students whose language repertoire is used to proscribe them access to education, a basic human right. This had been and is being practiced in some institutions of higher learning in South Africa which use Afrikaans as a medium of instruction. Historically, most African language speakers finish schooling with African language as a home language and English as a first additional language. English is used as the medium of instruction at intermediate phase, senior phase and further education and training in most South African schools. Therefore, using Afrikaans only as a medium of instruction by any faculty of any university in this country prohibits access to education to the majority children of South Africa. Such national institutions are regressive because they are not serving the needs of a society entirely, yet they are national institutions, but they serve only the interests of the Afrikaans minority community. All students who pass matric in 2014 in South Africa have English as a home language or first additional language and about 86% of black African students took no Afrikaans at school, therefore using Afrikaans as the only medium of instruction is a deliberate closing the doors of learning to many black African students (Spaull & Shepherd, 2016). In an attempt to strike the balance between the regional linguistic needs and national linguistic needs, institutions of Higher Education should apply dual medium option to ensure that there is not even a single unit within the Higher Education sector which use language of instruction as a barrier to access and success (LPHE, 2002:12)

The use of English only as a medium of instruction in universities is not something desirable. It is just a compromise to make universities accessible to all as a result of the South African schooling system with regards to the use of language as indicated above. The compromise position of English in education limits the learning process to many second and or third English speakers (Alexander, 1999; Alidou & Jung, 2001). Monolingual education has failed to empower the majority of Africans, secondly, it contributes to the under-development of Sub-Saharan Africa and thirdly, it deepens inequalities among Africans because only minority becomes educated and socio-economic privileged whilst it produces majority uneducated and socio-economic marginalised Africans (Fafunwa, 1990; Alexander, 1999; Alidou & Jung, 2001; Küper, 2003; Djitė, 2008; Chimbutane, 2012). Ignoring linguistic repertoires of the students by some South African universities, or units within universities is totally unacceptable because it hampers access to education for all, but only for the few. This is relevant to this study because among the objectives of this study is to investigate if there is any university which limits access of students on the basis of their linguistic repertoires.

2.7.1.2 The use of language for excluding students academically

The legacy of colonialism remains a central factor in African higher education because the languages of instruction are still colonial languages in African countries (Teferra and Altbach,

2004; Webb, 2015). Some universities have opened the doors of learning for all but strategically are excluding the students through colonial languages for teaching and learning. Students are being excluded in their own education if their own languages are not used as languages of teaching and learning. Unless teacher's pedagogies include the language practices of students, and unless all students are taught in ways that support the language practices of students, there cannot be any participation in education and thus, in society (Garcia and Flores, 2012). In South African universities, English and Afrikaans to a certain extent are being used as the sole medium of instruction (Chimbutane, 2012; Webb, 2015).

The sole use of the colonial languages as the medium of instruction marginalises many indigenous African languages speakers. This often leads to silencing less English proficient students in their education, poor academic performance, prolonged duration of studies due to failure, and dropouts. Some students become academically excluded due to their perpetual academic failure emanating from language hindrances. Poor academic performance of African languages speaking student adversely affect their upward academic mobility which results in few academics from the majority African languages speaking communities. Marginalisation of the African languages speakers creates social inequalities with few educated among the African majority and socio-economic deprivation from generation to generation (Alexander, 1999; Heugh, 2008; Chimbutane, 2012). The use of student's mother tongue together with the de facto language of instruction is the only solution to equal education for all. This study reveals how universities use languages of the students for success in their study.

2.7.1.3 Non-integration of African languages as academic languages

Many international forums such as UNESCO's General Conference in Paris (2003; first Conference of African States on the Development of Education in Africa in Addis Ababa in 1961; The Plan of Action of the Second Decade of Education for Africa, adopted in Addis Ababa in 2006 recommend that mother tongue instruction with the opportunity of learning other national and foreign languages will improve the quality of education and active participation of the students in their education. The Republic of South African Constitution of 1996 and national policies such as the Language Policy Framework for South African Higher Education (2001), and the Language Policy for Higher Education (2002) state that African languages should be promoted in such a manner that they can be used as languages of instruction and as a good strategy of promoting multilingualism. Integration of African languages as languages of instruction is pivotal to the promotion of African languages and the equal opportunities to all. Our societies are multilingual, the states that were formed as a result of colonial conquest were necessarily multilingual, and therefore we have every reason to want to promote the continuation of our own languages, not against, but alongside, English (Alexander, 2007:41). In the process of university's failure to integrate African languages as academic languages, the status quo prevails. This study unmasks to what extent the selected institutions are integrating African languages as academic languages.

2.7.1.4 Non-compliance with regards to the national policy of multilingualism

Some universities of South Africa developed language policies only for the purpose of publication as required by the Language Policy for Higher Education (2002:15). The shortcoming is on the implementation of language policy. Compliance compromises the elevation of the African languages as the academic languages. University's stance of non-compliance perpetuates the status quo and inequality in our educational system becomes prevalent. The monolingual position taken by some universities benefits only a few English-speaking students at the expense of the majority of African languages speaking students. This study provides overview of the universities that are complying and non-complying with regards to multilingualism and further broadens understanding of the commitment and or lack of commitment of our universities in making multilingualism a reality.

2.7.1.5 Poor monitoring and evaluation of the language policy implementation plans

National Language policies for higher education do not have implementation plans with time frames. Non-implementation plans at national level have effects to the institutions as well. Whereas, there is no language policy implementation plans at national level, the Policy Guide on the Integration of African Languages and Cultures into Education Systems (2010: 6) is explicit in that institutions have a mammoth task to implement monitoring and evaluation through drawing up a master plan with all stakeholders and a timetable for carrying out evaluation and monitoring, drawing up reference framework of skills on the process of integrating national languages into education systems and establishing certificates to verify, validate and recognise educational attainments. Recent studies show that there is a lack of implementation plans and monitoring and evaluation plans in South African Universities (MAPALHE, 2015; Mutasa, 2015). Non-availability of implementation plans leads to poor implementation. The lack of a monitoring and evaluation yardstick causes poor and or non-monitoring and evaluation. This study gives information on which institutions have the implementation plans and their monitoring and evaluation strategies and those that do have and subsequently do not conform to their own language policies.

2.7.2 Language Planning to Reform

Language planning is required to strengthen language patterns in order to improve access and broadening opportunities in education and in labour markets. The use of numerous mother tongues as the medium of instruction in institutions of learning and in the state enables massive participation in politics and great access to education (Weinstein, 1990; Vega, 1993). Disparity in people's access to education and equal economic mobility are compromised when there is a dominance of one language against other languages. People from a dominant language group will be more privileged as compared to minority language groups. Bilingual education is a solution in any society where there are language use imbalances. Weinstein (1990) expatiates how language reformations are applied in United States of America, Spain and Yugoslavia.

In the United States, Mexican-American activists embarked on a civil rights movement to influence reformation in a monolingual education that existed wherein English was the only medium of instruction. Monolingual education deterred non-English speakers and those with less proficiency in English from active participation in politics and in the mainstream economy of the country. Bilingual education was introduced to preserve Mexican history and culture and to open more educational opportunities to Mexican-American children (Weinstein, 1990:12).

Language reforms also occurred in Spain as a result of Catalan and Basque language activists. Catalans and Basque became official languages in the 1930s and their recognition would maximize their participation in the political, social and economic spectrum. The official use of the regional languages would result to pluralism (Weinstein, 1990). The same happened in Yugoslavia, where Macedonian speaking intellectuals worked tirelessly for the recognition of their language. Standard Macedonian literacy which was developed by Macedonian intellectuals led to its acceptance by the Yugoslavian government as an official language, medium of instruction and government operational language. Subsequent to this reforming measure, was the guarantee to access to job opportunities and schools (Weinstein, 1990). All the aforementioned scenarios indicate that any society which is committed to fight against poverty, inequality and unemployment should not compromise about language reforms. Children's mother tongues should not be ignored in favour of English.

In the context of South African reformation is not applicable to use English-only because the education system before 1994 was based on the discrimination and repression of the black majority. Therefore, reformation which is a process of revising, correcting and amending the systems, could have a space in South African higher education once a transformation plan has been done. Once the transformative educational patterns are in place in all institutions of higher learning, then reformation measures could be used where required. According to Schlechty (2009) if fundamental changes are needed in the education system reformation is inappropriate but transformation is required. Transformation "includes altering the beliefs, values, and meanings-the culture-in which programs are embedded, as well as changing the current system of rules, roles, and relationship-social structure- so the innovations needed will be supported" Schlechty (2009:3).

2.7.3 Language Planning to Transform

Language policy and planning is the cornerstone in pursuit of a radical change in any society (Weinstein, 1990). The political change brings changes in the political, social and economic conditions of the people and central to such changes is the manner in which the society uses their languages. Language can be used to suppress other people at the same time languages can be used to liberate people through uprooting all forms of language bondages amongst people. People tend to be liberated when they are able to use languages of their choices in politics, economy and social spheres. In a totalitarian state only the dominant forces enjoy privileges in education, economic and political sphere through the language policy that

favours them. In a democratic state the identity of a society should be changed to ensure that all citizens have equal opportunities in education, economy and political spheres. Transformation is needed in a democratic state for equal opportunities of all its citizens.

In transforming a society, the state should apply radical changes of language policy for the maximum and equitable participation of people in politics, the economy and socially. Language planning is an important instrument of revolutionary change (Weinstein, 1990). Revolutionary changes should not be characterized by the repression of one group at the expense of other language groups. In the name of revolutionary changes, non-altruists tend to pursue the dominance of a majority language to the detriment of the minority languages. Languages could be wrongly used to transform the society. During the 1789 revolution in France, all minority languages were suppressed and only French was adopted as the official language. When Germany defeated France in 1870, German was made the official language (Weinstein, 1990). Language is central for any governance to attain its intended objectives.

In South Africa each phase of regime developed its own language policy. Du Plessis (2003:105-108) categorises South African regimes into two: Colonial era and Statehood era. Colonial era comprises of the following political demarcation markers: Dutch occupation (1652-1814), first British period (1814-1836), Second British period (1834-1902), and Third British period (1899-1910). The Statehood era is composed of the Unification period (1910-1948), Apartheid period (1948- 1994, and democratic period (1994-). The Dutch period (1652-1814) was characterised of white presence in South Africa who established their own language as the dominant language of society. The British occupation of South Africa (1814-1910) introduced English as the dominant language. Their main objective was to transform South Africa in order to strengthen the British Empire. The transformation agenda of the British colonialist was to maximize the participation in education, politics and economy of the English speaking people. Language policies were repressive towards the Dutch speaking people and African languages speaking people. Resistance by Dutch language activists against the language repression led to the recognition of Dutch as the official language alongside English (Du Plessis, 2003).

Under a democratic dispensation, the South African government committed itself to redress language inequalities of the past by incorporating nine indigenous languages as official languages, alongside English and Afrikaans. An anomalous situation existed that only two languages, English and Afrikaans were used as academic languages in the institutions of higher learning. Thus, radical transformation was inevitable to redress an inhuman education system of the past. Indigenous languages should be used in all arms of the state: The Executive, The Legislature and The Judiciary. The democratic government which adopted eleven official languages strives to maximize the participation of previously marginalised African language speakers in education without any language hindrances, in politics and in the mainstream economy of the country. It is for this reason that national language policies: Language in Education Policy (1997) and the Language Policy for Higher Education (2002) are recommending multilingual education instead of monolingual education. Transforming

universities opt to bilingual education in order to maintain mother tongue education and simultaneously opening the doors of learning to non-Afrikaans speaking students. But bilingual education by historical Afrikaans universities is questionable because they opt to parallel medium education (Du Plessis, 2004; Webb, 2015). This study evaluates how far the selected universities of South Africa have come in linguistically transforming our education system.

2.8 Conclusion

This chapter covered the scholarly works of prominent scholars on language policy planning, language policy and language policy implementation strategies. The Ruiz (1984) Orientation in language planning: Language as a problem, language as a right and language as a resource with Skunabb-Kangas (1999) Language: a right and a resource which forms the theoretical base of this study have been discussed and scrutinized in conjunction with the academic contribution of many scholars. In the context of South African universities, the pieces of legislation which forms the basis of university language policies have been covered. The recent studies that shows the lack of language policy implementation plans in various universities which negatively affect the monitoring and evaluation of the language policies to the detriment of multilingualism and the use of African languages as academic languages have been expatiated. The language policy and education, multilingual pedagogy and language policy planning and political development have been reviewed succinctly. The next chapter comprises of the research methodology which details how the research was conducted.

CHAPTER 3: METHODOLOGY

3. Introduction

This chapter spells out the research method, procedure and techniques used in this study. The complexity of the study compelled the usage of a mixed methods approach (qualitative and quantitative methods). A mixed methods approach is employed for complementing and corroborating evidence about the research problem (Johnson & Turner, 2003; Plano-Clark & Ivankova, 2016). This chapter sets out the research ethics, as well as the research paradigm that forms the basis of this study, including the research method and research design.

3.1 Ethical standards

This research adheres to the Rhodes research ethical standards. The Rhodes ethical guiding principles such as respect and dignity, transparency and honesty, accountability and responsibility, integrity and academic professionalism formed the basis of this research (Rhodes University Ethics Handbook, 2014). I had applied for the ethical clearance from Rhodes University Ethics Committee. In my application I furnished the committee with the approved PhD research proposal, information leaflet which clearly stated the purpose of research and the rights of the participants in participating in this research, consent form and the research instruments.

I was granted ethical clearance by the Rhodes University Ethics Committee so as to continue with my research. When approaching all other universities as my research sites, I firstly applied for the permission to be granted to conduct research. My applications were channeled to the respective University Ethics Committees. In my application for a permission to be granted, I furnished University Ethics Committees with the Ethics clearance from Rhodes University, information leaflet, which briefly describes the nature of the research, a consent form and research instruments (See appendix A, B & O). All the universities that I studied gave me permission to conduct my research. The research ethical standards of all the universities studied were adhered to.

3.2 Research paradigm

A paradigm is a set of assumptions about the world, and about what constitutes proper topics and techniques for inquiring into the world (Punch, 2014:14). Paradigm is also known as the philosophy or worldview (Plano-CLARK & Ivankova, 2016; Creswell, 2014 & Guba, 1990). Paradigm provides a guideline on the research design, and methods of research (Creswell, 2014). Paradigms respond to three fundamental questions: **The ontological question:** What is the form and nature of reality and therefore, what is there that can be known about it? **The epistemological question:** What is the relationship between the researcher and the reality being studied? **The methodological question:** What methods can be used for studying the

reality? (Neuman, 2009; Crotty, 1998; Punch, 2014; Creswell, 2014) Researchers select appropriate paradigms among the following which underpins the research problem to be answered: post-positivism; constructivism, pragmatism and transformative worldviews (Creswell, 2014).

Post-positivism	Constructivism
- Determination - Reductionism - Empirical observation and measurements - Theory verification	- Understanding - Multiple participant meaning - Social and historical construction - Theory generation
Transformative	**Pragmatism**
- Political - Power and social oriented - Collaborative - Change-oriented	- Consequences of actions - Problem-Centred - Pluralistic - Real-world practice oriented

Table 3.1: Four worldviews: Extracted from (Creswell, 2014:6)

3.2.1 Transformative worldview

This study uses transformative worldview because my investigation focuses on the language policy strategies used to promote multilingualism in selected universities of South Africa for the benefit of the previously marginalised African languages. South Africa is advocating the language policies that spearhead multilingualism through the promotion of the previously marginalised African languages in higher education (LPHE, 2002). Transformative worldview is an emerging paradigm commanded by scholars such as Fray, (1987); Heron & Reason, (1997); and Kemmis & Wilkinson (1998) who felt that constructivist paradigm does not fully address marginalised individuals and is superficial in addressing issues of marginalised communities. Creswell (2014) is one scholars who challenged the fact that post-positivism did not accommodate marginalised individuals in our society. Post-positivism is a paradigm which challenges positivist's assumption of absolute truth of knowledge and furthermore, advocates that when studying the behavior and actions of people, researchers cannot be positive about their claim of knowledge (Creswell, 2014:7) Since, transformative worldview is a framework which underpins the total emancipation of people politically, socially and economically it is also known as Transformative-emancipatory paradigm (Mertens, 2008; Plano-Clarke & Ivankova, 2016).

When the transformative-emancipatory perspective is used as the foundation for mixed methods, researchers tend to emphasize the use of mixed methods within a theoretical framework in order to advance a social justice agenda by challenging the status quo and

working for change for individuals who have been marginalised (Plano-Clarke & Ivankova, 2016:200). The transformative paradigm addresses the issues of marginalisation of individuals within a society, social justice and social issues such as empowerment, inequality, domination and suppression (Creswell, 2003:10; Creswell, 2014:9-10). Central to the transformative paradigm are the experiences of the diverse marginalised groups and the strategies that have been used to resist and subvert their plight. The focus of the transformation paradigm is on the tensions that arise when unequal power relations permeate a research context that addresses intransigent social problems such as the status of an indigenous person or a colonizer, economic status, domination and discrimination (Greene, 2008; Mertens, 2009, 2010, 2012). Importantly, all the transformative paradigm theorists have a common notion that there ought to be some social issues that marginalise particular groups within a diverse society. In the transformative paradigm, social issues such as inequalities and poverty are linked to political and social actions to be taken to avert the situation (Mertens, 2010; Creswell, 2014; Webb, 2015). This study underpinned by the transformative paradigm aims at providing society especially institutions of higher learning with the strategies that are applied and to be applied in changing the status quo where English is a dominant language in South African higher education. Students whose mother tongue is English tend to be more privileged than non-English mother tongue speakers (Reddy, 2005).

3.2.1.1 Transformative paradigm and linguistic decolonisation

Language is central in pursuit of education's transformation agenda. In the context of South Africa, indigenous African languages had been marginalised during the colonial regime. The marginalisation of African languages exacerbated linguistic bondage among Africans, which hindered social, economic, educational and political mobility for the majority African language speakers (Alexander, 1999; Banda, 2000; Chimbutane, 2012). Horsthemke (2009:10) argues that "...essentially plausible component in the discourse around educational transformation is the idea of mental decolonisation, with particular reference to the significance of language." Decolonisation in education rests with the decolonisation of the mind (Wa Thiong'o, 1986; Wiredu, 2007). Language is a system of symbolisation for ideas and, at a deeper level, used to conceptualise ideas, which are then symbolised: if all learning is done in a foreign language, those symbols- and the very ideas they symbolise- are conceptualised in a foreign language (Horsthemke, 2009:11). The way of thinking of Africans had been underpinned by the foreign conceptual framework. The education system in Africa at all levels adopted Eurocentric models with its Western epistemologies that promote Western worldviews and white supremacy (Helena, 2016). Language played a pivotal role for the imperialists and colonisers to achieve their objective of Europeanizing African sons and daughters. Wiredu (2007) as quoted by Horsthemke (2009: 11) argues that "We African have been brought up on foreign literature and foreign thinking, so our own thinking is in terms of the conceptual framework brought from abroad." This leads to intellectual subservience and an unconscious adherence to foreign concepts rather than to African concepts (Horsthemke, 2009:11). It was not a surprise in the 2015/16 fees must fall student protests not to hear any

demand of the use of African language as a medium of instruction, while black students from Stellenbosch University, Elsenburg Agricultural College, Free State and University of Pretoria were protesting against the use of Afrikaans (Luescher, Loader & Mugume, 2016). The students and lecturers who have a common African language (isiXhosa) are entangled by neo-liberalism, oppressive voices and attitudes, which lead them not to embrace multilingualism but embraces the hegemony of English at the expense of their intellectual capabilities Kaschula (2016:201). Ignoring linguistic repertoires of the students and their identity hinders inclusivity, limits their academic success and shuts down opportunities for the development of multilingualism (Hornberger & Link, 2012). The imperialist and colonial education system made them to mistakenly think that European language (English) is the only language that can be used for academic purposes, in-spite of their own African languages. Therefore having African language speaking children having an attitude to their own languages as Tshotsho (2013) indicates, is as a result of a systematically built false mind-set. What needs to be done to normalise the situation and decolonise the minds of academia and students in South African Higher Education?

In line with the transformative paradigm, universities must begin to reconstruct the curriculum, which recognises African contextual factors and put Africa at the centre of teaching and learning, community engagement and research (Helena, 2016). Transforming universities encompasses decolonising, deracialising, demasculanising and degendering (HESA, 2014; Kaschula, 2016). However, deracialised, demasculanised and degenderized institutions of higher learning is not a panacea if these challenges are addressed by the people with the colonial mentality (Ramoupi, 2014). Maserumule (2015) argues that "The continent's professoriate is schooled largely in the white tradition. This imprinted the culture of whiteness in its making, which is not surprising. Western education in Africa as we know it is designed to proselytise blacks. African academics may be reluctant to repudiate their very make-up." Decolonising curriculum in higher education has a potential of transforming the Eurocentric education system, but this requires decolonisation consciousness by all stakeholders of the universities, particularly academia and admin staff in order to reject with contempt all inhuman- individualistic values, norms and worldviews imposed by colonisers (Cesaire, 2000). Kaschula (2016:205) states that "University courses should be underpinned by an ethos of respect for the self and others. They are central to university transformation; representing a deeper, more difficult level of transformation". Africanisation of South African universities does not ignore the world's epistemology so as to enable South African graduates to compete globally, but Africa and African epistemology must be at the centre stage (Wa Thiong'o, 1981; Department of Education, 2008; Helena, 2016). Decolonisation in higher education might be insurmountable if linguicism in higher education is not properly addressed. Linguicism is the deprivation of rights and privileges of minority language group by the dominant language group (Phillipson & Skutnabb-Kangas, 1992; Chen-Hayes, 1998). Universities must take radical steps to promote African languages for the realisation of multilingualism. The promotion of African languages as academic languages alongside English

is a step towards Africanisation and transformation of South African universities (Kaschula & Maseko, 2009; Maseko, 2014; Kaschula, 2016).

3.3 Research method and research design

The study employs a mixed methods research approach with convergence parallel design, which incorporates both qualitative and quantitative methods (Wagner, Kawulich & Garner, 2012: 168). Cook & Reichardt, (1979) as well as Shadish, Cook & Houts, (1986) argue that one of the most important reasons for the increased recognition of mixed methods research has been the understanding that validity can be increased by incorporating multiple methods tapping multiple traits or facets of phenomenon in a research design. Using both research methods helps to have general trends of the phenomenon and in-depth and insight on the best language policy practices and language practices that need immediate intervention in different universities.

Furthermore, in this study using a transformation paradigm like this, a mixed methods approach is a useful way of developing a more complete understanding of changes needed for the marginalized group (African languages in this instance) through the combination of quantitative and qualitative data (Creswell, 2014). A mixed methods approach fulfills the following purposes: inclusiveness, pluralism, complementing and triangulation (Vidichi & Shapiro, 1995; Babbie & Mouton, 2001; Johnson & Onwuegbuzie, 2004). The appropriate rationales for using a mixed methods approach in this study are the following as suggested by Plano-Clarke & Ivankova (2016):

- **Offsetting strength and weaknesses**
- **Triangulation**
- **Complementarity**
- **Development**
- **Social justice rationale**

3.3.1 Offsetting strength and weaknesses

Both qualitative and quantitative methods have their own strengths and weaknesses respectively. Weaknesses that characterise qualitative research methods should be covered by the use of quantitative methods and the same applies to quantitative method's weaknesses (Reichardt & Cook, 1997; Bryman, 2006a; Johnson & Onwuegbuzie, 2004). Plano-Clark & Ivankova (2016:84) argue that,

> Quantitative method with a large representative sample is needed to produce detailed results that can be generalized (a strength), but note that those generalized results will lack detail about a particular context (a weakness). Therefore, qualitative method with a small purposeful sample is needed to get in-depth knowledge of the research area (strength), but such

detailed information will be from the few participants and a few specific cases (weakness).

In this study, quantitative method is applied to the students that form a large population group of this study and key informants, which comprises of the members of Executive Management, member of institutional language committees and a language lecturer falls under qualitative method used.

3.3.2 Triangulation

Triangulation is the "combination of methodologies in the field of the same phenomenon" (Denzil, 1978:291). Plano-Clarke & Ivankova (2016:84) argue that "In mixed methods research, triangulation is the argument for using mixed methods to obtain a phenomenon by directly comparing the results obtained from quantitative methods to those obtained from qualitative methods for convergence and divergence". Results emanating from qualitative method cannot always be common with the results coming from quantitative methods, however when disparity occurs then the researcher needs to determine what causes different results (Creswell & Plano Clark, 2011; Wagner et al., 2012 as cited by Plano-Clarke & Ivankova, 2016). In this research, triangulation has been applied through the use of quantitative and qualitative methods for data collection (duality), but this dual approach became triangulated when the results were converged.

3.3.3 Complementarity

Complementarity occurs when researchers argue for the need to integrate methods to develop a more complete picture by addressing different research questions or research goals (Plano-Clarke & Ivankova, 2016:85). In a complementarity mixed method study, qualitative and quantitative methods are used to measure overlapping but also different facets of a phenomenon, yielding an enriched, elaborated understanding of that phenomenon (Green, Caracelli & Graham, 2008). The reasoning for using both qualitative and quantitative approaches for complementarity is to get concrete and comprehensive results about different facets of a phenomenon (Green, Caracelli & Graham, 1989). The complexity of the research topic requires both qualitative and quantitative methods to supplement each other for complementarity purposes and to get meaningful and more clarified results (Plano-Clarke & Ivankova, 2016). A group of forty third year students from each institution of higher learning fell under qualitative method in order to get general trends about the phenomenon, and the key informants were interviewed so as to get an in-depth understanding of the phenomenon. Plano-Clarke & Ivankova (2016:85) claim that "...researchers need quantitative methods to describe general trends about variables and quantitative methods to illustrate the details of those trends."

3.3.4 Development

A mixed methods approach serves the purpose of development wherein the results from one method is used to develop, inform and shape the use of another method (Green at al., 1989; Green at al., 2008).The results from either qualitative or quantitative methods are used to determine sampling, instrument and procedure of advancing results qualitatively or quantitatively. In simple terms if the results are from the qualitative method, such results are used to inform and shape further enquiry needed using quantitative method. If results are from quantitative method, such results are used to develop qualitative research technique. Development enhances the validity of results through capitalising on the strength from both quantitative and qualitative methods respectively. This purpose of mixed methods is not appropriate for this study because quantitative and qualitative methods were used simultaneously.

3.3.5 Social justice rationale

Social justice rationale of mixed methods (quantitative and qualitative methods) is appropriate when a researcher seeks to uncover social inequalities and oppression (Plano-Clark & Ivankova, 2016). Social justice rationale allows the researcher to mix quantitative and qualitative methods in order to involve participants from the community as research partners, to empower participants, to expose injustices, to raise awareness of multiple stakeholder groups, and to bring about transformation in society (Onwuegbuzie & Frels, 2013) Results emanating from different stakeholder's participants from both quantitative method and qualitative method are regarded as credible (Plano-Clark & Ivankova, 2016). Social justice rationale covers inclusiveness and pluralism purposes of mixed methods approach as suggested by Vidichi & Shapiro, (1995); Babbie & Mouton, (2001); Johnson & Onwuegbuzie, (2004), because participants are drawn from different stakeholders in order to get heterogeneous views of the same phenomenon. Inclusiveness and pluralism in this study is enhanced by the participants that are drawn from the students, language lecturers, member of institutional language committees and members of Executive Management. This study is underpinned by a transformative paradigm, which challenges the status quo on language policy implementation in higher education, which favours the dominance of English and to a certain extent Afrikaans at the expense of indigenous African languages. A linguistic inequality practice in higher education is tantamount to social injustice because students whose first language and or mother tongue is not English have a disadvantage as compared to English first language speakers. Social justice rationale is appropriate for this study because this research investigates how previously marginalised African languages are being promoted and integrated as academic languages in higher education.

3.3.1.1 Convergent parallel design

This study makes use of the convergent parallel design. Convergent parallel design is a suitable design for this study because it allows a researcher to collect qualitative and

quantitative data simultaneously, analyses them separately, and compares the results (Creswell, Plano Clark, Gutmann & Hanson, 2008; Creswell, 2014:219). Convergent parallel design is also known as Concurrent Triangulation design (Creswell, Plano Clark, Gutmann & Hanson, 2008). Rationale for using convergent parallel design is to confirm, and cross-validate findings that emerge from this study (Green et al., 1989; Morgan, 1998). This study targets the participants from a variety of stakeholders in selected universities, such as students and 'key informants' (experts and insiders) (O'Leary, 2014). Variety of stakeholders in each institution of higher learning includes a cohort of forty, third year students, language lecturers, members of Executive Management and members of Institutional Language Committees. Whereas, both qualitative and quantitative data are collected during one phase of the study, and analyzed differently, results emerging from both quantitative and qualitative data are integrated at interpretation phase. The convergence of the findings strengthens the validity and authenticity of the study and explanation is needed if there are divergences in the findings so as to understand what actually triggered divergences (Creswell, Plano Clark, Gutmann & Hanson, 2008).

Convergent parallel design/Concurrent Triangulation Design
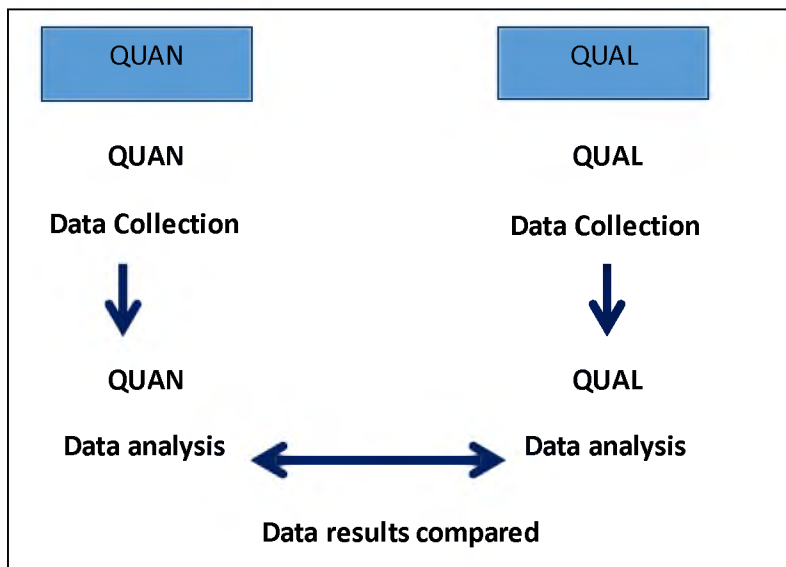
Figure 3.1 Extracted from (Creswell, Plano Clark, Gutmann & Hanson, 2008)

3. 4 Research sites

This research has been conducted in eleven South African universities. The reason to select eleven universities is to broaden the study so that it could provide a broader picture of language policy implementation strategies used in some South African universities. Deducing from the outcomes of this research, one could be able to understand language policy dynamics of South African universities. Results of this study could be used as a blueprint for the turning around strategy to be developed in both studied and non-studied South African Universities. This evaluative research project provides language policy makers and decision

makers with information that they may need for rational decision making. The selected universities have been grouped based on their respective historical background: four historically black universities; three historically Afrikaans universities and four universities of technology.

Historically black universities included Walter Sisulu University (WSU); The University of the Western Cape (UWC); The University of Fort Hare (UFH); and The University of Limpopo (UL). Historically Afrikaans universities involved The University of Free State (UFS); University of Stellenbosch (US) and University of North West (NWU). Universities of Technology comprised of The Cape Peninsula University of Technology (CPUT); Tshwane University of Technology (TUT); Central University of Technology (CUT) and the Durban University of Technology (DUT).

Initially, this study targeted twelve South African universities, four from each category as indicated above. However, I was not able to study the twelfth one due to noncooperation from such selected university. The twelfth university, which was not studied, comes from the historically Afrikaans university grouping.

3. 5. Research procedure and techniques

3.5.1 Research sampling

"Sampling is the process of selecting elements of a population for inclusion in a research study" (O'Leary, 2014:183). Sampling is important in both qualitative and quantitative research because not even a single researcher can study everyone, everywhere doing everything (Miles & Huberman, 1994:27). Not only people need sampling, but also documents need to be sampled if the study requires some documents to enhance the authenticity of the findings (Punch, 2014:161). The documents that are relevant to the research purpose should be the ones to be sampled.

This research used both probability and purposeful sampling. Probability sampling was used for quantitative data collection. It was used to serve the purpose of generalizability. Sampling to achieve generalizability and representativeness is usually called probability sampling where a random selection is used as a strategy which gives equal opportunity to each individual in the population being selected (Creswell, 2014; Punch, 2014; O'Leary, 2014). A cohort of forty, third year students from across the faculties in each university were randomly selected for purpose of representativeness and generalizability. The reason why I selected third year students is because their two years experiences at the university would have exposed them to various vicissitudes of language policy practices. Thus, their version on language policy implementation strategies used in their respective universities is crucial.

Purposeful sampling had been used for qualitative data collection. Purposeful sampling is also known as purposive sampling or nonprobability sampling or qualitative sampling (Teddlie &

Yu, 2008; O'Leary, 2014). Purposeful sampling is a sample selected from experts in order to provide in-depth insight about the research purpose for the purpose (Teddlie & Yu, 2008:107). All key informants in each university such as language lecturer, a member of Institutional Language Committee and a member of the university Executive Management form part of purposeful sampling. Utilizing key informants as your participants in your research simply means you believe that answers to your research questions lie with selected individuals who are specialists and know what is going on because the matter under inquiry is not foreign to them (O'Leary, 2014). Creswell (2014:189) cites Miles and Huberman (1994) that argue that selection and site might include four aspects: The setting (where the research will take place, the actor (who will be interviewed), the event (what the actor/s will be interviewed doing) and the process (the evolving nature of events undertaken by the actors within the setting).

The language policy documents of the selected universities formed part of the qualitative sampling. Documents include the public documents, which comprise of newspapers, institutional/government policies and private documents such as personal journals, emails and letters (Creswell, 2009; 2014). The language policies of the universities belong to the public policies because they are there for public consumption. They were sampled because they are relevant to the purposes of this study. This study critiques the language policy implementation strategies used in selected universities of South Africa. The language policies of the selected universities were sampled, in order to understand the synergy between the language policies and the actual language practices. The qualitative researcher is expected to draw upon multiple (at least two) sources of evidence such as interviews, observations apart from documents; to seek convergence and corroboration (Bowen, 2009:28).It would have been irrational to firstly focus on the language policy implementation strategies used at university without having reflected on what the language policy of the university entails. The findings from all participants were compared with the expected language usage as provided by the legitimate language policy document.

3.5.1.1 Participants

In each institution, the following participants were targeted: At least a cohort of forty third year students, one language lecturer, one member of an Institutional Language Committee and a member of the Executive Management. I targeted them rationally because firstly, key informants should be the custodians of the language policy implementation of the institutions. In short, they should be the implementers of the language policies. Key informants are individuals who have a specialized knowledge because they are experts and or insiders in a particular environment (O'Leary, 2014:191). Key informants participated in this study so as to get an in-depth understanding of the phenomena. Secondly, students that are the major stakeholder of the university are the most beneficiaries of the implementation of the language policy. Having key informants and the students as participants in this study was appropriate for in-depth understanding of the language policy practice and

generalizability. The information gathered indicated the actual language policy practices on the ground.

3.6 Data collection

The data had been collected from eleven out of twelve targeted South African universities for this study. The data that was collected from all four historically black universities: Walter Sisulu University, University of Fort Hare, University of Limpopo and University of the Western Cape. The Universities of Technology (UoT) also cooperated very well. Data was collected from all four UoT's that were targeted: Central University of Technology, Durban University of Technology, Tshwane University of Technology and the Cape Peninsula University of Technology. Only one historically white university did not cooperate, meaning that three out of four targeted for this study cooperated. The data was collected from the following historically white universities: University of Stellenbosch, North West University and University of Free State.

The process of data collection was to write a letter of request to conduct the research through Institutional Research Ethics Committee. The data was only collected upon approval of my request by the institutional ethics committee. I had to arrange a one-on-one interview with a language lecturer, representative of a Language Committee and the member of the Executive Management in order to get an in-depth understanding of the language policy practices in selected universities. Interviews conducted were the structured interviews (See Appendix B & C). All participants that are in the same category such as language lecturer received the same questions. It transpired during the data collection that not all universities have the Institutional Language Committee. Three out of four historically black universities, one historically white university and three Universities of Technology do not have Institutional Language Committees.

The universities' language policy documents were also collected so as to know how the universities respond to the national policy of multilingualism in higher education (See Appendix D-N). An investigator may collect qualitative documents to enhance data collected using other types of qualitative data collection (Creswell, 2009; 2014). This helped to know whether there is connectivity between the university language policy and the real language practices. Babbie & Mouton (2008:121) make the point that a study that deals with ethnic diversity in the institution of learning requires amassed volumes of official documents, interviews with administrators and others. Survey questionnaires were used to collect data from a cohort of third year students from each university (See Appendix A). Their responses gave a clear indication of the language policy practices in respective universities.

3.6.1 Qualitative Data Interviews

The interviews were used to collect the qualitative data. Interview is a method collecting data with the purpose of seeking in-depth understanding of the phenomenon from the interviewee. Open-ended questions are appropriate for research interviews so as to get open ended responses (O' Leary, 2014). There are three types of interviews: Structured interviews, semi-structured interviews and unstructured interviews (Punch, 2014; O' Leary, 2014). Turner (2010) regards unstructured interview as Informal Conversational Interview, semi-structured interview as General Interview Guide Approach and structured interview as Standardized Open-Ended Interview.

Structured interviews: Interviewees are asked identical questions that are prepared in advance but are structured in such a way that responses are open-ended (Turner, 2010:756). Open-ended questions allow the participants to provide as much information as they can and a researcher can ask probing questions as a follow-up from the responses provided by the participant. This is the kind of interview that I used to collect the quantitative data for this study. The rationale for using structured interviews was for uniformity and consistency because I asked the same category of participants (a language lecturer, a member of Institutional language committee and a member of Executive Management) in all the universities where the data was collected. (See Appendix B & C).

Semi-structured interviews: There is a flexibility in this type of interview, researcher deviates from the planned question to pursue interesting tangents (O' Leary, 2014:218). There is no consistence in the way a research is conducted because the researcher can interchange when posing questions and that may lead to the responses that are too parallel to each other, yet are of the same phenomenon.

Unstructured interviews: This allows for the spontaneous generation of questions in an informal conversational setting. Questions are developed as the people interact with each other in a natural process (Turner, 2010). Inconsistency with the interview questions and interview instability are prominent because of the informal manner in which this interview is conducted (Creswell, 2007).

3.7. Data analysis

This study employed convergent parallel mixed method designs, which allows a researcher to analyze the data separately with the convergence of the findings from both qualitative and quantitative data collected (Creswell, 2009; 2014). The qualitative data, which comprises of the document analysis, interview transcripts were firstly analyzed before the quantitative data analysis. The document and thematic analysis were selected and used as the most appropriate tools of analysis to analyze university policy documents and interviewees transcripts respectively. The quantitative data has been analyzed through the use of Statistics

Package for the Social Sciences (SPSS software) (Babbie & Mouton, 2008). The numbers in quantitative research provide information about the researched phenomenon, which are determined by the counting and scaling (Punch, 1999; Onwuegbuzie & Leech, 2006).

3.7.1 Qualitative data analysis

The following qualitative data analysis framework had been used as a framework that guided the selected tools of analysis used as suggested by O'Leary (2014:306):

> 1. Identifying biases and overall impressions: all transcripts will be carefully read to get a general impression from respondents on language policy strategies applied in selected institutions.
> 2. Reducing and coding into themes: data will be condensed and classified on the basis of frequent concepts.
> 3. Interconnections: relationship of contextual factors that favours and deters multilingual policy will be established.
> 4. Mapping and Building themes: classified themes should be featured in the current theoretical literature.
> 5. Verifying theories: language planning theories; language as problem, as right, and as resource will be verified.
> 6. Drawing conclusions: clear understanding of the positive and negative multilingual practices of the selected universities will be recognised.

The document analysis, which contains the features of content analysis was used as a tool to analyse the language policy document of the selected universities. The thematic analysis was used to analyse all the transcripts that were developed from the interviews.

3.7.1.1 Document analysis

According to Bowen (2009:27) "Document analysis is a systematic procedure for reviewing or evaluating documents - both printed and electronic (computer-based and Internet-transmitted) material." Documents to be analyzed must be relevant to the research objectives and research design in order to uncover meaning, develop understanding, and discover insights (Bowen, 2009; Wagner et al., 2012). This research evaluates the language policy implementation strategies used in selected universities of South Africa; therefore, the language policy document is pivotal to this study. Language policy ought to guide the language practices of the university. It is crucial to find out what does the language policy of each university say about the multilingual nature of South African universities and the promotion of indigenous African languages as enshrined in the RSA constitution (1996) and Language Policy for Higher Education (LPHE) (2002). The rationale for employing document analysis was to complement the qualitative data collected through interviews and for triangulation purpose. A mixed methods research often uses document analysis to supplement other

qualitative research methods used to study the same phenomenon for triangulation (Denzin, 1970:291; Eister, 1991; Bowen, 2009).

Language policy analysis preceded the analysis of the data, which encapsulates the actual language practices in chosen universities of this study. According to Bowen (2009) the starting point of document analysis is the document review where pertinent and relevant information from the text are identified. Secondly, themes that are pertinent to the phenomenon must be established from the reviewed document. The document analysis with elements of content and thematic analysis was used to analyze the policy document. A content analysis is a systematic coding and categorizing approach used for exploring immense textual information to determine trends of frequency of words used in their relationship, structure and discourses of communication (Mayring, 2000; Gbrich, 2007; Turunen et al., 2013). It is also defined as the process of organizing information into categories related to the central questions of the research (Bowen, 2009:32). According to Fereday & Muir-Cochrane (2006) thematic analysis is a form of recognition of patterns within the data, where themes emerged as categories of analysis. The flexibility of document analysis of using elements of both thematic and content analysis helped me to develop themes that are relevant to the objectives of the research problem (content analysis) and other relevant themes of the phenomenon (thematic analysis). This helped me to contextualize the data provided with the language policy document, which is a legitimate guiding document on language policy matters in each university. Documents can provide data on the context within which research participants operate - a case of text providing context. The researcher can use data drawn from documents, for example, to contextualize data collected during interviews (Bowen, 2009). According to Altheide (1996) in researching through documents, the focus should be on the meaning of the document, the situation in which it emerges, and the importance of the interaction that results from the document.

3.7.1.2 Thematic analysis

The thematic analysis was used to analyze all the transcripts that were developed from the interviews that I had had with all key informants from selected universities of this study. Thematic analysis is not a well-developed method of qualitative analysis, to the extent that some researchers do not regard it as a stand-alone method of qualitative analysis but regard it as an example of content analysis and confusing it with content analysis or phenomenological analysis (Holloway & Todres, 2005a; Babbie & Mouton, 2008; Sandelowski & Leeman, 2012). Thematic analysis is a method of qualitative analysis, which is described as a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke, 2006:79). It is also known as the general approach of analyzing qualitative data that involves identifying themes in the data (Wagner et al., 2012:231). Thematic analysis reflects the people's actual practices of the phenomenon within the society as a result of discourses that influence them, therefore it can be essentialist/realist and constructionist (Ten Have, 2004; Braun & Clarke, 2006:10).

This approach is the most relevant one for this study because themes emanated from the transcripts gave a true reflection of language policy practices in various universities and the underlying factors for such language policy practices. Thematic analysis is a flexible useful research tool which provides purely qualitative in-depth and complex account of the data (Turunen, 2013:400 cites Braun & Clarke, 2006). The Braun & Clarke (2006:87) phases of thematic analytic processes include:

1. **Familiarizing with data:** Transcribing data, reading and re-reading the data and noting initial ideas.
2. **Generating initial codes:** Arranging interesting features of the data systematically across the entire data set and collating data relevant to each code.
3. **Searching for themes:** Collating codes into potential themes. Grouping all data relevant to each potential theme.
4. **Reviewing themes:** Verify if themes work in relation to the codes extracts.
5. **Defining and naming themes**: Ongoing analysis for refining the specifics of each theme and the overall message that the analysis conveys, generating clear definitions and names for each theme.
6. **Producing a report:** Selection of vivid, compelling extract examples, final analysis of selected extracts relating back of the analysis to the research question and literature, producing a report of the analysis.

3.7.2 Quantitative data analysis

The quantitative data are analyzed using statistics (Punch, 2014).The quantitative data was analysed through the descriptive and inferential analysis. Descriptive statistics describes the basic features of the data that can be presented in the form of tables or graphs (Best & Kahn, 2003). Inferential analysis enables the researcher to generalize and draw conclusions on the collected data (O'Leary, 2014:284). The statistical test that was used to analyze the quantitative data was the Statistics Package for the Social Sciences (SPSS).

3.8. Mixing qualitative and quantitative data analysis

The qualitative and quantitative data analysis had been mixed, guided by the seven stages of the mixed methods analytical framework as proposed by Onwuegbuzie & Teddlie (2003):

(a) Data reduction: Qualitative data was reduced through the use of thematic analysis where only pertinent themes were used to analyse the data and quantitative data was reduced through descriptive statistics.

 (b) Data display: Quantitative data was displayed by means of graphs the emerged from the data.

(c) Data transformation: This is an optional step of mixed methods data analysis. However, it involves the conversion of quantitative data into narratives data which can be analysed

qualitatively and qualitative data changed into numerical codes that can be analysed statistically (Tashakkori & Teddlie, 1998). There had been no data transformation in this study.

(d) Data correlation: Qualitative data was linked to quantitative data and the quantitative data was linked to qualitative data.

(e) Data consolidation: Both qualitative and quantitative data were consolidated.

(f) Data comparison: Whilst qualitative and quantitative data were analysed separately but comparison of the results was done.

(g) Data integration: Results emerged from analysis of both quantitative and qualitative were integrated.

3.9 Conclusion

In this chapter a mixed method approach has been presented as the most appropriate methodology for the research at hand. This includes both qualitative and quantitative data analysis which is presented in chapters five and six of this thesis. The chapter that follows analyses the individual language policies of the respective universities, which can be found as the final appendices in this work.

CHAPTER 4: ANALYSIS OF UNIVERSITY LANGUAGE POLICIES

4. Introduction

The language policies and implementation strategies of the universities are fundamental documents of this study. It is therefore imperative to analyze language policies of all selected universities. The Language Policy for Higher Education (2002:4) states that: "Language has been and continues to be a barrier to access and success in higher education". It is important to reflect on how the universities are committed to redress language imbalances of the past and the promotion of African languages as the academic languages. Institutions of higher learning have a responsibility of creating enabling multilingual environments where all languages are developed as academic languages and the existing languages of instructions do not hinder access and success of the students (LPHE, 2002:5). The tool of analysis that has been used to analyze university language policies is the document analysis as highlighted in chapter 3. The framework of analysis comprises of the policy summary and themes developed in relation to the research problem and other phenomena (Bowen, 2009). The outline of this chapter includes the language policy summary, commitment to multilingualism, elevation of the previously marginalized African languages as academic languages, language policy implementation plans and monitoring, promotion of access and success of students and the language policy review. The extended language policies of these respective universities can be found in the appendix of this thesis (See appendix D-N).

4.1 Language policy summary (University of the Western Cape - UWC)

The language policy of the University of the Western Cape recognizes that the university is operating in an African and international context with immense linguistic diversity, thus it is a multilingual university. UWC is committed to nurture linguistic and cultural diversity in order to foster equity, social development and the respect of South African multilingual heritage. The language policy provides the guidelines on language practices on the following areas: languages of teaching and learning, academic and professional discourse and languages for communication purposes.

Languages of teaching and learning process: The official languages of the institution are isiXhosa, English and Afrikaans. The faculties are bestowed with a responsibility to approve the languages that they want to use in teaching, tutorials and practicals. In instances where academics are competent in many languages, they are encouraged to use as many languages as they can if such action will enhance massive participation. The language policy allows the usage of any of the three official languages if it is practicable to do so in setting the student's academic work. Although there is flexibility in setting of academic work (tasks, assignments, tests and examinations), the writing of such academic work shall be in English unless there is an arrangement between the student and a lecturer. The departments are directed to appoint

tutors that will assist in self-directed learning processes in either isiXhosa or Afrikaans or English.

Academic and professional discourse: The language policy stipulates that entry-level course and support services will be provided to the students to develop their English academic literacy. There is a provision of language acquisition courses in English, Afrikaans and Xhosa for administrative and academic staff. The university is committing itself to provide Enrichment Programs for the students in isiXhosa, English and Afrikaans. The implementation of language acquisition courses and Enrichment Programs would foster multilingualism at UWC.

Languages of Internal and External communication: English is the main language of communication for both internal and external communication. The policy documents will be available in all official languages of UWC. However, translation can be done if it is practicable to do so at departmental level when necessary. There shall be staff available to respond to any student's inquiry in English, isiXhosa, and English. The isiXhosa or Afrikaans translated documents will be made available on request by the external communicator together with the English version. Under normal conditions, communication both internally and externally shall be in English.

4.1.1 Commitment to multilingualism

Whereas UWC is committing itself to nurture diversity, there are some elements of uncertainty within its language policy. Weak statements weaken the commitment of the university to pursue multilingualism. "Regarding the languages used for setting of tasks, assignments, tests and examinations, English, Afrikaans and Xhosa should be used wherever it is practicable to do so. Unless otherwise negotiated between a student or a class and a lecturer, the language in which tasks, assignments, tests and examinations should be completed in English" (UWC Language Policy, 2003:2). If the institution is committed to pursue multilingualism, it should not be ambivalent about that. The phrases such as wherever it is practicable to do so in the first statement should have been avoided. The second statement confirms that the language of assessment is only English. There is no need for a negotiated settlement between a lecturer and students about languages of assessment it should be English, isiXhosa and Afrikaans. Students should be at liberty to use any of the official languages of the institution. On internal and external communication, the use of English as the language of communication compromises the university's commitment to multilingualism. When there is a need of translation of the formal communication at departmental level, in response to the need translated formal communication must be provided. However, on a positive note the language policy has a flexibility in the sense that if it is possible for any of the official languages to be used.

4.1.2 Elevation of the previously marginalized African languages as academic languages

IsiXhosa is the previously marginalized African language that the university is striving to elevate as academic language. There is a provision for the promotion of isiXhosa as academic language in this institution. The language policy indicates that the language acquisition courses in isiXhosa will be made available to both administrative and lecturing staff. It further makes a provision for the use of isiXhosa in setting assessments if it is practicable to do so (UWC Language Policy, 2003: 1).

4.1.3 Language policy implementation plans and monitoring mechanism

There are no language policy implementation plans and monitoring mechanisms stipulated in the language policy document. This is against the mandate provided by the national language policy because it states clearly that universities must develop an implementation strategy coupled to the language policy (LPHE, 2002).

4.1.4 Promotion of access and success of the students

There is no clause within the language policy which prohibits students' access to UWC as a result of their language background. The success of the students is under question because the university sustains the usage of English and is not bold enough to allow students to use other languages to ensure that they are not confined to the use of English only. The language policy states that assessment of the students will only be in English. The use of English as the only medium of instruction is a problem to the non-mother tongue English speakers because it often leads to underperformance, high failure rate for many non-English speaker with few non-English speakers progressing well under these conditions (see chapter 2: 2.7.1.1)

4.1.5 Language policy review process

This language policy has never been reviewed since 2003. The language policy in all universities should be reviewed after five years, therefore failing to review the language policy is contrary to the national language policy (LPHE, 2002).

4.2 Language policy summary (University of Forty Hare - UFH)

The University of Fort Hare language policy (2012) states its intentions of elevating and advancing the status of previously marginalized languages, which draws on the RSA Constitution (Section 6 of Act no 108 of 1996) and the National Plan for Higher Education (2001). The language policy indicates that the university will develop isiXhosa up to the level where isiXhosa can be used in all academic domains. The university is committing itself to promote multilingualism with isiXhosa, English and Afrikaans as the official languages of the university. Subsequent to the university's stance of promoting multilingualism, the university

is offering conversation isiXhosa and Afrikaans courses to the staff as part of a staff development initiative strategy.

While the university is striving to use isiXhosa as a medium of instruction, but the language policy points out clearly that isiXhosa cannot be used as a medium of instruction across disciplines. It further states that "…the current position of English as a dominant language of instruction at the University will be maintained" (UFH Language Policy, 2012:3). There is no clear position of isiXhosa and Afrikaans with regards to their use as academic languages. However, the language policy is clear that research can be conducted in any of the official languages and isiXhosa and Afrikaans shall be introduced incrementally as additional medium of instruction where appropriate. Introducing isiXhosa and Afrikaans incrementally as the medium of instruction means that these languages will be introduced gradually. But even this gradual introduction of isiXhosa and Afrikaans as academic languages has not yet started (refer to Chapter 5: 5.2.7).

On administrative tasks, the language policy is explicit that English remains the primary language of instruction. Both external and internal communication will be provided in all three official languages of the university. The interpreting services will be available so that one who communicates in any of the official languages can get the services that h/she may need without any communication barriers. The university commits itself to make translation and interpreting services available when the university is hosting some events such as graduation and cultural activities. It is important to note that it is legitimate at UFH to use any of the three official languages in labour related matters. "Job interviews will be conducted in the language preference of the interviewee (provided that it is an official language) and translation facilities will be provided" (UFH Language Policy, 2012:6).

4.2.1 Commitment to multilingualism

The University of Fort Hare seeks to promote multilingualism. The official languages of the university are isiXhosa, English and Afrikaans, a positive move towards working for the realization of multilingualism. The language policy highlights that languages will not be used as a barrier to access information, resources and services. Paradoxically, the university acknowledges that isiXhosa is the home language of the majority of students and staff, but it states clearly that isiXhosa cannot be used as an additional language of instruction across the curriculum or disciplines. While the university wishes to develop isiXhosa to be an academic language, it also confirms the maintenance of status quo wherein English is used as a dominant language of instruction. However, there is provision of the use of isiXhosa and Afrikaans as medium of instruction if there is a negotiated agreement between the students and lecturer at both undergraduate and postgraduate levels. The commitment of the university to promote multilingualism in teaching and learning is not convincing because it promotes the dominance of English, yet it strives for the development of multilingualism. There is a strong stance on the use of all three official languages of the university in all official internal communication. The appropriate language use for external communication will be

any official language of the university to be determined by the language preference of the recipient. English will be used for international communication. There is a commitment to use all official languages of the universities at university events such as graduation and entertainment events. On the labour-related matters, any of the official languages can be used in job interviews and disciplinary matters.

4.2.2 Elevation of the relevant previously marginalized African languages as academic languages

IsiXhosa is the previously marginalized African language that the university is striving to develop as academic language. The provision of course material and glossary lists in isiXhosa is a positive step towards the development and intellectualization of isiXhosa. The language policy allows the use of isiXhosa as the medium of instruction if the students and a lecturer are in agreement. There is a provision of the usage of isiXhosa for research purposes. The provision of isiXhosa conversational course to the University of Fort Hare staff promotes the use of African languages. The use of isiXhosa alongside English and Afrikaans in all official documents and in events such as the graduation ceremony and cultural events is a relevant initiative for the elevation of isiXhosa as academic language as well.

4.2.3 Language policy implementation plans and monitoring mechanism

There is no language policy implementation plan provided. The Council Language Committee will be appointed for monitoring the language implementation. It will be the responsibility of the Council Language Committee to monitor the implementation of the language policy. It is stated in the language policy that monitoring and evaluation will be on a regular basis with no specificities. The Council Language Committee is in existence at this university but its effectiveness is under question with no implementation plan (see Chapter 5: 5.2). There is no yardstick to measure the progress with regards to the language policy implementation.

4.2.4 Promotion of access and success of the students

Language will not be used as a barrier to access information, resources and services. Therefore, access to the institution of higher learning will be promoted. The language policy does not guarantee any language embedded support for the success of the students. The policy only indicates that course material and terminology lists will be available in isiXhosa on request and the medium of instruction might be isiXhosa only when there is a negotiated agreement between students and the lecturer (UFH Language Policy, 2012). These are blanket statements because there is nothing which states and acknowledges the use of isiXhosa in assessment, which determines the success of the students.

4.2.5 Language policy review process

The language policy of the University of Fort Hare was adopted in 2006 and reviewed in 2012 (UFH Language Policy, 2012). This implies that the university is making strides to adhere with

the national language policy as it requires the language policy review after five years (LPHE, 2002).

4.3 Language policy summary (University of Limpopo - UL)

The language policy of the University of Limpopo begins by reflecting on the linguicism of the past, wherein only Afrikaans and English were the official languages. It also reflects that the speakers of indigenous African languages were compelled to learn English and Afrikaans in order to access quality education and other domains of high prestige. This linguistic inequality background is very important because it enables us to determine where we are in terms of redressing linguistic imbalances of the past that were perpetuated by colonialist and imperialist forces in South Africa. The language policy of the University of Limpopo establishes the context of its formulation by also highlighting some positive clauses, which are the basis of building an enabling environment for multilingualism in higher education. The Constitution of the Republic of South Africa (1996) has not only recognized eleven official languages of South Africa, but in Section 29 it states that

> Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable.

The language policy depicts adherent strides of the university to promote multilingualism. The university strives to ensure a parity of esteem in the use of English, Sesotho sa Leboa, Xitsonga, Tshivenda, Setswana, isiNdebele, and Afrikaans in teaching and learning and research. The university language policy recognized the immense linguistic diversity of its locality.

The University of Limpopo regards multilingualism as a resource hence it is advocating language equity and parity of esteem. Teaching, research and publications are encouraged to be pursued in all official languages of the university, but English remains the primary language of teaching and learning, research and publications. Sesotho sa Leboa, Tshivenda and Xitsonga are used as the medium of instruction in specific language courses respectively and candidates have a right to use a medium of instruction at postgraduate level. The university has some academic programs that promotes multilingualism, such as a BA in contemporary English language studies, multilingual studies and translation studies and linguistics where English or Sesotho sa Leboa, Tshivenda and Xitsonga are used as the medium of instruction. Each faculty was given a responsibility to identity a course which should be taught in English and either Sesotho sa Leboa/ Tshivenda/ Xitsonga which was a strategy of introducing African languages as the medium of instruction in other courses, over and above the normal language courses on offer.

Regarding the official gathering of the university, translation and interpretation services are offered to the staff and students' as well as acquisition of additional languages. The official records of the university are available in English, explanation may be provided in any of the African languages of the university where practicable and possible. The language policy mentions that the university must establish the University Language Committee, which will deal specifically with the language matters of the university. To ensure that there is a meaningful multilingualism, the language policy postulates that the Centre for Language Services must be established which will translate textbooks, notes and question papers. Translation service is essential for the development of African languages.

4.3.1 Commitment to multilingualism

In the language policy of the University of Limpopo, there are clauses of the policy that attest to the commitment of the university to multilingualism. The University of Limpopo Language policy (2007:5) states that

> English and either Sesotho sa Leboa or Tshivenda or Xitsonga will be used as medium of instruction in bilingual and multilingual academic programmes such as Contemporary English Language Studies and Multilingual Studies and Translation Studies and Linguistics.

The Language Education course will be offered in English and either Sesotho sa Leboa or Tshivenda or Xitsonga unless the course consists of African languages only. The language policy gives a directive to the university to establish the University Language Committee, which will deal specifically with all language related matters. The university is also mandated by the language policy to establish the Centre for Language Services, which will offer translation services of textbooks, tutorials, notes, question papers and editing to the university community.

There is less commitment on the provision of the official records of the university in African languages. This lesser commitment is exposed by the use of vague words (possible and practicable). The University of Limpopo Language Policy (2007) indicates that the explanation of official records will be made available in African languages of the students only where possible and practicable.

4.3.2 Elevation of the relevant previously marginalized African languages as academic languages

Sesotho sa Leboa, Xitsonga and Tshivenda are the previously marginalized African languages that the University of Limpopo is developing as academic languages. The medium of instruction in all African languages courses respectively will be a specific African language. The students at postgraduate level have a right to use African languages as the medium of instruction. The writing of Theses in African languages contributes to the intellectualization of African languages. In developing African languages as academic languages, Sesotho sa

Leboa is being used alongside English in a BA Contemporary English Language and Multilingual studies. This is a progressive initiative for the elevation of indigenous languages as academic languages. A clear instruction that each faculty must identify a course wherein English will be used alongside either Sesotho sa Leboa or Tshivenda or Xitsonga as medium of instruction is a move in the right direction for the elevation and use of African languages as academic languages. The translation services through the Centre for Language Services that the university is obliged to offer as per the language policy will contribute to the development of African languages and their efficient use as academic languages.

4.3.3 Language policy implementation plans and monitoring mechanism

There is no clear language policy implementation plan and the monitoring mechanisms thereof highlighted, except the establishment of the University Language Committee which will deal directly with all language related matters at the University of Limpopo.

4.3.4 Promotion of access and success of the students

The main languages of the university are English, Sesotho sa Leboa, Xitsonga, Tshivenda, Setswana, isiNdebele and Afrikaans which reflect the demographics of geographical locality of the University. The university seeks to ensure that there is a parity of esteem on the usage of these languages. The University of Limpopo Language Policy (2007:2) points out that

> To facilitate access to knowledge, information and services on and off campus through the promotion, research, teaching and learning of these languages in the Province, and in South Africa as a whole.

The parity of esteem and equitable use of all the main languages of the University of Limpopo is an indication that students and staff will have the access to information and services in any languages of their choice. Postgraduate students have a right to use any language of their choice in writing their thesis. To the students having a right to use a language of their choice contributes greatly to equal access to education and it increases the success of the students. The success of the students is inevitable when the students' background literacies are recognized in their learning.

4.3.5 Language policy review process

The language policy of the University of Limpopo has not yet been reviewed despite its ten years of existence. This demonstrates that the university is not complying with the national obligation as directed by the national language policy. According to the national language policy, universities must review their language policy at least after five years (LPHE, 2002).

4.4 Language policy summary (Walter Sisulu University - WSU)

Walter Sisulu University recognizes that it has a fundamental role to play in promoting multilingualism and advancing the status and use of previously diminished indigenous African languages. The university is situated in the area where isiXhosa is the dominant language, but the main official language is English. However, WSU believes to work within the status quo whilst it is developing isiXhosa to be used in high education domains. In striving to promote multilingualism the language policy focuses on the following four aspects:

- Language of Learning, teaching and assessment
- The language of administration
- The language of research, development and dissemination of information
- The language of internal, local, national and international communication

On the language of learning, teaching and assessment, isiXhosa will be developed so as to be used as the medium of instruction alongside English for the realization of additive bilingual teaching and learning. In the same vein, Sesotho and Afrikaans will be used as languages of communication in different relevant campuses. All faculties are mandated to provide credit-bearing courses in isiXhosa.

The language of administration: All official communication (spoken and written communication) will be done in English and isiXhosa. The translation and interpreting services will be made available so that the university signage, website, notices, academic events such as graduation, inaugural lectures will be in English and isiXhosa. The students and staff development programs will be put in place with all the required resources to ensure that both students and staff are improving their competence in both English and isiXhosa. Staff members whose command in isiXhosa is minimal will be obliged to learn isiXhosa within a period of three years.

The language of research, development and dissemination of information: Researchers are encouraged to write in any of the two official languages of WSU for publication purpose. It is also advisable that the languages used by the researchers should be known to their scholarly peers. Research output in isiXhosa is encouraged as a strategy of developing isiXhosa as an academic language.

The language of internal, local, national and international communication: The language of communication with local, national and international community will be English and isiXhosa where necessary (Revised draft WSU Language policy, 2015). Official documents of the university will be in English and isiXhosa. All official gatherings will be conducted in more than one language with the assistance of translation and interpreting where necessary to ensure a maximum participation.

4.4.1 Commitment to multilingualism

While WSU seems to be committed in promoting multilingualism, there are areas of ambivalence as well. In addition to English, which is the main language of instruction, WSU guarantees the development and the use of isiXhosa in teaching and learning, assessment, communication and research while working within the status quo. Other languages such as Sesotho, Afrikaans, isiZulu and South African Sign Language, their use will depend on the approval by a specific campus. The language policy of WSU is so imprecise on the use of other languages beside English and isiXhosa. It does not state which campuses will use other languages.

The language policy gives assurance that a Committee on Languages and the Institutional Language Directorate will be set up. The Institutional Language Directorate will be responsible to ensure that the language policy is being implemented and deal with all language queries and complaints. At this stage both the language committee and the Institutional Language Directorate are not yet established (see Chapter 4.4).

4.4. Elevation of the relevant previously marginalized African languages as academic languages

The language policy highlights that isiXhosa will be elevated as an academic language. The WSU Language Policy (2015:4) stipulates that

> The university will provide resources and opportunities for all employees and students, either to learn or improve their competence in English and isiXhosa.

Dual medium of instruction will be introduced at WSU where English and isiXhosa will be the languages of teaching, research and publication. To ensure that isiXhosa is promoted as academic language, each faculty is given a responsibility to have a credit-oriented isiXhosa course. Another factor which attests to the promotion of isiXhosa is the provision of resources that will be made available for employees and students to learn and develop their competence in isiXhosa. Furthermore, all university staff who do not have a command in isiXhosa will be compelled to acquire communicative competence in isiXhosa within a period of three years (WSU Language Policy, 2015:5). The language policy indicates that alongside English and isiXhosa, Sesotho and Afrikaans will be used as languages of communication in different campuses.

4.4.3 Language policy implementation plans and monitoring mechanism

There are no clear language policy plans. The language policy is vague in terms of monitoring mechanisms, except to indicate that Committee on Languages and Institutional Language Directorate will be established of which both will be responsible for the implementation of the language policy, and the latter will also deal with all language queries and disputes.

4.4.4 Promotion of access and success of the students

The language policy of WSU is striving to promote access and success of the students. The development of isiXhosa as an academic language is a direct response to the dominant use of isiXhosa in the area where the university is situated. The introduction of isiXhosa as academic language strikes the balance between the backgrounds, the linguistic repertoire of the students and the academic linguistic context.

4.4.5 Language policy review process

The language policy under discussion is a proposed revised one but the original one which was revised in 2015 was not found. It also promises that this revised one will be reviewed after three years. The revised language policy of WSU was officially adopted by the University Council in 2017.

4.5 Language policy summary (Central University of Technology - CUT)

The policy statement begins with the bold statements that boost the credibility of the university as the one which promotes multilingualism and creates an enabling environment for accessibility of the university to the students, scholars, academics and support staff. However, in its preamble, the language policy entails statements that are contradicting the commitment to promote multilingualism. One statement states that the main academic language and the language for all communication transactions shall be English. The language policy further indicates that the language of teaching and learning is English. The lecturer may use the mother tongue of a student if there is agreement between them and a student is struggling to understand as a result of English usage. The policy also states that the lecturer who is not competent in a language of a student may request a translation services from colleagues and senior students. However, the language policy points out that there is no legal obligation for the staff to interpret in the language best known by the students except English. There is a minimal summary translation of English concepts into Afrikaans by some lecturers. The language policy indicates that the translation summary should be extended to Sesotho first language speakers as well as the way of intensifying lexicon and terminology development.

All official communication of the institution internal and external is done in English. Communication in other languages is accommodated between staff members in their informal conversation and also when there is a mutual agreement between staff, students without any exclusion of others.

4.5.1 Commitment to multilingualism

The university only mentions English as the main medium of instruction. There is no single other South African language which has been granted official status at CUT. This is observable despite the language policy principles, which boldly state that:

- Taking cognisance of diversity, equity and reconciliation imperatives;
- Creating a balance between regional, national and international needs;
- Affording all, especially students, ease of accessibility to instruction and educational material in a manner applicable to all;
- Accommodating multilingualism and diversity.

The staff members are not legally obliged to offer further clarity of their lectures in another language even when there are language impediments. This can only be done outside of the learning environment. "Teaching and learning facilitation at CUT in all learning environment, such as the classroom, laboratories, etc., shall be conducted in English. Where facilitators of students identify a need for further facilitation in another language, such a need could be accommodated in consultation sessions outside the learning environment..." (CUT Language policy, 2010:3).

4.5.2 Elevation of the relevant previously marginalized African languages as academic languages

The language policy does not accommodate any African language to be elevated as academic language. There is only one weak promising statement, which supports the development of bilingual lexicon and terminology from English into Sesotho within feasibility constraints. The feasibility constraint is a burden, which may be used to deter the elevation of Sesotho as academic language. The CUT is maintaining the status quo where English is enjoying dominance at the expense of other languages, especially the previously marginalized African languages. African languages cannot be elevated as academic languages if they are not used legitimately so in formal academic domains (Alexander, 1999).

4.5.3 Language policy implementation plans and monitoring mechanism

There are no language policy implementation plans in place. Although the Registrar mentions as the one who will ensure that the language policy is implemented, it is silent on monitoring mechanisms. The language policy with no implementation plans makes the implementation of the language policy ineffective and impossible (Maseko, 2014).

4.5.4 Promotion of access and success of the students

The university promotes accessibility for students, but there are no strategies to ensure that after access, success will be promoted. The language policy has no provision in the teaching and learning environment to assist second and third language English students who are having linguistic deficit in English. While there are no provisions stipulated in the language policy but Chapter 5: 5.5.1 discusses the intervention strategies to boost the success of the students.

4.5.5 Language policy review process

The language policy has not yet been reviewed in-spite of indication to be reviewed after five years (CUT Language Policy, 2010:5). This indicates that the university is operating with an outdated language policy as a result of ignoring directive provided in the national language policy of reviewing the language policy after five years (LPHE, 2002).

4.6 Language policy summary (Durban University of Technology - DUT)

The language policy purpose of DUT is rejecting vigorously the use of English as the dominant language of the university. It is committed to move away from a single language instruction in recognition and use of other South African official languages to ensure access and success of the students. Deducing from DUT Language policy (2010) access and success are impracticable in the lack of multilingual approaches in Higher Education. The certainty of the DUT language policy is to maintain the status of English as the main medium of instruction and some future tentative plans such as organizing resources to enhance language competences of both students and staff, encouragement of staff members to learn at least one indigenous language and provision of university communique in another language as well.

4.6.1 Commitment to multilingualism

Although DUT recognizes how previously imposing a language was used to silence and oppress other people in South African history, it does not clearly show how it will neutralize the dominance of English for the realization of multilingual university environment. The definite commitment at DUT is to maintain the status quo where English is the main medium of instruction. There are some possible commitments made in DUT's language policy, which includes the following:

- Encouraging the study of indigenous African languages. A radical step should be taken to ensure that indigenous African languages are used in high domains.
- Provision of official communication to staff in other language where necessary.

More work is bestowed to the Language Unit, which is not yet in place at DUT. Responsibilities such as:

- To investigate the need to develop material for the teaching of isiXhosa and isiZulu.
- Terminology and lexicographic material development.
- Assisting staff in acquiring additional language competence.
- Assisting students where there is language barrier.

This arrangement, which is given to the not yet established Language Unit weakens DUT's commitment in implementing multilingualism.

4.6.2 Elevation of the relevant previously marginalized African languages as academic languages

There is no previously marginalized African language, which the university is elevating to be used as academic language. The policy has a general approach of developing and using other languages as academic languages to create a multilingual university setting. The language policy indicates that an investigation has to be conducted on the need for the material development for the teaching of African languages (isiXhosa and isiZulu). The language policy is not explicit on the elevation of African languages as academic languages.

4.6.3 Language policy implementation plans and monitoring mechanism

The university has a language policy implementation plan. The implementation plan of the language policy is in three phases:

Phase 1: The first phase is the establishment of the Language Unit, which will be responsible for the implementation of the language policy, offer language training to the staff and develop material. All language departments within the university will have a representative, who serves on the committee.

Phase 2: The language unit will conduct a research on the language usage at the university and the languages used by the majority of staff and students. The language unit will also embark on the following:

- To investigate the need to develop material for isiXhosa and isiZulu teaching.
- To offer additional language acquisition services and competence in South African Sign Language to the staff.
- Assist students who are encountering language barriers.
- Facilitate the development of terminology glossaries in various faculties and lexicographical materials in majority languages of the university.

Phase 3: The language unit has to conduct the language practices of the university within the context of multilingualism and multiculturalism. Furthermore, to facilitate the monitoring and evaluation of the language policy in conjunction with the Senate.
The main dilemma about the DUT language policy implementation plan is that it does not have the time-frame. Without the time-frame, it is difficult to measure any progress.

4.6.4 Promotion of access and success of the students

The DUT language policy (2010) points out that the languages of instruction will not impede access and success of students. However, the language policy is not explicit on how it will address the language barriers; it only indicates that the Language Unit will assist students with language barriers.

4.6.5 Language policy review process

The language policy has not yet been reviewed despite the assertion that it will be reviewed in 2014 (DUT Language Policy, 2010). This is against the national language policy, which requires universities to review their language policies after five years.

4.7 Language policy summary (Tshwane University of Technology - TUT)

The language policy of TUT (2005) highlights the rules that underpin the use of language usage and practices. Such rules include the following:

> The University may use any other official South African languages for communication and teaching purposes where it is reasonably practicable: Provided that such use should not violate the language rights of other people.
> The University shall promote other languages, including foreign languages commonly used in South Africa, through the presenting of language courses or programmes, depending on the demand and the economic viability of such courses or programmes.
> The University shall academically support students in their efforts to become proficient in TUT's language or languages of teaching, instruction and communication.
> The University shall, furthermore, promote multilingualism, by rendering professional translation services, and support staff members to become proficient in TUT's language or languages of teaching, instruction and communication, through various methods of language training, including short courses and workshops.

The main language of teaching, instruction, communication and documentation at TUT is English. The rationale of choosing English as the main academic language is based on the following factors:

- English is an international language of science and business, therefore proficiency in English is crucial for career advancement.
- The research conducted at TUT showed that 48% of TUT students preferred English as the medium of instruction.

The university shall adopt Setswana and SiSwati as the primary indigenous African languages of the university, where the latter will be used at TUT Nelspruit campus due to the majority SiSwati speakers in Mpumalanga. The university will develop terminology of both Setswana and SiSwati, which will enable the academic usage of these languages. In Tshwane where the university is situated, the majority African language used is Sepedi, but startlingly the university only chose Setswana, which is the second majority African languages in that area, to be developed on the basis that it will collaborate with the North-West University which has already chosen to develop Setswana as academic language. Collaboration between the

universities is paramount but the universities should respond to the geographic linguistic needs and develop multilingualism accordingly (Language Policy Framework for South African Higher Education, 2001). Other official African languages may be used only if it is reasonably practicable and their usage may not violate the language rights of other people.

The university is committed to promote multilingualism. The university will ensure that there are short-courses and training is rendered to support the staff to become competent in TUT's languages of teaching and communication. Students will be supported to be competent in English academic literacy which is the primary medium of instruction and to other TUT official languages.

4.7.1 Commitment to multilingualism

The university confirms through its language policy that the main medium of instruction at TUT is English. TUT will develop Setswana and SiSwati to be used as academic languages for the promotion of multilingualism. The university is committing itself to provide translation services. The workshops and training sessions will be convened to ensure that staff and students become competent in the official languages of TUT. Other African languages can only be used if it is reasonable practicable. The 'reasonable practicable' approach is a legitimate strategy of avoiding commitment to multilingualism beyond official languages of the university. The use of other African languages should not be a problem at TUT considering its commitment to provide translation services.

4.7.2 Elevation of the relevant previously marginalized African languages as academic languages

The university is committed to promote Setswana and SiSwati as academic languages. The elevation of the mentioned two previously marginalized African languages will be done through terminology development. The terminology development will be done to ensure that these languages can be used for academic, scientific and communication purposes.

4.7.3 Language policy implementation plans and monitoring mechanism

There are no tangible implementation plans for this language policy. The monitoring mechanism is not clearly stated as well. The implementation plan is the important document that should be developed and utilized by the university to guide the implementation of the language policy. Monitoring is difficult in the absence of the implementation plan.

4.7.4 Promotion of access and success of the students

The language policy of TUT does not deny students access to education. Be that as it may, the language policy of TUT is silent on how other languages will be used to boost the academic work and success of the students. The language policy indicates that, students with the linguistic deficit will be offered English academic literacy courses to boost their English competence. In a multilingual environment, confining students to one language, which is a

challenge to them to grasp content knowledge is tantamount to contributing in oppressing the students along linguistic lines.

4.7.5 Language policy review process

The language policy has not been reviewed since 2005. This is a manifestation of the lack of the implementation plan, and shows that there is no progress in implementing the language policy. If the language policy was being implemented, that would necessitate the language policy review. This is contrary to the national language policy, which needs the universities to review their language policies after at least five years (LPHE, 2002).

4.8 Language policy summary (Cape Peninsula University of Technology - CPUT)

The fundamental policy principles of the CPUT language policy take into cognizance the linguistic diversity of both staff and students, which requires the promotion of multilingualism. Secondly, the necessity of CPUT students to be proficient in English for academic purposes while promoting the use of all official languages of the university as academic languages. Thirdly, the teaching pedagogy which ought to accommodate students whose first language is not English. Fourthly, the critical role that language plays and the link between students' in-depth understanding of the technical and professional concepts within their disciplines and employability (CPUT language policy, 2009).

The language policy of CPUT recognized the constitutional obligation of ensuring that official languages enjoy parity of esteem. The official languages at CPUT are English, Afrikaans and isiXhosa. Afrikaans and isiXhosa will be used alongside English, which is the primary medium of instruction to ensure that English is not a barrier to student learning, but it supports the teaching and learning process. In order to attain the supporting role that isiXhosa should play, the university will ensure that isiXhosa is developed as academic language. The university acknowledged that transforming language practices can only happen in phases. It is within this context that the architects of language policy at CPUT adopted three phases.

The first phase: The main activity was to conduct a comprehensive language audit on the language practices for both administrative and academic purpose.

The second phase: The establishment of the Language Resource Centre was the primary objective of the phase two to spearhead the transformation of language practices at CPUT. Translating documents and developing teaching and learning materials was primary in this phase. It is recommended in phase two that at least any potential employee must be proficient in either isiXhosa or Afrikaans supplemented by the capacity building to all staff so as to be able communicate effectively in all three language of the university. On academic matters, English remains the main language of instruction. The departments have a right to use isiXhosa or Afrikaans as languages of instruction only if such arrangement will not deprive

access of students from other language communities. In order to assist students with English deficit, teaching material will be provided in both isiXhosa and Afrikaans. To boost the success of the students, departments are at liberty to incorporate isiXhosa and Afrikaans in all forms of assessments. The support service must be available in the languages preferred by the students. On administrative matters, English proficiency will not be used to deter access to education. The main language of communication is English, but isiXhosa and Afrikaans should be used in signage and documentation, disciplinary hearings, meeting with the provision of interpreting services. IsiXhosa and Afrikaans can be used for external communication where there is a need.

The third phase: At this phase isiXhosa and Afrikaans will be used alongside English as the languages of learning and teaching. The teaching and learning support material in all subjects must be completed at this stage. The use of all three official languages on assessment must be in process. The intensification of the student support services and the maximization of multilingual capacity should continue.

4.8.1 Commitment to multilingualism

The university is committed to multilingualism. While English is maintained as the medium of instruction, there is a phase set aside for the development of isiXhosa as academic language so as to be used optimally. The language policy also indicates that isiXhosa and Afrikaans at least in phase three of the implementation of the language policy will be used alongside English as the medium of instruction. This is a big step, which will make multilingualism a reality at CPUT because if any official language is used minimally, its prestige is endangered. The assessment in all three official languages is a great step, which translates multilingual classroom interactions into the desired end-product of teaching and learning process. The multilingual approach in student support programs such as tutorials, and a Writing Center displays a commitment to multilingualism.

4.8.2 Elevation of the relevant previously marginalized African languages as academic languages

The CPUT had identified isiXhosa as the only previously marginalized African language due to the linguistic geographical patterns of the Western Cape. IsiXhosa will be developed as an academic language through the provision of translated learning material in every department of CPUT. There will be the provision of isiXhosa glossaries for all subjects. The introduction of isiXhosa to be used alongside English as the language of learning and teaching and assessment projects the promotion isiXhosa as academic language. The translation of the university documents and signage into isiXhosa, the use of isiXhosa in labour related matters, the provision of interpreting devices in the meetings show the promoting of the status and use of isiXhosa at CPUT.

4.8.3 Language policy implementation plans and monitoring mechanism

The language policy of CPUT has the implementation plan with time-frames. The three phases that I discussed in 1.8 have time-frames. The first phase was to be pursued in January 2008-December 2008. The time-frame of the second phase was January 2009-December 2013 and the third phase January 2014-December 2018.

On monitoring mechanisms, the language policy stipulates that the Senate will appoint a sub-committee that will monitor the progress of the implementation of the policy. All faculties will provide annual reports that reflect on the implementation of the language policy in respective faculties. The sub-committee will have the powers to review the language policy annually where there is a necessity based on the annual reports submitted from different faculties. At departmental level, the head of department, program-conveners and administrative line managers should make sure that staff members are abreast of the university language policy.

4.8.4 Promotion of access and success of the students

All students have access to CPUT. The language is not used to deprive any potential student access to education. The university makes provisions after students had accessed the institution to have access to the services that the university is providing through breaking all language oriented blockages to services. The offering of academic literacy in English, seeks to strike the balance between access and success because in the main English is a default language of instruction. Literacy in isiXhosa and Afrikaans supports the success of students and the realization of multilingualism in a multilingual educational context. The provision of glossaries enables the students to understand discipline terminology that might be misconstrued if translated versions in isiXhosa and Afrikaans are not provided. The use of students' preferred language in students' support services contributes to the understanding of the content knowledge by the students, which may culminate in improving the success of the students. Moreover, the use of isiXhosa or Afrikaans as languages of learning and teaching and on assessment will maximize the success of students.

4.8.5 Language policy review process

The language policy will be reviewed intensively in 2018 beside the annual reviews bestowed to the Senate sub-committee (CPUT language policy, 2009:8.).

4.9 Language policy summary (University of Stellenbosch - US)

The Stellenbosch University recognizes the Republic of South African Constitutional mandate, which gives a right to everyone to receive education in a language or languages of their choice based on practicability and the need to redress language imbalances of the past. The language policy of Stellenbosch University aims to increase access and success in academic, administrative, professional and social contexts for all students and staff. It further

guarantees that language practices in the classroom situation must favor pedagogically efficient teaching and learning. The official languages of the Stellenbosch University are Afrikaans, English and isiXhosa, which corresponds to the geographical linguistic patterns of the Western Cape. The language policy provided the context of choosing the aforementioned languages as the official languages of the university. Firstly, English is the language that most South Africans use as the language of communication between speakers from other South African language's background. Secondly, Afrikaans has been developed as the academic language. Using the available Afrikaans resource is ideal for the linguistic empowerment and promoting multilingualism within a diverse society. Thirdly, isiXhosa is one of the largest indigenous African languages in South Africa and the largest previously marginalized indigenous language in the Western Cape. Stellenbosch University commits itself to develop isiXhosa as academic language. The Stellenbosch University is committed to advance multilingualism through the usage of all its official languages (Language Policy, 2016).

The Stellenbosch University identified three areas that are critical in promoting multilingualism: Teaching and learning, internal and external communication and language support service. On teaching and learning: The language of teaching and learning are Afrikaans and English. Both languages are used in the classroom situation to facilitate inclusivity and maximum participation by both students and staff. When a lecture is presented in English, summaries of the content is provided in Afrikaans. Interpreting services is provided in the first year of study and in subsequent years upon request. Question papers are provided in English and Afrikaans and students may choose any question paper and answer in a language of the question paper. When a lecturer is proficient in either English or Afrikaans, he may present a lecture in the language of his/her proficiency but simultaneous interpretation may be made available in the first year of study and in subsequent years upon request (Stellenbosch University Language Policy, 2016:5). The compulsory teaching and learning resource material in any module is available in English and in Afrikaans where it is reasonably practicable.

Internal and external communication: The official documents are available in English and Afrikaans. Such documents can also be available in isiXhosa based on the needs of the target audience. At the faculty or departmental level, the language used for oral or written communication depends on the participants. For external communication, the medium of communication is English. However, the university accommodates language preferences of their partners and stakeholders and thus offers translation and interpreting services.

Language support service: The University makes provision of ICT to enhance teaching and learning process. Lectures podcasts and vodcasts are made available to the students in English, Afrikaans and in isiXhosa in some instances. There is a Language Centre, which supports implementation of the Language Policy. The Language Centre collaborates with the faculties, support services divisions and management bodies. It develops teaching and learning material for the faculties. It also provides translation, interpreting and editing. It

further assists in developing modules for professional communication, academic literacy, language acquisition and research.

4.9.1 Commitment to multilingualism

The Stellenbosch University is committed to multilingualism. It has three official languages; Afrikaans, English and isiXhosa. English and Afrikaans are used as the languages of teaching and learning which is in line with their commitment of accessibility of the university to the students. There is a commitment to develop isiXhosa as academic language as well. There is a commitment at Stellenbosch University to incrementally use isiXhosa as academic language. This is done through the offering of basic communication skills in isiXhosa to staff and students, discipline-specific terminology guides and a career oriented communication course. ICT which is used to enhance learning is available in three languages. There is an element of dilemma with regards to the development of isiXhosa as academic language because there is no time-frame which indicates when it is expected for isiXhosa to be used alongside English and Afrikaans in the teaching and learning process. This is an area that needs to be tightened up. The provision of interpreting services when a lecturer uses English or Afrikaans and availability of teaching and learning material in English and Afrikaans and in some instances in isiXhosa signals a commitment to multilingualism.

4.9.2 Elevation of the relevant previously marginalized African languages as academic languages

The Stellenbosch University is committed to promote isiXhosa as academic language. There are some disciplines that use isiXhosa to facilitate teaching and learning process, but that needs to be expanded. The use of isiXhosa together with English and Afrikaans in the ICT is a progress for the promotion of is Xhosa as academic language.

4.9.3 Language policy implementation plans and monitoring mechanism

The Stellenbosch University gives faculties a responsibility to design their own Language Policy implementation plans, which will take into consideration their contextual factors. There is no clear directive of what is expected from the faculties in terms of the activities and time-frame. The responsibility is given to the Deans of the faculty to monitor the implementation of their own Language Policy Implementation Plan and give a report annually. The faculty Language Implementation Plan is submitted to the Senate, which has the powers to approve or disapprove. The faculties have the powers to review their own Language Policy Plans based on the language preferences of the students at that given epoch. Any faculty reviews must be reported at the faculty board meeting for endorsement and at the Senate for approval. The faculties submit a report to the Vice-Rector: Learning and Teaching at the end of the semester to reflect on compliance and non-compliance. In case of non-compliance the faculty report must describe the reasons of non-compliance and the steps to be taken to ensure that there is a compliance. The faculties, Language support Centre and the Student

Representative Council submit an annual report on language practices at Stellenbosch University to the Rector's Management Team annually.

The report should state the challenges that the faculties and Language support Centre are experiencing in implementing their own Language Policy Implementation Plans. The report should also indicate the strategies that should be applied for the efficient implementation of their Language Policy Implementation Plans and the possible review of the University Language Policy. If the students have complaints, they may lodge their language complaints to the responsible lecturer and proceed to other levels logically in case of unsatisfactory results, head of department, the Dean, the Academic Planning Committee, Rector's Management Team via Vice-Rector: Learning and Teaching if the case is against support service and Stellenbosch Ombud. The staff member may lodge language complaints to their head of department and proceed to other levels logically in case of unsatisfactory solution: Dean, Rector's Management Team via Vice-Rector: Learning and Teaching if the case is against support service and Stellenbosch Ombud.

4.9.4 Promotion of access and success of the students

The use of English in addition to Afrikaans as the language of instruction at Stellenbosch University promotes the access of the university to all potential students of this country and beyond. Provision of learning material in English, Afrikaans and isiXhosa in some instances promotes access to knowledge. Interpreting services also increases access to the services renders by Stellenbosch University. The option for the students to write their assessments in English or Afrikaans may lead to the success of students especially those that are academically literate in these languages. More still needs to be done to ensure that isiXhosa is also used for teaching and learning and assessment.

4.9.5 Language policy review process

The Stellenbosch University Language Policy (2014) had been reviewed in 2016. This current Language Policy will be reviewed after five years (Stellenbosch University Language Policy, 2016:12).

4.10 Language policy summary (University of Free State - UFS)

The University of Free State Language Policy (2016) has been crafted and guided by the following principles: Language as a resource for empowerment; diversity and promotion of multilingualism for social justice, equity, flexibility and inclusiveness; promote academic literacy development for undergraduate students and practicability and justifiability (University of Free State Language Policy, 2016:1). Therefore guided by the aforementioned principles, UFS is committed to promote multilingualism through the use of English, Afrikaans, Sesotho and isiZulu. UFS is committed for equal access to all services provided by UFS and the academic success of students. UFS is committed to accommodate linguistic diversity within the operational context of UFS. Thus, Sesotho and isiZulu will be developed as languages of

higher education, continuous development of Afrikaans as academic language and the promotion of South African Sign Language and BRAILLE. To put the multilingualism into practice UFS focuses on teaching and learning and administration.

Teaching and Learning: English is the primary language of teaching and learning at both undergraduate and postgraduate level except in other disciplines where other languages are the subjects. Multilingual study material will be available in tutorial and the actual tutorial sessions will be offered in English, Afrikaans, Sesotho and isiZulu base on the needs of a specific campus. It is also permissible in some disciplines such as teacher education and theology to use parallel medium English-Afrikaans and Sesotho-isiZulu without compromising the basic principle of inclusivity.

Administration: The language of all official meetings of the UFS is English. External communication will be mainly English unless information imparted is through other languages. The public are being serviced in the languages of their preference. All academic records and certificates will be kept in English. In a nutshell English is the main language for both academic and administrative purposes.

4.10.1 Commitment to multilingualism

In principle, UFS is committed to multilingualism. The provision of multilingual teaching material and the use of English, Afrikaans, Sesotho and isiZulu in tutorials advances commitment of UFS to multilingualism. There are some areas that need intensification of the multilingualism, it is not enough that only teacher education and theology are the only disciplines where two languages are used concurrently in the teaching and learning process. The courses that are offered to enhance linguistic capabilities of staff in all languages of teaching and learning at UFS shows commitment to multilingualism.

4.10.2 Elevation of the relevant previously marginalized African languages as academic languages

Sesotho and isiZulu are the two previously marginalized African languages that the university will develop as languages of higher education. The University does not commit itself to elevate these two languages as academic languages. For isiZulu and Sesotho to be languages of higher education and to be academic languages are two different things. A language can be a higher education language but still not be developed enough to perform some academic tasks. If it is developed as academic languages, it can perform in all academic prestige domains.

4.10.3 Language policy implementation plans and monitoring mechanism

There is no language policy implementation plan yet. However, the Vice-Rector: Academic and through the Unit of Language Development of the Centre for Teaching and Learning will develop a language implementation plan. The Vice: Rector: Academic ensures that the language policy is implemented across the UFS, while campus principals are responsible for the compliance at campus level and the deans at faculty level. The Registrar is responsible for the implementation of the language policy at UFS administration. The Monitoring of implementation of the language policy is bestowed on the shoulders of the Language Committee of the University Management Committee. The Language Committee will report annually with some recommendations on improving efficient implementation of the language policy.

4.10.4 Promotion of access and success of the students

The use of English as the primary medium of instruction is a good strategy of creating accessibility to UFS for all. The multilingual study resources and the use of many languages in tutorials supports epistemological access to all students. The language policy is silent on the use of other languages in assessment, and this might cripple the success of the students.

4.10.5 Language policy review process

This is a newly reviewed policy (2016). It will be reviewed again in 2021. Beside the pressure that this university got from the student protest in 2015-2016, it complied with the national language policy. This is a great move that the university has done to increase access to the university.

4.11 Language policy summary (University of North-West - NWU)

The Language Policy of the NWU is underpinned by the guidelines that are provided in the NWU'S Statute Section 3 (2) that include redressing language imbalances of the past, promoting multilingualism, promoting access, integration and sense of belonging and flexibility and functional (NWU Language policy, 2012:1). The NWU is committed to pursue functional multilingualism with English, Setswana and Afrikaans as the official languages of the university. Sesotho has working language status for use at Vaal Triangle campus. The functional multilingualism of NWU focuses on the following aspects:

- Teaching, learning and assessment
- Administrative and working environment, and the linguistic landscape
- Research and Development
- Organized student life and language support for work preparation
- Language acquisition, language improvement and quality of language usage

Teaching-learning and assessment: To redress language imbalances of the past, NWU enhances access and success of the students by applying functional multilingual approach in

teaching and learning situation. English and Afrikaans are used as the main languages of teaching and learning. A concerted effort is being made to phase-in Setswana and Sesotho to facilitate teaching and learning process. The NWU is flexible to allow different modes of delivery as long as those different modes will facilitate access to the knowledge. NWU uses single medium teaching, parallel/ dual medium teaching and educational interpreting services based on the contextual factors of operation.

Administrative, working environment and the linguistic landscape: The NWU recognizes the linguistic diversity of the university and the different language preferences from all university stakeholders. The internal and external communication are made by any of the official languages of the university taking into consideration the context, purpose and the recipients preferred language. The functional multilingualism is pursued at all administrative functions of NWU.

Research and Development: The researcher are encouraged to publish their research in a language that will be accessible to potential readers and scholarly peers. Nonetheless, the language of research and publication lies upon the researcher and the research director. NWU through the Language Directorate is making strides and collaborating with other experts for the intellectualization of multilingualism.

Organized student life and language support for work preparation: The NWU is regarding the linguistic diversity of the students as a fundamental resource that needs to be embraced. The university is committed to protect the linguistic rights of the students to insure inclusivity, sense of belonging and maximum participation in the student life. The language services are provided to the students to improve their professional language skills.

Language acquisition, language improvement and quality of language usage: The multilingual competencies of the staff and students is one of the priorities of NWU. Language acquisition and language improvement courses are offered to students and staff and are encourages to enroll to those course to enhance their multilingual skills. The quality of language usage at NWU is monitored by the Language Directorate, which also provides language editing and translation for the university in conjunction with some schools of language.

4.11.1 Commitment to multilingualism

The NWU applies functional multilingualism to ensure that it enhances accessibility, inclusivity and sense of belonging. The official languages of NWU are English, Afrikaans and Setswana while Sesotho has been granted working-status for the Vaal Triangle campus. The use of Setswana and Sesotho alongside English and Afrikaans in teaching and learning reflects a functional multilingualism. The provision of educational interpreting services and flexible modes of delivery in particular dual medium teaching show commitment to multilingualism. The contextual use of all official languages of the University for internal and external communication taking into consideration of the language preference of the possible recipient

demonstrate a commitment to functional multilingualism. The capacity building on multilingual competencies offered by the university to students and staff is an indication of the university's commitment to multilingualism. The Language Policy (2012:6) points out that "The front-line staff at all services should be functionally multilingual".

4.11.2 Elevation of the relevant previously marginalized African languages as academic languages

The NWU has identified Setswana and Sesotho from previously marginalized African languages to be promoted at NWU. Setswana is given an official status at NWU whilst Sesotho has working-language status for the Vaal triangle campus. The use of Setswana and Sesotho alongside English and Afrikaans in teaching and learning process promotes these languages as academic languages.

4.11.3 Language policy implementation plans and monitoring mechanism

The NWU language policy implementation plans of 2012 had not been revised to correspond with 2014 reviewed Language Policy. The Institutional Management has a responsibility to ensure that there is a coordinated implementation of the language policy and the resources are provided for efficient implementation. It is a responsibility of the Institutional Management to monitor the implementation of the language policy, yet is not clear how implementation will be monitored.

4.11.4 Promotion of access and success of the students

The NWU's functional multilingualism plays a vital role in promoting access and success of the students. The use of all official languages and the offering of interpretive services in the classroom increases access to education services rendered and subsequently to the success of the students.

4.11.5 Language policy review process

The NWU had been reviewed in 2014. The next review will be in 2018. The university is doing well in terms of reviewing its language policy. This signals that the university is implementing the language policy because when there is implementation, such implementations will require the language policy review for the improvement of the language policy implementation. If there is nothing done there will be no demand for the language policy review.

4.12 Reflection on the official languages of the universities, the medium of instruction and the language policy implementation plan

University	Official languages	Medium of instruction	Language Policy Implementation plan
Cape Peninsula University of Technology	English, isiXhosa & Afrikaans	English	Yes
Central University of Technology	English, Afrikaans & Sesotho	English	No
Durban University of Technology	English, isiZulu & isiXhosa	English	Yes
North West University	English, Afrikaans & Setswana	English & Afrikaans	Yes
Tshwane University of Technology	English, Setswana & Sepedi	English	No
University of Free State	English, Afrikaans, Sesotho & isiZulu	English	No
University of Fort Hare	English, Afrikaans & isiXhosa	English	No
University of Limpopo	English, Sepedi, Tshivenda & Xitsonga	English	No
University of Stellenbosch	English, Afrikaans & isiXhosa	English & Afrikaans	Yes
University of the Western Cape	English, Afrikaans & isiXhosa	English	No
Walter Sisulu University	English & isiXhosa	English	No

Table 4.1 Official languages, medium of instruction across disciplines and the language policy implementation plans.

4.12 Conclusion

The selected universities should be commended for having the language policies as required by the National Language Policy for Higher Education (2002). All selected universities are committing themselves through their language policies to promote multilingualism and develop different African languages to be used as academic languages. Specific indigenous African languages had been identified to be developed in different selected universities based on their geographical location and the official languages within their area of operation. Practically, there are only two institutions which use African languages as academic languages as stipulated in their language policies: The University of Limpopo through its BA in Contemporary English Language and Multilingual studies where Sesotho sa Leboa is being used alongside English as languages of teaching and learning. The second university is the University of North West which uses functional multilingualism where translation and interpreting services are offered in Setswana, English and Afrikaans. The University of the Western Cape language policy advocates a timid approach into multilingual practice because it indicates that isiXhosa can be used depending on the competence of the lecturers. In all selected universities the African languages are used as medium of instruction in specific African language courses and in writing Masters and Doctorate thesis where that is practicable. The use of African languages alongside English and or Afrikaans may enhance success of the students since all universities claim to be accessible to all students.

Although on language policies there is commitment to promote multilingualism, but there is not even a single historically black university with a language policy implementation plan, two universities of technology have language policies implementation plans (DUT and CPUT) but the other two UoT's do not have language policies implementation plans. There are two universities from the historically white universities that have language policy implementation plans. Seven out of eleven selected universities of this study have no language policy implementation plans. It becomes difficult for any of the university to implement its language policy without the language policy implementation plan. The implementation plan acts as a yardstick to monitor the progress with regards to the implementation of the language policy. In some of the universities such as DUT, there is language policy implementation plan without time frame which also hampers the implementation process.

The minimal language policy implementation in various universities has led the universities not to see any dire need to review their language policies. The language policy review is a culmination of the language policy implementation. Most of the universities have not reviewed their language policies since they established which signals that there has not been or has been a minimal language policy implementation. All HAU's had reviewed their language policies and all have moved from using Afrikaans as the primary medium of instruction into English as the primary language. The North West University uses English and Afrikaans as the medium of instruction whilst Free State University uses only English as the medium of instruction. In all the selected universities English as the medium of instruction enjoys hegemony. Two HBU's had reviewed their language policies and all UoT's have not yet reviewed their language policies despite a directive from the Language Policy for Higher Education (2002) for the universities to review their language policy after five years.

CHAPTER 5: THEMATIC ANALYSIS OF COLLECTED DATA

5. Introduction

This chapter analyses qualitative data that was gathered through interviews. Transcripts were developed from the conducted interviews. The appropriate tool of analysis that I used is a thematic analysis as indicated in chapter 3. Thematic analysis is a method of qualitative analysis which is described as a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke, 2006:79; chapter 3). As stated in chapter 3, thematic analysis gives an overview understanding of the people's actual practices of the phenomenon within the society as a result of discourses that influence them and the themes that emerge from the data describe the phenomena (Braun& Clarke, 2006:10; Ten Have, 2004; Kelleher & Glickman, 1997). Patterns are then recognized within a data and the emerging themes become the categories for analysis (Ferriday & Muir-Cochrane, 2006). The interviews were conducted to respond to the following research questions?

- How does the university use the language policy for accessibility and success of students?
- What are the language policy implementation plans and how often does the university monitor and evaluate the implementation of its language policy?
- How are African languages integrated for academic and administrative purposes?
- Elucidate, to what extent is the university complying or not complying with regards to multilingualism?

The following themes that emerged from the transcripts form the framework of analysis:

- Access and success of the students;
- Official languages and the medium of instruction;
- Language Policy implementation plans;
- Monitoring and evaluation strategies;
- Student's English academic literacy and academic performance;
- Intervention measures to improve language competencies;
- Integration of African languages as academic languages;
- The use of African languages for administrative purposes;
- The university's compliance to multilingualism.

5.1 The First Thematic Analysis (University of the Western Cape)

This thematic analysis emanates from the views of two participants. There is no Institutional Language Committee at this university. It is for this reason that I only got two key informants out of three as planned (refer to Chapter 3: 3.5.2). Therefore, a language lecturer and a member of Executive Management participated in this study.

5.1.1 Access and success of the students

The participants have a common view that the university is accessible to each and every potential student. The language policy promotes access and success of the students as discussed in Chapter 4. The access to this university is only based on the National Senior Certificate (NSC) with Bachelor's endorsement. Since English is a prerequisite for the National Senior Certificate (NSC) and English is the main medium of instruction at UWC, it is considered to get access to this institution whether it reflects as a home language or first additional language in the senior certificate. To ensure that access of the students to the university is linked to their success, the university opened a Writing Centre in recognition that students would not be adequately equipped with English for academic purpose. The Writing Centre is there to assist the students to improve their English academic writing skills. Tutoring programs are another strategy used at this university to boost the success of the students.

A language lecturer says that *"During the phase of opening the doors of learning for all in Higher Education, UWC felt that knowledge should be accessible to everyone as against its previous apartheid-driven system of confining access to university to coloured community only. UWC was actually one of the first universities in the country to institute a Writing Centre and our academic development program when it was conceived really centered on language, the understanding being that many of our students would not have been adequately prepared for the academic use of English."*

A member of Executive Management states that *"We have our admission policy where we would then look at the first language as well as the first additional and we would then make concessions around that based upon the background of the particular applicant. We would not reject an applicant based on language. If an applicant is isiXhosa or Afrikaans speaking we would not disadvantage them because they are not English first language students or their mother tongue is not English. Our admission is not based upon language criteria."*

Deducing from the views of the participants, it is clear there is access to this university and the institution is making inroads through the Writing Centre and Tutoring program to ensure that students do succeed when they have enrolled at this university.

5.1.2 Official languages and the medium of instruction

At the institution under discussion English, Afrikaans and isiXhosa are the official languages. English is the main language of instruction. There is a provision to use isiXhosa and Afrikaans if they will facilitate interaction between interlocutors. Both participants alluded to the flexibility of the language policy with regards to the use of other official languages as medium of instruction. They highlighted that the use of Afrikaans or isiXhosa language to facilitate communication depends on the competence of lecturers. Those who are competent in isiXhosa or Afrikaans are at liberty to use them alongside English as stipulated in the Language

Policy (Chapter 4: 4.1). IsiXhosa and Afrikaans are used as medium of instruction in specific language courses.

A language lecturer points out that *"...it is the responsibility of each faculty to decide what language and languages should be used. If a faculty or the department decides that we want to teach in this or that language it's their right to do so that's what the policy says. In practice however in formal teaching many people would say they use English but even that it depends on linguistic needs of the class. There are classes in which extensively the lecturer is using English but would once in a while branch into perhaps isiXhosa or Afrikaans but in terms of how you characterize what language is being used it would be English."*

A member of Executive Management states that *"Our languages are English, Afrikaans and isiXhosa, but our main language of instruction is English. Where possible academics as well as administrative staff are asked to have other languages used. If the student is competent in the other languages and so is the member of staff they should try and communicate in that specific language if that is the preferred language of the students."*

There is a flexibility in terms of the medium of instruction at this university. Although English is used as the main medium of instruction, isiXhosa and Afrikaans could be used to facilitate communication between interlocutors.

5.1.3 Language Policy implementation plans

Both participants confirm that there are no language policy implementation plans at this university. The absence of the language policy implementation plan has a crippling effect to the actual implementation of the language policy. It is even difficult to assess the progress if there is no plan on implementation of the language policy. It is explained very well in Chapter 2 (2.2) that the lack of language policy implementation plan badly affects the implementation of the language policy (Webb, 2015; Mutasa, 2015; MAPALHE, 2015). Both participants indicate that faculties under the Deans authority should have their respective language policy implementation plans, but the participants claim that they do not know if such plans are available in any faculty.

A language lecturer says that *"We do not have a formal language implementation plan, it does not exist. The idea was first to have a policy and then work on an implementation plan but unfortunately the implementation plan never came up."*

A member of Executive Management states that *"We don't have an actual implementation plan so within the policy, the policy would give you guidelines as to what should be done but there has not been a concise implementation plan."*

Whilst this university has a language policy which enables the promotion of multilingualism, the lack of the language policy implementation plan thwarts the progress.

5.1.4 Monitoring and evaluation strategies

One participant confirms that there is no monitoring and evaluation strategy because there is no language policy implementation plan in the first place. The monitoring and evaluation of the language policy has been discussed in Chapter two (2.6), wherein it is stated clearly that the lack of monitoring and evaluation strategies lead to the non-implementation of the language policy (Hornberger, 2002)

A language lecturer argues that *"In our case you would have to understand that if I say they don't it is because there is no implementation plan. It's when you have an implementation plan, you have milestones, you have who is supposed to do what by what date and all that then that is when it is monitored. But here because there is no implementation plan really there's no monitoring mechanism."*

A member of Executive Management confirms that *"There is no plan, there is nothing to monitor because there is no direct plan to say that faculties or department should be doing this at this particular time. Therefore Senior and Executive Management cannot actually monitor something where there are no expected or desired outcomes or objectives."*

The lack of the language policy implementation plan has a bearing to the monitoring and evaluation of the language policy. UWC should be encouraged to devise such a plan.

5.1.5 Student's English academic literacy and academic performance

The participants respond ambiguously to the correlation between the level of English academic literacy of the students and their academic performance. One indicates that there is no yardstick to check the English academic competency of the students at this university and therefore any poor academic performance cannot be associated with the English academic deficiency. While another participant suggests that even the mother tongue education does not produce desired results. Deducing from the latter, mother tongue or non-mother tongue education has negative effects on the performance of students. Students need to be empowered on the academic usage of any language for them to perform well.

A language lecturer indicates that *"...there's evidence that insufficient knowledge of academic English is an obstacle to performance but we need to be careful in understanding why it is an obstacle before we rush into what the solution is. The solution that we have tried has produced mixed results so you can use isiXhosa, use CALP you can use standard Afrikaans and the performance will not necessarily always be better."*

A member of Executive Management claims that *"...there has not been a complete focus on what is the impact of language of instruction on student's success. At the university we would look at student's success but there has not been a concerted effort based on the medium of instruction."*

The language of instruction is central to education, therefore students should be empowered with academic literacy skills so as to perform well in their academic responsibilities. This is indicated and deduced from the above discussion.

5.1.6 Intervention measures to improve language competencies

Although both participants responded equivocally on the link between the medium of instruction and the academic performance of the students, they confirm that there are student support services for the students who struggle in English. It is only in the use of support services where they confirm that student support services such as the Writing Centre is there to assist students with English academic writing skills. Meaning that, there are students that are not performing well academically as a result of the medium of instruction (English). The university has a Writing Centre and the introductory English course to improve the English competence of the students.

A language lecturer argues that *"UWC was actually one of the first universities in the country to institute a Writing Centre. The use of the Writing Centre aims to help the students with academic writing skills. The provision of lecture notes in isiXhosa and Afrikaans is an intervention to assist the students with English incompetence. Although assessments are set in English, the students would be able to transfer the content knowledge from their mother tongue into English.*

A member of Executive Management argues that *"...there is an introductory level English course that is being offered. It's more of a bridging course for students who feel that they want to have additional assistance in terms of grasping the English language or understanding the medium of instruction at UWC."*

The provision of the Writing Centre to help students with academic writing skills should be commended. The provision of lecture notes in isiXhosa and Afrikaans enables the students to understand the content knowledge in their mother tongue so as to transfer the knowledge understood into English. These are the good intervention measures to eliminate English incompetence at a time when many universities are moving away from the Writing Centre model. However, the UWC model shows that there is still space for a university Writing Centre at South African universities.

5.1.7 Integration of African languages as academic languages

There is no fully fledged integration of African languages as academic languages at this university. This relies on an individual lecturer who has competence in African languages. There is no integration that one may claim for the entire university. One participant alludes to the fact that the lack of integration of African languages as academic languages rests with the African languages students. If there would be high demand for integration of African languages as academic languages, African languages would be integrated. The lack of demand of integration of African languages as academic languages justifies the authenticity of the

sentiments put forward by scholars such as Wiredu (2007); Washing (1986) and Horsthemke (2009). These have been discussed in Chapter 3 (3.2.1.1). They argue that Eurocentric schooling in Africa still instils the Eurocentric thinking of the sons and daughters of Africa.

A language lecturer claims that *"we are integrating isiXhosa and use CALP as well so we are doing that in order to disrupt the edging only of English. On university wide-scale that is not the case. I keep on saying we are assuming that there is a huge demand for the use of African languages as academic languages, but the reality is that there's no demand, there is no hot demand, when there is a hot demand for something you feel it, you see it. There was a need that was felt to dislodge Afrikaans from Stellenbosch University, University of Pretoria and the people that wanted it made sufficient noise and there was not a single voice that was saying we want African languages to be used as medium of instruction."*

A member of Executive Management argues that *"...there wouldn't be any integration in that side, you would see the medium of instruction is English and unless it is an actual isiXhosa module or it is an Afrikaans module. We don't have proper integration across and the major obstacle to that of course is the competency of the staff at the end of the day as well as the students."*

There is no fully fledged integration of African languages as academic languages for the entire institution except the one carried out by some lecturers that are innovative and competent in African languages. It is argued above that there seems no demand for African languages as medium of instruction due to attitudinal challenges both from staff and students.

5.1.8 The use of African languages for administrative purposes

IsiXhosa is the only official African language at this institution which is partially used for administration purposes. The participants indicate that only the letters of the applicants for admission are translated into isiXhosa and Afrikaans. The rule books of the university are only in English. The language of administration is predominantly English.

A member of Executive Management argues that *"Currently, we have in our applications process all of our letters that go out in terms of your provisional acceptance, your provisional rejection all of those are then translated into Afrikaans and isiXhosa. Those languages do appear in our letters so the first language of course that would appear is English and then whatever is within English would then be transferred into isiXhosa and Afrikaans. From an administrative point of view, we try to introduce the languages where we think it would have the most impact. The reason why we choose mostly the application side is because people receiving those letters are usually parents or grandparents or family members or guardians who are more competent in Afrikaans or in isiXhosa rather than English."*

English is then the main language used for administration purposes at this university but there is a provision of isiXhosa translated version in the communication with prospective students on the status of their application for admission.

5.1.9 The university's compliance to multilingualism

The only compliance that both participants are proud of is the availability of the language policy, but with minimal compliance in practices of multilingualism. The lack of compliance in actual multilingual practices is attributed to the lack of a language policy implementation plan at this university.

A language lecturer argues that *"We are complying but for now English continues to be the dominant language because of linguistic incompetence of staff and a low demand of multilingualism in the university community."*

A member of Executive Management claims that *"We comply because UWC has a language policy but whether it has been implemented and whether the multilingualism has been integrated at the university that hasn't yet happened."*

This university has a mammoth task of ensuring that it complies with the implementation of multilingual strategies, this starts with a language policy implementation plan then others shall follow. As reiterated earlier, UWC authorities should be encouraged to formulate such a plan, depending on the perceived needs of staff and students.

5. 2 The Second Thematic Analysis (University of Fort Hare)

This thematic analysis is based on the transcripts from three different categories of my participants as stated in chapter 3 (3.5.2). The university has a duly established Language Committee. Therefore participants represented language lecturers, a member of Executive Management and a member of the Institutional Language Committee.

5.2.1 Access and success of the students

The language policy of this university is not used to deprive any student's access to the university. It is only the average pass rate that is determining access of a student to this university and not their levels of pass in languages unless an applicant wants to specialize in a specific language. The main language of instruction at this university is English although almost eighty percent of the student population are isiXhosa speakers. The English competence of most of the students when they enter this institution tends to be a challenge which cripples their academic performance. To respond to this challenge for the benefit and success of the students, the university has programs such as tutoring, Language Knowledge Acquisition courses to improve English academic capabilities of the students and a Language Centre to assist students with academic writing, following the UWC model discussed above. All participants touched on the access and success of the students in various ways.

A language lecturer mentions that "Likho iziko leelwimi elisunguliweyo nelijongene ncakasana nokunceda abafundi abanengxaki zeelwimi, ngxaki ezo ezidodobalisa inkqubela yabo." (There is a Language Centre that has been established to deal specifically with the language problems that students are encountering which adversely affect their academic progress.)

A member of Institutional Language Committee indicates that the use of English to convey messages to prospective students sometimes thwarts the student's access to information. Students tend to misinterpret a letter of regret for unsuccessful application or a conditional acceptance letter as acceptance. "Eyona nto ndiyibonayo ukuba iye ibenembidane isekugqithiseni umyalezo kuba omnye uyayifumana imbalelwano ibhalwe ngesiNgesi, ithi, "We regret to inform you that…" aqonde umntwana inoba la regret ngu-gladly. Uyabona efike umntwana encumile kanti le leta ibimkhaba ahlale angayi uyokufuna isikolo kwenye indawo kanti sele e-late, abe ufa namthanyana ke ngoku ngokwalo nyaka." (The main predicament is on conveying the message because one would get an English correspondence with the opening statement that "We regret to inform you that…" student misinterpret that as gladly. You would see a student coming here smiling with a view that he/she is accepted whilst being rejected and does not go and look for the place in other universities, it becomes too late and leads the students not to study in the current year.)

A member of Executive Management states that "Iilanguages siyazijonga but ayikokuphela kwezinto esizijongayo, sijonga the overall pass rate. Asijongi ukuba upase kakhulu isiXhosa, isiNgesi therefore we must accept her or him."(We consider the languages but that is not the only aspect that we are considering, we consider the overall pass rate. We do not consider that a student has a good pass mark in isiXhosa and English and therefore we must accept her or him.)

The university is committed to the access and success of the students. Students have access to this university irrespective of their language backgrounds. To ensure that students get access to information and succeed in their studies, a Language Centre was established to assist students with linguistic impairments.

5.2.2 Official languages and the medium of instruction

The official languages of this institution are English, isiXhosa and Afrikaans. Although almost 80% of the students at this university come from isiXhosa speaking communities the language of instruction is English. The mother tongue instruction is used only in specific language classes. The three official languages is a positive step that can be used effectively to create a multilingual environment in every sphere of operation at this university as advocated by the Language Policy for Higher Education (2002).

A language lecturer indicates that "Iilwimi ezisemthethweni apha zintathu sisiNgesi, isiXhosa nesiBhulu. Ulwimi lokufunda nokufundisa kuzo naziphi na izifundo ezenziwa ngabafundi lulwimi lwesiNgesi ngaphandle kweeklasi zolwimi lwesiXhosa okanye isiBhulu."(There are three official languages here English, isiXhosa and Afrikaans. The language of instruction across the disciplines is English except in isiXhosa and Afrikaans specific language classes.)

A member of Executive Management states that "…*we have three dominant languages in the Eastern Cape which is isiXhosa, English, Afrikaans and University invariable has also adopted*

those languages as the languages of the University." The participant further argues that "Ulwimi lokufunda nokufundisa sisiNgesi apha eYunivesithi. Imother tongue isetyenziswa only xa kutitshwa olo lwimi like xa kutitshwa isiXhosa, Afrikaans otherwise generally yi-English. (The language of teaching and learning is English in this university. A mother tongue instruction is only used in teaching other languages like isiXhosa and English otherwise generally is English.)

The official languages of this university are English, Afrikaans and isiXhosa. English is the only medium of instruction despite the fact that 80% of the population here is isiXhosa speaking people. This needs to be interrogated by the university if one considers the value of learning in the mother tongue and how this aids cognition in the long term.

5.2.3 Language Policy implementation plans

There is no clear language policy implementation plan at this university. However, the participants reflected on the activities that they are embarking upon to implement their own language policy. The LPHE (2002) gives the universities a responsibility to design their own three year roll out plan to promote multilingualism. The implementation of the language policy without the implementation plan as a guideline may lead to haphazard and inefficient implementation of the language policy. Two participants only indicated that there are no language policy implementation plans, however one participant only reflected on the strides that they have done so far regarding language policy implementation, but not specifying implementation plans vividly.

A language lecturer states that "Asinayo ilanguage policy implementation plan apha eFort Hare." (We do not have a language policy implementation plan here at Fort Hare).

A member of the language committee says "Akukho zicwangciso sinazo kodwa sisebenza nge language policy le ikhoyo."(There are no plans but we use the language policy which is in existence.)

A member of Executive Management indicates that "I-implementation siyiqalile, sineLanguage Centre apho we are going to cater mainly iinon-mother tongue speakers of all three languages kangangokuba sithenge nesoftware apho bazokwazi umamela. Sinayo netranslation equipment kwaphaya kwiLanguage Center that is the first one. Secondly kwi-implementation sine language committee where we discuss issues of implementation. Enye into on the implementation of the University signage, we are in the process of translating them into those three languages."(We have started with the implementation, we have a Language Centre where we are going to cater mainly for the non-mother tongue speakers of all three languages to the extent that we have bought the software whereby they will listen. We also have translation equipment in the Language Centre. Secondly, on implementation we have a language committee where we discuss issues of implementation. Another thing on the implementation of the University signage, we are in the process of translating them into those three languages.)

The university is making progress in terms of implementing the language policy, but it would have been much better if it had the language policy implementation plan. The limitation is that there is no language policy implementation plan at this university.

5.2.4 Monitoring and evaluation strategies

The university uses the structures that are in existence to monitor the implementation of the language policy. The Deans of the faculties and the Heads of department are responsible for monitoring the implementation of the language policy. It is the Language Committee which evaluates what works and what is not working in implementing the language policy of the university and makes intervention where required. There is no clear ongoing monitoring and evaluation strategies that the participants observed.

A member of the Institutional Language Committee claims that "Iintloko zamasebe kunye nabalawuli beefakhalthi ngabo abajongene noku-implementwa kwe language policy, thina sifumana ingxelo kubo kwikota nganye. Siye singenelele xa kukho ingxaki siyikomiti. (The Heads of departments and the Deans of the faculties are responsible for the implementation of the language policy, we only get a quarterly report from them. We intervene when there is a problem as the committee.)

A member of Executive Management postulates that *"The Deans of the faculties have a responsibility to see to it that Language Policy is implemented correctly. The chairperson of the language committee provides information to the committee members on how, when and what is happening. The language committee provides assistance where required."*

The monitoring rests with the Head of department and the faculty Deans. The Institutional Language Committee intervenes where there is a problem.

5.2.5 Student's English academic literacy and academic performance

The participants have different views on the connectivity between the student's English academic literacy and academic performance. One participant indicates that students perform well after they are given explanations of the content in their own mother tongue. The other two participants indicate that students are not performing well because of their English academic deficit.

A language lecturer points out that "Abafundi abalwimi lwesiNgesi ingelolwabo bayabetheka kakhulu kuba zonke izifundo zifundwa ngolwimi lwesiNgesi. Xa ndithelekisa nesifundo sesiXhosa, sona basifunda ngolwimi lwabo umsantsa mkhulu kakhulu. IsiXhosa basipasa gqathu kanti ezinye izifundo bayalambatha kuzo. Oku ke kuthi kunwenwiswe nangabo bahlohli bantetho isisiXhosa abathi bangafuni ukucacisela abafundi ulwazi ngolwimi abalwaziyo. Baba nento abayilibalayo nabo abahlohli aba ukuba akubalulekanga ulwimi ngaphezulu kolwazi oluqondwayo ngabafundi. Kuba ngathi baya kube bazithobile okanye abafundanga gqibi xa besebenzisa isiXhosa ukucacisela abafundi abantetho isisiXhosa ulwazi

abaludingayo. Lilonke ukusebenzisa gwenxa kwethu umgaqo-nkqubo wolwimi kunefuthe elibi ekuphumeleleni kwabafundi."(The English non-mother tongue students struggle because the language of instruction is English in all courses. When comparing other subjects with isiXhosa which is taught in isiXhosa there is a huge difference. They pass isiXhosa with flying colours while they struggle in other subjects. This is exacerbated by isiXhosa speaking lecturers that do not give explanations to the students in the language that they know. Lecturers often forget that English is not important more than the understanding of knowledge by the students. They view this as downgrading or that they would be viewed as not educated enough when they use isiXhosa to explain the subject matter to isiXhosa speaking students. In all, our anomalous use of language policy has a negative influence on the success of the students.

A member of the Language Committee states that "...aba bafundi bantetho ingesosiNgesi bayaphumelela ngokunokwabo nokuba abafumananga zidistinctions but ufumanise ukuba kweza learning areas okanye kweza courses bathi xa beye kwiconsultations bafumane the basic knowledge they really require in isiXhosa." (...those students whose language is not English do pass albeit they do not get distinctions but through consultation the students get the knowledge that they require in isiXhosa.)

A member of Executive Management argues that "Uyabona ilanguage inefuthe kakhulu kwi-academic performance yestudent like uyakufumanisa into yokuba students ezikwi advantage zezemother tongue English, students with Xhosa mother tongue, uyakufumanisa ukuba iperformance yazo is affected by the language. Xa ebheka phaya elibrary before understanding content kufuneka aqale aqonde ilanguage unlike umntwana one mother tongue esisilungu ekuzofuneka avele aqonde icontent. Lo kufuneka aqale aqonde ilanguage then content, ngokokwam ukubona in a way that can affect student performance more especially those that come from the Eastern Cape where their schools are not performing well. You will find that even understanding the language itself becomes a problem, ibe worse when it comes to writing."(Language has a huge influence in academic performance of student like you will only find out that students that are at the advantage are the English mother tongues speakers, students whose mother tongues is isiXhosa, their academic performance is affected by the language. When he/she goes to the library before understanding content he/she is obliged to understand the language unlike English mother tongue who only focuses on understanding the content. One must first understand the language and then content, in my own observation in a way that can affect student performance more especially those that come from the Eastern Cape where their schools are not performing well. You will find that even understanding the language itself becomes a problem, it is worse when it comes to writing.)

It is clear that students with English academic deficiencies do not perform well academically and that language attitudes contribute to this negative cycle of non-usage of the mother tongue in academia.

5.2.6 Intervention measures to improve language competencies

All participants indicate that there are numerous intervention measures that are used to improve language competencies of the students. Tutoring programs, consultation with the responsible lecturers, utilization of services rendered by the teaching and learning centre, and there Language Centre to help students with language challenges.

The Language lecturer's response was "Likho iziko leelwimi elisunguliweyo nelijongene ncakasana nokunceda abafundi abaneengxaki zeelwimi, ngxaki ezo ezidodobalisa inkqubela yabo."(There is an established Language centre which focuses on helping students with language challenges, those which impede their academic progress.)

A member of the Language Committee indicates that *"…kubakho isicelo esiphumayo every year esithi wonke umntu ofundisayo noyi academic maka-attend (e) iklasi yesiXhosa for conversational purposes. Eyona njongo yalo nto kukuba xa abantwana ubafundisa phaya eklasini kolwa lwimi lwesiNgesi not all of them are well conversant in English, so xa besiza in one on one consultation in your office yinto leyo engakwenza ukuba uthethe ulwimi oluthe ncakasana kakuhle noluza kusondela entliziyweni yakhe ukwenzela ukuba aphume enento ayiphetheyo."* (…every year the university issues a request which invites all academics to attend an isiXhosa Conversational course. The main objective of that is to acknowledge that not all students are well conversant in English as you use it as the medium of instruction, so when they use consultation time slot in your office you will be able to explain in the language that they understand in order for the students to get something.

A member of Executive Management argues that "Uyabona ke apha eYunivesithi sineetutors ezincedisa abafundi kulo content kanye. Uyaqonda mhlawumbi istudent sizongena eklasini mhlawumbi engayazi ncam icontent, ke ngoku itutor yona iyakwazi ukuthi come in kuba kaloku itutor izoba ngusort of one on one kuba kaloku zigroup ezincinci. Itutor incedisa uba istudent must understand better ke ngoku and student is free to use imother tongue. We also have teaching and learning centre, it's where they help students with assignments. Tutors also help students whose writing skills are not up to standard. Even lecturers they have got their way to help students."(We have tutors here in university that help students in content knowledge. Perhaps students attend classes but do not understand the content, then tutors are able to come in and assist because it's a sort of one on one because they are small groups. Tutors assist a student to understand better and the student is free to use their mother tongue.)

There are therefore intervention measures that seek to assist students with English difficulties such as the Teaching and Learning Centre and the Language Centre that can help to improve the language capabilities of students.

5.2.7 Integration of African languages as academic languages

IsiXhosa is the only African language which is recognized as the official language at this university. However, isiXhosa has not yet been integrated as an academic language in this university. There are some inroads that are made by the university to promote isiXhosa but there is more work to do, especially on attitudinal changes among the population of this university for isiXhosa to be fully integrated. One participant indicates that isiXhosa speaking lecturers do not want to explain content knowledge in isiXhosa to isiXhosa speaking students with the view that they would be construed as not well educated. Another participant mentions that isiXhosa speaking students themselves do not want to be taught in isiXhosa and this attitude retards the pace of integration of African languages. The attitude of both staff and students is linked to colonial mentality which needs to be uprooted among African language speakers as dealt with in chapter 3: 3.2.1.1 on the transformative paradigm and linguistic decolonisation. Some positive steps that have been taken by the university include use of multilingual approaches in tutoring programs, writing of research proposals in any language of the student's choice and writing Honours to PhD theses in any of the official languages of the university although two participants contradict each other on this matter.

A language lecturer argues that "Okwangoku ayikabikho imeko yokubandakanyeka kolwimi lwesiXhosa njengolwimi lwezemfundo aphakamileyo kwabo basaphuthaphutha isidanga sokuqala. IsiNgesi sisatshila entla unanamhla oku. Kwabo ke benza ii-Onazi ukuya kwezobuGqirhalwazi bayakwazi ukusebenzisa ulwimi lwesiXhosa njengolwimi abafunda nababhala ngalo uphando lwabo." (Currently, there is no integration of isiXhosa as an academic language for undergraduates. English is still dominant. Those who are doing Honours to PhD are able to write their thesis in isiXhosa.)

A member of the Language Committee pointed out that "Hayi, okwangoku akukabikho integration, akufunekanga sithethe into engeyiyo. Phaya kwaScience uyakufumanisa into yokuba sisenamagama amaninzi angekabonakali ukuba anokwenziwa kanjani na to be intergrated into IsiXhosa. Ivocabulary yona yethu yesiXhosa is still minimum…" (No at this moment there is no integration yet, we must not deceive. In science there are many terms that are difficult to be integrated into isiXhosa. Our isiXhosa vocabulary is still minimum…)

A member of Executive Management confirms that "…iipost graduate students zinalo ilungelo lokusebenzisa imother tongue kodwa kwesa stage seproposal. Nokuba iproposal ubuyibhale ngolo lwimi kuye kufuneke uyitranslator to isiNgesi kuba kaloku iimembers zekomiti ezihlala kwiHigher Degrees Committee imost yazo azisazi isiXhosa so that is the integration we have at the moment. Otherwise ukuthi we intergrate le mother tongue isiXhosa to be part of an academic language asikafikeleli kwelo nqanaba." (…post-graduate students have a right to use mother tongue but only during the research proposal stage. Even if the proposal has been written in other languages it must be translated into English because most of the members of the Higher Degrees Committee do not know isiXhosa that is the only integration that we have

at the moment. Otherwise to say we integrate isiXhosa to be an academic language we are not there yet.)

IsiXhosa has not yet been integrated fully at this university. A lot still needs to be done as can be seen from the sentiments expressed above.

5.2.8 The use of African languages for administrative purposes

English is the main language used for administration purposes. English is the only language used for both internal and external communication. There are plans to translate the university signage into the three official languages of the university. In some university events such as graduation all three languages are used for the programmes.

A member of Executive Management indicates that "...uyabona xa sinegraduation uyakufumanisa ukuba xa sisenza iprogram yethu is translated into three languages: Afrikaans, English and isiXhosa. Our application forms zisabhalwe ngeEnglish kodwa ke kukho iimbono zokwenza iproject of translating into other two official languages. Iimessages eziphumayo zisabhalwa ngesilungu."(...when we have graduations you will find out that our program is translated into three languages: Afrikaans, English and isiXhosa. Our application forms are written in English but there are views of doing a translating project into other two official languages. Outgoing messages are still written in English.)

IsiXhosa is only used during graduation events where all the documents are translated from English into Afrikaans and isiXhosa. For the rest of the administrative functions it is clear that English still dominates.

5.2.9 The university's compliance to multilingualism

The university is committed to promote multilingualism. It offers three languages: isiXhosa, English and Afrikaans. The multilingual tutorials, the use of mother tongue in student's consultation are steps in the right direction, but a lot still needs to be done to ensure that official languages enjoy the parity of esteem in the classroom situation. Translanguaging should be seen as an empowering pedagogy for students, rather than looking down on such a communicative process.

A language lecturer states that "Iyunivesithi yona iyazama ukuba iilwimi ezi mazisetyenziswe zonke ngokulinganayo kodwa ke isekho imingeni ekuqinisekiseni ukuba oko kwenzeka ngaphandle kwamagingxigingxi."(The University is making strides to ensure that languages are used equitably but there are challenges in ensuring that such is happening without any glitches.)

A member of Institutional Language Committee suggests that "Iyakhomplaya kakhulu, kangangokuba sinecourse entsha eza kuqala apha ku2016 yeTranslation whereby you have to know two languages uzokwazi to translate between them. English into Afrikaans, Afrikaans into Xhosa & English and Xhosa, which means we are moving towards that."(It is greatly

complying to the extent that we have a new course of translation which will start in 2016. It is whereby you have to know two languages uzokwazi to translate between them. English into Afrikaans, Afrikaans into Xhosa & English and Xhosa, which means we are moving towards that."

A member of Executive Management suggest that "...akukho lula kodwa ke asihlelanga siyazama." (...it is not easy but we are doing our best).

The university complies with multilingualism, however there is a lot that still needs to be done on the ground. The language attitudes that exist on the ground also do not assist with the implementation of multilingualism and the use of isiXhosa. Both administratively as well as a language of the academe.

5.3 The Third Thematic Analysis (University of Limpopo)

This thematic analysis is based on the views of the two participants from key informants as stated in chapter 3(3.5.2). A member of the Executive Management and a language lecturer. I was not able to get three key informants as intended because there is no legitimate Institutional Language Committee at UL.

5.3.1 Access and success of the students

Both participants confirm that the Language Policy is not used to deny any access of the students to the university. It is within the context of opening the doors of learning to all that the university uses English as the main language of instruction because it is the common language to many South African students. The points system uses all languages to determine acceptability of students to the university across disciplines with special recognition of English because it is a medium of instruction. The use of English as the main language of the university gives access to students from all spheres of South Africa and neighboring states such as Zimbabwe, Zambia, Botswana and Swaziland. The university is making strides to ensure that students do not only get access to the university, but are succeeding as well through the provision of Writing Centers to assist students in their academic writing skills and the tutoring program.

A language lecturer's views are that *"Access to the university depends on the admission criteria of the school or the faculty. When it comes to the points system I think they consider all the languages because with the points system they take the home language points, English points and the points of all other subjects for students to access the university."*

A member of Executive Management affirms that *"we don't use the language policy to reject anybody because our language policy in the main is still English-based in the main though we are multilingual because we do promote other African languages".*

All students have access to this university but have to be mindful of the fact that the university uses English as the medium of instruction. Students are supported in acquiring English

academic literacy through the services rendered at the Writing Centre, as with UWC and FH Universities.

5.3.2 Official languages and the medium of instruction

The official languages at the University of Limpopo are English, Sepedi, Tshivenda and Xitsonga. The main medium of instruction is English except on specific language programs. Specific African languages studied use African languages as the medium of instruction, for example if a student studies Sepedi, the medium of instruction will be Sepedi.

A language lecturer indicates that *"most of the courses are instructed in English but in indigenous languages (Sepedi, Tshivenda and Xitsonga) the medium of instruction is a specific African language. We don't have the issue of teaching Sepedi or Tshivenda in English we use the same language."*

A member of Executive Management points out that *"English is regarded as a national and international language and its status as a prestigious language, it's a given already. We are also a province based institution which must develop what one might call languages of the province that's why then we focus on Tshivenda, Northern Sotho/Sepedi and Xitsonga so in a nutshell its four languages, these are the languages we cater for even in our language policy."*

The official languages of instruction are English, Sepedi, Tshivenda and Xitsonga and the language of instruction which cuts across disciplines is English. It remains the main medium of instruction, except for language-specific courses.

5.3.3 Language Policy implementation plans

There are no Language Policy implementation plans at this university. One participant attests that there is no Language Policy implementation plans at this university. Another respondent claims that implementation of the Language Policy is what they have been doing because it is part and parcel of their multilingual practices and the commitment for the promotion of African languages.

A language lecturer states that *"I do not remember of any implementation plan."*

The member of Executive Managementatteststhat*"...we don't have a plan set in concrete as such in the sense that perhaps we were fortunate that the things we're doing we started long ago before many institutions could do that. Some of the things were started even during the apartheid era that we started to teach in Tshivenda, Xitsonga or in Northern Sotho even during the apartheid era are by virtue of the academics that we had here."*

Despite the implementation initiatives made at the university, the bottom line is that there is no language policy implementation plan with a specific and definable agenda.

5.3.4 Monitoring and evaluation strategies

There is only one monitoring and evaluation mechanism that is used at this university. One indicates that monitoring is done on an annual basis through the reports that come from various departments on pass-rates. The necessary adjustments are made based on what actually transpired on the reports.

A member of Executive Management highlights that *"This is done on an annual basis not evaluating the policy on its own as such when I say on an annual basis it is because there will be reports from the departments about the pass rate, how is the pass rate as far as Tshivenda is concerned. Xitsonga and the pass rate there you'll find that it is good then you become comfortable as an institution. The language policy is working very well, we look at the pass rate at other courses and we find that it's a little bit lower that's why then we've come up with these mechanisms that I talked about like the designing of the extended degree curricular, coming with extra classes."*

The monitoring of the language policy at this institution is therefore output driven. The lesser the output, the greater the assessment and adjustments thereof.

5.3.5 Student's English academic literacy and academic performance

The English academic literacy tends to be an academic limitation to the majority of the students (refer to Chapter 2: 2.5.4). This is because most of the students when they start their academic journey, they are underprepared in terms of English for academic purposes. The English academic literacy, which often tends to be below the academic standard of the students whose mother tongue is non-English adversely affect their academic performance.

The language lecturer argues that *"The academic performance of students is always bad because of the medium of instruction, but I do not have the details of that because I am teaching indigenous language."*

A member of Executive Management attests that

> *Academics in the main complain that most or some of their students can't write or speak well in English because of their background but then that is the context so it does affect the performance for instance even at postgraduate level if one is doing Master or PhD, a person struggles first with the language before one comes and deals with the theme of the study you find the person struggling with the language, sending proposals to editors so it does have a negative impact. But for then those who study in Tshivenda, Sepedi and Xitsonga in many instances they do very well, their pass rate does attest to that.*

It is clear from the above that most students are underprepared with regards to English for academic purposes, and that affects their academic performance.

5.3.6 Intervention measures to improve language competencies

The main language of instruction at the university under discussion is English and the English competence of the majority of the students is not up to standard for academic efficiency. The university has some intervention measures to improve academic English competencies of the students. The interventions include a Writing Center to assist students with academic writing skills, tutorial sessions where students are divided into small groups for effective interaction, extra classes for the students that have been identified as students at risk, English communication to improve the level of English capability of the students. Another intervention measure is an extended degree to accommodate English underprepared students and those who do not meet the minimum requirements for the main stream. All these intervention measures are applied to avert linguistic impediments for academic performance of the students.

A language lecturer indicates that *"Students are attending what we call English communication as one of the subjects that assists them to have knowledge and understanding of English that they use in other modules. Other modules are instructed in English and students are also doing modules that are being instructed in English so they attend the English communication as one of the modules that assist them to have understanding of the language English."*

A member of the Executive Management claims that *"We have even designed a policy called at risk or students at risk where then we identify such students and we then offer extra lessons to make them better when it comes to the use of language. We have now established the writing centre so the writing centre is like the mitigating factor because it is meant for students who are struggling in use of languages and in the writing centre we have on campus we get senior students who are in the languages then to become like mentors to first years to second years students, so that they can improve."*

The university makes provisions to improve the English capability of the students such as the Writing Centre to assist in writing skills of the students, extra classes for at risk students, English communication classes and an extended program for underprepared students.

5.3.7 Integration of African languages as academic languages

There are some best language practices that the university has displayed to integrate African languages as academic languages. However, both participants are of the view that African languages are not yet fully integrated as academic languages, a lot still needs to be done because all content subjects are all taught only in English. Both participants concur that the university offers three African languages (Sepedi, Tshivenda and Xitsonga) and a specific African language is used as the medium of instruction at both undergraduate and post-graduate level. The offering of multilingual studies, BA in Contemporary English language studies which uses both English and Northern Sotho as discussed in chapter 4 (4.3) and

signifies progress in integrating African languages as academic languages. This is discussed in more detail below.

A member of Executive Management and a language lecturer mention that the students are at liberty to write their Masters and PhD thesis in African languages, the institution offers Xitsonga, Sepedi, Tshivenda and English in Faculties such as humanities and education. The lack of resources was highlighted by a member of the Executive Management as a hampering factor to the introduction of interpreting services that is required to maximize multilingual practices.

A language lecturer says *"We don't have an integration as such…."* and further indicates that *"I only teach Sepedi so in class Sepedi is used as the medium of instruction."*

A member of Executive Management argues that *"I will go back to the program that we've designed which we call multilingualism studies which has Northern Sotho language being used as part of the curriculum from year 1 to honours. The study materials in whatever topic they shall have chosen during the year in terms of their curriculum are available in Northern Sotho."*

The use of Sepedi in the BA in Contemporary English language studies, teaching all African languages their respective languages and writing Masters and PhD thesis in African languages are all good steps in the right direction for the Africanisation and transformation of Higher Education as stipulated in chapter 3 (3.2.1.1).

5.3.8 The use of African languages for administrative purposes

English is the main language used for official communication at this university. African languages are featuring especially in the university signage, which is multilingual. However, because of the flexibility of the university Language Policy, colleagues interact with each other in pursuit of their academic responsibilities in any language of their choice. The use of mother tongue by the Executive Management is a strong weapon that they use in engaging with the students on their needs.

A member of Executive Management states that *"we give room for people to use their mother tongue at whatever level and things become smooth and work continues. You might have observed we are one of the most peaceful institutions currently in spite of the challenges we have as a country and the issue of language also comes into the picture(referring to the 2016 national student protest) because then we're able to relate to our students you don't only use English when you speak to them you use their mother tongue and you become closer to their needs, to their feelings and to their demands and there's peace which only then emphasises that if you use somebody's language he turns to become amiable to your propositions."*

Although English is the main medium of instruction, but African languages are often used to perform academic and administrative duties if the interlocutors know the language.

5.3.9 The university's compliance to multilingualism

There is no contradiction between the participants with regards to the compliance of university to multilingualism, both participants comment that the university is complying.

A language lecturer says *"I regard it as the one that complies with multilingualism. We are doing what is enshrined in our Language Policy to promote multilingualism. For instance teaching three different African languages and allowing students to write their thesis in any language of their choice."*

A member of Executive Management claims that *"...without any doubt we adhere to that, not only in word but also indeed we live it in our interactions, in our operations it's something that we live with. If resources permitted to have the equipment that I was talking about maybe to have fully fledged interpreting services even in classes so that when students choose a certain language then we should be having the resources to do it."*

While participants view the university as the one which complies with the multilingualism, but it is noted further that lack of resources is retarding the process.

5.4 The Forth Thematic Analysis (Walter Sisulu University)

This thematic analysis is based on the perspectives of both a language lecturer and a member of Executive Management. There is no statutory Institutional Language Policy Committee at this university. It is for this reason that this analysis does not adhere to the chapter 3 (3.5.2) stipulations. By the time interviews were conducted the language policy was not yet adopted by the University Council, but I managed to make a follow up and one participant who still works at the university confirmed that the revised language policy was finally adopted in 2017.

5.4.1 Access and success of the students

Both participants confirm that students from all walks of life have access to the university. However, one participant indicates that if a student wants to major in a language, he/she must have obtained level 4 in matric results in a specific language. A language lecturer is providing a tentative response on the English pass level for the access of the students to this university with specific reference to English minimum requirement. One participants affirms that the university requires a high premium on English because it is the medium of instruction. The university offers various support to the students to boost their success. Support services includes, additive bilingualism, which is discussed in chapter 2 (2.5.2), peer assistant learning/tutoring and a multilingual e-learning program. The flexibility of this university for students to use English and isiXhosa is a positive position that the university took which may boost the success of the students.

A language lecturer argues that *"We have two language majors, our own position is that they must have Level 4 for the language if they are going to major in it but if they are not, they are*

going to take it as an extra then we will accept. So it matters most only if they select it as a major subject. Other programmes may also say their English must be this or that level for them to take the students." The participants on success indicate that *"We use group work where they can share now the concepts maybe in their own language and help each other. We have tutorials that help them a lot."*

A member of Executive Management points out that *"...research has shown that those students who come to University with a very high mark for English in high school, tend to do better in their studies. So we place a premium on English, and we do not place the same premium on other languages..."* On the success of the students the participants highlights that *"Thina noko sesibadala siyazi ukuba ithi ukuze bathethe ukhe ubeke phantsi isilungu ubethe ngesiXhosa, baye bakuphendule then you know ukuba siyathetha naba bantu which is the required thing and switch uphindele esiNgesini umane ubuyela esiXhoseni. It shows clear into yokuba what is required actually is Xhosa because xa usesiXhoseni you are interactive than xa usesiNgesini."* (At least we as old people, we know for them to interact you have to put English aside and use isiXhosa, they tend to respond in an interactive manner something desirable and then you switch back to English. It shows clearly that what is required is isiXhosa because when you use isiXhosa you are more interactive than when you use English.)

All students have access to the institution and to ensure that they succeed additive bilingualism is used in the classroom.

5.4.2 Official languages and the medium of instruction

English and isiXhosa are the two official languages in this university. The medium of instruction is mainly English. IsiXhosa is used as a medium of instruction in isiXhosa courses. There is a flexibility with the English as the medium of instruction, isiXhosa can also be used when there are linguistic impediments that deter students from understanding content knowledge.

A language lecturer had this view *"The official languages are English and isiXhosa. The medium of instruction is English but we have proposed that Xhosa be the second language pending on terminology developments."*

A member of Executive Management states that *"...we are looking at about 95% Xhosa speaking students here. We are maintaining English as a medium of instruction but our Language policy now makes provision for students to be taught in isiXhosa."*

The official languages of this institution are English and isiXhosa. English is the primary medium of instruction but where there are linguistic needs isiXhosa is used for the student's better understanding of the content knowledge.

5.4.3 Language Policy implementation plans

There is no language policy implementation plan at this university. However, one participant highlights the activities that the university should be embarking upon. It is not clear how the activities mentioned by the participant are going to be implemented. The participant mentions three activities to implement the language policy: The use of isiXhosa in teaching and learning process, the use of isiXhosa in administration work and the introduction of isiXhosa lessons for the lecturers.

A language lecturer argues that *"We do not have the implementation plans because our language policy is new and still has to be adopted by the University Council."*

A member of Executive Management suggests that *"Well the implementation plan of this policy is to roll it out in 2016 that is if it is approved by the council.There are three trusts in it, one the usage of vernacular languages in the classroom by the students* uyayibona ke le*/do you see this trust is isolating students and the usage of a vernacular language still in the classroom by the teachers, then the usage of vernacular languages in administration and management, iyaphuma kwi-academic setting/it moves out of the academic setting, iya kwimanagement, it goes to the management. Ezi trust zonke each one inetargets/these trusts each has targets, it is not difficult in the administration it is just really the main activity, there is translation of the interactive media ezisetyenziswayo/that are used like iiforms/ forms, like computer screens kwii ITS uba zithethe isiXhosa and so on/ like computer screens in ITS to speak isiXhosa . Inkoliso yabantu/Most people in admin they already speak Xhosa, only few of them do not speak Xhosa so there is translation of forms and then also in the classroom. It is the roll out of the activities of the learning activities that are in Xhosa. That includes both classroom, laboratory and the work-placement programme and then of course le yesithathu itrust/this third trust is to go back to the Xhosa programme for the lecturers."*

What is clear from both participants is that there is no language implementation plan yet at this university. But one participant alludes to what is entailed in the language policy but not on how and when the language policy plan will be implemented.

5.4.4 Monitoring and evaluation strategies

There is no specific monitoring strategy developed for the implementation of the language policy because the language policy was not yet adopted by the University Council. But the member of Executive Management alluded to the existing monitoring structures that they normally used of which language policy monitoring was not to be an exception. The university uses the existing governance structures and forums of the university such as Line Managers, Faculty Board, Senate and Council. The Line managers have a responsibility to ensure that its subordinates adhere to the language policy of the university. The reports should be provided to the departmental meetings, faculty board gatherings, Senate and Council. The mentioned gatherings meet at least four times a year with language policy practices as a standing item

for reporting on what goes well and challenges in implementing the language policy. The monitoring is an ongoing process.

A member of the Executive Management claims that *"There are systems in place as you know in Universities there are two major systems which we use to ensure that our policies are implemented. Firstly, it is the line management function where all the people and their subordinates in the organogram are monitored by their line managers and they report to them. That is through the line function but we also have very extensive committee structure that is the Council, Senate, faculty board, departmental board. In those committee structures* akuhlekwa tu phaya kufunwa ireports/*reports are strictly needed."*

In monitoring the implementation of the language policy, the university will use the existing governance structures such as line managers and the university forums such as the faculty board, Senate and Council where reports are tabled but that will not be optimal if there is no clear language policy implementation plan.

5.4.5 Student's English academic literacy and academic performance

The participants share the same sentiment that most students are underprepared when they first enroll at the university. The under-preparedness of students is triggered by English academic literacy deficit amongst other factors. The students' lack of English academic competence badly affects their performance and silences the majority of students because most students do not participate in class as a result of linguistic deficiency. The non-participation of the student's compromises an approach where students should participate maximally in their teaching and learning process as discusses in chapter 2(2.5).

A language lecturer suggests that *"It's very difficult, they are coming from schools where they did not get a lot of experience and practice in English whether it's reading or writing. It does affect them very much because the academic work is in a different category and it's very difficult for them to realise things."*

A member of Executive Management argues that:

> At conceptual level aba bantwana babantu abangamaXhosa namaZulu nabeSuthu njalo-njalo, firstly they have to overcome i-barrier ye-English before overcoming barrier of cognition yokuva le nto ithethwayo ngutitshala nokuva lento ithethwa yincwadi. Kufuneka baqale bathi overcome language barriers, loo nto yenza into yokuba kubenzima kubo, batsale nzima ukufunda. Okwesibini, it's not only the language barrier but a cognitive barrier as well. I-cognitive abantu abaninzi bayichaza in terms of the ways of thinking, ukhe ubone la nto ube wena apha engqondweni yakho ucinga ngesiXhosa but funeka ukuba kubekhona iprocess yetranslation naxa umntu ethetha isiNgesi umva ukuba ndiyamva kodwa ngesiXhosa uthetha ukuthi. That transition is very problematic apart from the language barrier

but we are in process to clean thinking in Xhosa. Until there is that transition where you no longer thinking in Xhosa, you are thinking in the language in which you communicate. That transition takes time for African languages speakers and it also takes a certain distinct transition abanye ayenzeki ebomini babo bonke. The participant further argues that again xa bebhala ke ii-asssignments, bebhala iitests bayasokola. You will find it very difficult to assess whether the content have been captured very well because bayasokola ukuyisebenzisa. (At a conceptual level these children of isiXhosa, isiZulu and Sesotho people and so no, firstly they have to overcome English barrier before overcoming cognition barrier to understand what is being said by the teacher and understand the written text. They have to overcome the language barrier first, this makes it difficult for them to learn. Secondly, it's not only the language barrier but a cognitive barrier as well. Cognitive barrier many people defines it as the ways of thinking, sometimes you see something but in your mind you are thinking in isiXhosa, there ought to be a translation process even if a person speaks English you would understand and in isiXhosa as well. That transition is very problematic apart from the language barrier but we are in process to clean thinking in Xhosa. Until there is that transition where you no longer thinking in Xhosa, you are thinking in the language in which you communicate. That transition takes time for African languages speakers and it also takes a certain distinct transition and to some it does not happen throughout their lives. The participant further argues that Again when they are writing assignments and tests they are struggling. You will find it very difficult to assess whether the content have been captured very well because they are unable to apply.

Most of the students who are taught in their second language often encounter a linguistic deficiency, which then affects their academic performance. You are thinking in one language and being examined in another. This is problematic, especially at a university such as WSU where most students are isiXhosa mother tongue students.

5.4.6 Intervention measures to improve language competencies

In response to the linguistic deficiencies that tend to impede the academic performance of the students, the university has some support systems to improve the language competencies of the students. The peer-assistant learning or tutoring program allows students to interact with each other in their mother tongue for better understanding of the subject matter. One participant stated that lecturers under the revised policy will have a right to use both English and isiXhosa in their classrooms. This will help the students to be able to transfer the knowledge that they got in isiXhosa into English rather than to use English only that they do not clearly understand. The un-readiness of the students to perform well academically led to

the university to introduce an Extended-program, which consists fifty % content and fifty% acclimatization. The English academic course is incorporated in the fifty % acclimatization to improve language competencies of the students.

A language lecturer states that *"I think the institution recently has been trying very hard. We have the centre for learning and teaching development where there is a developed system for the students to improve reading.* The participant further claims that *"We use group work where they can share now the concepts maybe in their own language and help each other. We have tutorials that help them a lot."*

A member of Executive Management suggests that *"We have programmes which are aimed specifically at improving language competencies. Enye yazo/one of them is entailed in the Language policy so that in the class lecturer feels free to switch between Xhosa and English as they teach. This policy is going to make that possible but also is going to promote it. Ndiyibeke ecaleni ipolicy le because it's one mechanism, sinazo ke nezinye mechanism mandibalule i-extended programme. (I must put language policy aside because it's one mechanism, we have other mechanisms I must mention the extended programme.) I-extended program yiprogramme ethatha unyaka ubemnye eyongeza unyaka kwinormal duration of the programme.* The extended program is the program that takes a year in addition to the normal duration of the program. *The extra year consists of 50%content and 50% acclimatisation.*

The offering of the student support services such as a reading program at the teaching and learning centre, student support group/tutorials and extended programs are in the best interests of the students to improve their language competence.

5.4.7 Integration of African languages as academic languages

The participants have different views on the integration of African Languages. One only confirms the use of African languages as academic language in specific language courses while another participant indicates that there is integration of African language (isiXhosa) as an academic language. As discussed in chapter 2 (2.3.3) on Language as a resource, the major shortcoming with the use of isiXhosa for teaching and learning at this university in the form of translanguaging is the lack of assessment in isiXhosa.

A language lecturer's assertion is that *"I can't say except in African languages of course they are teaching the languages but I think I can't say for the institution what is happening. You can't just wake up today and start this tomorrow. It can be quite chaotic so you have to indicate what have you got in place or how can we move this forward."*

A member of Executive Management states that *"...in terms of the language policy, a provision is now made for African language to be used both by the teachers as well as by students."*

It is clear that the integration of African languages as the academic languages has not yet been institutionalized hence there are different views.

5.4.8 The use of African languages for administrative purposes

IsiXhosa, which is an African language of this institution is used for administration purposes. One participant confirms that university forms are translated into isiXhosa and administrative staff are allowed to use isiXhosa to perform their own duties.

A member of Executive Management attests that "...ezi-ofisini kwi-admin xa udibana nefom ithethe isiXhosa ngapha ithethe isiNgesi apha, xa udibana necomputer screen noba yiITS, ithethe isiNgesi ithethe isiXhosa. (...in administration offices when you get the form it is in isiXhosa and English, when you get to the computer screen whether it is ITS, it conveys messages in English and isiXhosa.)

The use of isiXhosa for administrative purposes justifies that African languages can be used in all academic domains.

5.4.9 The university's compliance to multilingualism

The two participants have contrary views about the compliance to multilingualism. There is a confirmation of non-compliance from one participant and another one confirms compliance. Although one participants who confirms non-compliance, is hoping the university will comply with the multilingualism because that is a true reflection of the university community.

A language lecturer confirms that "...*we are not complying because like I said given just these communications from the University, you can go to our email system there we have what is called helpdesk, where things are announced to the entire University community and staff it's only one language that is like a very example. When you drive into a University you see only one language that tells you that we are behind but my hope really is that we will soon pick it up and run with it because down here we are very passionate about it, it says a lot about who we are as Africans.*"

A member of Executive Management attests that "*We are complying to multilingualism, if you go to our offices and our classroom and our laboratory and our work integrated learning platforms, uzofika uthethe le language ufuna ukuyithetha kuzo zonke. Abantu will deal nale uyithethayo ilanguage uba ufike ezi ofisini wathetha isiXhosa nabantu bazothetha isiXhosa, uba ufike wathetha isiNgesi baza kuthetha isiNgesi. Naseklasini uba abantwana bayatitshwa as I say sibavulele ezi channel ezinePeer assistant learning tutorials where multilingualism is used.*"(We are complying with multilingualism, if you go to our offices and our classrooms and our laboratory and our work integrated platforms, you will speak the language of your choice. People will engage with you in the language that you speak, if you get to the offices and speak isiXhosa, people will speak isiXhosa, if you speak English, people will speak English. Even in

classes is students are being taught we have opened these channels such as Peer-assistant learning where multilingualism is used.)

The multilingual practices at this university need to be uniform so that all staff members at this university irrespective of their level in terms of an organogram should speak with one voice.

5.5 The Fifth Thematic Analysis (Central University of Technology)

The thematic analysis of this university is based on the interviews conducted with two of the intended key informants of this study. It was stated that at this institution there is no statutory Institutional Language Committee. All institutional language related matters are in the hands of the Registrar. Therefore only a language lecturer and a member of the Executive Management shared their views on language policy practices at CUT.

5.5 1. Access and success of the students

Both participants confirm that every student has access to the university. English is the main language of instruction at this university. English as the main language of instruction opens the doors of learning to many South African children because most students have English whether as a home language or first additional language from Secondary education level. There is no policy which deprives student access to the university because of their language background. The access of the students to the university confirms the assertion of the language policy as discusses in Chapter 4 (4.5). In chapter 4 there are elements of obscurity where the policy does not state how success of the students will be attained. This section covers that because both participants indicate that an academic literacy course is offered to all students at CUT to improve their English competencies, which will subsequently boost their success.

The language lecturer points out that *"We do not discriminate in any form against any student based on language."* The participant further argues that *"Academic literacy program is a compulsory component for all students at the university and that is our attempt to address the English incompetence of our students."*

A member of Executive Management suggests that *"... the university is open to all students but one knows that the medium of instruction is English."* On success of the students a member of Executive Management indicates that *"...we know that most of our learners are under-prepared particularly in Literacies. You know in English literacy to be specific, we have not done research that says how language affects their performance. But we have an academic literacy programme we call it LLP and communication skill programme which has been in existence which is compulsory for all first year students."*

When the university is opening the doors of learning to all, it must also have a support system, which will assist the students to succeed. Academic literacy, which is offered to all students

at this university seeks to ensure that access to information and success of the students are not compromised.

5.5.2 Official languages and the medium of instruction

The official languages of this university are English, Afrikaans and Sesotho. One participant confirms that the official languages as per the language policy of the university are English, Afrikaans and Sesotho, but Setswana and isiXhosa are also offered. The medium of instruction is only English. Both participants attest to what is stipulated in the language policy as discussed in chapter 4 (4.5).

The language lecturer suggests that *"The official languages are English, Afrikaans and Sesotho. Although Setswana and isiXhosa are not mentioned in the language policy but are offered. But the official language of language of teaching and learning at this institution is strictly English."*

A member of the Executive Management argues that *"The official language and the medium of instruction at CUT is only English."*

This university is rich in terms of languages that are offered, but the stringent monolingual approach retards the promotion of multilingualism.

5.5.3 Language Policy implementation plans

Both participants agree that there are no Language Policy implementation plans. The non-availability of the language policy implementation plan hampers the commitment to promote multilingualism. This makes it difficult to assess the progress of the university in as far as multilingual practices is concerned because there will be no point of departure which informs assessment. This has been discussed in chapter 2 (2.7.1.5).

A language lecturer says that *"There are none of the language policy implementation plans that I am aware of at this university."*

A member of Executive Management indicates that *"There is no Language policy implementation plan."*

The existence of the language policy without the implementation plan is a great blow to the implementation of the language policy.

5.5.4 Monitoring and evaluation strategies

Two participants share different ways in which the language policy is being monitored. The university management structures, teaching and learning committee and registrar are used to monitor the implementation of the language policy.

A language lecturer indicates that *"It must be an ongoing process by the Head of Department at departmental level and the Dean for the faculty. Obviously to report on the quarterly basis regarding that, so they must report on the quarterly basis."*

A member of Executive Management argues that *"…this policy is under custodianship of the registrar. One would expect the registrar to be monitoring its implementation."* A member of the Executive Management further suggests that *"There is one important structure the University Teaching and Learning Committee which has a language standing item. Anything that has happened that relates to language if it is related to teaching and learning, it could be taken to the University teaching and learning committee for discussion."*

This university has people entrusted with the responsibility to monitor the implementation of the language policy such as Heads of department, Deans of the faculties, Registrar and the University Teaching and Learning Committee but without the language policy implementation plan their task becomes insurmountable.

5.5.5 Student's English academic literacy and academic performance

Most students in this institution are under-prepared in terms of the efficient use of English as the medium of instruction. This unpreparedness negatively affects the academic performance of the students. One participant made a linkage between the poor academic performance of the students and the stringent use of their second or third language in the teaching and learning process. This validates the views of many scholars that includes Alexander, (1999); Alidou & Jung, (2001) as discussed at length in Chapter 2 (2.7.1.1 and 2.7.1.2).

A language lecturer indicates that *"English as the only medium of instruction at this university negatively affects the academic performance of the students because if I give you something in your mother tongue you will better be able to comprehend it, than if I were to give it to you in a second language."*

A member of Executive Management confirms that *"…we know that most of our learners are under prepared particularly in Literacies. You know in English literacy to be specific, we have not done research that says how language affects their performance. But we have an academic literacy programme we call it LLP and communication skill programme which has been in existence which is compulsory for all first year students. So the understanding is that when they come in they just take it as they are not so prepared and they will have to do that. It is more for academic purposes for them to be able to access and also do well in their academics."*

It is clear from the above that the under-preparedness of the students and the strict use of English which is the second and or third language for most of the students affect the academic performance negatively.

5.5.6 Intervention measures to improve language competencies

The university has some intervention strategies that seek to improve language competencies of the students. There is a compulsory Academic Literacy course offered to all first year students at this university to make a smooth transition from Secondary school toTertiary level. Academic Literacy courses underprepared students to perform well academically. The establishment of the Writing Centre by the university is another initiative which assists the students with academic writing skills. There is a peer-mentorship program in the form of Supplementary Instruction which is rendered by the senior students. Supplementary Instruction aims at improving the performance of the students.

A language lecturer states that *"Academic literacy programme is a compulsory component for all students at the University and that is our attempt to address the English incompetence of our students. It is compulsory to all irrespective of the course that you are doing in the Institution."*

A member of Executive Management indicates that *"...what we have just established now is the Writing Centre. The aim is to support them in terms of their writing and development of language. Actually it's very new because we appointed the co-ordinator only in September 2015."*

Clearly, the university's offering of Academic Literacy to all students and the establishment of the Writing Centre are good intervention measures to assist the students with English incompetence.

5.5.7 Integration of African languages as academic languages

There is no integration of African languages as academic languages at this institution despite the offering of specific African language courses. African languages are not featuring anywhere in the academic life of this institution except in specific African languages classes. This is contrary to the commitment to promote African languages because they cannot be elevated if there are limitations in their academic usage. Chapter 3 discusses how the promotion of African languages as academic languages can contribute to the Africanisation and transformation of South African universities and intellectualisation of African languages (Kaschula, 2016; Kaschula & Maseko, 2009; Maseko, 2014). This should be a primary objective of all universities.

A language lecturer's assertion is that *"No there is no integration of African languages as academic languages here."*

A member of Executive Management argues that *"I cannot even tell you whether we have integrated African languages as academic languages. It's a very difficult one for me so if I say no to something that I'm not even sure that I would be doing injustice to my people."*

It is clear from the discussion above that the lack of integration of the African languages as the academic languages relates to the use of English only as the medium of instruction and it compromises the intellectualization of African languages that all universities should be striving towards.

5.5.8 The use of African languages for administrative purposes

Both participants confirm that only English language is used for administrative purposes. In all internal and external official communication, English is the only language of communication. The official documents of the university are in English only.

A language lecturer suggests that *"The language for administration purposes is only English."*

A member of Executive Management suggests that *"The language for administration purpose is strictly English, that one is strictly English."*

The use of African languages at this university is then only confined to the specific language classes.

5.5.9 The university's compliance to multilingualism

Two participants have different views about compliance to multilingualism. One confirms that the university complies, while another one suggests policy uncertainties that adversely affect compliance. While one participant confirms compliance, the argument shows the promotion of dominance of one language for academic purposes, namely English. There is then non-compliance by the university; it is contradicting the Language Policy for Higher Education (2002) which guides how universities should advance the promotion of multilingualism.

A language lecturer suggests that *"I don't believe any of the 26 Universities comply with multilingualism at this stage in South Africa. Not in one of them it's a hot debate. Even the national Language Policy for Higher Education says use English and where practically possible use African languages, which is where the loophole is. If you do not look at the Language Policy for Higher Education you are not going to fix the University Policy because the loophole exists and people are found to use those loopholes."*

A member of Executive Management argues that *"We do comply with multilingualism by complying with multilingualism does not mean you have to use all the different languages. We comply by allowing any student who comes with any mother tongue and study for as long as studying in English as the medium of instruction."*

All universities should be striving towards advancement of multilingualism, the loopholes in the National language policy for higher education should not be used as an excuse and justification of non-compliance. Universities need to be bolder in their stance on multilingualism, based on research which shows the benefits of learning in the mother tongue.

5.6 The Sixth Thematic Analysis (Durban University of Technology)

Among the three key informants that were targeted for this study, I managed to interview two of them. The main reason is that in the university under discussion there is no Institutional Language Committee. Therefore circumstances compelled me to interview a representative of the Executive Management and a language lecturer.

5.6.1 Access and success of the students

All students irrespective of their language backgrounds have access to this University. However, different levels of English proficiency are required for admission in different faculties for different programs. The rationale of English proficiency for admission purposes is based on the fact that English is the only medium of instruction except on specific language programs at undergraduate level. One participant indicates that all admission application processes are conducted in English only. The online application system, national benchmark test and interviews are conducted in English. The connectivity between access and success of the students is done through multilingual pedagogy in the classroom for the understanding of content knowledge by the students, multilingual glossaries in some disciplines and offering of tutorial sessions to the students.

A language lecturer indicates that *"At DUT English is the main language that determines acceptance of a student to a particular programme. In language oriented programs, the home language is also looked at but as for DUT in general, I think English takes the preference."* The participant highlighted that *"...Tutorial are then provided but I doubt if it's for the sake of language but just for content understanding".*

The member of Executive Management confirms that *"...I want to cover the important one which is the entrance requirements you will find that only, and only English in its first or second language status is actually given the weighting that assists our students to actually be accepted."*

This university is committed to the access and success of the students. While English is the only medium of instruction, tutorials and multilingual pedagogy does help to ensure the success of students as will be seen below.

5.6.2 Official languages and the medium of instruction

The official languages at DUT are English, isiZulu and isiXhosa. The medium of instruction is English. IsiZulu and English is used in the language oriented programs such as translation and interpreting; Media and Communication Studies. One participant reiterates that the institution has a responsibility of elevating the status of isiZulu and isiXhosa so as to be used as academic languages as stipulated in the Language Policy and chapter 4 (4.6.2) of this thesis.

A language lecturer states that *"At this university English is still the only language of instruction."*

A member of Executive Management argues that *"The language of instruction and language of choice in this university is English. But the policy also states clearly that we need to work towards ensuring that not only English becomes the medium of instruction but also we raise the status and the technicality of our vernacular languages especially isiZulu and isiXhosa as medium of instruction in our curriculum."*

English is the only medium of instruction at present, but there is a commitment to advance the status of isiZulu and isiXhosa so as to be the additional languages of instruction.

5.6.3 Language Policy implementation plans

One participant does not know any language policy implementation plans of the University, while another participant mentions some of the plans. The establishment of the Language Unit is one of the initiatives that needs to be carried out and the learning of isiZulu and isiXhosa by both staff members and students. The Language Unit will assist the students with language impairments and develop materials in isiXhosa and isiZulu. The establishment of the Language Unit has been on the plans since 2010 because there are no time-frames attached to it. These are still the aspirations of the university.

The Language lecturer claims that *"We do not have language policy implementation plans at this university."*

The member of the Executive Management states that:

> *The Language Policy implementation plan to me is the key of our success in even starting to actually do something about promoting this current policy, one for me critical to everything else is allocating requisite resources. When I'm talking about resources, we need to begin to establish the language unit, to actually oversee the work that our progressive policy aspires to achieve. Once that unit is established also we need to even encourage research in partnership with PANSLAB in partnership with regional stakeholders in order to ensure that not only is the work benefiting just the university it also benefits the whole region at large. There are spin offs for that kind of approach in that also you then get to do work that could also bring you money and resources to even compensate the work that you are actually funding to actually ensure that you put the language needs in right prospect. Having said that about resources, the second innovation from the policy is that of ensuring that all staff members, all students take isiZulu introductory course for them to actually comply with the requirement of the policy and once that is also done it will require the staffing, resources that will ensure that even our international staff members of our staff at DUT also have to be conversant with the issues of language.*

In my view, the language policy implementation plan which only states what needs to be done without the time-frame is incomplete and suffers a certain paralysis.

5.6.4 Monitoring and evaluation strategies

The one participant was not aware of any monitoring and evaluation strategies of the Language Policy implementation, while one indicates that there are monitoring and evaluation strategies in place. The participant was not providing any explicit and detailed information about the monitoring except to say that monitoring and evaluation is done annually. The participant also indicated that they intend to monitor the implementation of the Language Policy quarterly. Although the university monitors and evaluates the Language Policy annually, with the intention of doing so quarterly, but there is no proper monitoring and evaluation that guides the implementation of the Language Policy in this institution. Furthermore, the participant indicates that the university itself is lacking in terms of the stringent rules and guidelines that must be followed in monitoring Language Policy implementation.

A language lecturer says *"I don't think there has been any language policy monitoring taking place here."*

A member of the Executive Management indicates that *"If the rules that are approved at Senate are still not ensuring that everything that gets adopted is institutional binding we will still be falling behind."*

There must be people responsible for the ongoing monitoring and evaluation of the language policy in each faculty of the university. There must be people put in place who take responsibility for policy implementation.

5.6.5 Student's English academic literacy and academic performance

Both participants concur with the fact that student's English academic literacy adversely affects the performance of the students. Students perform badly in their academic work as a result of lack of proficiency in English which is the only medium of instruction at this university. Language becomes an impediment to the student's understanding of the content knowledge.

A language lecturer argues that *"...you will find that a student is struggling to grasp the content of the subject matter and ngoba akayi-understand-i i-English altogether."*

A member of Executive Management indicates that *"It's so critical because remember the proficiency in English becomes an academic literacy that either allows the students to perform well or to actually struggle in understanding the materials. The difficulties that our students face are initially the lack of proficiency in English and once that is overcome you'll find that it improves access to the educational services and many other things because not only are we looking at the spoken one also the written aspects of the language."*

It is clear from the above that it is only when a student's English proficiency has improved, that this results in improvement in academic performance as well.

5.6.6 Intervention measures to improve language competencies

Since both participants confirm that English has a negative impact to the academic performance of students, intervention measures to improve language competencies of the students is essential. There are some intervention measures that the university provides to improve language competencies of the students. These include tutorials, applying multilingual pedagogy through code-switching where necessary, multilingual glossaries in some disciplines and writing centers, which help the students with the academic writing skills.

A language lecturer indicates that "*I would code-switch to make sure that abafundi would understand as to avoid the language barrier... I would then try to make reference to the cultural terms so that they would be accommodated and they get an idea of what we are talking about, so code switching has helped a lot in some of the classes.*"

A member of the Executive Management claims that "*We always promote that the subject lecturers should be multilingual in presenting the material by ensuring that they allow the issues of our students to express themselves in their own language just for that issue of contending and grappling with the understanding of the subject. Furthermore in our tutorials we make it also a very clear instruction to actually say at tutorial level, the students need to be allowed to easily grapple with content and with the understanding of the materials through multilingual usage. This goes back to how best we are using our writing centres...*"

In my view, multilingual glossaries need to be intensified so as to be available in all disciplines for the benefit of the students.

5.6.7 Integration of African languages as academic languages

IsiZulu and isiXhosa are two African languages that the university is committing itself to develop so as to be used in all academic domains. IsiZulu is used for teaching and learning process in isiZulu elective courses. IsiXhosa has not yet been infused as the language to be used in any discipline so far. Some lecturers are able to use isiZulu to clarify some uncertainties in their lessons although the main language of instruction is English. Some faculties and departments have their own multilingual glossaries which is a positive step towards the promotion of African languages as academic languages, but the assessments are only written in English. The senior students are at liberty to write their post-graduate thesis in African languages depending on the linguistic flexibility and capability of their supervisors. But the African languages are not fully integrated as the academic languages at this institution.

A language lecturer indicates that "*IsiZulu nesiXhosa are not yet integrated as academic languages here.*"

A member of the Executive Management argues that *"The work of integration is a difficult curriculum development issue that will be attained in future. At this point in time the challenge is how to value the technical upliftment of our vernacular and multilingual components of our languages which as I've said earlier you are seeing in glossaries that are being developed but in terms of ensuring that it actually gets to be integrated that in itself that becomes a difficult goal."*

The university is therefore making some inroads in promoting African languages as academic languages through developing multilingual glossaries and writing theses in African languages.

5.6.8 The use of African languages for administrative purposes

There are dichotomous views about the use of African languages for administrative purposes. One participant indicates that the language of administration is only English, while another participant argues that administration is performed through multilingual approaches. One of the participants claims that multilingualism is used for administrative work.

A language lecturer argues that *"the correspondence, meetings and the letters of acceptance to the prospective students are in English."*

A member of Executive Management suggests that *"We are a multilingual institution, our signage, official media statements are in English and isiZulu.*

The university should then ensure that there is uniformity in language policy practices for administration to avoid different views of the same phenomenon.

5.6.9 The university's compliance to multilingualism

The language lecturer does not regard the university as the institution which complies with multilingualism, while the member of Executive Management has a contrary view. There are two contrary views, one view indicates that the university is complying with multilingualism and the second one shows the non-compliance stance of the university.

A language lecturer's views are as follows:

"It is a huge problem because to be honest I think based on research as well maybe like 80% of the population here are African students if not isiZulu and isiXhosa. Most of the time with everything we do even amongst ourselves as African lecturers we are also caught up in a situation where we still have to indulge, explain, consult or teach in English. That means we also are not actually doing anything so as to help but then again we are also following in the step of the top Management so to speak."

A member of Executive Committee states that:

"We are confidently amongst the most compliant, we are doing the best and I want to affirm that because in the recent hash tag Rhodes must fall, hash tag fees must fall the narrative that

actually forced many universities to start looking seriously with the issues of the language policy, we already were one step ahead. We already had the construction of the language policy in place and hence we were able to respond pro-actively with all challenges that the latest narrative and discourse was actually asking of us. So I must be honest to say we are amongst those are just walking the talk at this moment."

Even so, the university needs to advance compliance to multilingualism so as to prevent dichotomous views amongst the members of the university community. It seems that some advocacy work is necessary in order for this university community to speak with an informed and united voice.

5.7 The Seventh Thematic Analysis (Tshwane University of Technology)

The respondents that I managed to get from this institution are the member of the Executive Management and a language lecturer. It was stated that there is no established Institutional Language Committee.

5.7.1 Access and success of the students

Both the member of Executive Management and a language lecturer share the same sentiment that there is not even a single student who can be denied access to the university on the basis of language choices at Secondary Education except in relation to specific language courses. Although English is the only medium of instruction at this university but, is not used to deter students from enrolling at this institution.

A language lecturer states that *"We are offering a program called Language Practise and this program is about producing translators in a way a student be fluent in two languages, English being the main one and followed by mother tongue and that language should be the language done in matric. In addition to English we offer Afrikaans, IsiZulu, Xitsonga, Setswana, Tshivenda and Sepedi. But in terms of access English is the main language because admission documents, prospectus all documentation they are in English. For the university languages are not used to exclude student's access to this university, but only certain language oriented programs that are strict on languages that students have at matric.*

A member of Executive Management postulates that *" ...Whether you have done your high school in Afrikaans, Tshivenda etc, it is not an issue for us, but we are mindful that the students who come to the university are not so well off in English. We develop them by our program called TUT 101. TUT 101 program is created to assist students to improve their English, so we cannot reject our people because they cannot communicate properly in English, it is our duty to develop them."* The participant further states that *"Currently TUT 101 is not compulsory but the university intends to make it compulsory to all students and should carry credits. Tutors and mentors are appointed to assist the students in their academic work. This also has a potential of boosting the success of the students. There are also extended programs offered in the faculty of engineering where students are registered for the foundation program in*

order to improve students' academic capability for enrolment to the main program. The extended program boosts the success of the students because the university gets underprepared students."

The English competence improvement programs such as TUT 101 and extended programs demonstrate the university's commitment to promote access and success of the students.

5.7.2 Official languages and the medium of instruction

There are three official languages at this university, namely: English, Setswana and SiSwati. Both participants confirmed that English is the only medium of instruction and the university is obliged to develop Setswana and SiSwati so as to be used in all academic domains.

A Language lecturer suggests that *"The medium of instruction at this university is English....except in a specific subject and these are specifically language related subjects therefore in that particular subject that language will be used as a language of teaching and learning."*

A member of Executive Management argues that *"We offer our tuition in English but we are obliged to develop Setswana for Pretoria area, Sepedi for Limpopo and SiSwati in Mpumalanga".*

The three official languages of the university are therefore English, Setswana and SiSwati. In my view, the university took a positive stance of committing itself to develop Setswana and SiSwati to be used as academic languages.

5.7.3 Language Policy implementation plans

There is a confirmation from both the lecturer and the member of Executive Management that there are no Language Policy implementation plans at the university except the stipulation that the Language Policy will be reviewed after five years. The review of the Language Policy is overdue because it has to be reviewed after five years (LPHE, 2002; TUT Language Policy, 2003). Both participants attested that the Language Policy is overdue for review.

A language lecturer argues that *"Except the language policy document that needs to be revised otherwise there are no implementation plans".*

A member of Executive Management states that *"Our plan has been implemented now our language policy dictates English is the medium of instruction. So is in place we don't have new plans we are just now at the edge of reviewing this policy..."*

Over and above the language policy which prescribes that English is the medium of instruction and the developing of Setswana and SiSwati as stated in 5.7.2 and Chapter 4 (4.7.2), the language policy implementation plan has never been enacted to ensure that the language policy mandate is attainable.

5.7.4 Monitoring and evaluation strategies

Whilst the lecturer indicates that there are no monitoring and evaluation strategies used at the university due to the absence of the Language Policy implementation plans, the member of Executive Management points out that there are monitoring and evaluation mechanisms.

A language lecturer indicates that *"… there's no implementation plans therefore there's no monitoring strategy."*

A member of the Executive Management mentions that student reps at faculty level, HOD's and the Dean monitor the implementation of the Language Policy. The participants further states that: *"… the HOD's and the Deans are responsible to monitor the implementation of the Language Policy and the students oversee that we are doing what we are supposed to do."*

Monitoring of the language policy is a matter of principle; therefore if it is done properly the lecturers who happen to be the main implementers should be aware of such monitoring mechanisms.

5.7.5 Student's English academic literacy and academic performance

The participants confirm that the university mostly gets students that are under-prepared to meet the academic needs of the university. English which is the only language of instruction at this university tends to be a hindering factor to most of the students.

 A language lecturer points out that *"… the choice of English as the medium of instruction is limiting in a way as far as the student's performance academically."*

A member of Executive Management suggests that *"The language of instruction to the students' academic performance is worrying that's why we came up with the program of the TUT101."*

Deducing from the responses from both a language lecturer and a member of Executive Management, English, and the academic literacy of the students tends to be below the standard of the university when they enter the university. It becomes the responsibility of the university to develop student's English academic literacy.

5.7.6 Intervention measures to improve language competencies

As indicated in 5.7.1 there is an optional course TUT 101 which helps to improve the language competencies of the students. The university is planning to make it compulsory to all students and to carry credits. There is also a foundation program offered at the faculty of engineering, which serves the purpose of bridging before students can embark on a main stream program. The foundation program develops the students academically and enables them to be ready for their chosen careers. The appointment and use of tutors and mentors is another strategy used to improve the language competencies of the students at TUT.

A language lecturer indicates that "*…TUT101 it's going to be a compulsory program that everybody should register as a module. I think the packaging of that module will be in such a way that it will help students to improve in their knowledge of the language of teaching and learning, in this case English*. Expatiating of the foundation programme the participant argues that "*In access or foundation program, students will be put into the program where an English lecturer will go and teach them, we do have syllabus subject content that are designed just to bridge to help these students to be in a better understanding of whatever program they need to be*".

A member of the Executive Management argues that "*We say no let's take it upon ourselves now to develop them give them extra classes appoint mentors to mentor them, appoint tutors to tutor them this is extra work that we give to them but for their own benefit.*"

Clearly the university is doing all in its power to assist the students to progress in their academic journey without being held hostage by the English incompetence. However, the question has to be raised as to whether English is the only language that can be used as medium of instruction in this context.

5.7.7 Integration of African languages as academic languages

A language lecturer and a member of the Executive Management concur with the fact that there is no integration of African languages yet at TUT as academic languages. However, the university is committed to developing SiSwati, Sepedi and Setswana. Although Sepedi is not included as the African language that has to be developed at TUT despite being spoken by the majority in the area where the university is situated (Tshwane) participants also highlighted it (refer to Chapter 4 (4.7.2). While SiSwati and Setswana are the official languages at this university there is no space for their usage in academic domains except in specific languages classes.

A language lecturer's view is that "*No there is no integration of African languages in content subjects….we run short of lecturers in all the areas content subjects let's say for example we want to teach Chemistry in isiZulu we need to check whether we have isiZulu Chemistry lecturer. Therefore if we resort to say let us promote our own languages in teaching these particular subjects you need to go and look into the resources.*"

A member of Executive Management postulates that "*We avoid a situation where a lecturer is teaching in English and brings in an African language in teaching; otherwise we will be disadvantaging other students who are not conversant with the African language used. They will complain so we a very mindful of that so we say our medium of instruction is only English…I think overtime we will be able to say maybe in Pretoria we teach in Setswana but we are not there yet.*"

There is no indication on how far has the university has gone in terms of developing Setswana and SiSwati so as to be used as academic languages as enshrined in the University Language Policy.

5.7.8 The use of African languages for administrative purposes

The only language used for administrative purposes is English. All communication internally and externally is in English.

A language lecturer states that *"If there's application form whether is for a job or for a student to study here to be available in both languages English and Setswana that is not happening you move around you cannot find any signage written in Setswana all signage are written in English."*

A member of Executive Management suggests that *"In all our communiqué is English, you won't find communiqué that states Afrikaans if you communiqué it internally, externally the only medium of instruction is English all our circulars are in English all of them all our meetings are run in English and so on."*

It is clear therefore that at this university there is no space for other languages even the official languages of the university are ignored in pursuit of administration work.

5.7.9 The university's compliance to multilingualism

There are many contradictions around the compliance to multilingualism. The participants confirm that the university is complying with multilingualism but there are some elements that reflect non-compliance.

A language lecturer argues that *"On compliance I would say yes and no, we comply on the basis that through this department through this faculty because we are offering six out of eleven official languages of South Africa therefore in a way we are complying."*

A member of Executive Management's assertion *"We are mindful that we do promote multilingualism but not in an official seating where you are teaching because now you will be working against other people but if you communicate outside the classroom you can use any language. When I meet the Shangaan person I speak Shangaan outside but we avoid where you are saying you're seating in a class where you have got students from all walks of life and you say I'm going to use my isiZulu/ isiXhosa. You must think of the rest of the students who are seating there who don't understand anything in that language. In principle we support multilingualism but if all languages were well developed it wouldn't be a problem here."*

While the university is promoting multilingualism, the monolingual approach on the ground reverses the transformation agenda that the university should be advancing.

5.8 The Eighth Thematic Analysis (Cape Peninsula University of Technology)

This analysis is based on the views put forward in the interviews that were conducted with all the key informants that were intended in this study. This institution is one of the universities in this country that s statutory Institutional Language Committee. Therefore I managed to have the interviews with a language lecturer, a member of the Institutional Language Committee and a member of Executive Management as indicated in Chapter 3.

5.8.1. Access and success of the students

All participants have different opinions on access of the students to education. One participant indicates that the university uses the Admission Point Score (APS) system to determine access of students to this institution. However there is a specific level needed in English in different disciplines since English is the main medium of instruction. One participant argues that whilst there is access to the institution but there is a systematic exclusion to information within the institution due to mono-lingual approach in teaching and learning. One participant argues that there is a diplomatic exclusion of the majority African language speaking students at the faculty of education at Wellington Campus which only uses Afrikaans as the only medium of instruction whilst another participant regard that as a way of accommodating student who intend to teach in Afrikaans medium schools because the students that want English medium have a choice of enrolling at Mowbray Campus. The university creates an enabling setting for the success of the students through academic programs such as multilingual glossaries and multilingual tutorials.

A language lecturer states that *"University in general promotes access and success of the students. The different courses in various faculties require a specific level of English competence because English is the main language of instruction. That is needed to determine if a student will be able to meet the academic expectation of various disciplines. There is only one diplomatic exclusion of the majority African language speaking students at the faculty of education at Wellington campus because it uses only Afrikaans as the medium of instruction. The majority of African language speakers have African language as their home language and English as their second additional language and or as a third language. Language is used to make education (a fundamental human right) inaccessible to the non-Afrikaans speaking students at the faculty of education in Wellington Campus"* On the success of the students a lecturer states that *"To assist the second or third language English speakers, students have to attend multilingual tutorials where they can use their mother tongue and the provision of multilingual glossaries."*

A member of the Institutional Language Committee argues that *"The students from other areas in South Africa are here and we do not really provide them support linguistically. In my mind the monolingual type of approach the university follows keep students a little bit in the periphery of access to any means of information be it registration, be it classroom. It is not being actualised."*

A member of the Executive Management suggests that *"There is a minimum proficiency required for speakers in English so that score is normally specified. Some Admission Point Scores (APS) scores place a lot of emphasis on scores in your mother tongue because what it does indicate is language ability which is important so scores recognise your mother tongue. APS scores also have to recognise ability in English so somebody who can't speak English at all is going to struggle at CPUT. APS does not intend to excluding students but to determine if they meet the minimum score requirement for a specific course. In fact what we always try to do is to be more inclusive."* On the initiatives to ensure that the students are succeeding the participant argues that *"the only initiatives that I'm aware of are the multilingual glossaries and the tutorial support"*.

The university opens the doors of learning to everyone but the use of only Afrikaans as a medium of instruction at Wellington Campus is a challenge to many South African student's access to that campus.

5.8.2 Official languages and the medium of instruction

English, Afrikaans and isiXhosa are the three official languages in this university. The medium of instruction is English except at the education faculty in Wellington where the medium of instruction is Afrikaans. The argument is that the medium of instruction is Afrikaans because train teachers that will serve Afrikaans medium schools. Afrikaans medium disciplines have the potential of creating a concentration of Afrikaans speaking students in one campus and reversing the transformation agenda of dual medium. It also deprives access to education of the non-Afrikaans students (LPHE, 2002).

A language lecturer argues that *"The official languages of this university are English, Afrikaans and isiXhosa. English is the main medium of instruction except in Wellington Campus at the faculty of education where Afrikaans is the only medium of instruction"*.

A member of the Institutional Language Committee alludes to the fact that *"The official languages for the region is Afrikaans, isiXhosa and English according to our policy those are the languages of the institution. English is the main language of instruction except in Wellington's Education faculty where Afrikaans is the main language of instruction.*

A member of Executive Management argues that *"The medium of instruction is English and that is more by default because it's the language which most people speak as a second or third language. It is the common language for most of the students whereas it's not their first language. English becomes the medium of instruction because it's the second language of most students at this institution. The only exception is off cause the education faculty in Wellington where they are training teachers for Afrikaans medium schools and therefore their medium of instruction is Afrikaans."*

In my view, the fact that all spheres of this university use English as the medium of instruction but only one faculty with two mediums of instruction in different Campuses is tantamount to having a university within the university and a faculty within the faculty.

5.8.3 Language Policy implementation plans

The language policy implementation plan is in existence in this university. The language policy implementation plan is best strategy of demonstrating commitment to implement the language policy as proposed by the Language Policy for Higher Education (2002). The language policy implementation plan act as a yardstick to assess the progress that the university is making in implementing its language policy. As discusses in Chapter 2 (2.2), the lack of the implementation plan is the main concerned that many scholars cite as the hampering factor to the implementation of the language policy (MAHLAPHE, 2015; Maseko, 2014; Mutasa, 2015; Webb, 2015).

A language lecturer states that "*There is an existence of the language implementation plan at this university. The implementation plan stipulates that Language Unit should be established and that was achieved, the development of multilingual glossaries for different faculties and that was done with the exception of the faculty of education because it had no faculty language coordinator to facilitate terminology development for multilingual glossaries.*"

A member of the Institutional Language Committee argues that "*What has been decided in 2007 is to have lecture materials being translated into the isiXhosa and Afrikaans, to have multilingual glossaries, to have interpreting services. The implementation of the plan of the language policy has not really come to fullness perhaps because of funding, language practitioners and academics in general who do not want to take the initiatives with a view that it is not their responsibility. I think every lecturer is a language teacher as well. We have a plan to multilingualize the university through signage. I can proudly say that at Bellville campus multilingualism has been actualised in engineering health and wellness faculties. In engineering building a multilingual touch screen directory has been installed.*"

A member of the Executive Management suggests that "*There is a language policy implementation plan here. The one of the first things we had to try to do was to set up that language unit. We have got the language unit with the language lab for translation. When we have workshops, language indaba's we are getting translators. In the last language Indaba we had translation which was not only in Afrikaans and Xhosa but also French and Portuguese because we have got quite a number of students on that area.*"

The presence of the language policy implementation plan assisted the university to make progress because as guided by the plan it managed to establish a Language Unit and develop multilingual glossaries.

5.8.4 Monitoring and evaluation strategies

The university has established two fundamental committees that deal with the monitoring and implementation of the language policies. These are the Institutional Language Committee and the Language working group which deals specifically with the renaming and signage of the university. In each faculty there is a faculty language coordinator that monitors the implementation of the language policy within the faculty. It is the responsibility of the faculty language coordinators to report what works and what is not working in their respective department to the quarterly meetings of the Institutional Language Committee. The university is starting the processes of reviewing its language policy, which will be done in 2018.

A language lecturer indicates that *"There are no clear monitoring strategies of the language policy implementation that are known by academic and administrative members. We have the language coordinator who has responsibility of monitoring the implementation of the language policy within the faculty. There is a faculty language committee led by the language coordinator which deals with language related matters within the faculty. I have not have experience of any monitoring of the language policy practices that the committee is doing."*

A member of the Institutional Language Committee argues that *"We have regular meetings with the language coordinators of the faculties and then we enquire with regards to what is working, what is not working and the practice in various faculties. The faculty language coordinators facilitate the implementation of the language policy in respective faculties. I think every language facilitator they do their very best to execute the language policy within their faculty. We only meet quarterly, we do not see the necessity of meeting so regular because we have e-mail and we always in contact with each other."*

A member of the Executive Management suggests that *"...we have quarterly meetings of the language committee. The standing items on that agenda are the reports from the faculties on their initiatives, what they are doing. We also have the language working group report which deals with the broader issues such as signage so we monitor that very closely."*

In my view, the monitoring team should closely monitor how best the multilingual glossaries are utilized by both students and staff.

5.8.5 Student's English academic literacy and academic performance

English academic literacy tends to be a challenge to most of the students at this institution because they are either second and or third English language speakers. They struggle with the language first and that leads them to struggle with the content knowledge as well. English incompetence adversely affect the academic performance of the students. The English deficiency of many second and thirds English speakers have negative consequences to their academic, social and economic mobility (refer to Chapter 2 (2.7.1.1).

A language lecturer suggests that *"Most of the students are struggling to understand the language and that adversely affect their understanding of the content knowledge. When I was teaching academic literacy course in English, second English language speakers were struggling, but surprisingly when one module was firstly presented to them in both Afrikaans and isiXhosa respectively, it was easy for them to relate and transfer what they were taught in their mother tongue to what was presented in English classroom. The academic performance in that module was extremely well. That to me showed the power of mother tongue."*

A member of the Institutional Language Committee argues that *"The majority of our students are under-prepared to adapt to English literacy expectations of the university. Such under-preparedness have a negative influence to their academic performance."*

A member of Executive Management points out that *"I think language is important and I think one often underestimates how important it is for people to conceptualise things in their own language constructs. I believe students who don't have English as a first language will be at disadvantage and hence the interests that we place on support for students in mother tongue where possible."*

It is clear that English as the main language of instruction is a challenge to the majority of the students, therefore a flexible approach which supports students in their mother tongue is ideal.

5.8.6 Intervention measures to improve language competencies

The university takes into consideration the English deficiencies of the students and devises ways to assist them. There is an academic literacy course which is offered to all students that need to improve their English competence. There are multilingual glossaries that have been developed for various faculties of the university. This helps to provide students with the translated version of the fundamental concepts within the faculty. The university makes use of the multilingual tutorials which enables students to use their mother tongue for a better understanding of the content knowledge.

A language lecturer alludes to the fact that *"There is an academic literacy course offered by Fundani Centre to all students that need to be assisted with the academic literacy across the faculties. This is not a compulsory course, but each faculty has its own compulsory English literacy course or English communication which aims to improve the language competencies of the students. In education faculty there is English: Language of Learning and Teaching which is compulsory offered to all students from first to third year level. There is a provision of multilingual glossaries in many faculties, this helps the students to transfer the knowledge from their mother tongue into English. The university makes use of the multilingual tutorials as well where students are able to use their mother tongue for clear understanding of the content knowledge."*

A member of the Institutional Language Committee suggests that *"The language unit managed to develop multilingual glossaries in various faculties of the university. The tutoring system also assists students whose English is the second and third language to understand the content because they use their mother tongue as well."*

A member of Executive Management argues that *"...the only initiatives that I'm aware of are the multilingual glossaries and the tutorial support. Nothing stops the lecturer also explaining something in vernacular but that's on the assumption that the lecturer can speak Afrikaans or Xhosa. It is not always the case so there had been initiatives to encourage staff to learn the third or second language as well. Most staff members are competent in two languages but not in the third language so that's the challenge we have, whereas with tutorials you can appoint a tutor who is familiar with that particular language."*

The intervention measures that value the mother tongue in understanding the target language (English) shows that languages are used as a resource in this university.

5.8.7 Integration of African languages as academic languages

While isiXhosa has been recognized as one of the official languages at this university, its integration as academic language is still a challenge. According to the language policy plan, there is intention to translate all teaching material into isiXhosa, but that has not yet been materialized. IsiXhosa is being used only in isiXhosa modules offered by the faculty of education. Integration of African languages as academic languages is the proper way of developing and intellectualization of African languages as discussed in the Chapter 2 (LPHE, 2002; Webb, 2015; Maseko, 2008) has yet to materialize.

A language lecturer argues that *"There is no integration yet of isiXhosa as academic language. IsiXhosa is offered to all faculty of education students in different forms. It is offers as a selective to those that want to major in isiXhosa. It is offered as a communication course to the mother tongue speakers for level 1 and 2. It is also offered as a conversational course to all non-isiXhosa speaking students at the faculty of education. The University Language Unit also provides isiXhosa courses to both staff and students across the faculties. There is no integration of isiXhosa as an academic language in other content subjects."*

A member of the Institutional Language Committee suggests that *"To a certain extent we are intellectualising African languages that they become part of the academic discourse. We do this through our verification of glossaries and building the glossaries in various disciplines. We have now an online multilingual glossary that you can access on multilingual glossary @cput.ac.za."* The participant further argues that *"The translation of textbook materials into other official languages, we are not there yet. I think it's the idea of lecturers thinking also that English is the way to go and they are perhaps standing in the way."*

A member of Executive Management hints that *"With regard to the 'academicasation' of language I don't think we are there yet."*

It is clear that the university is making inroads in integrating isiXhosa as academic language through development of multilingual glossaries for various faculties, but more still needs to be done.

5.8.8 The use of African languages for administrative purposes

The main language which is often used for administrative purposes is English. All internal and external communication are conveyed in English. There is a provision of translated version of some official documents and interpreting services in some university events. African languages should be used in all domains of influence within the university in order to be elevated.

A member of Institutional Language Committee argues that *"In our Language Indaba's that we convene twice a year we often have the interpreting service: the voice interpreters and the sign language interpreters which embrace multilingualism. On the administrative level not even our applications are done in the multilingual fashion, all the applications are in English. The student applies online in English and due to English deficit she/he writes wrong information. The students get disqualified or rejected because of the wrong information in the application forms."*

A member of Executive Management states that *"At the moment the language of administration is English all our communication with each other is in English but where possible we should translate. Our graduation booklets is in English, Afrikaans and isiXhosa. The administration has to be in English, meetings are conducted in English. We try to do it in all three languages there are other instances where notices go out in all three languages. The signage for instance we are starting with new buildings focusing on health and safety signage."*

The official documents and in all administrative related matters the three official languages must be used for the benefit of all CPUT members and prospective members.

5.8.9 The university's compliance to multilingualism

The compliance of universities to multilingualism is essential for the inclusivity and equal access to education (refer to Chapter 3; Horn Berger & Link, 2012). All participants confirm that the university is partially complying with multilingualism. There are tangible inroads that the university has done to make multilingualism a reality, such as multilingual glossaries, interpreting services in some instances, translated graduation booklets. Nevertheless, there is a lot that still needs to be done especially in transforming English monolingual pedagogy into multilingual pedagogy (refer to chapter 2: 2.5.4).

A language lecturer point out that *"University is striving to fully comply with multilingualism. It has the language policy and the implementation plan. The university has a functional Language Unit. There are multilingual glossaries in various faculties. The Language Unit offers*

isiXhosa and Afrikaans courses to both staff and students. Most of the lecturers use monolingual English pedagogy in their classes despite the multilingual setup of their students. This is an area that needs urgent intervention to make multilingualism a reality."

An Institutional Language Committee member suggests that *"I do not think we are fully complying with multilingualism. We only comply with the fact that we have the language policy which promotes multilingualism but in actual practices we are not complying."*

A member of Executive Management argues that *"I think we are trying I must say, there was a language task team from the Department of Higher Education and training that came to visit us in 2015 to look at precisely that the implementation of the language policy on our campus. Their response was favorable even though I felt we have not really doing enough but they gave us a very positive report. As a university of technology we do not have a strong humanities faculty with specific language departments which can be driving language initiatives at other universities."*

In my view, the commitment of the university to multilingualism needs to be intensified, especially in the teaching and learning and research components.

5.9 Ninth Thematic Analysis (University of Stellenbosch)

The thematic analysis of the university under discussion will be based on the data collected from all three categories of my participants at stated in chapter 3 (3.5.2). These categories include a member of Executive Committee, a member of the Institutional Language Committee and a language lecturer.

5.9.1 Access and success of the students

The University is committed to the access of the students. All participants concur with the fact that all students have access to Stellenbosch University. The Stellenbosch University Language Policy (2016) which includes English as the medium of instruction is the best strategy for the University to ensure that no student is deterred from the university services as a result of language.

A language lecturer says *"Abafundi abaninzi babonakala benokufikelela ngoku apha kuba iLanguage policy itshintshile, ibeka phambili ulwimi lwesiNgesi." (Seemingly, many students would have access now here because the language policy has changed, English is the main language).*

A member of the Institutional Language Committee argues that *"The language proficiency of the prospective students is only needed for information purposes and making provisions for students not to make university inaccessible to students with specific language backgrounds."*

The member of Executive Committee states that *"In this policy our point of departure is that languages stand in service of this university disseminating knowledge and generating*

knowledge so it's in service of knowledge. Secondly, it must provide maximum access and it may not exclude anybody so that's our approach of language uses and this is clearly stated in the new policy as our point of departure. It is about inclusivity yet recognizing diversity including language diversity." The university applies to both parallel medium of instruction and single medium of instruction (Afrikaans or English). To ensure that access leads to the success of the students, additional podcasts, interpreting services and tutorials are offered. The institution also has a Language Centre which offers reading and academic writing skills to the students.

The use of mainly English and Afrikaans encourages the university not to use language as a barrier to access and success of the students. It is clear therefore that using Afrikaans as the main medium of instruction is a barrier to access and success of many South African students.

5.9.2 Official languages and the medium of instruction

The official languages of Stellenbosch University are English, Afrikaans and isiXhosa. The languages that are used for teaching and learning are English and Afrikaans. IsiXhosa is used as the medium of instruction in isiXhosa language courses that are offered.

A language lecturer suggests that *"Because of the new Language Policy isiXhosa has been phased in but there is a slow progress in its academic usage across disciplines. The main languages of instruction are English and Afrikaans. I would say its English and Afrikaans because is the one which precedes Afrikaans."*

A member of Institutional Language Committee points out that *"Afrikaans and English and IsiXhosa where possible so for instance in some of our professional degrees such as Education, Health Sciences there is actually isiXhosa modules for professional communication or for instance clinical purposes in the health sciences. In those cases isiXhosa is also used in terms of language of instruction but is within the specific professional degree. But the two main languages of instruction are Afrikaans and English.*

A member of Executive Management argues that *"The official languages and languages of instruction here are English, Afrikaans and we also use isiXhosa in some programs where our students in education and medicine in particular will work with isiXhosa speaking people when they go into practice, so that is the third one that we use."*

The university's official languages and the languages that are used for teaching and learning are prioritized according to their usage as English, Afrikaans and isiXhosa.

5.9.3 Language Policy implementation plans

All participants share the view that there is a Language Policy implementation plan at Stellenbosch University. Each faculty and every support division should develop their own Language Policy implementation plans that are relevant to various contexts. Their implementation plans should be within the parameters of the University Language Policy.

A member of the Institutional language committee states: *"Faculties as you know differ considerably so within the policy environment we would like to leave that space for faculties. As it currently stands is that those faculty implementation plans in the new policy would then be submitted via the normal faculty board meetings to Senate and SANEX will then approve or refer the plans back to the faculties if they do not feel that the plans are aligned with the broader policy guidelines, principles and framework."*

A member of Executive Management states that*"every faculty and every support division writes the language implementation plan and that's where they make it very specific but it cannot go beyond the borders of the policy."*

5.9.4 Monitoring and evaluation strategies

The following role players within the faculties ensure that there is no deviation from the language policy: Class representatives, Heads of departments and the Dean. At the institutional level, the Vice-Rector: Learning and Teaching monitors the implementation of the language policy. Since the faculties have their own implementation plans, the Deans play a pivotal role to ensure that language policies are duly implemented. The monitoring and evaluation are the pillars of language policy implementation as discussed in Chapter 2 (2.7.1.5).

A language lecturer states that "IDean yethu ikhuthaza kakhulu ukusetyenziswa kweLanguage Policy. Le yethu ifakhalithi yeyokuqala ukuba nemizuzu yentlanganiso ngesibhulu nangesiNgesi, endaweni yesibhulu sodwa njengako bekusaya kuba njalo. Mna entlanganisweni ndithetha isiXhosa kwaye kukho nenkonzo yotoliko."(Our Dean greatly encourages the use of the Language Policy. Our faculty is the first one to have minutes of the meeting in Afrikaans and English, instead of Afrikaans only as it used to be like that. In the meeting I am speaking isiXhosa and there is interpreting service provided.)

The member of the institutional language committee points out that *"In the new policy we actually have a section added where we would like Deans to report every year to the Vice-Rector in learning and teaching what is working, what is not working and what changes do they propose to the current policy."*

The member of the Executive Management states that *"We have class representatives that monitor language practices in classrooms, if they find deviation from the policy or from faculty plan they first go to the lecturer, the department head or the Dean. They try to solve it within the faculty, if that does not work the student class representatives go to another body which is called the faculty student committee which reports to the student academic affairs committee via the SRC. The SRC arranges a meeting with the executive member of the university that's the Rector: Teaching & Learning to resolve the matter".* The participant further alludes to the fact that *"The policy must be reviewed at least in every 5 year cycle but it can be reviewed sooner if we find that something needs to be improved."*

Monitoring and evaluation should therefore be a non-negotiable within the University for the full implementation of the language policy.

5.9.5 Student's English academic literacy and academic performance

The two participants concur with the view that indeed there is a correlation between the academic performance of the students and the English academic literacy. What actually transpired from the participants is that students whose English is their second and third language are disadvantaged as compared to English home language speakers. One participant mentions that the academic performance of the students cannot be weighed restrictively to the language issue, there are some other variables that should be considered as contributors to the academic performance of the students. The linkage between the student's English academic literacy and academic performance is discussed in Chapter 2 (2.2; 2.3.3; 2.4.2; 2.5.1).

The Language lecturer mentions that *"The language of instruction and academic performance is the most important aspect because when you are taught in your language it is easy to learn and understand what is being taught. In my own knowledge when people that are taught in their own language that makes life easy to them. There is nothing painful more than being taught by the language that you do not understand, but if you are taught in your language that you know that makes your life easy.*

The member of the Institutional Language Committee indicates that *"...there are many factors influencing academic performance so one cannot in educational research isolate one variable and say this is the variable or control for it or say this is the one thing that would influence that..."*

The member of the Executive Management highlights that *"we have evidence that if the student's first home language is used as a medium of instruction it will definitely benefit the academic performance."*

While there are many factors that can be associated with the performance of the students, English which is the second language to many South African students affects their performance.

5.9.6 Intervention measures to improve language competencies

Various intervention measures are used by the university under discussion to improve language competencies. There is a university Language Centre which offers language services such as writing and reading skills, academic literacy course in various faculties of the university. Different faculties offer extra tuition in the form of tutorials, practical's, seminar or group discussion, one on one consultation with the lecturer. Additional podcasting of key learning areas is being developed.

The language lecturer attests that *"Tutorials are offered wherein a tutor will go through the lessons presented a lecture in the classroom slowly for the students to have more insight of what has been taught."*

The member of the Institutional Language Committee confirms that *"I think one of the strategies is on faculty level where every faculty say for instance in natural science faculty will have additional classes, tutorials or even the current tutorials try and address some of the needs of second, third language English or Afrikaans speakers. I think on faculty level there are quite a number of diverse initiatives based on that specific faculty's academic needs. We also have the language centre which is institutional funded central unit that provides a variety of services to students. In the Language centre there's a reading lab and writing lab. They also offer academic literacy courses within variety of faculties."*

The member of the Executive Management argues that *"we have additional support mechanisms we are developing additional podcasting of key learning areas so that students can review that in their own time. We have additional sessions which we call tutorials in our case or sometimes practical's or sometimes seminars or group discussions, where we have either the lecturer or a teaching assistant or the combination of those available to give additional support for clarification if a second language speaker in English or in Afrikaans has problems understanding the content that was provided in the lecture."*

All the intervention measures that the university provides indicate that English is actually a challenge which handicaps the best performance of the students.

5.9.7 Integration of African languages as academic languages

There is a process of developing isiXhosa as an academic language in this institution. Teaching of isiXhosa in various disciplines such as education and health science is a move in right direction. The university has a vibrant Department of African languages which offer isiXhosa at all undergraduate and post-graduate levels. The Language Centre offers basic communication skills in isiXhosa across the faculties. The development of multilingual glossaries in English, Afrikaans and IsiXhosa in various courses is a positive stance that the university is taking to advance the use of isiXhosa as academic language.

A language lecturer argues that "Uyabona ngoku kulungelelaniswa isiXhosa njenge-academic language. Lento siyenza ngoncedo lwe Language Centre esinayo apha esikolweni ethi iguqulele esiXhoseni amaxwebhu angundoqo kwikhosi nganye, umzekelo kwizinto ezinjenge Social Work, Psychology, Sociology nakwi Law sesiqalile kodwa xa ndisithi ukujonga ingathi sisenyeleni."*(We have already started with the integration of isiXhosa as academic language. We do this with the help of the Language Centre that which translates the important documents in each course, for example Social Work, Psychology, Sociology and Law we have started but by merely looking we are at initial stage.)*

A member of Institutional Language Committee states that *"...we've got a strong department of African languages at the university so they do a lot to promote African languages as an*

academic discipline up to PhD level I think that one way that we showing commitment. The second way is the offering of isiXhosa in academic programs such as health sciences profession, medical doctor's education and in variety of other disciplines as well. The third issue is the development of multilingual glossaries with terminology and that's where our Language Centre really has done quite a lot of work in terms of developing glossaries."

A member of Executive Management indicates that *"First of all, there's a department of African languages which amongst others specializes in isiXhosa. It offers isiXhosa courses from first year, second year, and third year; then Honours level, Masters and Doctoral research in isiXhosa. Apart from that we have a Language Centre and the Language Centre also offers basic communication skills in isiXhosa. We are in a process of systematically generating glossaries in three languages, isiXhosa, Afrikaans and English per subject field, so there are a number of ways in which we try and advance the formal academic use of isiXhosa at this institution."*

In my view, there is progress in the integration of isiXhosa as academic language at this university, but a lot still needs to be done, like most of the universities under discussion. With the exception of isolated academic 'pockets' of excellence there is no university that is being bold in relation to the use of African languages as medium of instruction.

5.9.8 The use of African languages for administrative purposes

The main languages used for administrative purpose is English and Afrikaans. The essential university documents are made available to the staff in English and Afrikaans. Other documents are available in English, Afrikaans and isiXhosa. The appropriate language selection in written communication depends on the message sender and recipients. English is the main language used for the staff circulars and in meetings. Interpretation services are also provided so as to guard against any language exclusivity in the meetings.

A member of the Institutional Language Committee argues that *"The official policy documents are made available in Afrikaans and English as well as the language of meetings for instance I mean that's all in the policy as well is both Afrikaans and English. If the meeting is with external partners we often also provide interpreting services at meetings to ensure that everybody has access to what is said during the meeting. Our call centre, students get help in any three languages English, Afrikaans and isiXhosa. In terms of all the crucial human resources documentations are made available in both Afrikaans and English."*

 A member of Executive Management indicates that *"...documents of prime importance such as employment contracts are available in English and Afrikaans depending on the needs of the users. Other documents are available in Afrikaans, English or IsiXhosa depending on your audience to whom you are writing. The written communication that we send again is determined by the users if it's something that goes to the whole staff circulars we make sure that it's at least in English because everybody understands that."*

The official languages of the institution should all be used equitablyfor the proper access to information which results to efficient administration.

5.9.9 The university's compliance to multilingualism

Two participants agree that the university is complying with the multilingualism, yet there is a lot that still needs to be done to ensure total multilingualism compliance. One participant denies that there is compliance to multilingualism.

A language lecturer argues that"Hayi ayikhomplayi, kusekude ukuthi ingakhomplaya le yona ndikuyo ngokoyibona kwam…" *(No, it does not comply and we have a long away to go in my own observation…)"*

A member of the Institutional Language Committee suggest that *"I won't say we are there yet but what I definitely is an incredible string commitment from management and not only commitment but a very strong financial investment we have a huge language fund where faculties can actually follow language implementation plans apply for funding that's where I'm the chair of that committee the language planning committee, so yes it's not just lip service it's not just saying, there's also resources in place they are also putting money behind and making sure that we also execute."*

A member of Executive Management expresses that *"we are really as you can hear by what we write in our policy and what we practice in class, internal and external communication are truly trying to live out monolingualism because we think diversity is an asset in our country and language diversity is one dimension of such."*

There are great strides have been made by the university to comply with multilingualism, but vigorous efforts need to be exerted in complying with multilingualism so as to break any doubts of the university's commitment to multilingualism.

5.10 The Tenth Thematic Analysis (University of Free State)

At this university I managed to get all the participants that I intended to get as stated in chapter 3 (3.5.2). This university has a new Language Policy as a result of a reviewed old Language Policy in 2015-2016. The analysis is based on the updated Languages Policy implementation strategies.

5.10.1 Access and success of the students

The institution under discussion has adopted a new Language Policy in 2016 to promote and increase access and success of the students (refer to Chapter 4 (4.10). The university is phasing out the parallel medium of instruction and introducing English as the only medium of instruction. Although the majority of students have basics of English, their English competency is not equivalent to the English academic literacy expected at University level.

The university uses the tutoring system and a Writing Centre where students are assisted with the academic writing skills to improve their maximum success.

A language lecturer indicates that "...*there is no rule or regulation that specifically says you are not going to be admitted into this department if you don't know Afrikaans/English.*"

A member of the Institutional Language Committee suggests that "*what we do in practice, you know we have mainstream students with the specific admission point and then we have the students in the extended programs. We have the bridging programs as well with much lower admission point so for certain courses or programs they need to adhere to all what is expected from them. What we do use is NBT test if students do not pass NBT then they have to take literacy courses even if they pass literacy courses if they are in the bridging programs they must take the academic literacy course that's our way of assisting students.*

A member of Executive Management states that "*the language policy is not used to admit people or not, what we do use is we use the national benchmark test of the University of Cape Town and those tests are used to assess the language proficiency of students. It is only the faculty of the health sciences as part of national health consortium that uses the language proficiency as a selection criteria for the rest of the university. It is used for placement in other words if you are not proficient as 75% of our students are not proficient you are then automatically placed in a compulsory language development or academic literacy courses which run out of the centre of teaching and learning. The Centre of teaching and learning is currently helping about 8000 students with academic literacy so it's for placement it's not used to exclude you.*"

The new Language Policy of this university and the student support services demonstrate unwavering commitment to increase access and success of the students. However the recent changes have entrenched English as a medium of instruction.

5.10.2 Official languages and the medium of instruction

The official languages of this university are English, Afrikaans, Sesotho and isiZulu. But the medium of instruction in line with the new Language Policy is only English except on language specific programs. The university had a Language Policy which promoted parallel medium of instruction with the use of Afrikaans and English as recommended by the LPHE (2002:12), but the new Language Policy has moved from the parallel medium of instruction into English medium of instruction.

A language lecturer indicates that "*...the over aching language of instruction as the new language policy then it is in English, the meetings will be also conducted in English, correspondence will be in English.*"

A member of the Institutional Language Committee attests that "*...languages of the institution are Afrikaans, English and Sesotho that's for the multilingual. We have English as*

a language of administration and language of instruction and then at Qwaqwa campus we also have isiZulu because we have a lot of students from KwaZulu-Natal."

A Member of Executive Management confirms that *"...the language policy was Afrikaans, English and Sesotho, those three languages of this institution but the language policy has moved that to English primarily and Afrikaans and Sesotho."*

The university has four official languages, English, Afrikaans, Sesotho and isiZulu but the medium of instruction is English for social cohesion within the university.

5.10.3 Language Policy implementation plans

There is no precise Language Policy implementation plans yet since the university is implementing a new Language Policy (2016). All participants indicated that the parallel medium of instruction is being phased out, while English as medium of instruction is being phased in. The phasing in of English as the medium of instruction requires language competence development for both staff and students.

A language lecturer argues that: *"I'm not sure whether we have the plan that comes directly from the university."*

A member of the Institutional Language Committee articulates that *"Now the first year was the piloting of the new language policy where the medical faculty and humanities started with English as language of instruction for first years. Next year the other faculties will also have English at first year for the first year students. So we have the transitional period with students to start their first year in English and at the same time people can finish their studies in the language they started with. We will see how it goes that will also be part of the whole implementation to see what the effect there is."*

A member of the Executive Management states that *"...we've got various plans on how to address it bolstering our current offerings expanding the capacity of the right side in trying to expand the capacity of the unit for language development is one. The next strategy is to help and sensitise academic staff on how they can adapt their teaching and learning. In addition to that working with staff on their own language development is another strategy overall. We also want to make everybody on campus aware of how important language and language development is and then link it to the multilingualism plans for that is still in process."*

Deducing from the responses from all participants it is clear that there is no implementation plan. However, the university is implementing the new language policy focusing on the phasing in of English as medium of instruction.

5.10.4 Monitoring and evaluation strategies

All participants indicate that the new Language Policy has been adopted in June 2016 to be implemented in January 2017. The adopted Language Policy at UFS, which replaces parallel-medium of instruction with English as the only medium of instruction was challenged by

Afriforum and Solidarity through the application to review and set aside the adoption of the policy at the Supreme Court of Appeal in July 2016. The Supreme Court of Appeal ruled in favour of the Language Policy on the 17 November 2016 and 28 March 2017 after another appeal application was lodged by Afriforum and Solidarity.

Therefore, legitimately, the university had only four months implementation period of the new Language Policy by the time data was collected. The monitoring and evaluation has not yet taken place. The participants indicate that the following structures will be used to monitor the implementation of the language policy: The Vice-Rector: academic, The Language Planning Committee, Heads of departments, Faculty Managers: teaching and learning and the Deans of faculties. The intending quarterly meetings of the Institutional Language Committee and Language Planning Committee is a strategy of monitoring what are the best language practices and what needs to be done for efficient language policy implementation.

A language lecturer indicates that "…*that it will rely on the Vice-Rector: academic to see if this is implemented I'm not sure of any tools that can be used to monitor the implementation*."

A member of the Institutional Language Committee argues that *"Seeing that we only have four months we are not there yet, its only May now, four months in the new phase."* The participant further argues *"I know that we have the teaching and learning managers and they know exactly what's going on in faculties and the other thing is through the deans I'm sure the communication between management and deans that's the route to go."*

A member of the Executive Management states that *"The implementation of the language policy was approved by the council and it has to be implemented through the standard governance system of the university. In faculties, deans take responsibilities, at departmental level, departmental heads take responsibilities when there is non-compliance the root that one typically hears about it is via a complaint but it is through standard governance system. There is no additional structure there's no capacity for that. So it is approved and it is being implemented by the current existing governance structure we have."*

There are therefore structures in place that will closely monitor the implementation of the language policy at this university.

5.10.5 Student's English academic literacy and academic performance

All participants concur with the fact the English academic literacy of many students that start academic and professional careers at university have sub-standard English academic literacy. There is a strong view among the participants that since English now is the only medium of instruction, it will adversely affect the academic performance of the students especially the non-English speakers (refer to Chapter 2 : 2.2; 2.3.3; 2.4.2;2.5.1).

A language lecturer argues that *"most of our students really would struggle to understand certain concepts in other words they are confronted with a lot of challenges before they could*

understand the, they have to learn that language first and this is evidenced by the fact that we have to do academic English program to develop our students."

Institutional Language Committee member points out that *"...at this university most students and lecturers are second language or third language speakers of English. I think that is the first challenge that we all mostly non-mother speakers of English but now you ask me the impact of the language of instruction on studies, so we see the need to assess the student's English competence and provide them with necessary assistance."*

A member of Executive Management states that *""I do think we have to work very intentionally on supporting our students so their voice comes through and it's very difficult if you are a second, third or fourth language speaker for your voice to come through. Afrikaans people at this institution are the people that understand what black students go through the most because they themselves have to function in their second language. English is typically a second language for Afrikaans speaking people but you know in a second language you lose your sense of humour, it's difficult to write and those things so I think for all those reasons it is something which South Africa has to really work very hard on."*

An intensive effort to assist both staff and students on English academic competence is immensely needed and there is no contradiction among participants about that. Further research will be required in future once this policy takes hold and is properly implemented.

5.10.6 Intervention measures to improve language competencies

The participants highlighted quite a number of intervention measures to improve the language competencies of the students. These include the Writing Centre, tutoring program, academic literacy course, the use of online audio recording lectures. These initiatives are crucial to ensure that students do succeed in their studies.

A language lecturer indicates that *"multilingual tutorials are being used and multilingual glossaries for various content subjects are required. The two programs will enable the students to understand the content in their own languages which will be easy for them to transfer what they know in their home language into the medium of instruction."*

A member of Institutional Language Committee alludes to the fact that *"Our language development is based on content based instruction which is an internationally recognised approach where you use the content of the discipline to develop the student's language skills. We've got academic literacy for humanities, natural sciences, law, and health so the content in those courses are faculty specific, it is not generic courses so that's the first level.* The participant further suggests that *"We are also using technology and a lot of staff are putting their lectures online or audio recordings of their lectures because of course second, third, fourth language speakers of English it is much easier for them to listen and listen and re-listen time and again so we're using technology as well."*

A member of Executive Management claims that *"We have got academic literacy for humanities, natural sciences, law, and health so the content in those courses are faculty specific it is not generic courses so that's the first level. We use content based instruction where content is absolutely it is essential it is linked to the discipline and the work that students do. The next phase for language development is how we get our academics to understand more clearly what the needs of second, third and fourth language speakers are and small things that they can do in their class when they do teaching and learning to help those learners. We are also using technology, a lot of staff are putting their lectures online or audio recordings of their lectures because off cause second, third, fourth language speakers of English it is much easier for them to listen and listen and re-listen time and again, so we're using technology as well."*

The student support programs affirm that the university is committed to improving the academic performance of students in the context of English only medium of instruction.

5.10.7 Integration of African languages as academic languages

All participants agreed that African languages have not yet been used as academic languages across disciplines. It is used as academic languages in the language specific programs. The lecturers that are inadequately proficient in African languages have been cited as one among the shortcomings of the integration of African languages as academic languages and the deficit of scientific vocabulary in Sesotho. One participant confirmed that there is progress in developing multilingual glossaries in English, Afrikaans, Sesotho and isiZulu, but a lot still needs to be done.

A language lecturer suggests that *"the first thing that the department of African languages can do is to work with departments where they would like assistance. The only challenge the university complained about it is the funds because we were saying I'm a lecturer here really I cannot be a lecturer, be expected to do some research and also to develop some terminology. We need somebody here to deal with the integration of African languages as academic languages and developing terminologies for various disciplines. In short it has not been integrated and I think it is not going to be very soon where we see this integration taking place."*

A member of the Institutional Language Committee states that *"We do have it as an agenda point on this implementation policy committee we have this thing of developing the African language and implementation thereof, so I think that is something that the language department will have to take care of and see what they can do there. I think the fact that other universities work together that we will have to be part of other universities and the projects they do in order to get something from them if you work on your own its just too difficult. You asked the question of developing this language as an academic language but on the other hand students who are not African students won't need it, now it's only for the African students to use it then and it seems to me I prefer English is appropriate."*

A member of the Executive Management states that "*As far I understand there are some efforts to integrate it more into curricular especially with the faculty of education with Sesotho. In Qwaqwa campus the language challenges there is on integrating Sesotho and isiZulu as academic languages. So you will see in the language policy the development of isiZulu is there. The challenge remains I think with the Sesotho people say the vocabulary for the scientific vocabulary in Sesotho is a challenge.*"

The university should take a drastic step to integrate Sesotho and isiZulu simultaneously as they are developing scientific vocabulary for them. Collaboration with UKZN which is advanced in terms of developing isiZulu scientific terms is appropriate.

5.10.8 The use of African languages for administrative purposes

All participants share the same view that the main administrative language is English. Internal and external communication in this university is in English. The Language Policy in Higher Education (2002) promotes multilingualism in all domains in Higher Education. One participant indicated that there is room for the usage of other languages as well, while the other participant is resolute that English is the only administrative language.

A member of the Institutional Language Committee argues that "*…it's mainly the English and then the administrative people had asked if it's possible in any way to assist clients in the language of their choice so we approved that.*"

A member of the Executive Management alludes to the fact that "*Everything now is in English, the administrative language in the institution is English no other language. In a transition here there might be some faculties using Afrikaans still the policy is very clear administrative language is English.*"

In my opinion, creating a monolingual administration in a multilingual university is a drawback in the promotion of multilingualism.

5.10.9 The university's compliance to multilingualism

The participants share the same sentiment that the university has a lot of work to do with regards to compliance to multilingualism. The non-accommodative stance of other languages except English is a deterring factor for the realization of multilingualism in the institution under discussion.

A language lecturer states that "*I would say in short, really I think the university is not responding at the rate it is expected especially from the Language Policy for Higher Education.*"

A member of the Institutional Language Committee indicates that "*it's difficult to say because we do have the different languages here and when you walk on the campus you will hear the different languages. You will hear people talking in all more than three languages, now you*

will hear the African language, you will hear the Afrikaans and you will hear English. But on an official level we're not there yet there's a lot of work to be done."

A member of Executive Management suggests that *"...I think we have more work to do but there's a clear commitment at institutional level to multilingualism finding the best ways to implement that within current resources always remains a challenge. In other words we would like I don't think anybody can see it as a disadvantage to develop your Sotho speaking skills better but having the staff and the curriculum and the people to facilitate that, that's where things become a problem. We would like to see more use of isiZulu and Sesotho in our teaching and learning spaces."*

The university therefore claims to promote multilingualism, in doing this the official languages of the university must feature in all activities of the university to make multilingualism a reality. Presently this is not the case.

5.11 The Eleventh Thematic Analysis (North West University)

At NWU data was collected from the member of Executive Management and a language lecturer. They claim that they do not have the third category of envisaged participant as stipulated in chapter 3(3.5.2). The member of Executive Management articulates that *"...we do not manage language at this University by means of an Institutional Language Committee, if you do not have a champion managing language at a university it will remain an add on, the committee and the committee structure is not appropriate to manage language.* This analysis covers the information from the member of the Executive Management and a language lecturer.

5.11.1 Access and success of the students

All students have access to the University under discussion irrespective of their language backgrounds. To increase success of the students the university uses the following support services: interpreting services, an academic literacy course, tutoring and Supplementary Instrument. Interpreting services are used in the classroom environment. The Academic literacy, which is offered to the students boosts their academic literacy capabilities. In tutorials students are free to use any of the official languages of the university. Once the students have been identified within the faculty as the students at risk, Supplementary Instruction is applied. Supplementary Instruction is a system where the university appoints the best students in different disciplines in order to teach students at risk. The use of mother tongue is encouraged in the Supplementary Instruction program. Opening the doors of learning for the students alone is not enough, as success of the students is crucial as discussed in Chapter 2: 2.1.1.

A language lecturer argues that *"I've never met a person who came to me and said look the university does not want to accept me because my language is this or that never heard that."* On the success of the student the participants suggest that *"...we have the system of academic*

support services where you have tutoring by senior students to lower grade students first year, second year students which they try to help them in and we don't have big groups we try to help students individually with problems."

The member of the Executive Management confirms *"I affirm this university does not have a screening system that prohibits anyone on the basis of language category, clearly it does not exclude students on the basis of language.* This is confirmed by the language lecturer as well who points out that *"I myself have no experience of people who have been rejected by language standard. I have never met a person who came to me and said look the university does not want to accept me because my language is this or that, I never had that."*

All the initiatives highlighted such as interpreting services, the academic literacy course, tutorials and the Supplementary Instruction are the best methods, in my view, to assist the students to progress well academically beyond access to the university.

5.11.2 Official languages and the medium of instruction

The official languages of the university under discussion are English, Afrikaans and Setswana. Sesotho is regarded as the working language due to demographics of Vaal Triangle Campus, although it is not an official language of the university. The medium of instruction is Afrikaans and English except on language specific classes. The parallel stream is used where the medium of instruction is either English or Afrikaans. Alternatively, a multilingual medium of instruction is used where three or four languages of the institution are used depending on the capacity of a lecturer and the needs of the students.

A language lecturer argues that *"The languages of instruction are basically Afrikaans and English. In Setswana classes is Setswana…"*

A member of Executive Management argues that *"We took three languages as official languages of the university and a 'working language' at the Vaal campus. This means we have Setswana, English and Afrikaans and at Vaal we say predominantly is a Sesotho environment, but it's not official so it's a working language. We try it to be visible there as well."* The participant supplements this by saying *"On the Vaal Triangle Campus it's Afrikaans and English more English than Afrikaans but supposedly it's not always implemented that way parallel low medium in the first year after that English only that's normally how it should be. At Potchefstroom it is Afrikaans and English depending on the capability of the lecturer and on the students' needs and we do mass volume of educational interpreting. We also have parallel classes but it's not possible to a full parallel stream in some classes they use double medium they even use the code switching among the three or four languages present there. On the Mafikeng its English, English only we know there is a little bit of code-switching between Setswana and English going on there as well."*

As a result of different linguistic landscapes on different campuses of the NWU, the official languages are used thriftily in response to the needs of different campuses without tampering

with the right to education for all. However, one has to acknowledge the complexity of this process within the confines of a single university.

5.11.3 Language Policy implementation plans

The member of the Executive Management confirmed that the university has the Language Policy Implementation plans. The Language Policy implementation plan is the one which was adopted in 2012 together with the Language Policy. The implementation plan was not reviewed in 2014 when the Language Policy was reviewed. However, the Language Policy Implementation Plan at this university covers five domains for functional multilingualism: Teaching-Learning and assessment; working environment, administration and linguistic landscape; Research and development; organized student life; Language acquisition, language improvement and the quality of language usage (refer to Chapter 4:4.11). The participants confirm the Language Policy Implementation Plan as summarized in Chapter 4 (4.11; 4.11.4).

A language lecturer claims that *"The main thing they say in the policy plan is that it has to be functional multilingualism..."*

A member of Executive Management confirms that *"We have the language policy implementation plan focusing on five domains: Teaching-Learning and assessment; working environment, administration and linguistic landscape; Research and development; organized student life; Language acquisition, language improvement and the quality of language usage. But we've got the policy statements with regards to each domain, principles and statements. We have a plan for each domain to implement what the policy says and we've got for each of those again implementation guidelines to facilitate and those are suggested guidelines..."*

In my view, the language policy implementation plan specifies the domains that guide efficient implementation of the language policy. This is an example that can be followed by other universities.

5.11.4 Monitoring and evaluation strategies

It is the responsibility of the Registrar and the Institutional Language Directorate to ensure that all languages related matters are addressed. At the level of the faculties the Deans have a responsibility of ensuring that the Language Policy is implemented and the Campus Management Rector at the level of the Campus. When there are queries about language matter, the Registrar and Institutional Language Directorate resolve the problem in collaboration with the Campus Management Rector and Vice-Rector: Academic. The university also has an ombudsperson that deals with any language case that emerges from any of the five domains of the university that are mentioned in 5.11.3.

The Language Directorate conducts surveys constantly in order to see how language policy is being implemented. The Language Policy at this university is evaluated after a cycle of five

years. It had been adopted in 2012 and reviewed in 2014. It will be evaluated again in 2018 but the process will start at the end of 2017. The availability of the language policy implementation plan means nothing if the university has not invested on monitoring and evaluation (refer to Chapter 2: 2.7.1.5).

A language lecturer argues that "*What I can say is that we have the student representatives in every class that are supposed to report the student complaints through the School Director and the dean. The Rector has a direct line where you can complain to and I am sure if you have the problem with the language policy they would like to accommodate you.*"

A member of Executive Management indicates that "*Our cycle is five years so we revised and had it adopted in 2012 November. The process of the next cycle will start at the end of 2017 for the full adoption by the university council in 2018. While we work the implementation of the plan as we go on it's important to know that the Campus Managements are responsible for the implementation and for monitoring. The Language Directorate is the hub that works with the language experts at an operational environment at the campuses. The linguists' at the various schools assist us as our reference group and we activate them by means of sending a discussion or a resolution. Currently it's activated now we work with them to review the plan. But the monitoring thing I need to tell you more about that, one thing we have in place at very few if any other university has in place is an ombuds function. There is a language ombuds person that deals with any language query that arises on any of the campuses in whatever domain. The ombuds function is to promote the implementation of the policy and the plan not just to be reactive to complaints.*"

This university has a strong monitoring system, which spells out that the language policy implementation, and this is taken seriously.

5.11.5 Student's English academic literacy and academic performance

Firstly both the member of the Executive Management and a lecturer confirm that English Academic literacy is a challenge to some of the students and that actually negatively affect their academic performance. The link between the student's English academic literacy and academic performance has been dealt with in Chapter 2: 2.4.2.

A language lecturer argues that "*If you come and you are not the mother tongue speaker of English and is one medium of instruction of cause, you are going to have the bit of trouble in the beginning but as you go on to the second and third year it shouldn't be a problem anymore. You are then used to it because a lot of people in academic environment use English, lecturers teach in English, conference presentation are in English, and publishing a paper mostly its English.*"

The member of Executive Management suggests that "*I think the people anywhere in the country who study in a second, third, fourth language are disadvantaged. It's a pity I have to bring race in here but the throughput of majority black students lag behind.*"

Based on the views of the participants presented above, the students who are taught in their second and or third language often struggle academically. This is true of all South African universities.

5.11.6 Intervention measures to improve language competencies

In response to student's academic literacy deficit which negatively affect the performance of the students, the university has an English Academic literacy course. This course helps those students with English academic literacy deficit. The use of translation and interpreting services also help to scaffold students' linguistic deficiencies. The provision of multilingual study guides and materials, tutorial sessions and the Supplementary Instruction are the intervention measures that intends to improve the language competencies of the students.

A language lecturer argues that *"I think non-English speaking students are being accommodated in my perception through translation services and other services like academic support services and you must remember that when students enrol in our campus there is a course called academic literacy."*

A member of Executive Management states that *"We use the Supplementary Instruction (SI) and tutorials to help the students with English incompetence. SI is peer instruction, you recruit the good students they get paid something to facilitate group discussions."* The participants also alludes that *"Where we have single medium English we may interpret into Afrikaans if there is a request from the students but sometimes students are quite happy to work in English. Where we have single medium Afrikaans if there is a single student that asks for English we normally in that case put in an interpreter. We then have dual medium but then educational interpreting in the rest whether from English to Afrikaans or Afrikaans to English but that's the way in which the student can get not first language but preferred language instruction."*

The student's support intervention programs such as the ones indicated above are greatly needed because a language cannot be used as a barrier to best academic performance.

5.11.7 Integration of African languages as academic languages

Two previously marginalized African languages; namely: Setswana and Sesotho have been identified to be used as academic languages in this university. The university recognized Setswana as one of the official languages of the institution, whilst Sesotho is recognized as a working languages in Vaal Triangle Campus. Both African languages are not used as the medium of instruction across disciplines but only Setswana in Setswana classrooms.

Both participants concur with the fact that African languages are not yet fully integrated as academic languages due to less demand.

A language lecturer argues that *"It's not totally integrated. There is not a big demand for it, we tried years ago and we are busy with this teaching. I don't think you will get most of the*

students even Setswana speaking students would not like to take the law through the medium of Setswana for the simple reason that when you get out to the courts and the studying materials things don't happen in their language that's my perception of it."

A member of Executive Management specifies that "*We are looking at re-planning so that we can start implementing in limited modules core modules to specifically the professional programs that we identify a core model there where we can teach in Setswana and in Sesotho but we are not there yet. We have got in place about forty modules with core terminology in three languages those used to appear in study guides, we are re-activating that. We are also implementing in more study guides where we have glossaries of terms in three languages."* The participant continues to argue that "*...the perception from mother tongue speakers themselves is that this cannot be an academic language in that sense it is difficult and the fact that they then don't demand it."*

African languages are not fully integrated as African languages. The lesser the demand of academic use of African languages, the lesser the integration of African languages as academic languages will be. There is much ignorance in people's perception of the use of African languages as academic languages.

5.11.8 The use of African languages for administrative purposes

English is used as the main language of administration. When the documents are developed they are then translated into Afrikaans and Setswana. There is flexibility in terms of the languages to use for administrative purposes based on the contextual factors and the needs of interlocutors

A member of Executive Management claims that "*...we do certain things trilingual, it is actually very difficult because of the way in which the languages are used in various campuses but we use English as a common administrative language to develop documentation policies and then get translated into the other two languages. But on Potchefstroom Campus for example if they work within the faculty and everybody is Afrikaans speaking or understands Afrikaans they will do the work in Afrikaans to a certain point and it will then also be also translated.*

It is clear that there is a provision to use all official languages of the university in official university documents.

5.11.9 The university's compliance to multilingualism

Both participants confirm that the university is doing its best to comply with multilingualism. Functional multilingualism approach demonstrates that the university is doing its best to accommodate at least all the three official languages (Afrikaans, English and Setswana). The university is one of the leading universities in terms of language policy development and implementation as well but there are areas for improvement.

A language lecturer indicates that *"We are trying to accommodate from our area through the functional multilingualism. I think we attempt to comply with government policy for multilingualism."*

A member of Executive Management argues that *"I think if you take the sector as a whole all of us are working in a particular domain, we are leading in terms of policy and implementation. I really think especially in the field of bottom-up establishment of a policy and in implementing a policy and a planned way to operationalize right there where it is needed. Our university has got the far most human language technology centre in a multilingual environment. They are a huge service provider for the national department of Arts and Culture with spell checkers, grammar checkers and it's integrated in Microsoft project translation software. If you take the full capability of the university level at the expertise level at the education level slowly but surely we are making progress."*

In general this university is progressing well with regards to compliance with multilingualism and this university can be followed as an example by other universities in South Africa.

2.12 Universities Multilingual best practices

In each of the three categories of the selected universities below (Historically Afrikaans Universities, Historically Black Universities and Universities of Technology) I selected only one university to indicate best practice observed in the research. The rationale for the selection of these universities was based on the extraordinary initiatives that the university is pursuing in making multilingualism a reality. Ordinary initiatives that are common in most universities include multilingual tutorials.

North West University: The provision of translation and interpreting services in the classrooms helps to scaffold students' linguistic deficiencies. The university also provides multilingual study guides and materials in English, Afrikaans and Setswana. All official documents are translated into English, Afrikaans and Setswana. The availability of the multilingual Human Language Technology Centre which provides the National Department of Arts and Culture with multilingual spell checkers/grammar checkers is a notable achievement.

Cape Peninsula University of Technology: The University has developed multilingual glossaries for various faculties. These multilingual glossaries that are also accessible online are in English, isiXhosa and Afrikaans. The use of interpreting services in some university events is commendable. Recently, CPUT has launched a multilingual touchscreen directory. This multilingual device enables both staff and students to search in any language of their choice. The languages that are provided are English, Afrikaans, isiXhosa, isiZulu and Sesotho.

University of Limpopo: It offers multilingual studies, a BA in Contemporary English language studies in both English and Sesotho sa Leboa. This is a great initiative which suggests that African languages can be used in all academic domains. The Masters and PhD students are free to write their thesis in any official language of their choice. There is increase in the

number of theses written in Sepedi, Tshivenda and Xitsonga at the University of Limpopo. This contributes to the promotion of African languages as academic languages.

5.13 Conclusion

This chapter was based on the interviews that were conducted with key informants in eleven selected universities of South Africa. It was planned that the perspectives of the key informants would come from a language lecturer, a member of the Institutional Language Committee and a member of the Executive Management. Only one HBU has the established University Language Committee (UFH), two HWU have the Institutional Language Committees (US) and one UoT has the established Institutional language committee. This simple means that seven selected universities do not have established University Language Committees. All the participants have a common view that their respective universities do not deny access of the students to their universities on the basis of language backgrounds. Thus, all the institutions are accessible. In order to ensure that there is a balance between access and success of students, there are systems in place which seeks to assist especially the English non-mother tongue students because in all the selected universities English is the primary language. In two HWU English together with Afrikaans are the main languages of those universities, which are the Stellenbosch University and the North West University. All the universities have the tutoring program which enables the students to use their own languages. In almost all the selected universities there is a centre which assists the students to improve their academic writing skills. It is the Writing Centre at UL, UWC, CUT, DUT, UFS; a Language Centre at UFH, US, a Learning Centre at WSU; and Fundani Centre at CPUT. The common objective of all these centres is to assist the students to improve their academic writing skills to ensure that students are progressing well academically. The interpreting services offered at NWU help the students to defeat linguistic deficiencies.

In all the universities African languages are not yet integrated as the academic languages. There are some inroads that are pursued by various universities in integrating African languages as academic languages. The functional multilingualism at the NWU which uses English, Afrikaans and Setswana is a progress in integrating African languages as academic languages. The provision of multilingual glossaries at CPUT, US, DUT and NWU is a step in a right direction. The flexibility of the universities to use African languages where applicable in academic domain at UWC and WSU shows the progress. However, there are institutions which do not accommodate the use of African languages as academic languages except in language specific courses such as TUT & CUT. A lot needs to be done in integrating African languages as academic languages.

In most of the universities there are no language policy implementation plans. In the HBU's there is not even a single one with the language policy implementation plan. The HWU's only US and NWU have the language policy implementation plans. In the UoT's only CPUT and DUT have the language policy implementation plans. The lack of the language policy implementation plans in various universities adversely affect the implementation of the language policy and this makes the realisation of the multilingual universities in action an

endless aspiration. It transpired in the analysis that the lack of the language policy implementation plan leads to no and or weak monitoring and evaluation because there is no benchmark to assess the progress. The lack of language policy implementation plans and monitoring and evaluation lead to the non-review of the language policies. The number of university are sitting with outdated language policies. The universities that managed to review their language policies are all HWU, WSU & UFH. Some are overdue with regards to language policy review. Despite the challenges that the universities face in implementing their language policies, all participants share the same sentiment that their respective universities are committed in promoting multilingualism. The next chapter analyses the student's perspectives.

Chapter 6: Student Perspectives

6. Introduction

The quantitative data for this study was collected from a group of third year cohort students in each selected university as stated in chapter 3. The students were required to respond to a survey questionnaire designed and based on two overarching research questions (See appendix A):

- How does the university use the language policy for accessibility and success of students?
- How African languages are integrated for academic purposes?

The questionnaire designed for the students focuses on two important aspects: Firstly, on language of teaching and learning with questions that cover access and success of students. Secondly it focuses on the integration of African languages as academic languages.

Quantitative data was analysed through the descriptive and inferential analysis as discussed in chapter 3. Descriptive statistics describe the basic features of the data that can be presented in the form of tables or graphs (Best & Kahn, 2003). Inferential analysis enables the researcher to generalize and draw conclusions on the collected data (O'Leary, 2014:284). The quantitative data is analysed based on the following themes that originated from the questionnaire:

- Access to education;
- Success of the students;
- Medium of instruction as a barrier to excellent performance of the students;
- Availability of course materials in African languages;
- Student's preference of course materials in African languages;
- Translanguaging in the classroom;
- Assessment in any official language.

The graphs that are used in this chapter are the bar graphs and the pie charts. Both graphs depict only the number of respondents in each variable. The number of participants in each variable represents the percentage. The key for understanding of both pie charts and bar graphs is presented in table6.1 before the quantitative data analysis begins.

It is within this chapter that the results emerged from qualitative analysis and quantitative analysis. These results are compared because the study applies convergent parallel design as indicated in Chapter 3: 3.3.1.1; 3.8.

Table 6.1 Key: N= No of participants and P= Percentage

N	P	N	P	N	P	N	P
1	2.5%	11	27.5%	21	52.5%	31	77.5%
2	5%	12	30%	22	55%	32	80%
3	7.5%	13	32.5%	23	57.5%	33	82.5%
4	10%	14	35%	24	60%	34	85%
5	12.5%	15	37.5%	25	62.5%	35	87.5%
6	15%	16	40%	26	65%	36	90%
7	17.5%	17	42.5%	27	67.5%	37	92.5%
8	20%	18	45%	28	70%	38	95%
9	22.5%	19	47.5%	29	72.5%	39	97.5%
10	25%	20	50%	30	75%	40	100%

Table 6.1 No of participants and the percentage. The table displays the percentage which reflects the number of participants that have the common response from the quantitative survey questionnaire in each university.

6.1 Participants' overview: (UWC)

The composition of the participants is a cohort of forty third year students at this university as stated in Chapter 3: 3.5.2. The focus was not particularly on African languages speaking students, it was on third year students because whether one is an African language speaker, English and or Afrikaans language speaker, the impact of language policy practices cuts across linguistic lines. It is essential to give an overview of the respondents based on their mother tongues. The composition of respondents is as follows:

Mother tongue	No respondents	Percentage
Afrikaan	6	15%
English	21	52.5%
IsiXhosa	10	25%
Sesotho	2	5%
SiSwati	1	2.5%

Table 6.2

6.1.1 The language of learning and teaching: Access to education

6.1.1.1 The Secondary education language choices as the determining factor for admission to the university

The Secondary education language choices as a determining factor for admission at this university

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	11	16	7	5	1
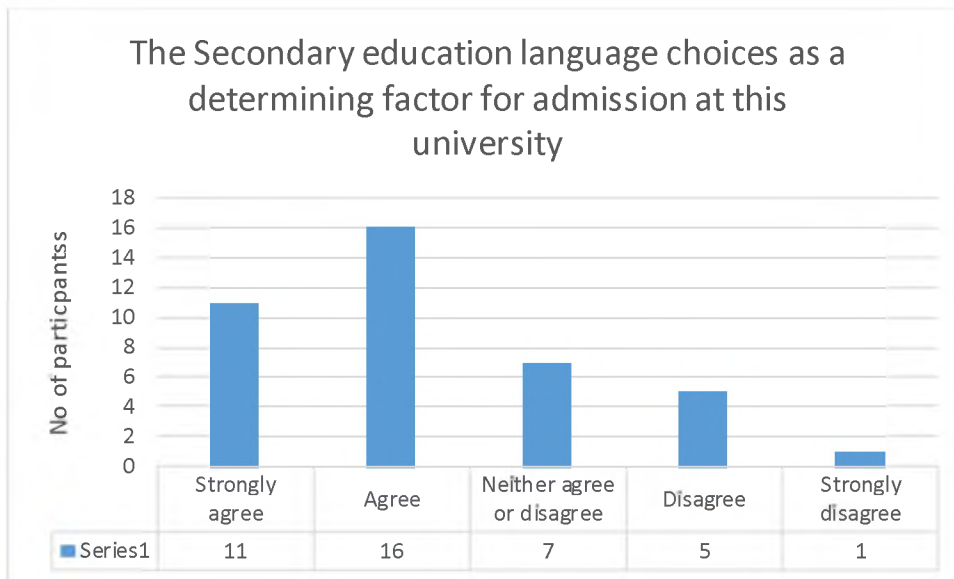
Figure 6.1.1.1

Out of 40 participants 11 (27.5%) strongly agree that their languages were considered for admission purposes. The second category of the participants that makes 16 out of 40 (40%) agree that the university considered their language choices at Secondary education level for admission purposes. Those who were not certain constitute 7(17.5%), 5 participants at (12.5%) disagree and 1 participant (2.5%) strongly disagree. This confirms the accessibility of this university to the students as demonstrated in Chapter 4 (4.1) and Chapter 5 (5.1.1).

6.1.1.2 The languages that are prerequisite for admission purposes at this university

Languages	No of respondents	Percentage
Afrikaans	25	62.5%
English	40	100%
IsiXhosa	13	32.5%

Table 6.3

The students were allowed to select as many languages as possible in response to the languages that are prerequisite for admission purpose at this university (See appendix A). All respondents agreed unanimously that English is the prerequisite for admission to this university. At the same time about 25 respondents (62.5 %) suggest that Afrikaans is the prerequisite for admission at this university and at least 13 respondents (32.5%) suggest that isiXhosa is essential for admission at this university. This again attests to Chapter 5: 5.1.

6.1.1.3 The languages used for teaching across subjects in your studies

Languages	No of respondents	Percentage
Afrikaans	17	42.5%
English	40	100%
IsiXhosa	14	35%

Table 6.4

The students were allowed to tick languages that are used to teach across subjects at this university (See appendix A). All participants agree that English is the medium of instruction across the disciplines. A number of 17 participants (42.5%) indicate that Afrikaans is the medium of instruction across the disciplines and 14 participants (35%) suggest that isiXhosa is used as the medium of instruction across disciplines. This confirms utterances of the two participants in Chapter 5: 5.1.2. The flexibility of the language policy of the institution allows Afrikaans and isiXhosa to be used as the medium of instruction as well if a lecturer is competent in these languages.

6.1.2 Success of the students

6.1.2.1 The challenges of understanding the content knowledge due to the medium of instruction

The challenges of understanding the content knowledge due to the medium of instruction

3
23
14

■ Always ■ Sometimes ■ Never
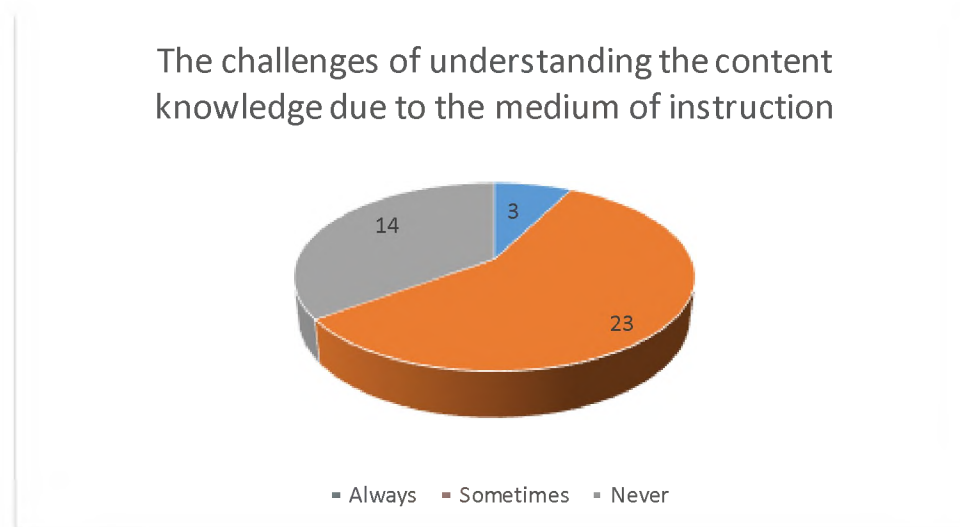
Figure 6.1.2.1

Out of 40 participants 23 (57.5%) indicate that the medium of instruction sometimes becomes a challenge to their understanding of the content knowledge. About 14 participants 35% suggest that they do not encounter any challenges in terms of understanding the content knowledge as a result of the medium of instruction, while 3 (7.5%) always encounter challenges in understanding content knowledge due to the medium of instruction. This simply means that the medium of instruction in this university often impedes the understanding of the content knowledge by the participants which will actually negatively affect success of the students (refer to Chapter 1: 1. 1).

6.1.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
Afrikaans	9	22.5%
English	40	100%
IsiXhosa	8	20%

Table 6.5

The table above depicts that 100% of participants agree that one must be proficient in English in order to have high academic achievements. The 22, 5% of respondents indicate that students must be proficient in Afrikaans in order to get the high academic achievements while 8 participants that constitute 20% indicate that isiXhosa proficiency is necessary for high academic achievement. Importantly among participants is that all of them agree that students must be proficient in English in order for them to be high academic achievers (see Chapter 2: 2.7.1.1).

6.1.2.3 The medium of instruction poses a barrier to excellent performance

Figure 6.1.2.3

The pie chart demonstrates that out of 40 participants 10 (25%) of respondents strongly agree that the medium of instruction poses a barrier to their excellent performance and another 10 participants (25%) agrees as well. Those that are not certain constitute 13 in terms of no of participants (32.5%). About 4 participants out of 40 (10%) disagrees and 3 participants (7.5%) strongly disagrees that the medium of instruction poses a barrier to their excellent academic achievements. It is therefore clear that only 17.5% dispute that the medium of instruction has a bearing on their excellent academic achievements with various degrees of dispute (strongly disagree and disagree). Refer to Chapter 2:2.7.1.1; 2.7.1.2.

6.1.3 Integration of African languages as academic languages

6.1.3.1 The availability of course materials in African languages

The availability of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	1	4	4	24	7
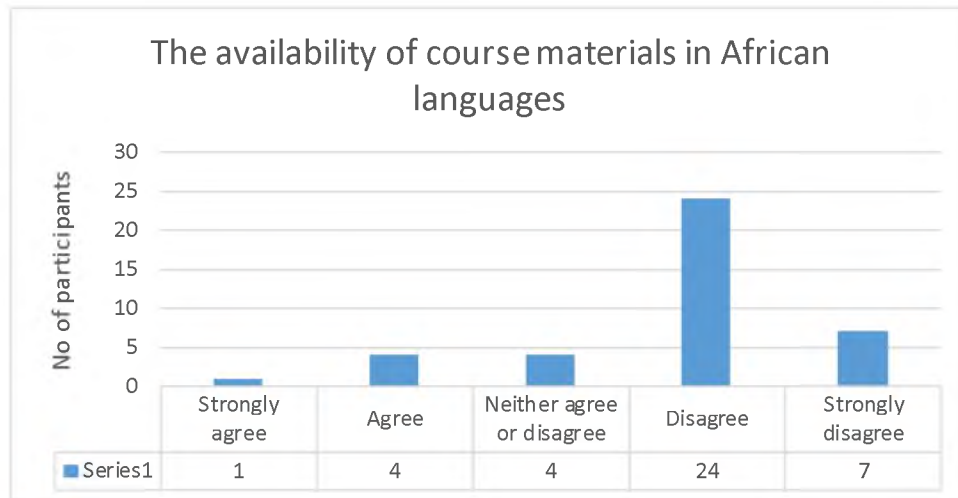
Figure 6.1.3.1

Most of the participants refute that course materials are available in African languages. Statistically 24 respondents out of 40 (60%) disagree and 7 respondents (17.5 %) strongly disagree that the course materials are available in African languages. There are 4 participants (10%) that are not sure and 4 (10%) that agrees and 1 participants (2.5 %) strongly agrees. In simplest terms about 77.5% disapprove that the teaching and learning material is available in African languages with different levels of disapproval. Only 12.5% of respondents approve that the course materials are available in African languages (see Chapter 2: 2.7.1.2; 2.7.1.3).

6.1.3.2 Student's preference of course materials in African languages

Student's preference of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	9	8	10	9	4
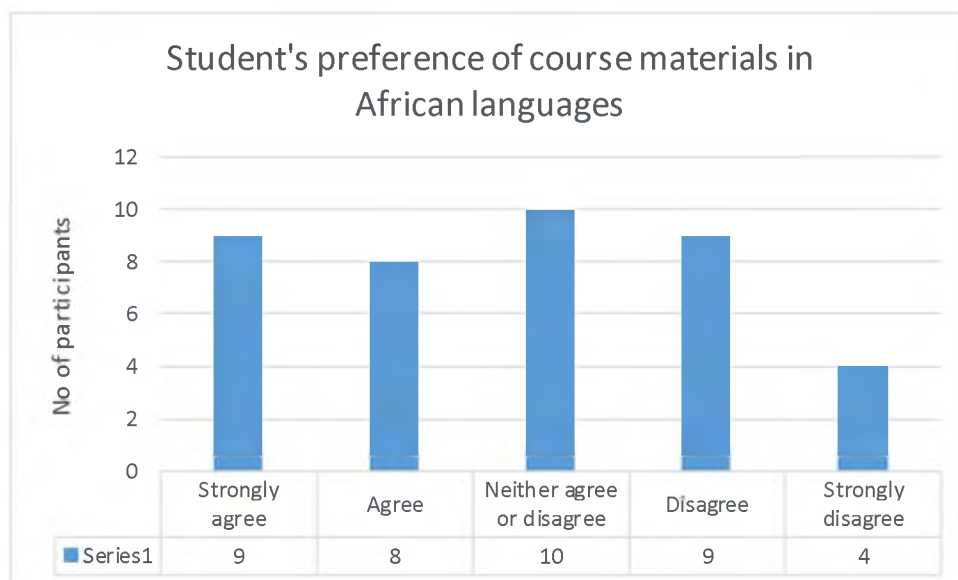
Figure 6.1.3.2

Out of 40 respondents 9(22.5%) strongly agree that the course materials should be provided in African languages and 8 (20%) agree as well. The 10 (25%) of the respondents are

undecided. Another 9 (22.5%) respondents out of 40disagree with the provision of course materials in African languages and 4 (10%) strongly disagrees. This implies that 42.5% approves and 32.5% disapproves that the course materials are available in African languages (refer to Chapter 2:2.7.1.3).

6.1.3.3 Translanguaging in the classroom

Translanguaging in the classroom

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	3	7	9	19	2
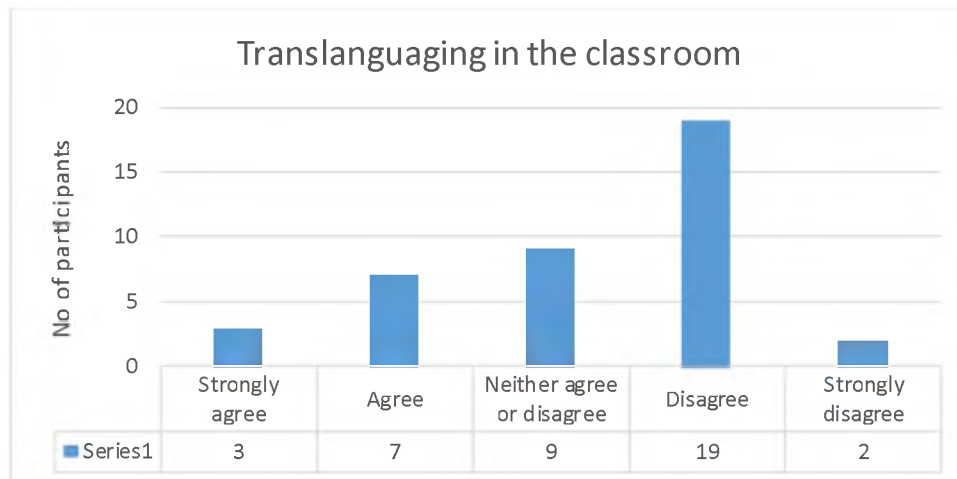
Figure 6.1.3.3

Out of 40 respondents 3 (7.5%) strongly agree that translanguaging happens in the classroom environment, 7 (17. 5%) of respondents agree that translanguaging does happen in the classroom. 9 out of 40 (22.5 %) are uncertain, but 19 respondents (47.5%) disagree and 2 (5%)respondents strongly disagree that there is no translanguaging in the classrooms at this university. In general 52.5% of respondents disagree with the translanguaging in the classrooms while 25% agrees with different levels of agreement (see Chapter 2: 2.5.4; 2.5.3.1; 2.71).

6.1.3.4 Writing assessment in any official language

Writing assessment in any official language

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
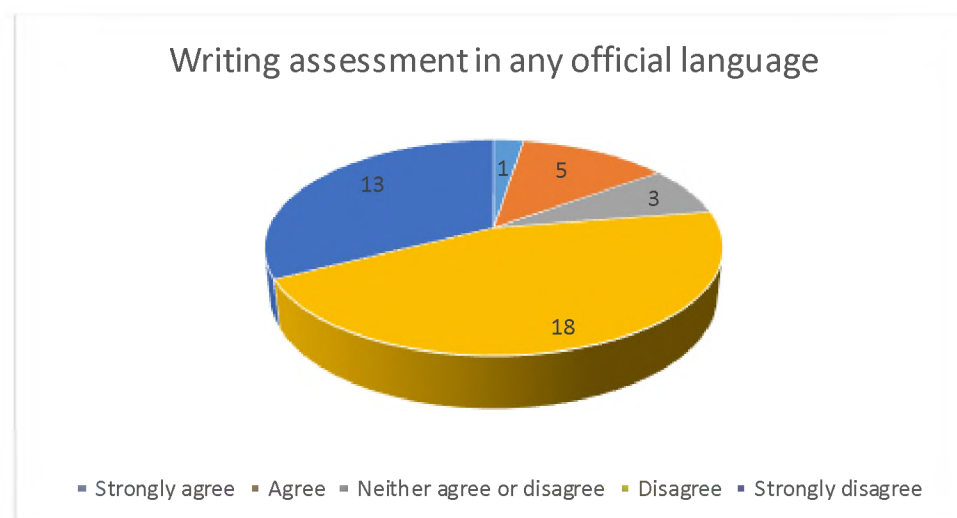
Figure 6.1.3.4

One participant who makes 2.5% strongly agrees that the students are allowed to write their assessments in the language of their own choice and 5 participants (12.5%) agree. Out of 40 participants 3 (7.5 %) are not sure whether they are allowed to use the languages of their choice when writing assessment or not. Out of 40participants 18(45%) disagree and 13 (32.5 %) strongly disagree. Practically, 77.5% refutes that students are allowed to write assessments in languages of their choice and 15% of respondents agree that indeed students are allowed to use any language of their choice when writing assessments (refer to Chapter 2:2.7.1.3).

6.2 Participants' overview (UFH)

A cohort of third year students were used to collect the data. Students were not selected along racial and linguistic lines as stated in Chapter 3: 3.5.2. The composition of respondents based on their mother tongues is as follows:

Mother tongue	No of respondents	Percentage
IsiXhosa	39	97.5%
Sesotho	1	2.5%

Table 6.6

6.2.1 The language of learning and teaching: Access to education

6.2.1.1 The Secondary education language choices as the determining factor for admission to the university

The Secondary education language choices as a determining factor for admission at this university

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	15	9	7	7	2

Figure 6.2.1.1

Out of 40 participants 15 (37.5%) strongly agree that their language choices were taken into consideration for admission to this university and 9 (22.5% participants agree as well. Out of 40 participants 7 (17.5%) are undecided, while another 7 participants (17.5%) and 2 (5%) agrees and strongly agrees respectively. Those who agree with different levels of agreement make 60% and dissenting views make 22.5% (refer to Chapter 4: 4.2.4; Chapter 5: 5.2.1).

6.2.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
English	40	100%
IsiXhosa	33	82.5%

Table 6.7

All respondents confirm that English is a prerequisite for admission purpose at this university which makes it 100%. Other participants that equals to 33 out of 40 at 82.5% indicate that isiXhosa is a prerequisite for admission at this university.

6.2.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
English	40	100%
IsiXhosa	7	17.5%

Table 6.8

There is a unanimous view that English is used for teaching across subjects at this university. At least 7 out of 40 (17.5%) respondents confirm that isiXhosa is used for teaching at this university across disciplines. This affirms opinion in (Chapter 5: 5.2.2).

6.2.2 Success of the students

6.2.2.1 The challenges of understanding the content knowledge due to the medium of instruction

Figure 6.2.2.1

About 38 (95%) over 40 (100%) participants confirm that sometimes they do not understand the content knowledge because of the language used as the medium of instruction. Only 2 (5%) out of 40 claims that they always have a challenge in understanding the content knowledge with the use of English as the medium of instruction. There is not even a single student that does not face a challenge of understanding the content knowledge due to English as the medium of instruction (refer to Chapter 1: 1. 1).

6.2.2.2 Language proficiency needed for high academic achievements

Language	No of Respondents	Percentage
Afrikaans	1	2.5%
English	40	100%
IsiXhosa	4	10%

Table 6.9

About 100% participants attest that English proficiency is essential for high academic achievements. The table demonstrates that 4 (10%) over 10 participants suggest that isiXhosa proficiency is needed for high academic achievements while 1 participant (2.5%) indicates Afrikaans proficiency as a need for the best academic achievements. This means that there are limitation for high academic achievements to the students without English proficiency (refer to Chapter 2: 2.7.1.1).

6.2.2.3 The medium of instruction poses a barrier to excellent performance

Figure 6.2.2.3

Out of 40 participants 22(55%) agree that the medium of instruction poses a barrier to their excellent performance and 10 participants (25%) strongly agree. The uncertainty respondents make up 7 participants (7.5%). The number of participants that disagrees are 4(10%) and 1 (2.5%) strongly disagrees. Those that agree that the medium of instruction poses a barrier to excellent academic performance make 80% with their varying degrees of agreeing and those that disagrees with their respective levels of disagreement make 12.5% (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.2.3 Integration of African languages as academic languages

6.2.3.1 The availability of course materials in African languages

The availability of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	0	2	2	18	18

Figure 6.2.3.1

Out of 40 participants 18 (45%) strongly disagree and another 18 (45%) participants disagree that there is availability of course materials in African languages. Respondents that are not sure constitute 2(5%) and those that agree are 2(5%). There is no one who strongly agrees with the view. In summary 90% do not agree that the course materials at this university are available in African languages and only 5% agree (see Chapter 2: 2.7.1.2; 2.7.1.3).

6.2.3.2 Student's preference of course materials in African languages

Student's preferance of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	20	18	0	2	0
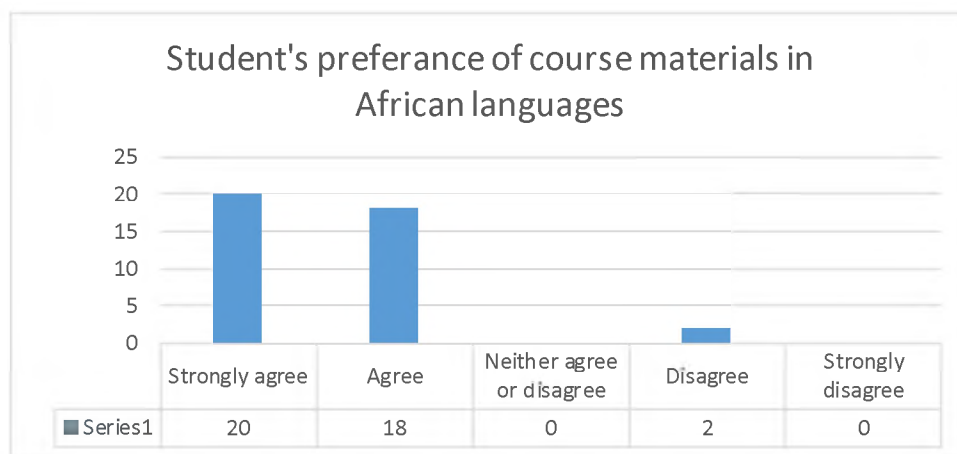
Figure 6.2.3.2

About 20 (50%) over 40 participants strongly prefer the provision of learning materials in African languages and 18 (45%)participants agree that the learning materials should be provided in African languages. Adding strongly agree and agree make 95%, which shows that there is a preference among the majority of students for the learning material to be provided in African languages. Only 5% of the respondents disagree with the provision of material in

African languages. No participant who neither agree or disagree and strongly disagree (refer to Chapter 2:2.7.1.3).

6.2.3.3 Translanguaging in the classroom

Translanguaging in the classroom

Series1	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
	6	0	1	19	14
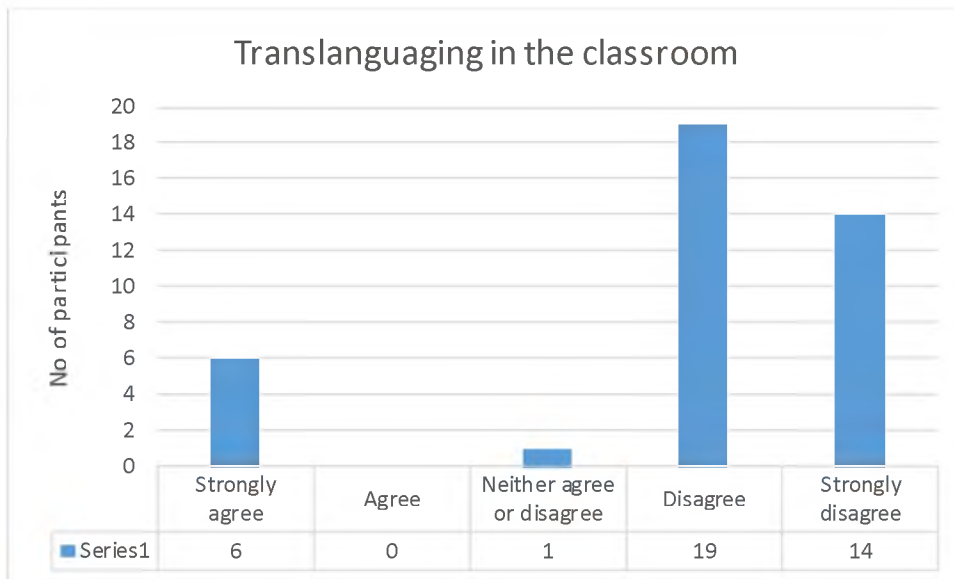
Figure 6.2.3.3

Out of 40 participants 6(15%) of strongly agree that translanguaging is allowed in the classroom environment. 1 (2.5%) participant is not certain about translanguaging in the classroom. About 19 (47.5%) participants disagrees that there is allowance of translanguaging in the classroom and 15 (35%) strongly disagrees. The respondents that show disagreement on translanguaging in the classroom constitute 82.5% as compared to 15% which indicates that translanguaging is the normal practice in the classroom environment (see Chapter 2: 2.5.4; 2.5.3.1; 2.71).

6.2.3.4 Writing assessment in any official language

Writing assessment in any official language

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
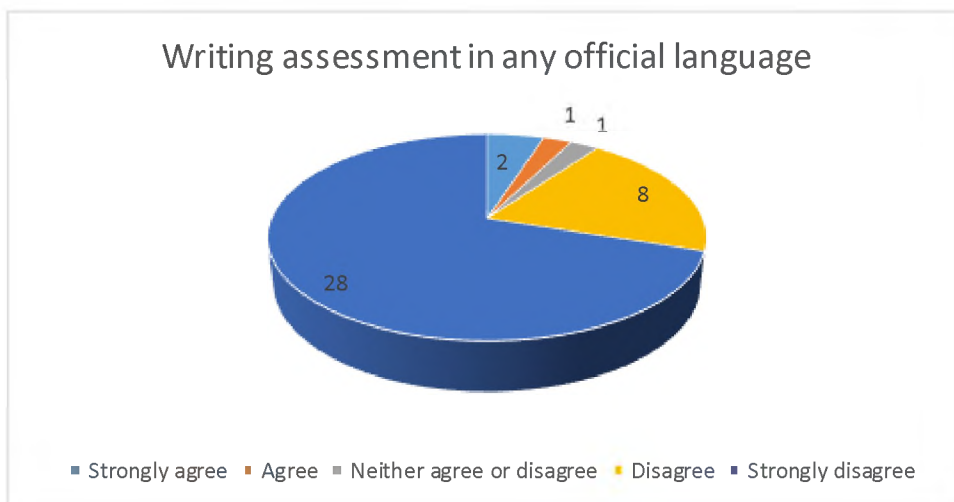
Figure 6.2.3.4

About 28 participants (70%) strongly disagree that students are allowed to write assessments in any official language of their choice and 20% agrees. 1 respondent is not certain which makes 2.5%. Only 1 (2.5%) respondent agrees and 2 (5%) respondents that strongly agrees. Most of the students reject that they are allowed to write assessments in any official language of their choice. Those that agree with their levels of agreement make 7.5% and disagreements make 90% (refer to Chapter 2:2.7.1.3).

6.3 Participants' overview (UL)

The quantitative data at this university was collected from a cohort of third year students as stated in Chapter 3: 3.5.2. The participants were not selected along racial and linguistic lines. Third year students participated in this study irrespective of their first language. The non-prescriptive linguistic composition of the participants is as follows:

Mother tongue	No of respondents	Percentage
IsiZulu	2	5%
Sepedi	37	92.5%
Xitsonga	1	2.5%

Table 6.10

6.3.1 The language of learning and teaching: Access to education

6.3.1.1 The Secondary education language choices as the determining factor for admission to the university
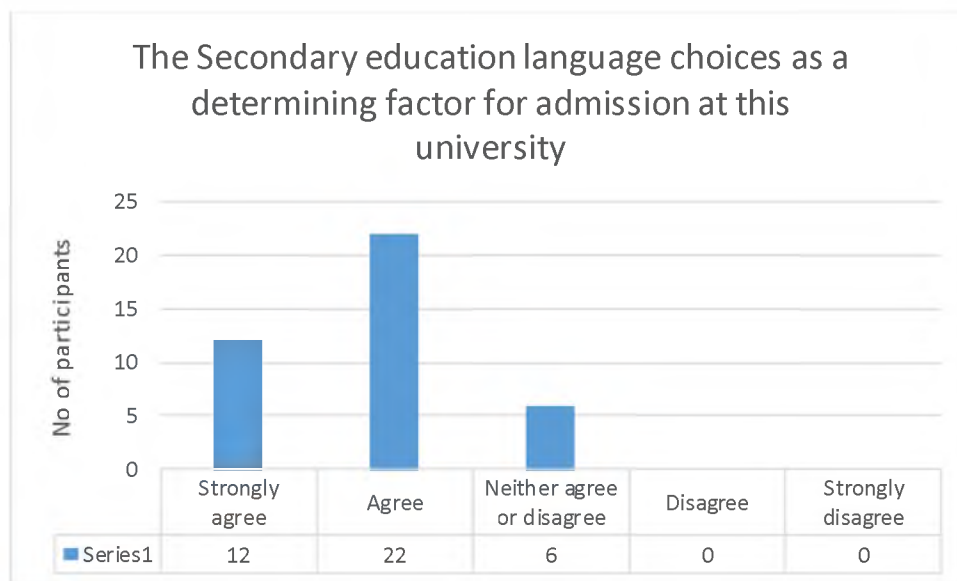
Figure 6.3.1.1

Out of 40 participants 12(30%) of respondents strongly agree that the university recognised their Secondary language choices for admission purposes and 22 (55%) agrees. The participants that equal to 6 (15%) neither agree nor disagree. There was no one responded to disagree and strongly disagree. In summary, about 85% of the participants confirm that the university recognised their Secondary education language choices for admission (see Chapter 4 (4.3.4) and Chapter 5 (5.3.1).

6.3.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
English	40	100%
Sepedi	29	72.5%
Xitsonga	15	37.5%

Table 6.11

All participants (40) confirm that English is the prerequisite for admission purposes. They make 100%. About 29 participants that make 72.5% indicate that Sepedi is a prerequisite to study at this university and about 15 (37.5%) give the view that Xitsonga is also required for admission at his university.

6.3.1.3 The languages used for teaching across subjects in your studies

Language	No of responses	Percentage
English	40	100%
Sepedi	21	52.5%

Table 6.12

100% participants confirm that English is the medium of instruction across the disciplines. At least 21 participants (52%) show that Sepedi is used as a medium of instruction. This means English is the main medium of instruction at this university and Sepedi is used as well but does not enjoy hegemony as compared to the English (refer to Chapter 5: 5.3.2).

6.3.2 Success of the students

6.3.2.1 The challenges of understanding the content knowledge due to the medium of instruction

The challenges of understanding the content knowledge due to the medium of instruction

0

6

34

■ Always ■ Sometimes ■ Never
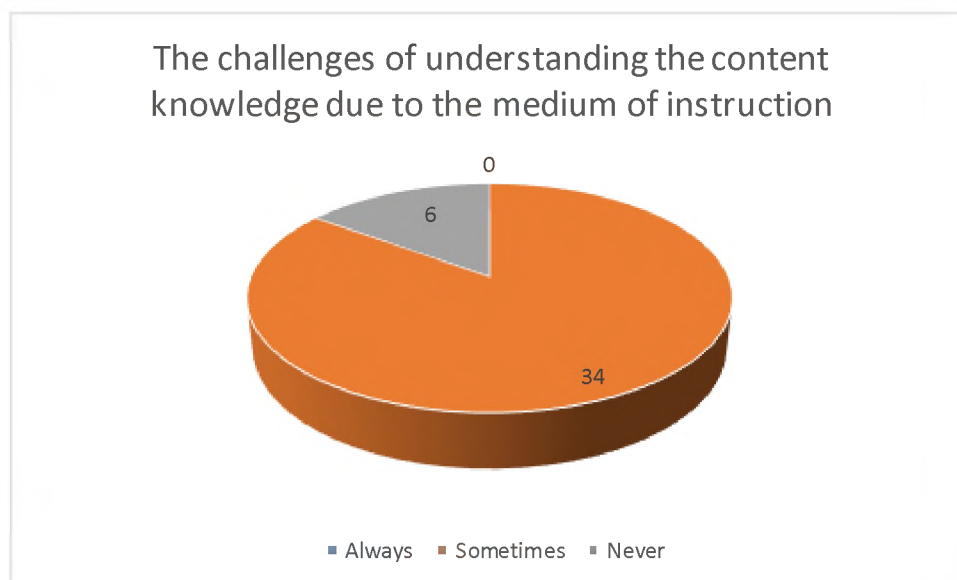
Figure 6.3.2.1

Out of 40 participants 34 (85%) claim that sometimes the medium of instruction becomes a limiting factor to their understanding of the content knowledge. Only 6 (15%) participants of

the participants affirm that they are not encountering any challenges in terms of understanding of the content knowledge as a result of the medium of instruction. It is therefore clear that whilst the medium of instruction poses a challenges to the student's understanding of the content knowledge but that does not happen quiet often and no one claims that it is always a challenge to him/her (refer to Chapter 1: 1. 1).

6.3.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
English	40	100%
Sepedi	21	52.5%
SiSwati	2	5%
Tshivenda	7	17.5%
Xitsonga	8	20%

Table 6.13

Unanimously all 40 participants (100%) confirm that English proficiency is essential for high academic achievements. There are 21(52.5%) participants that claim that Sepedi proficiency is needed to be a high academic achiever. Other 2 participants (5%) suggest that SiSwati proficiency is a necessity for high academic achievement. Tshivenda proficiency as suggested by 7 participants (17.5%) as required for high academic achievement. Some 8participants (20%) indicate that Xitsonga proficiency for high academic achievements. Importantly with all the responses from participants, there is no contradiction with English proficiency for the students to be able to get high academic achievements (Chapter 2: 2.7.1.1).

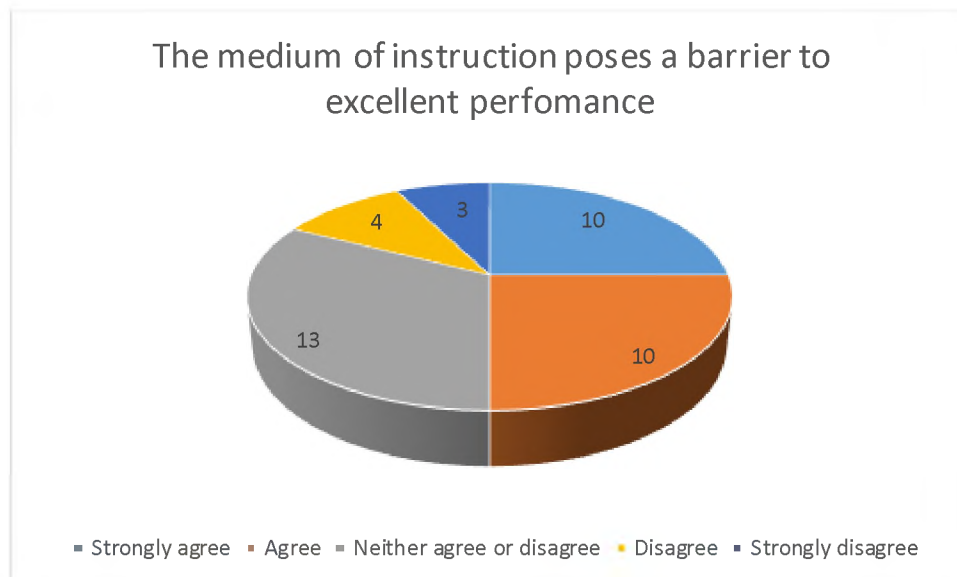### 6.3.2.3 The medium of instruction poses a barrier to excellent performance

Figure 6.3.2.3

175
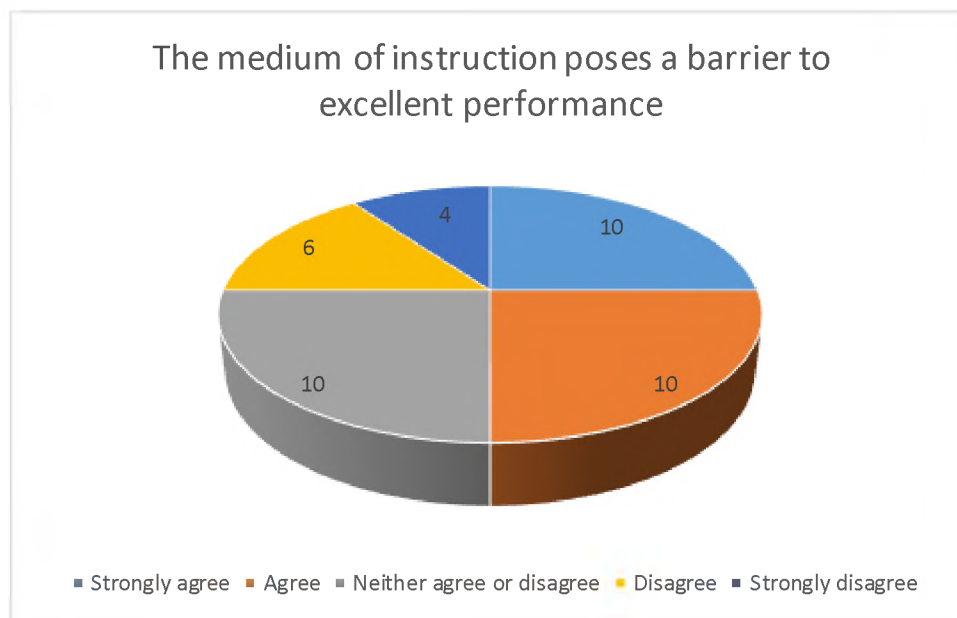
About 10 (25%)out of 40 participants strongly agree that the medium of instruction poses a barrier to their excellent performance and another 10 (25%) agrees. 10 participants (25%) do not know whether the medium of instruction poses a barrier to their excellent academic performance or not. Only 6 participants (15%) disagree and 4 participants (10%) strongly disagrees that the medium of instruction poses a barrier to their excellent academic performance. Combining participants that agree and those that strongly agree makes the 50% and those who disagree and strongly disagree make the 25%. It is clear that the medium of instruction impedes the excellent academic performance of the students (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.3.3 Integration of African languages as academic languages

6.3.3.1 The Availability of course materials in African languages

The availability of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
■ Series1	6	11	1	10	12
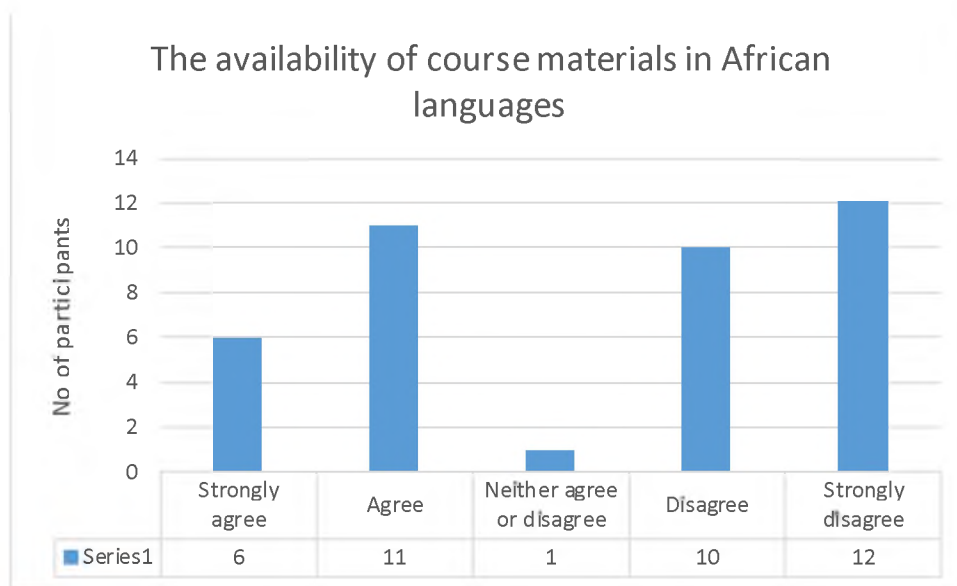
Figure 6.3.3.1

Out of 40 participants 6 participants (15%) strongly agree that the course materials in their subject are available in African languages and 11 participants (27.5%) agree too. Only 1 participant (2.5%) is not sure whether the course materials in his/her subjects are available in African languages. About 10 participants (25%) disagree and 12 participants (30%) of the strongly disagree. In total, about 55% of the participants disagree with different levels of disagreement that course materials are available in African languages and the participants that agree make the 42.5%. This goes without saying that there is inadequate learning material in African languages (see Chapter 2: 2.7.1.2; 2.7.1.3).

6.3.3.2 Student's preference of course materials in African languages

Student's preference of course materials in African languages

| Series1	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
	18	11	5	5	1
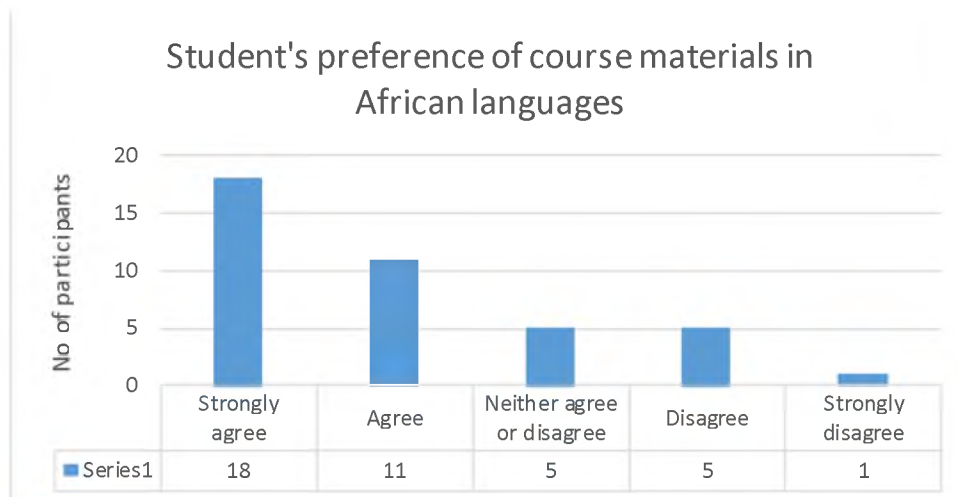
Figure 6.3.3.2

Most of the participants prefer the learning material to be available in African languages. About 18 (45%) of the participants out of 40 participants strongly agree and 11 participants (27.5%) agree that the learning material should be provided in African languages. 5 participants (12.5%) are not certain. Another 5 participants (12.5%) disagrees and 1 participant (2.5%) strongly disagrees that the learning materials should be provided in African languages. In totality about 72.5% of the participants prefer the learning material to be provided in African languages so as to supplement their linguistic needs. Only 15% of total of the participants do not want the learning material to be provided in African languages (refer to Chapter 2:2.7.1.3).

6.3.3.3 Translanguaging in the classroom

Translanguaging in the classroom

Series1	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
	5	12	7	8	8
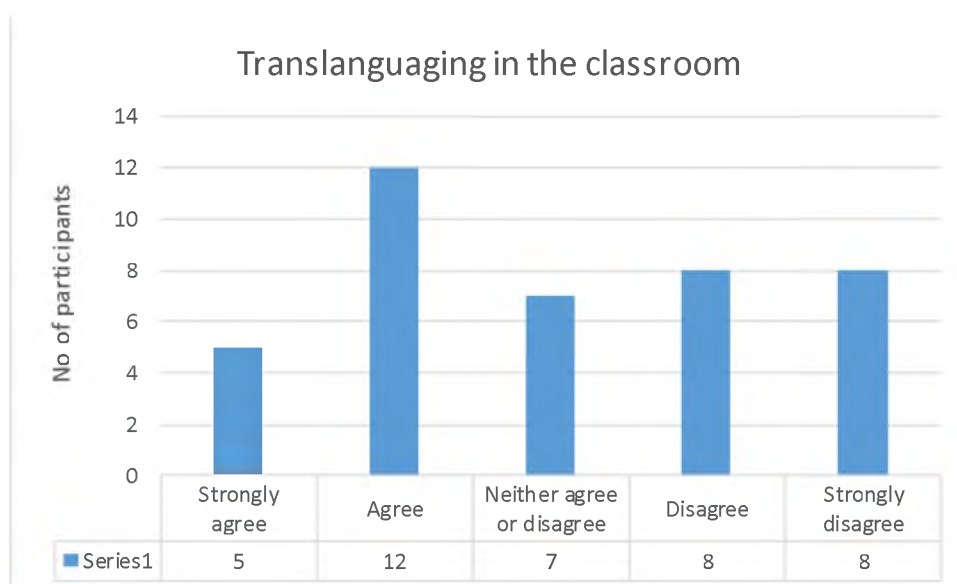
Figure 6.3.3.3

About 5 participants (12.5%) over 40 participants strongly agree that translanguaging is being practiced in the classroom and 12 participants (30%) agree that translanguaging is a practice

in their classroom. 7 participants (17.5%) neither agree nor disagree. About 8 participants (20%) disagree and another 8 participants (20%) strongly disagree. The majority of the participants to the total of 42.5% agree that translanguaging is being practiced in their classroom. The 40% of the participants disagree. There is no great disparity between those who agree and disagree, but the graph demonstrates that there is a progress in terms of practising translanguaging in the classroom (see Chapter 2: 2.5.4; 2.5.3.1; 2.71).

6.3.3.4 Writing assessment in any official language
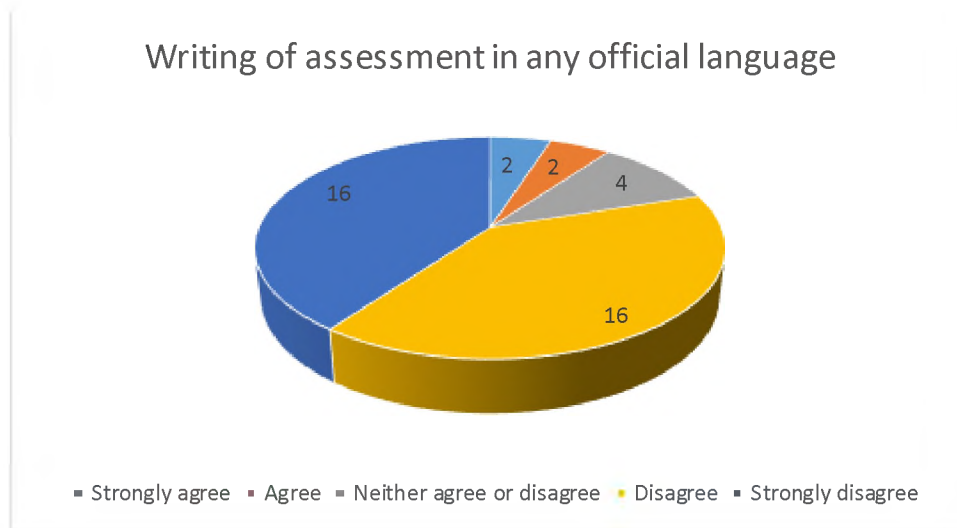
Figure 6.3.3.4

Only 2 participants (5%) over 40 participants strongly agree that the assessments are written in any language of the student's choice and another 2 participants (5%) agree. 4 participants (10%) neither agree or disagree.16 participants (40%) disagree that they are allowed to write assessments in any language of their choice and another 16 participants (40%) strongly disagree. In totality about 80% of the participants disagree that they are allowed to write assessments in languages of their choice. In total only 10% agree that they are allowed to write the assessments in languages of their choice. This aspect needs great attention because if students are allowed to use a variety of languages during the teaching and learning process, then that practice should be applied even to assessments. Students should be assessed in the same manner that they were taught (refer to Chapter 2:2.7.1.3).

6.4 Participants' overview (WSU)

At Walter Sisulu University, the participants were mostly isiXhosa speaking students, few isiZulu speaking students and few Sesotho speaking students. All students were at third year level of their studies as explained in Chapter 3: 3.5.2. Their specific composition is as follows:

Mother tongue	No of respondents	Percentage
IsiXhosa	34	85%
IsiZulu	2	5%
Sesotho	4	10%

Table 6.14

6.4.1 The language of learning and teaching: Access to education

6.4.1.1 The Secondary education language choices as the determining factor for admission to the university
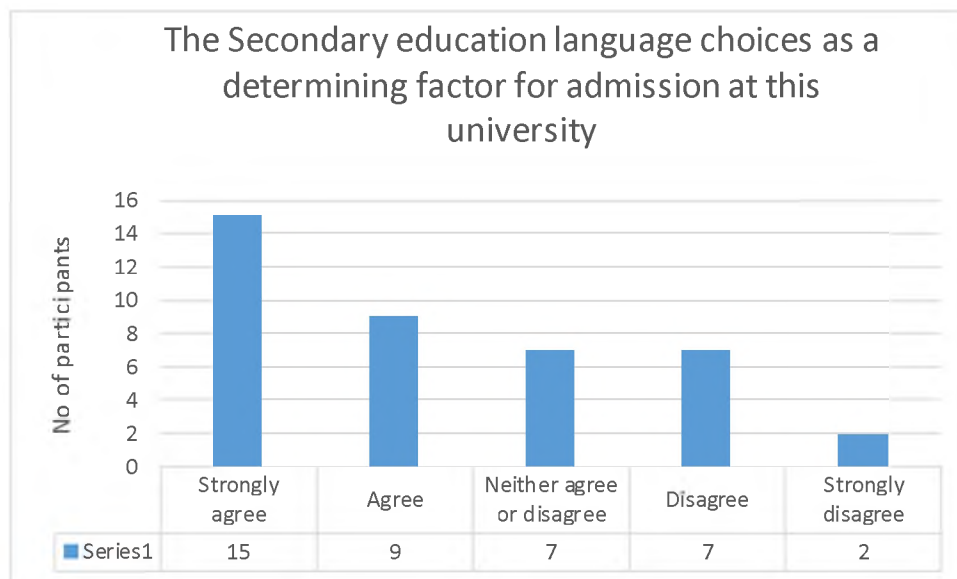

The Secondary education language choices as a determining factor for admission at this university

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	5	16	9	7	3

Figure 6.4.1.1

5 respondents (12.5%) of strongly agrees that their language choices were taken into consideration for them to enrol at this university and 16 respondents (40%) agree to this matter. About 9 participants (22.5%) were not sure whether to agree or disagree. 7 participants (17.5%) disagrees and 3 participants (7.5%) strongly agrees. In total 52.5% of participants agree in their different levels of agreement that their languages were recognised and 25% disagrees (see Chapter 4: 4.4.5; Chapter 5: 4.4.1).

6.4.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
English	40	100%
IsiXhosa	40	100%

Table 6.15

The table shows that participants identified isiXhosa and English as the prerequisite subject for admission at this university. It's 100% of participants that confirm both isiXhosa and English as prerequisite for admission at this university, meaning that all 40 participants chose both English and isiXhosa.

6.4.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
English	40	100%
IsiXhosa	12	30%

Table 6.16

The participants were allowed to select appropriate languages that were used for teaching across the subjects (See appendix A). The English as a medium of instruction across the disciplines received 100% confirmation from all participants. Some participants that equals to 30% indicate that isiXhosa is used a medium of instruction (Chapter 5:5.1.3). This shows that even though English is medium of instruction, isiXhosa is also widely used in this largely isiXhosa monolingual university.

6.4.2 Success of the students

6.4.2.1 The challenges of understanding the content knowledge due to the medium of instruction

Figure 6.4.2.1

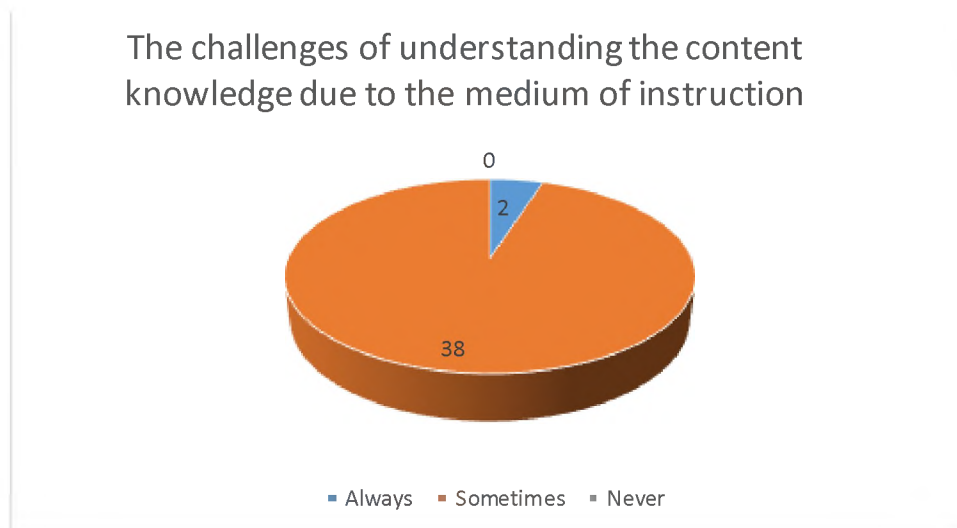Only 2 participants (5%) suggest that they always have a challenge in understanding the content knowledge because of the medium of instruction. 31 participants (77.5%) affirm that they sometimes they fail to understand the content knowledge and that is attributed to the medium of instruction. 7 participants (17.5%) show that they do not have any challenge of understanding the content knowledge as a result of the medium of instruction used. This simply means that the majority of the students sometimes face impediments in

understanding the content knowledge because of English which is the medium of instruction at this university. The similar situation affects the students at UL and UFH as discussed previously.

6.4.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
English	40	100%
IsiXhosa	8	20%

Table 6.17

The participants re-affirm the portrayal in the pie graph figure 6.4.2.1. The 100% of participants confirm that a student needs to be proficient in English in order to get high academic achievements. About 20% of the participants indicate that isiXhosa proficiency is required to be a high academic achiever. It is clear that students must be proficient in English for them to have high academic achievements (Chapter 2: 2.7.1.1).

6.4.2.3 The medium of instruction poses a barrier to excellent performance

The medium of instruction poses a barrier to excellent performance

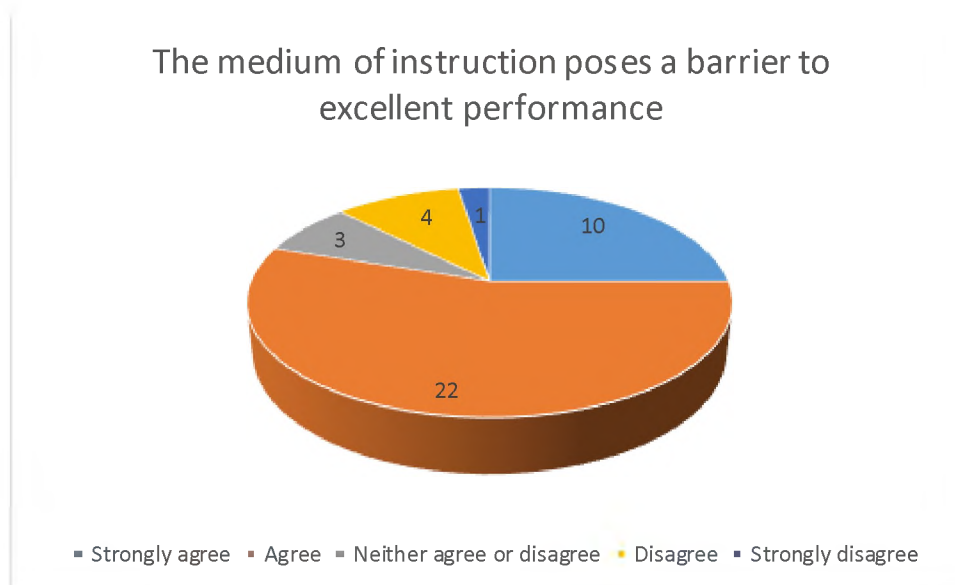■ Strongly agree ■ Agree ■ Neither agree or disagree ■ Disagree ■ Strongly disagree

Figure 6.4.2.3

Out of 40 participants 6 (15%) strongly agree that the medium of instruction poses a barrier to their excellent performance and 20 participants (50%) agree that it poses the barrier to their excellent academic performance. There is no one that is undecided. 7 participants (17.5%) disagrees and another 7 participants (17.5%) strongly disagrees that the medium of instruction poses a barrier to their excellent performance. This simply implies that about 65% agrees that the medium of instruction poses a challenge to their excellent academic performance although they differ in terms of the level of agreement and 35% disagrees that the medium of instruction poses a barrier to excellent academic performance (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.4.3 Integration of African languages as academic languages

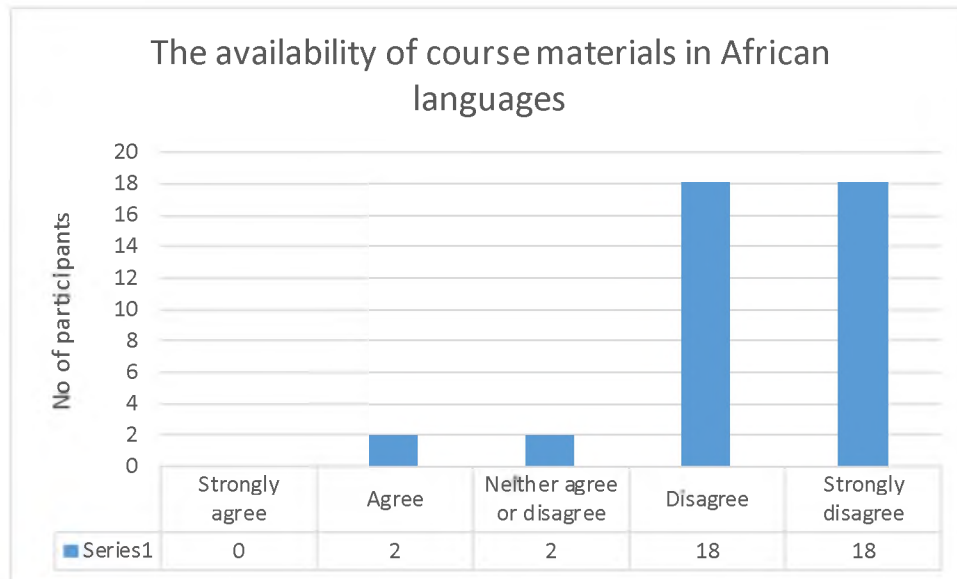### 6.4.3.1 The availability of course materials in African languages

The availability of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	2	11	10	7	10

Figure 6.4.3.1

About 2 participants (5%) strongly agree that the course materials are available in African languages and 11 participants (27.5%) agree that the course materials are available in African languages. However, 10 participants (25%) are uncertain about the availability of course materials in African languages. 7 participants (17.5%) disagree and 10 participants (25%) strongly disagrees that the course materials are available in African languages. The participants that strongly agree and agree make up 27.5% and those that strongly disagree and disagree make up 42.5% (see Chapter 2: 2.7.1.2; 2.7.1.3).

6.4.3.2 Student's preference of course materials in African languages

Students' preference of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	9	11	10	7	3
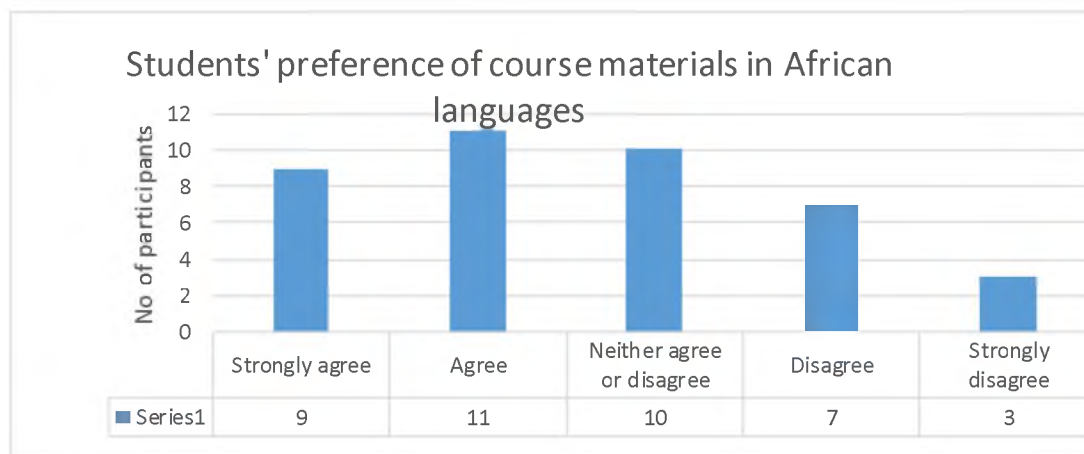
Figure 6.4.3.2

Out of 40 total no participants 9 (22.5%) participants strongly agree that they prefer the learning material to be available in African languages and 11 participants (27.5%) agree as well. About 10 participants (25%) are undecided. 7 (17.5%) of the participants disagree and

7.5% strongly disagrees that the learning material be available in African languages. In total 50% of the participants prefer the learning material to be available in African languages, while 25% do not want any learning material in their subject to be available in African languages(refer to Chapter 2:2.7.1.3).

6.4.3.3 Translanguaging in the classroom
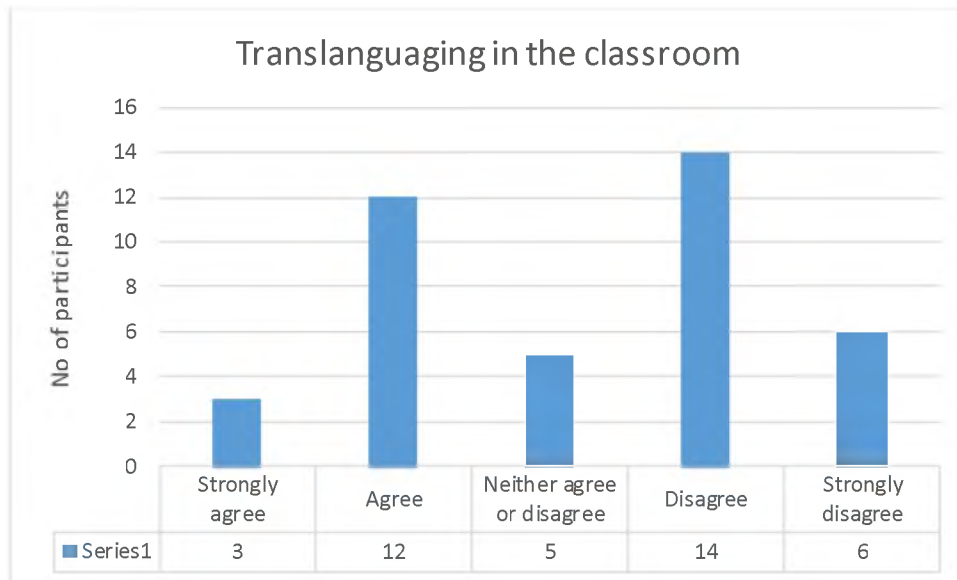
Figure 6.4.3.3

From the total number of 40 participants, 3 students (7.5%) strongly agrees that translanguaging occurs in their classes while12 students (30%) agree as well. A number of 5 students (12.5%) are not certain. About 14 students (35%) disagree that translanguaging happens in their classes and 6 students (15%) strongly disagrees that translanguaging is being practised in their classes. Therefore, 37.5% agrees that translanguaging pedagogy occurs in their class while 50% contradicts them (see Chapter 2: 2.5.4; 2.5.3.1; 2.71).

6.4.3.4 Writing assessment in any official language
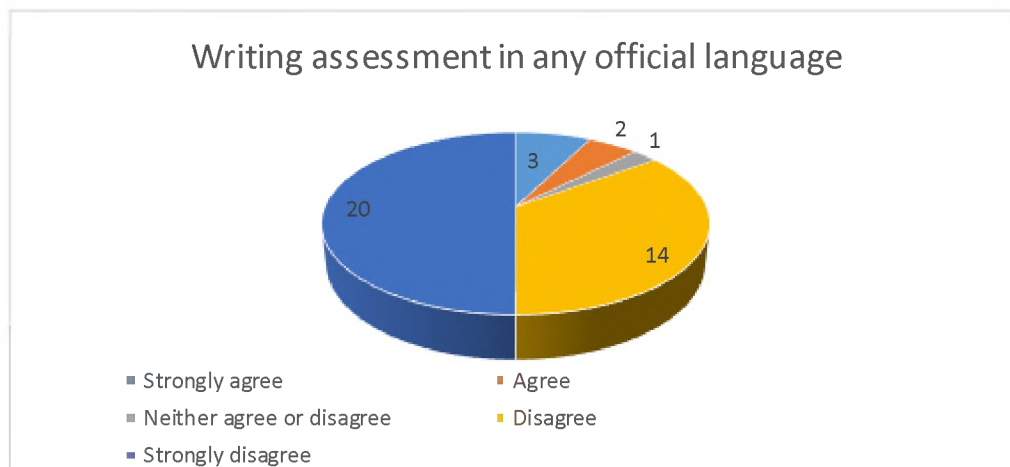
Figure 6.4.3.4

A number of 3 (7.5%) participants out of 40 strongly agree that they are at liberty to write their assessment in any of the official languages while 2 participants (5%) agree. 1 participant (2.5%) is undecided. About 14 participants (35%) disagree that it is allowed for them to write their assessment in African languages and 20 participants (50%) strongly disagree that they are free to write their assessments in any official languages. The participants that fall in the category of agreement constitute 12.5% yet the opposing view (category of disagreement) makes 85% of the total population (refer to Chapter 2:2.7.1.3).

6.5 Participants' overview (CUT)

The participants are a cohort of forty third year students at this university as indicated in Chapter 3: 3.5.2. The participants cut across discipline lines, racial lines and linguistic lines because the language policy practices affects them all in various ways. Their linguistic composition is as follows:

Mother tongue	No of respondents	Percentage
Afrikaans	1	2.5%
English	4	10%
IsiZulu	1	2.5%
IsiXhosa	4	10%
Sesotho	20	50%
Setswana	5	12.5%
SiSwati	5	12.5%

Table 6.18

6.5.1 The language of learning and teaching: Access to education

### 6.5.1.1 The Secondary education language choices as the determining factor for admission to the university

The Secondary education language choices as a determining factor for admission at this university

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	9	16	7	2	6

Figure 6.5.1.1

About 9 (22.5%) participants out of 40 strongly agree that there secondary education language choices were recognised for admission purposes to this university and 16 respondents (40%) agree. 7 participants (17.5%) are undecided. The participants that disagree are 2 which makes up 5% and those who strongly disagree are 6 which makes (15%). This implies that most students at 62.5% agree that their language choices at Secondary education level were recognised for them to access the university. But 20% disagrees despite the fact that they are also the students at this university (refer to Chapter 4: 4.5.4; Chapter 5: 5.5.1).

6.5.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
English	40	100%
Sesotho	17	42.5%

Table 6.19

The 100% participants confirm that English is a prerequisite subject for admission at this university. The 42.5% of the participants also state that Sesotho is a requirement for admission at this university.

6.5.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
English	40	100%
Sesotho	13	32.5%

Table 6.20

The students unanimously confirm that English is the language used to teach across subjects in their studies. The 13.5% indicates that Sesotho is used also to teach across the subjects in their studies. This table demonstrates that English is the main medium of instruction at this university (refer to Chapter 5: 5.1.2).

6.5.2 Success of the students

6.5.2.1 The challenges of understanding the content knowledge due to the medium of Instruction


The challenges of understanding the content knowledge due to the medium of instruction

- Always
- Sometimes
- Never

Figure 6.5.2.1

There is a minimal number of 2 participants (5%) that always encounter a challenge of not understanding the content knowledge due to the medium of instruction. The sizeable number of the students that makes 60% sometimes do not understand the content knowledge due to the medium of instruction. The 35% of the students have no problem of understanding the content knowledge as a result of the medium of instruction used. This clearly shows that English as a medium of instruction tends to be a challenge to most of the students in this university (refer to Chapter 1: 1. 1).

6.5.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
Afrikaans	2	5%
English	40	100%
Sesotho	3	7.5%

Table 6.21

Only 5% suggests that students must be proficient in Afrikaans in order to get high academic achievements. About 100% of the participants confirm that English proficiency is required for the students to be high academic achievers. Other students that make 7.5% state that Sesotho proficiency is needed for high academic achievements. This spells out that students must be proficient in English in order to get high academic achievements.

6.5.2.3 The medium of instruction poses a barrier to excellent performance

The medium of instruction poses a barrier to excellent performance

- Strongly agree - Agree - Neither agree or disagree - Disagree - Strongly disagree
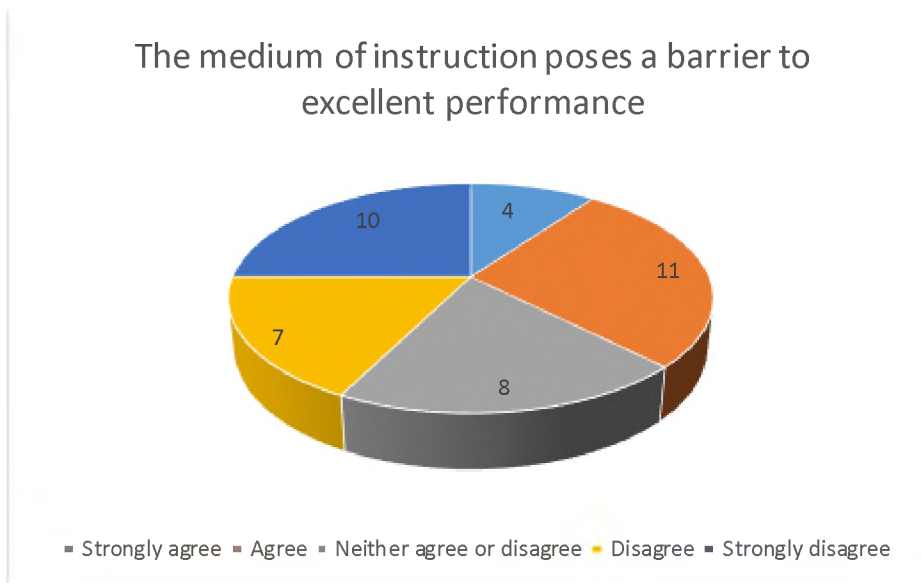
Figure 6.5.2.3

Out of 40 participants 4 participants (10%) strongly agree that the medium of instruction poses a barrier to their excellent academic performance and 11 participants (27.5%) agree. Some 8 participants (20%) are not sure where it poses a barrier to their excellent performance or not. The participants that disagree are 7 which constitute (17.5%) and 10 participants (25%) strongly disagree. In essence about 37.5% confirm that the medium of instruction poses a barrier to their excellent academic performance although a mere 42.5% disagrees (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.5.3 Integration of African languages as academic languages

**6.5.3.1 The availability of course materials in African languages**

The availablity of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	1	1	8	16	14
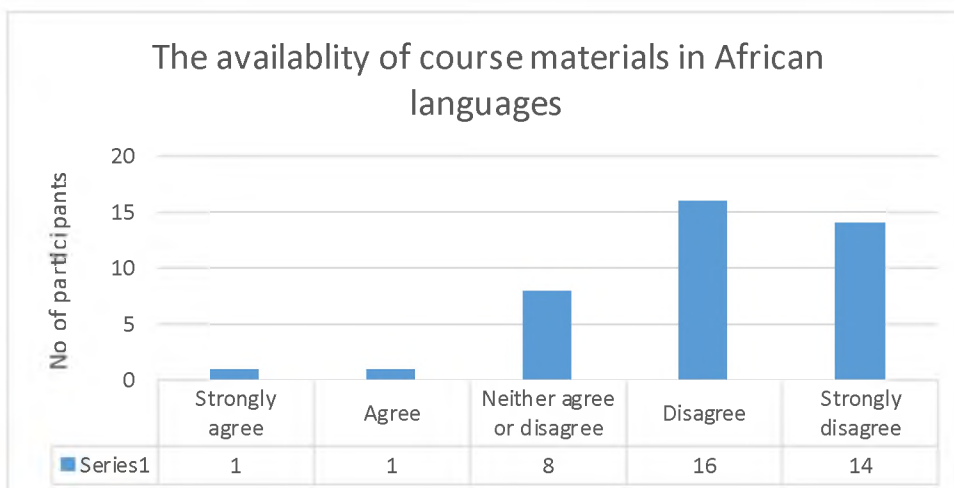
Figure 6.5.3.1

There is 1 participant (2.5%) out of 40 who strongly agrees that there are course materials in African languages and another one at 2.5% agrees. About 8 participants (20%) do not know

whether course materials are available in African languages or not. 16 participants (40%) refute that the course materials are available in African languages and 14 (35%) of the participants strongly disagree. This demonstrates that 75% of the students disagree that there are course materials available in African languages while only 5% agrees (see Chapter 2: 2.7.1.2; 2.7.1.3).

6.5.3.2 Student's preference of course materials in African languages
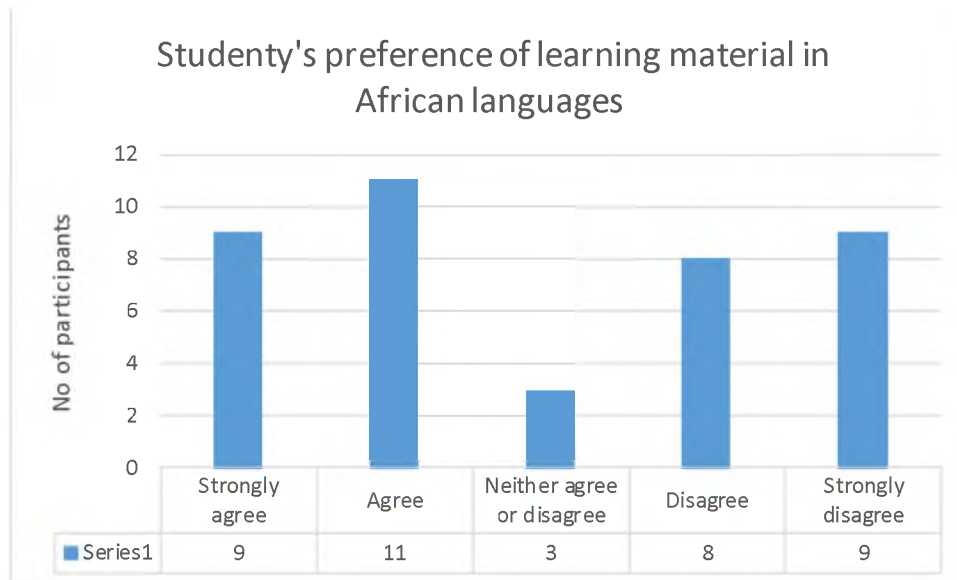
Figure 6.5.3.2

About 9 participants (22.5%) strongly agree that they prefer the learning material to be provided in African languages to supplement their language needs and 11 participants (27.5%) also agree. There are 3 participants (7.5%) that do not agree or disagree on this matter. About 8respondents (20%) disagrees that they prefer learning materials in African languages and 9 participants (22.5%) strongly disagrees. In total 50% of the participants need the learning material in African languages and 42.5% do not prefer any provision of the learning material in African languages to supplement their language needs (refer to Chapter 2:2.7.1.3).

6.5.3.3 Translanguaging in the classroom
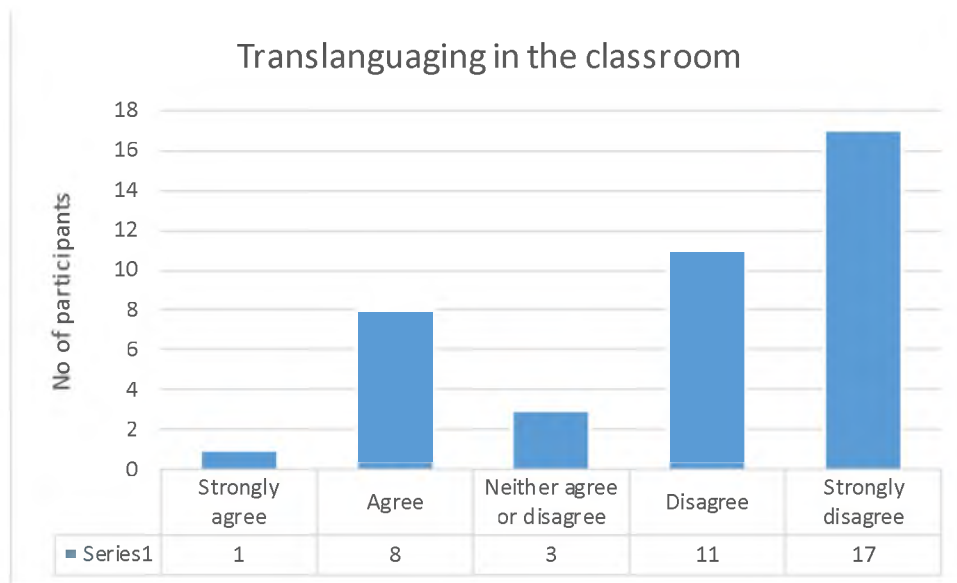
Figure 6.5.3.3

There is 1 participant at 2.5% who strongly agrees that translanguaging is accepted in his/her classroom and 8 participants at 20% agree that translanguaging is a normal practice in their classroom. About 3participants (7.5%) do not agree or disagree. Out of 40 participants, 11 at (27.5%) disagree that translanguaging takes place in their classrooms and 17 participants (42.5%) strongly agrees. This shows that 70% of the participants dispute that the translanguaging pedagogy is being practiced in their classes despite 22.5% that confirms it as a practice in their classrooms (see Chapter 2: 2.5.4; 2.5.3.1; 2.71)

6.5.3.4 Writing assessment in any official language
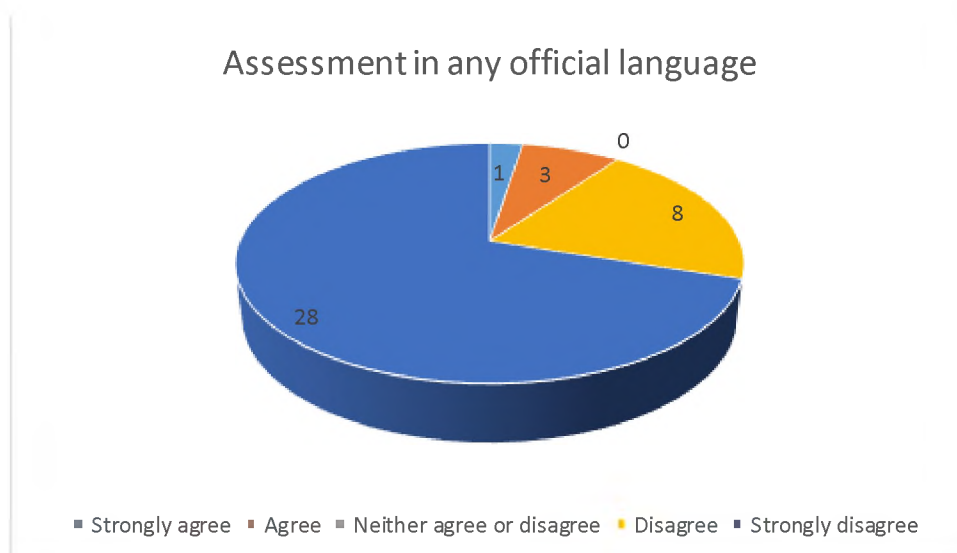
Figure 6.5.3.4

Only 1 participant (2.5%) strongly agree that the students are at liberty to write assessment in any of the official languages and 3 participants (7.5%) agrees. There is no one undecided.

About 8 students out of 40 (20%) disagrees that they can write assessments in any of the official languages and 28 students (70%) strongly disagrees with this view. This culminates to 90% of the students that disagree that they can write assessments in the languages of their choice. But 10% of the students agree that they are free to write assessments in any of the official languages (refer to Chapter 2:2.7.1.3).

6.6 Participants' overview (DUT)

The participants from DUT are in line with what has been stipulated in Chapter 3: 3.5.2. No third year student was excluded to participate along racial, ethnic, linguistic lines. However, their linguistic composition was as follows:

Mother tongue	No of respondents	Percentage
IsiZulu	30	75%
IsiXhosa	5	12.5%
SiSwati	5	12.5%

Table 6.22

6.6.1 The language of learning and teaching: Access to education

6.6.1.1 The Secondary education language choices as the determining factor for admission to the university
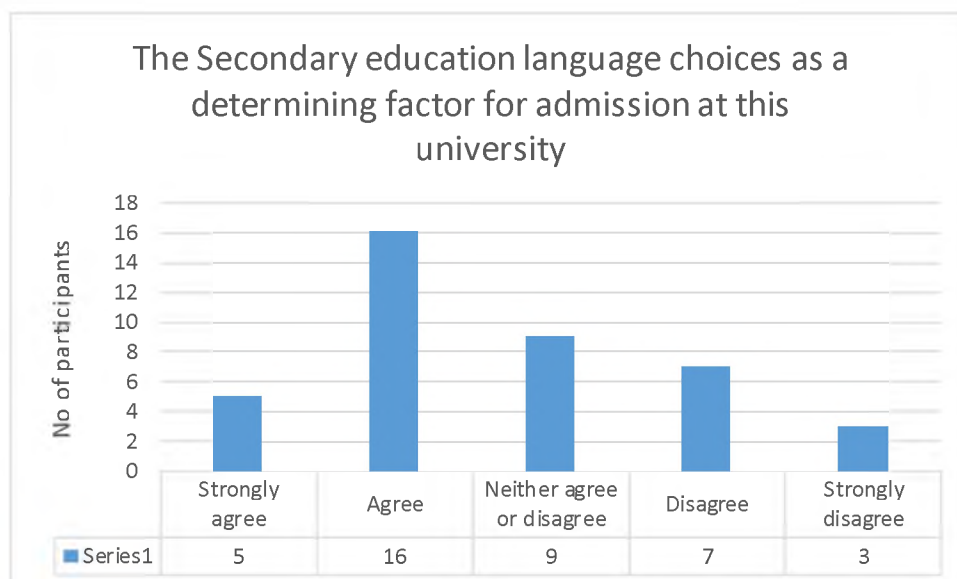

Figure 6.6.1.1

About 6 participants (15%) out of 40 total participants at this university strongly agree that their language choices at Secondary education level were considered by the University for Admission Purposes and 24 participants that make 60% agree. At least 20 participants (25%) of the participants were not certain about the response that they should give. There was no one who disagrees and who strongly disagrees. This figure demonstrates that 75% of the participants have a view that their languages were recognised for admission at this university. This confirms the that language policy and the views from the key informants as discussed in

Chapter 5 that the university is committed for the access of the students to the university (see Chapter 4 (4.5.4) and Chapter 5 (5.5.1).

6.6.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
English	40	100%
IsiXhosa	19	47.5%
IsiZulu	37	92.5%
SiSwati	11	27.5%

Table 6.23

The entire group of participants that makes up 100% are of the view that English is a prerequisite for admission purposes at this university. Another high percentage of 92.5% of the participants suggest that isiZulu is a requirement for admission to study at this university. The table further depicts that 47.5% of the participants have the opinion that isiXhosa is a requirement and SiSwati at 27.5%.

6.6.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
English	40	100%
IsiZulu	16	40%

Table 6.24

All participants agree unanimously that English is the language used to teach all subjects that they are doing. There is 40% of students that claim that isiZulu is used as a language of teaching across their subjects. This simply confirms that English is the main medium of instruction at this university (refer to Chapter 5: 5.6.2).

6.6.2 Success of the students

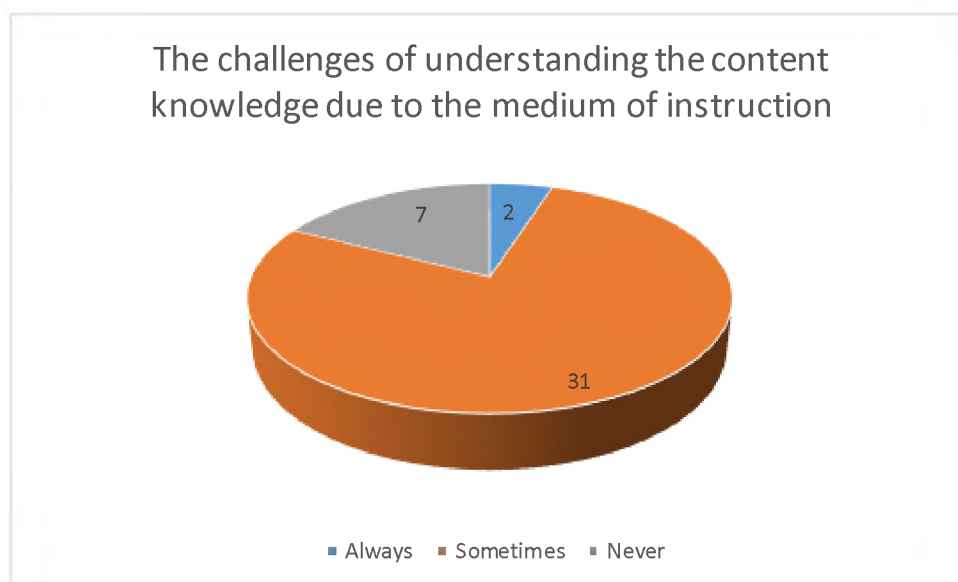### 6.6.2.1 The challenges of understanding the content knowledge due to the medium of instruction

Figure 6.6.2.1

About 3 participants (7.5%) out of 40 participants always encounter challenges in understanding the content knowledge because of the medium of instruction. 31 students that constitute 77.5% sometimes get the challenges in understanding the content knowledge as a result of the medium of instruction. The last category of 6 participants that make 15% do not encounter any challenges that deter their understanding of the content knowledge due to the medium of instruction. The medium of instruction which is English as indicated in table 6.24 above impedes the understanding of content knowledge to the majority of the students (refer to Chapter 1: 1. 1).

6.6.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
English	40	100%
IsiZulu	19	47,5%

Table 6.25

All participants share the same view that English proficiency is a necessity for high academic achievements. About 47.5% of the participants claim that isiZulu proficiency is needed for high academic achievements. Since there are no contradiction with regards to English, this spells out that English proficiency is essential in this university for the best academic achievements (Chapter 2: 2.7.1.1).

6.6.2.3 The medium of instruction poses a barrier to excellent performance

The medium of instruction poses a barrier to excellent academic performance

- Strongly agree
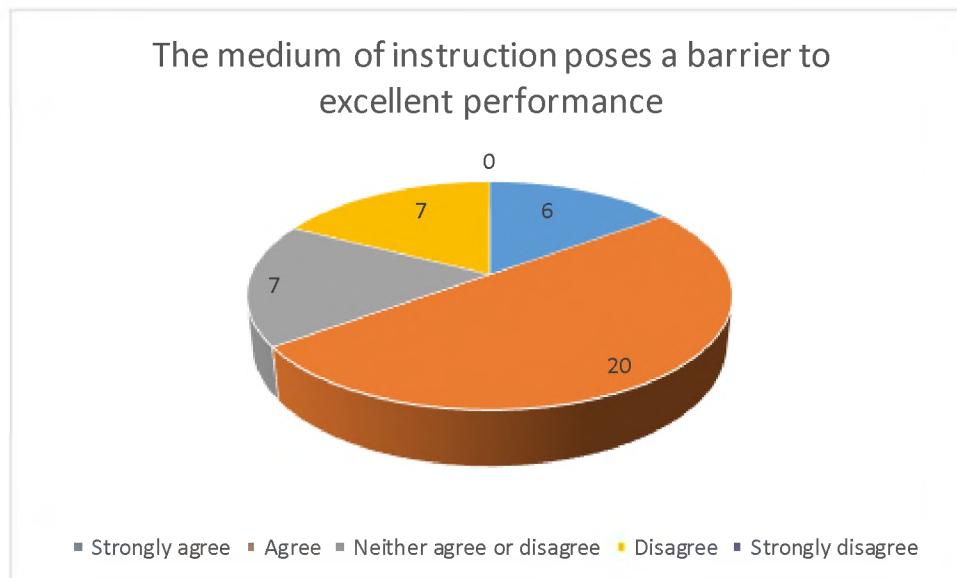- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
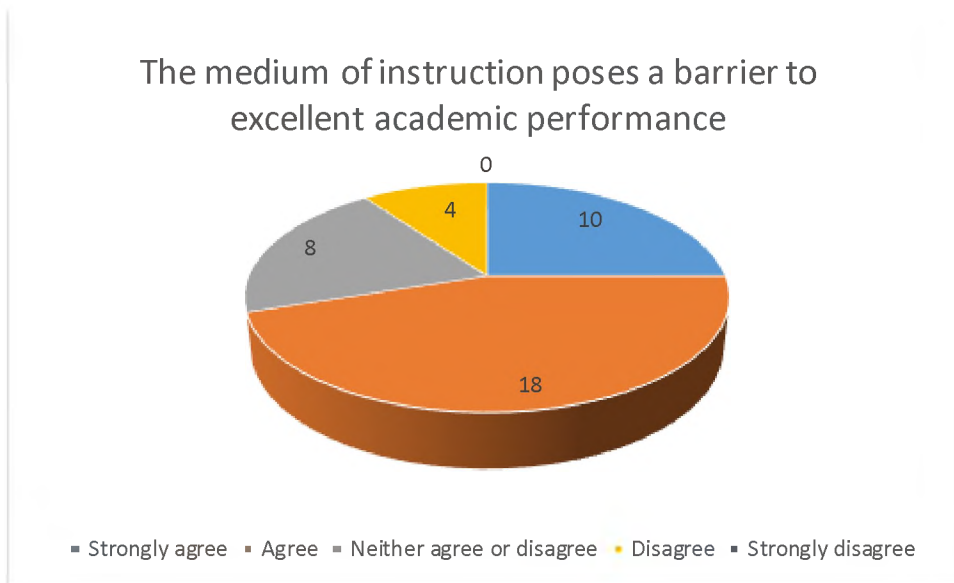
Figure 6.6.2.3

About 10 participants (25%) strongly agree that the medium of instruction poses a barrier to excellent performance and 18 participants (45%) agree. 8 participants that make 20% are uncertain about the response that they should provide. Out of 40 population 4 participants (10%) disagree that the medium of instruction poses a barrier to excellent performance. There is no one who strongly disagrees. To sum up about 70% of the participants agree that the medium of instruction which is English as depicted in table 6.24 poses a barrier to their excellent performance. English is not their mother tongue and justifies that being taught in a foreign language does not benefit the students (refer to Chapter1: 1.3; Chapter 2: 2.5.1; 2.7.1.1; 2.7.1.2).

6.6.3 Integration of African languages as academic languages

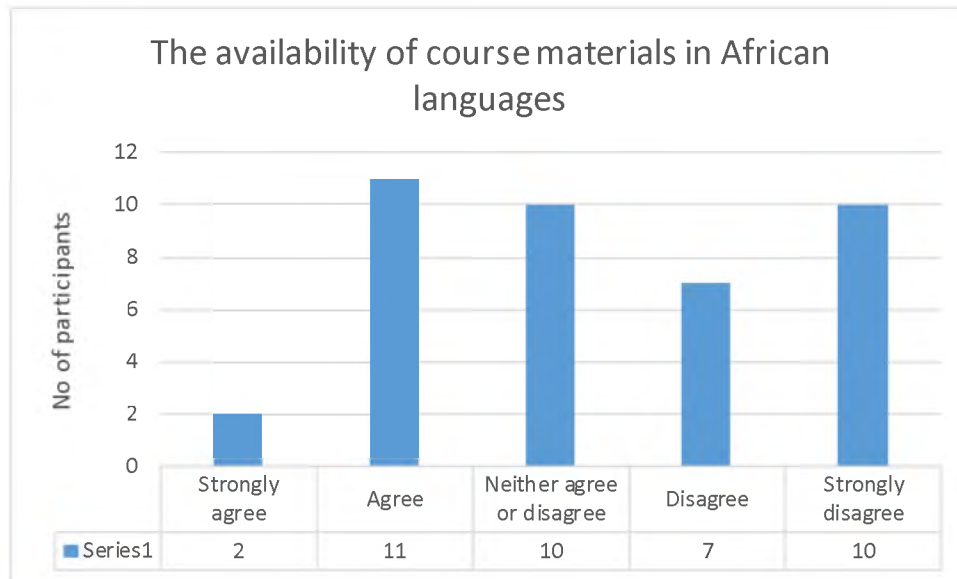**6.6.3.1 The availability of course materials in African languages**

The availability of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	1	10	7	10	12
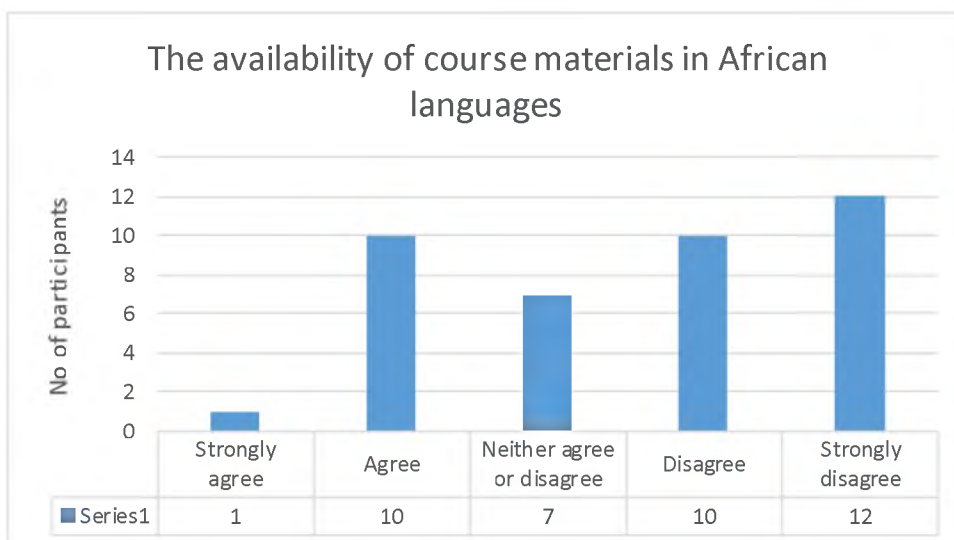
Figure 6.6.3.1

Only 1 participant (2.5%) over 40strongly agree that the learning materials are available in African languages and 10 participants (25%) agree that the learning materials are available in African languages as well. There are 7 participants (17.5%) that are uncertain whether the learning materials are available or not in African languages. 10 participants (25%) disagree and 12 participants that make 30% strongly disagree that the learning materials are available in African languages. While 27.5% agree that the learning materials are available in African languages, 55% of the participants dispute that. The non-availability of the learning resources in African languages suffocates the promotion of African languages as academic languages (see Chapter 2: 2.7.1.2; 2.7.1.3; Chapter 3: 3.2.1.1).

6.6.3.2 Student's preference of course materials in African languages

Students' preference of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	20	12	7	1	0
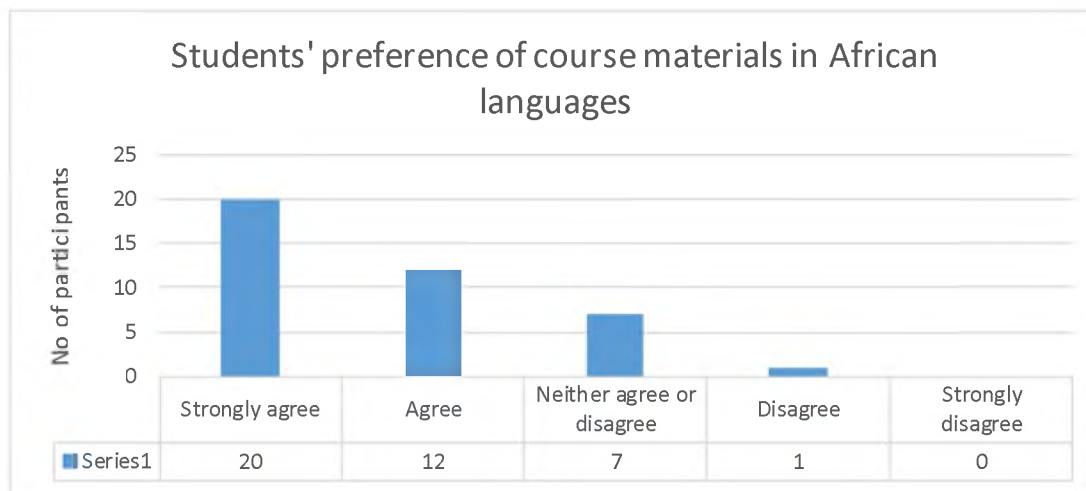
Figure 6.6.3.2

About 20 participants (50%) out of 40 strongly agree that they prefer learning material in African languages and 12 participants (30%) agree. 7 students (17.5%) are undecided. There is only 1 (2.5%) who disagrees and no one strongly disagrees. The 80% of the participants prefer the learning material in African languages. This is a clarion call from the participants that the university should devise ways and means to provide the learning materials in African languages (refer to Chapter 2:2.7.1.3).

6.6.3.3 Translanguaging in the classroom

Translanguaging in the classroom

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	7	7	8	12	6
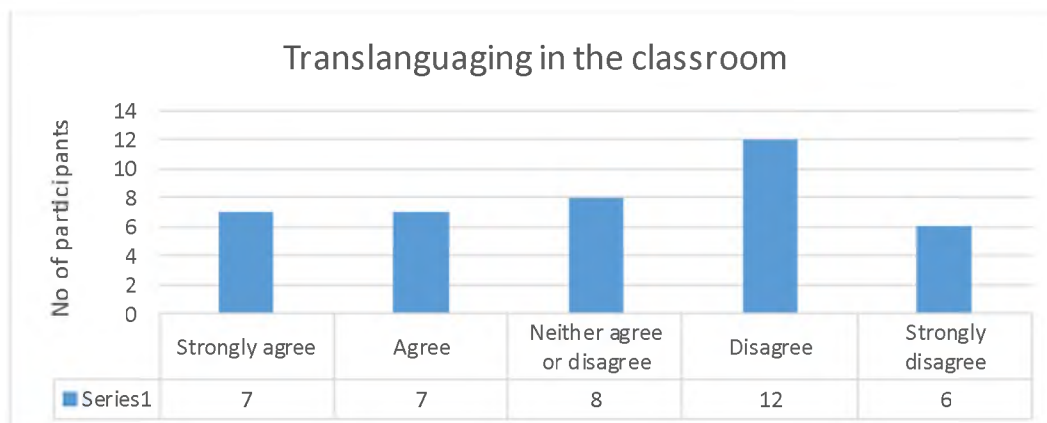
Figure 6.6.3.3

7 students out of 40 students (17.5%) strongly agree that translanguaging is being practiced in their classrooms and another 7 students (17.5%) agree. Participants that confirm translanguaging pedagogy makes 35% of the total participants. About 8 students which make 20% of the participants are not sure whether to agree or disagree. About 12 students (30%) disagree and 6 students (15%) strongly disagree. This makes 45% in totality when both disagree and strongly agree are combined. This implies that translanguaging pedagogy is being practiced but at a slow pace hence few participants confirm as against majority that dispute (see Chapter 2: 2.5.4; 2.5.3.1; 2.71).

6.6.3.4 Writing assessment in any official language
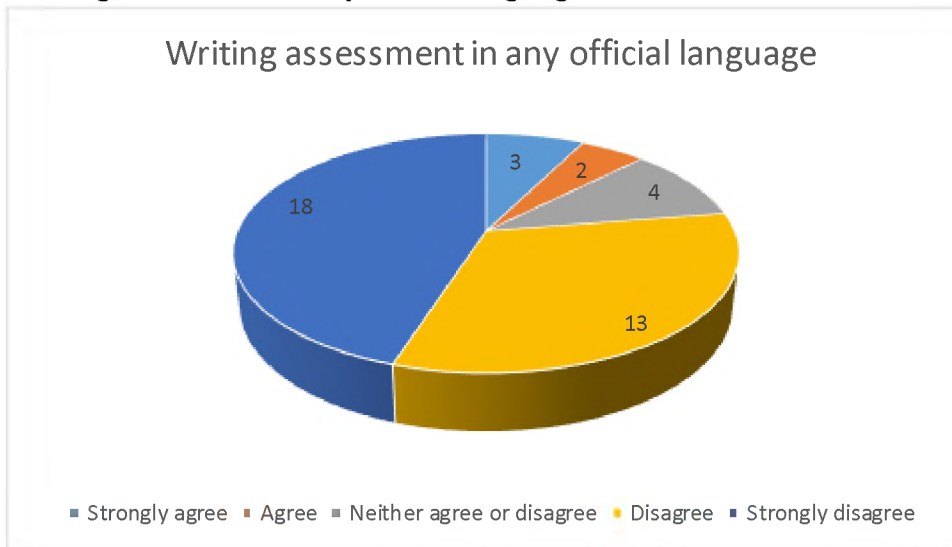
Figure 6.6.3.4

Out of 40 students only 3 students that constitute 7.5% strongly agree that the assessment is written in any official language and 2 (5%) agrees. About 4 participants (10%) do not agree or disagree. 13 participants (32.5%) disagree that they are allowed to write their assessment in any official language of their choice and 18 students (45%) strongly disagree. It is therefore clear that the majority of about 77.5% claim that they are prohibited to write their assessments in any of the official languages except a prescriptive medium of instruction (refer to Chapter 2:2.7.1.3).

6.7 Participants' overview (TUT)

The participants were a cohort of third year students at this university as stated in Chapter 3: 3.5.1. No participants were deprived the right to participate on the basis of race, ethnicity and linguistic differences. The composition of the participants based on their mother tongue was as follows:

Mother tongue	No of respondents	Percentage
IsiNdebele	1	2.5%
IsiZulu	3	7.5%
Sepedi	23	57.5%
Setswana	3	7.5%
SiSwati	1	2.5%
Tshivenda	2	5%
Xitsonga	7	17.5%

Table 6.26

6.7.1 The language of learning and teaching: Access to education

6.7.1.1 The Secondary education language choices as the determining factor for admission to the university
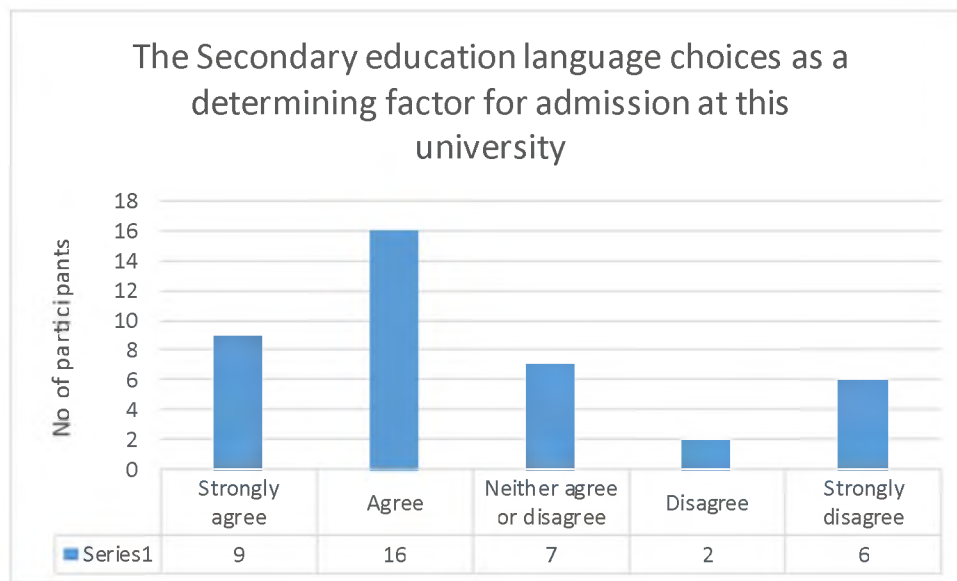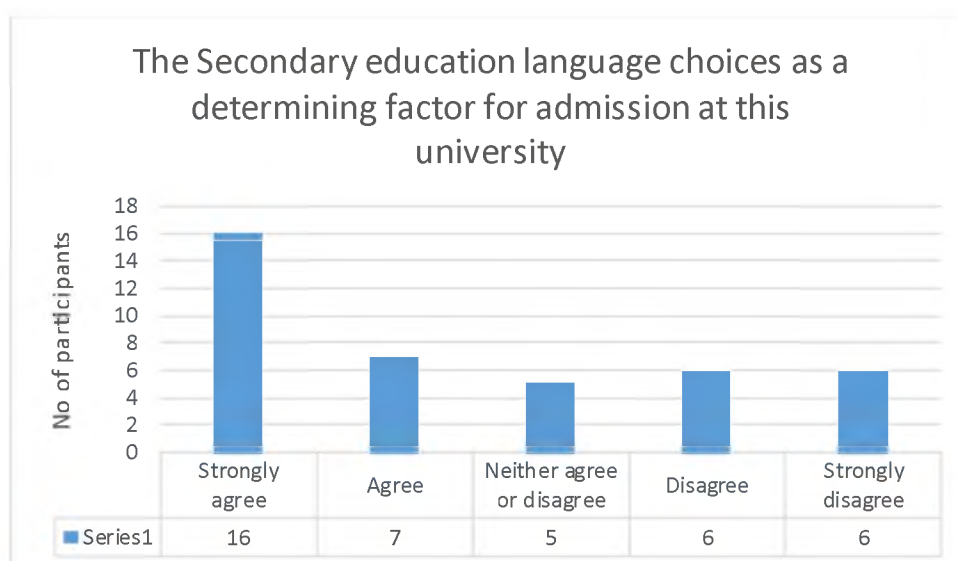

Figure 6.7.1.1

About 16 participants (40%) of the participants strongly agree that their language choices at secondary education level were recognised for admission purposes and 7 participants (17.5) agree. About 5 participants (12.5%) are in a state of doubt to put their own position. 6 participants (15%) disagree and 6 participant (15%) strongly disagree. Therefore 57.5% agree that their language choices were recognised for admission at this university and 30% disagrees with that (see Chapter 4 (4.7.4) and Chapter 5 (5.7.1). This confirms that language backgrounds of the students are not used to deter their access to the university.

6.7.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
English	40	100%
Setswana	21	52.5%
SiSwati	15	37.5%

Table 6.27

The 100% of the participants confirm that English is a prerequisite for admission at this university. About 52.5% indicate that Setswana is a requirement to this university and SiSwati at 37.5%. The English as a prerequisite for admission at this university is a dominant view.

6.7.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
Afrikaans	4	10%
English	40	100%
IsiZulu	10	25%
Sepedi	16	40%
Setswana	6	15%
Tshivenda	5	12.5%
Xitsonga	7	17.5%

Table 6.28

There is only one language that all participant are confirming that is used for teaching across the curriculum. That is English with 100% confirmation from the participants. The second language which participants regard it as a language of instruction across the subjects with 40% is Sepedi. The third one is isiZulu at 25%, Xitsonga at 17.5%, Setswana at 15%, Tshivenda at 12.5% and Afrikaans at 10%. The percentages in each language represent the number of participants that confirmed such languages as the medium of instruction across the subjects (refer to Chapter 5: 5.7.2).

6.7.2 Success of the students

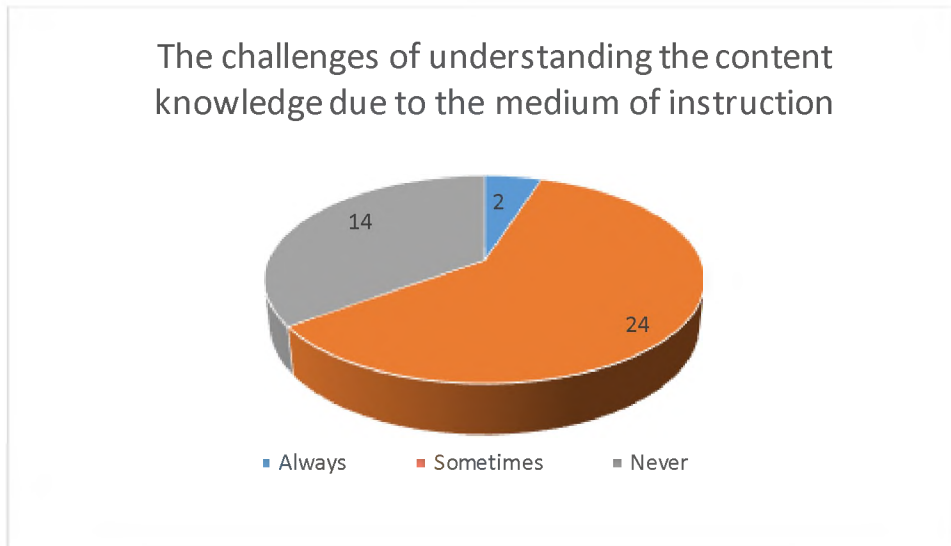**6.7.2.1 The challenges of understanding the content knowledge due to the medium of instruction**
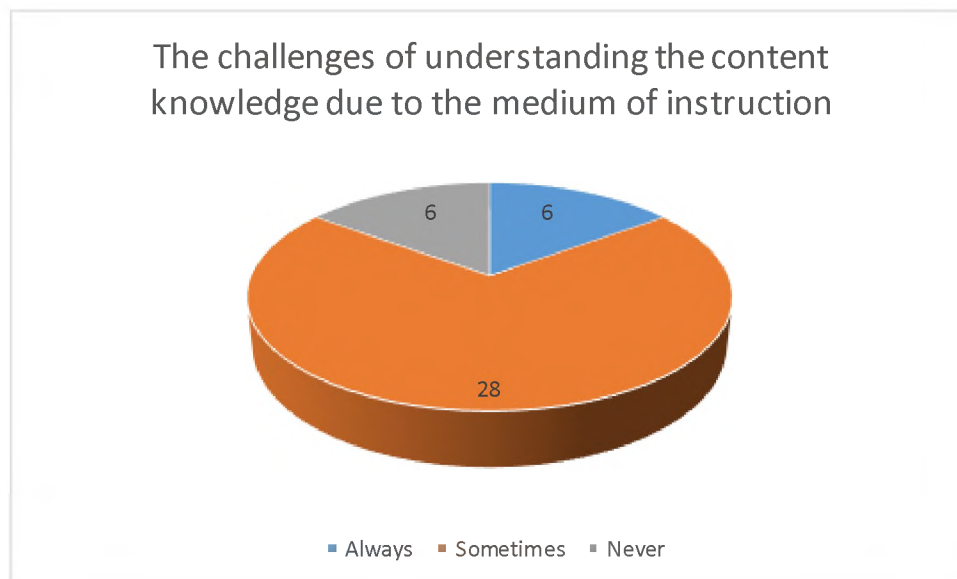
Figure 6.7.2.1

About 6 (15%) out of 40 participants declared that they always encounter some challenges in understanding the content knowledge as a result of the medium of instruction. A sizeable number of 28 students which makes 70% of the participants indicate that sometimes the medium of instruction impedes their understanding of the content knowledge. There are 6 students (15%) of the participants that confirm that they do not encounter any impediments in understanding the content knowledge due to the medium of instruction. This implies that English which is the main language of instruction as shown in table 6.28 sometimes limits the understanding of the content knowledge to the majority of students (refer to Chapter 1: 1. 1).

6.7.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
English	40	100%
IsiZulu	9	22.5%
Sepedi	14	35%
Sesotho	1	2.5%
Setswana	9	22.5%
Tshivenda	7	17.5%
Xitsonga	8	20%

Table 6.29

The participant confirm unanimously that English proficiency is needed for high academic achievement. The participants in this confirmation constitute 100%. The 35% of the participants indicate that Sepedi proficiency is required for the high academic achievement. About 22.5% of the participants further confirm equally to both isiZulu and Setswana that the proficiency in these languages is needed for the students to get high academic achievements. The 20% of the participants includes Xitsonga proficiency, 17.5% for Tshivenda proficiency and 2.5% confirm that Sesotho proficiency is needed for high academic achievements. The participants listed the seven languages language proficiency that are needed but English is dominant to all the languages because there is not even a single one who has a contrary view on the English proficiency (Chapter 2: 2.7.1.1).

6.7.2.3 The medium of instruction poses a barrier to excellent performance

The medium of instruction poses a barrier to excellent perfomance

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
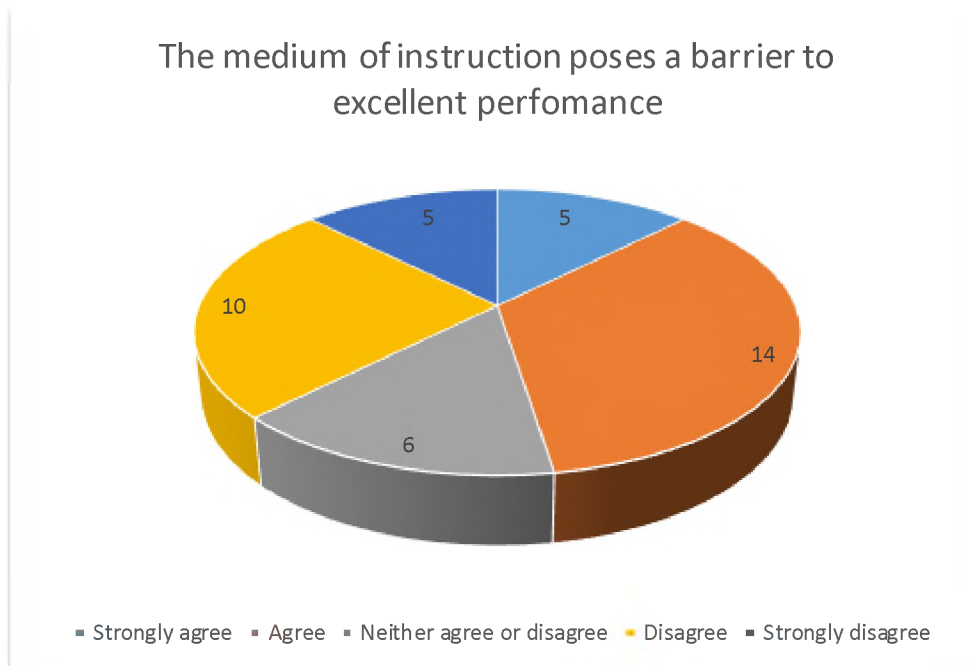
Figure 6.7.2.3

About 5 participants which is 12.5% of the total participants strongly agree that the medium of instruction poses a barrier to excellent academic performance and 14 participants (35%) agree. 6 participants (15%) are not sure whether the medium of instruction poses a barrier to excellent performance or not. About 10 participants (25%) disagree and 5 participants (12.5%) strongly disagree. Adding those who strongly agree and agree, this makes 47.5% of the total number of participants and those who disagree and strongly disagree sums up to 37.5%. This indicates many students are not performing excellent due to the medium of instruction (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.7.3 Integration of African languages as academic languages

6.7.3.1 The availability of course materials in African languages
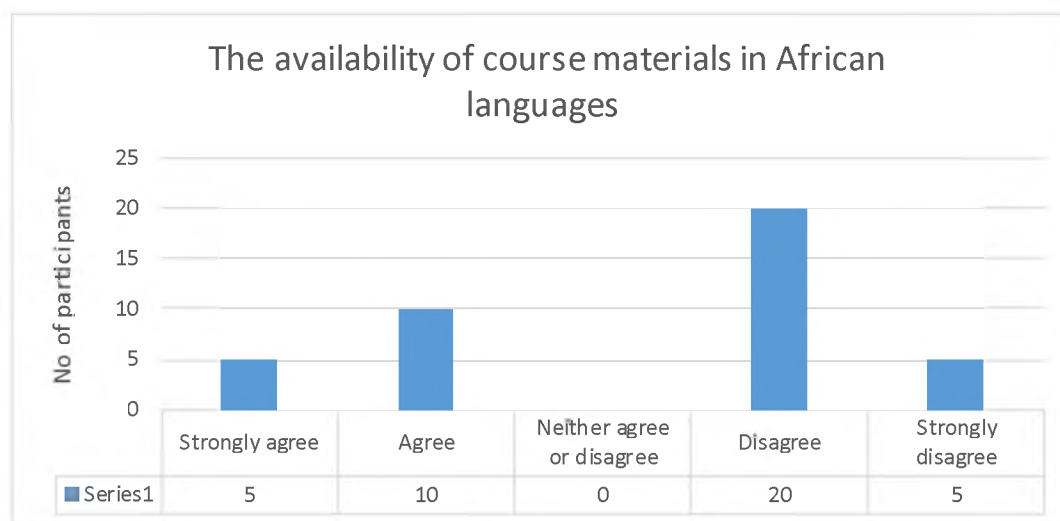
Figure 6.7.3.1

Out of 40 students 5 students (12.5%) strongly agree that the course materials are available in African languages and 10 students (25%) agree. There is no one without knowing where they stand on this matter. About 20 participants (50%) disagree that there are course materials in African languages and 5 students (12.5%) strongly disagree. Most of the students that make 62.5% disagrees that the course materials are available in African languages although 37.5% agree (see Chapter 2: 2.7.1.2; 2.7.1.3). This is an area that needs urgent attention in the institutions of higher learning.

6.7.3.2 Student's preference of course materials in African languages
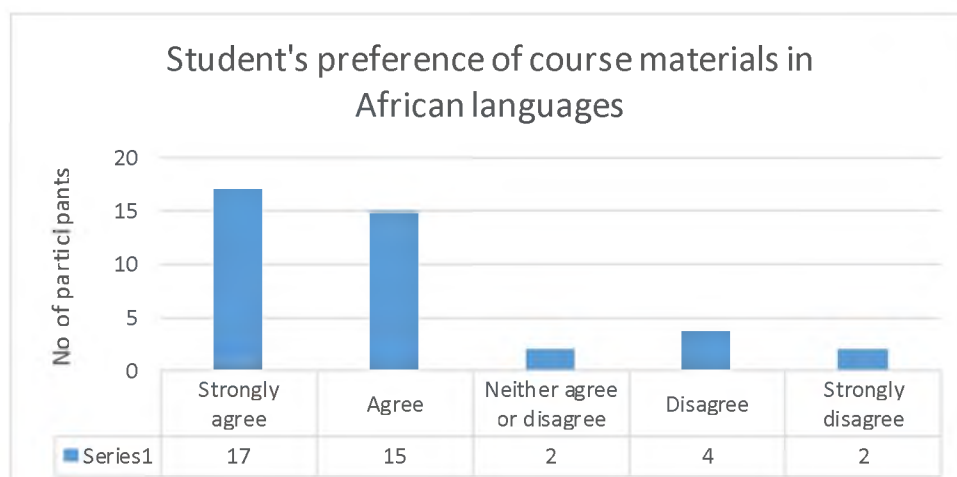
Figure 6.7.3.2

17 participants that make 42.5% of the total participants strongly agree that they prefer the course materials to be available in African languages and 15 participants (37.5%) agree. About 2 participants (5%) are undecided. About 4 students (10%) disagree and 2 students (5%)

strongly disagree. This means the majority of the participants at 80% prefer the course materials in African languages to supplement their language needs. While there are inadequate course materials in African languages as discusses in 6.7.3.1, there is a high demand. Therefore a university has to meet the demand. 15% of the participants do not want the course materials to be available in African languages (refer to Chapter 2:2.7.1.3).

6.7.3.3 Translanguaging in the classroom
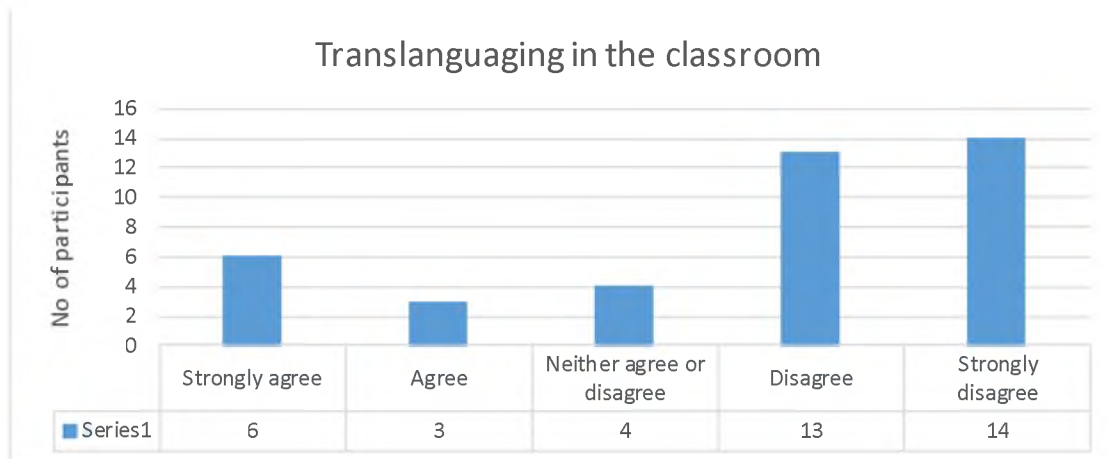
Figure 6.7.3.3

Out of 40 participants there are 6 students (15%) that strongly agree that translanguaging is being practices in their classroom and 3 students (7.5%) agree. About 4 students that make 10% of the participants are neutral. 13 (32.5%) and 14 (35%) of the participants disagree and strongly disagree respectively. This gives a clear picture that translanguaging pedagogy is not fully practiced in this university considering the 67.5% of the participants that disagree. The 22.5% shows that translanguaging is partially practised at this university (see Chapter 2: 2.5.4; 2.5.3.1; 2.7.1).

6.7.3.4 Writing assessment in any official language
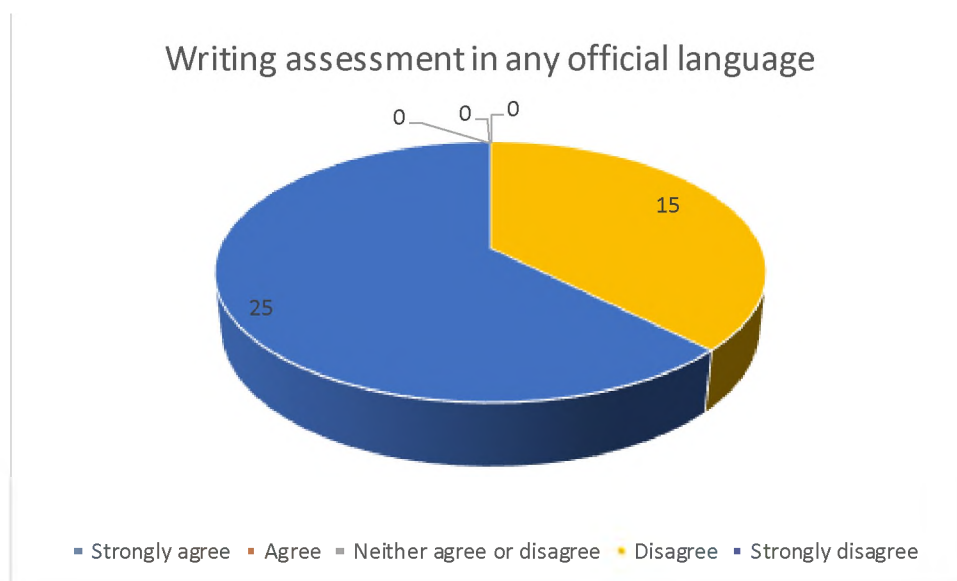
Figure 6.7.3.4

The above pie chart demonstrates that there are only two complementing views on language of assessment at this university. They are the complementing views because each view consolidates another view. Out of 40 participants 15 (37.5%) of the participants disagree with the view that students are allowed to write assessment in any official language of their choice. 25 students (62.5%) of the participants strongly disagree that students in this institution are allowed to write their assessments in any of the official languages. In totality 100% of the participants disagree that the students are allowed to write assessments in any official language of their choice. It is only English as spelled out in 6.7.1.3 (refer to Chapter 2:2.7.1.3).

6.8 Participants' overview (CPUT)

The quantitative data was collected form a cohort of third year students as indicated in Chapter 3:3.5.2. The focus was not only to the students whose home language is African languages because the language question is a national issue it cut across specific language boundaries. It is also important to get an understanding about the attitudes of non-African language speaking students have about the embracing multilingualism. The linguistic composition of the participants was as follows:

Mother tongue	No of respondents	Percentage
Afrikaans	11	27.5%
IsiXhosa	24	60%
IsiZulu	3	7.5%
Sesotho	2	5%

Table 6.30

6.8.1 The language of learning and teaching: Access to education

6.8.1.1 The Secondary education language choices as the determining factor for admission to the university
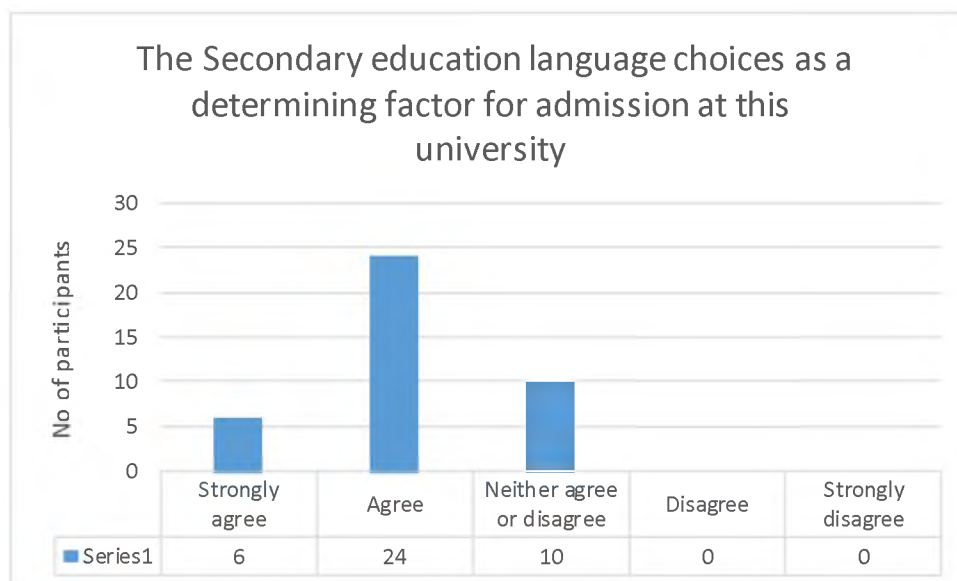

The Secondary education language choices as a determining factor for admission at this university

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	15	16	5	4	0
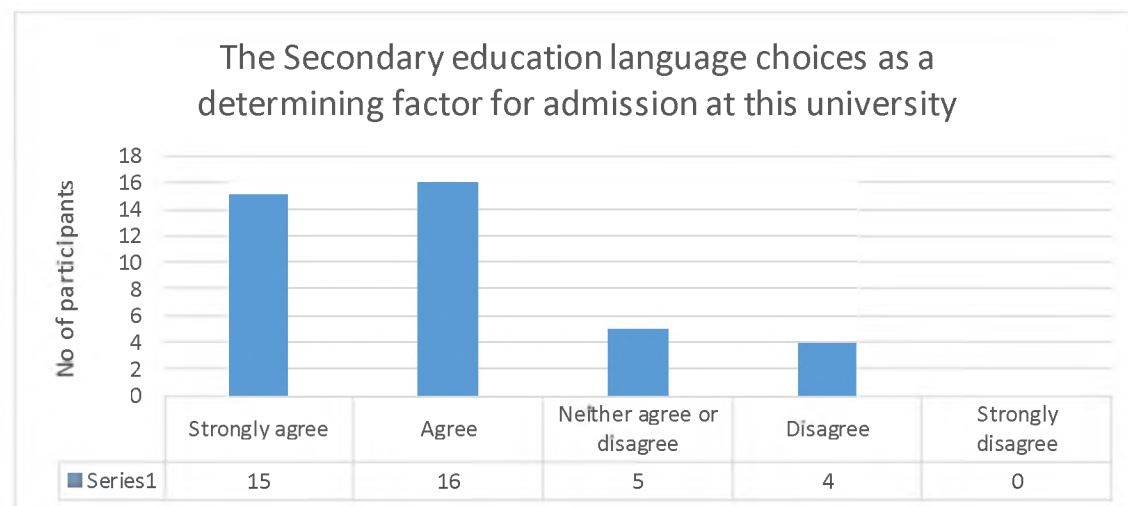
Figure 6.8.1.1

About 15 participants that makes 37.5% strongly agree that their language choices at Secondary education were recognised for admission at this university and 16 participants (40%) agree. 5 students (12.5%) are not certain whether to agree or disagree. At least 4

students (10%) participants disagree. Therefore about 77.5% of the participants agree that their language choices at matric were recognised for admission (see Chapter 4: 4.7.4 and Chapter 5: 5.7.1). .

6.8.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
Afrikaans	16	40%
English	40	100%
IsiXhosa	21	52.5%

Table 6.31

About 100% of the participants confirm unanimously that English is a requirement for admission at this university. There are 16 participants that equals to 40% that affirm that Afrikaans is a prerequisite for admission at this university while 52.5% confirm that isiXhosa is a prerequisite for admission purpose. There is a common view to all participants that English is a prerequisite for admission at this university.

6.8.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
Afrikaans	10	25%
English	40	100%
IsiXhosa	11	27.5%

Table 6.32

The 100% of the participants have a view that English is the medium of instruction across the disciplines. About 25% indicates that Afrikaans is the language of teaching across the subjects at this university while 27.5% confirms that isiXhosa used as a medium of instruction in all subjects. The outstanding view is the one which confirms English as the medium of instruction because there is not even a single participant which disputes that (refer to Chapter 5: 5.1.2).

6.8.2 Success of the students

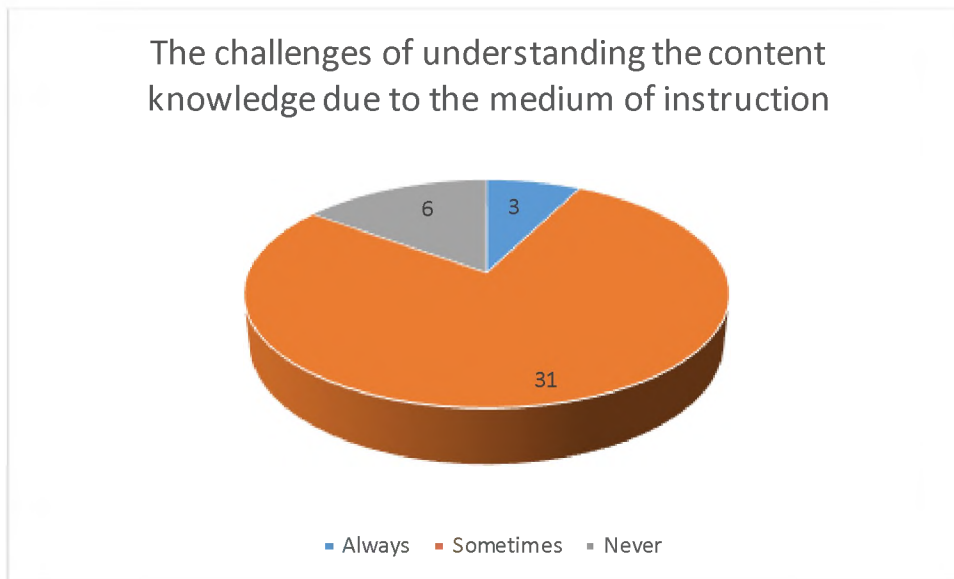### 6.8.2.1 The challenges of understanding the content knowledge due to the medium of instruction
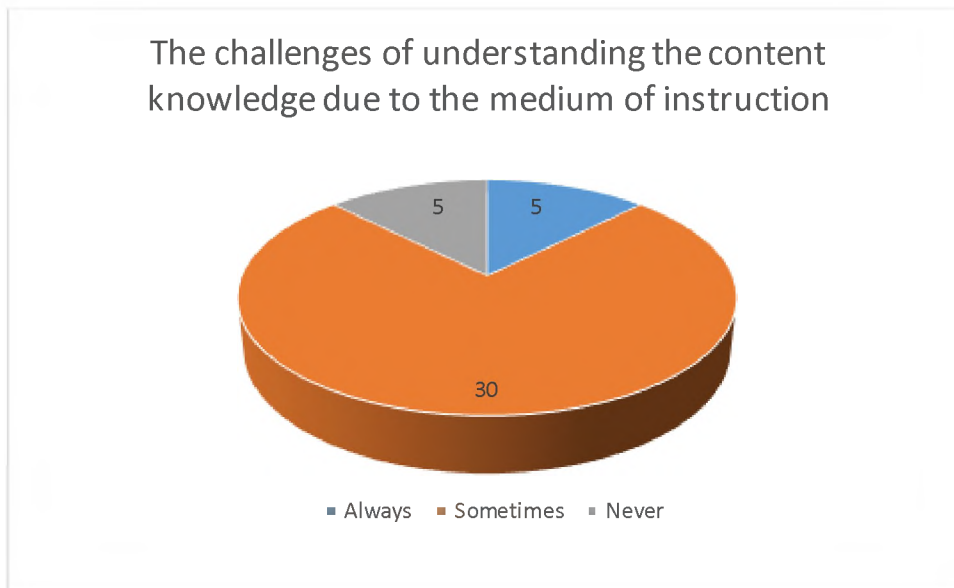
Figure 6.8.2.1

Out of 40 students 5 which is 12.5% of the total population suggest that they always encounter a challenge of understanding the content knowledge due to the medium of instruction. A sizeable number of 30 participants which make 75% indicate that sometimes the medium of instruction impedes their understanding of the content knowledge. Only 5 (12.5%) participants claim that the medium of instruction never deters them to understand the content knowledge. It is clear that the main medium of instruction at this university which is English as depicted by the table 6.32 limits a clear understanding of the content knowledge to the majority of the students (refer to Chapter 1: 1. 1).

6.8.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
Afrikaans	9	22.5%
English	40	100%
IsiXhosa	8	20%

Table 6.33

All participants confirm that English proficiency is necessary for students to get high academic achievement. The 22.5% of the participants demonstrate that Afrikaans proficiency is required for high academic achievements. The 20% of the participants claim that isiXhosa proficiency is needed for high academic achievements. English proficiency is dominant for the high academic achievements

6.8.2.3 The medium of instruction poses a barrier to excellent performance

The medium of instruction poses a barrier to excellent performance

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
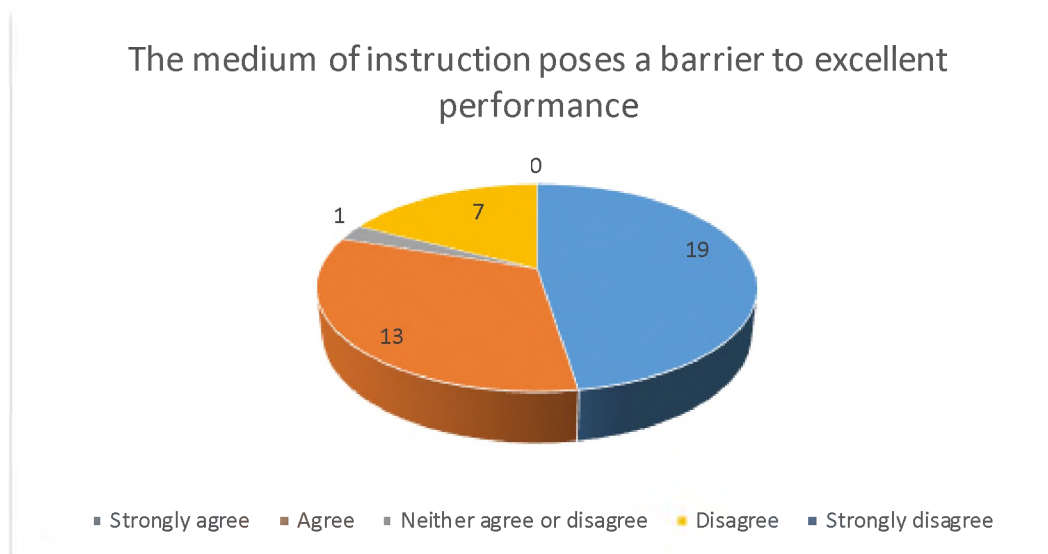
Figure 6.8.2.3

About 19 participants 47.5% out of 40 strongly agree that the medium of instruction poses a barrier to their excellent academic performance and 13 participants (32.5%) agree. Only 1 participant at 2.5% who is not certain whether the medium of instruction poses a barrier to their academic performance or not. There are 7participants (17.5%) that disagree that the medium of instruction poses barrier to their academic performance. There is no one who strongly disagree. To put is categorically, 80% of the participants agree that the medium of instruction poses a barrier to their excellent academic performance (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.8.3 Integration of African languages as academic languages

6.8.3.1 The availability of course materials in African languages

The availability of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	2	3	3	14	18
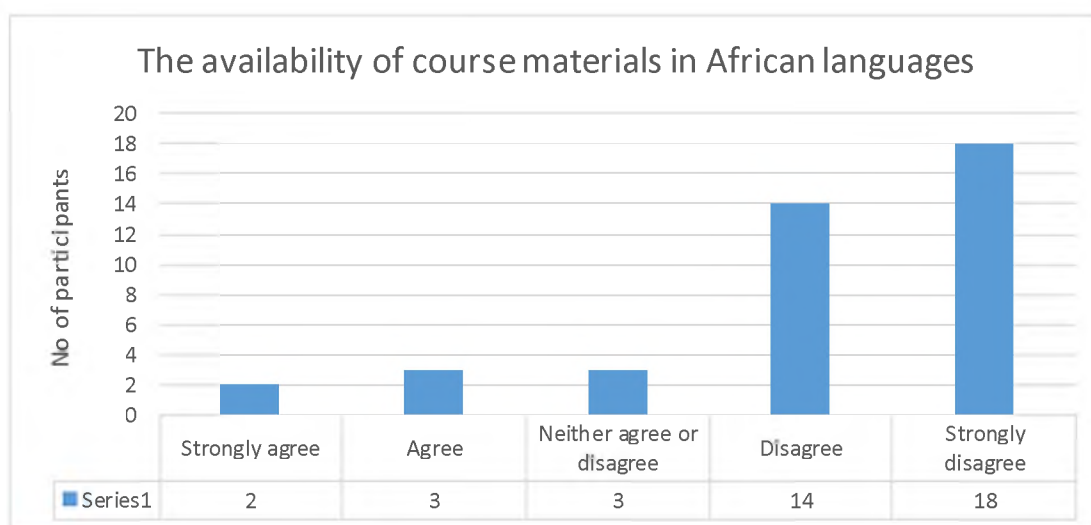
Figure 6.8.3.1

Only 2 participants (5%) of the total number of participants strongly agree that the course materials are available in African languages and 3 participants (7.5%) agree. Another 3 participants (7.5%) of the total number of participants are neutral. There are 14 students (35%) that disagree and 18 participants (45%) strongly disagree that the course materials are available in African languages. This simply means that 80% of the participants dispute that the course materials are available in African languages, while 12.5% contradicts them (see Chapter 2: 2.7.1.2; 2.7.1.3).

6.8.3.2 Student's preference of course materials in African languages

Student's preference of course materials in African languages

No of participants

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
■ Series1	20	11	4	5	0
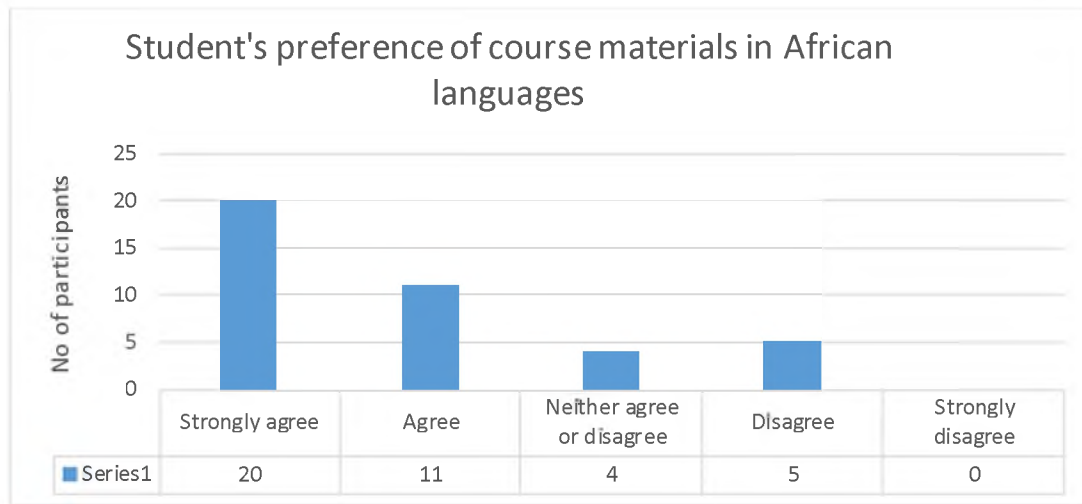
Figure 6.8.3.2

20 (50%)out of 40 of the participants strongly prefer the availability of course materials in African languages so as to supplement their language needs and 11 participants (27.5%) agree. 4 participants (10%) are not sure whether they want prefer the course materials in African languages or not. Only 5 (12.5%) out of 40 students of the participants disagree that they prefer the course materials to be provided in African languages. In totality, 77.5% of the participants wish to have course materials in African languages and 12.5% do not want course materials in African languages (refer to Chapter 2:2.7.1.3). This means that there is a demand for the provision of course materials in African languages. The university must supply the course materials in African languages to meet the demand of the students.

6.8.3.3 Translanguaging in the classroom

Figure 6.8.3.3

All participants disagree that there is a translanguaging practice in the classroom environment. About 10 participants (25%) disagrees with the translanguaging pedagogy in the classroom and 30 participants (75%) out of 40 total participants strongly disagree. Therefore 100% of the participants falls within the category of disagreement (see Chapter 2: 2.5.4; 2.5.3.1; 2.71). This bar graph conveys a clear message that there is no translanguaging pedagogy being practised in classrooms at this university.

6.8.3.4 Writing assessment in any official language
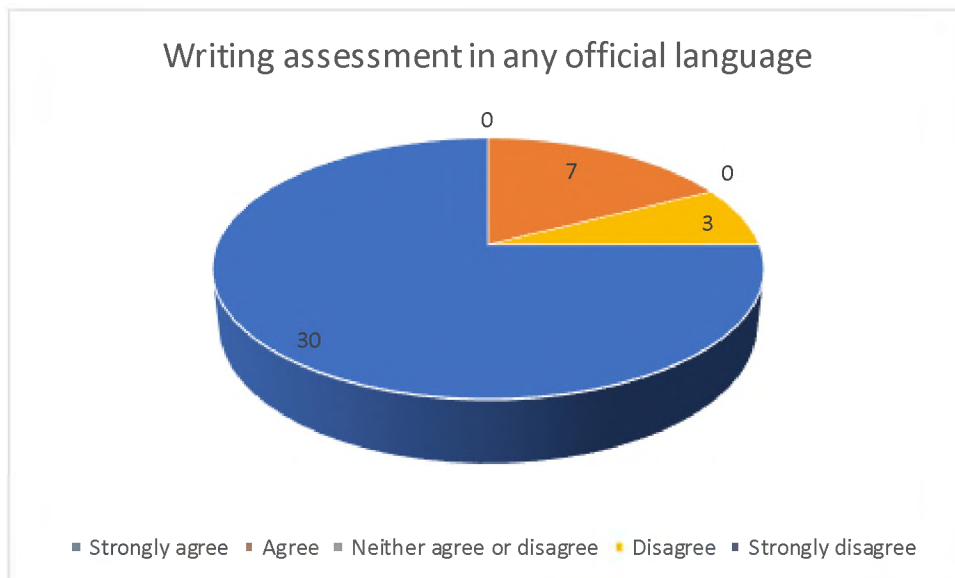
Figure 6.8.3.4

There is no one who strongly agrees, but 7 students (17.5%) agree that students are at liberty to write assessments in any of the official languages. There is no one who is a neutral participant. About 3 students (7.5%) disagree that the assessment can be written in any of the official languages and 30 students (75%) strongly disagree. To sum up, only 17.5% agrees

that assessment can be written in any official language and 82.5% dispute that assessments at this university can be written in any official language (refer to Chapter 2:2.7.1.3).

6.9 Participants' overview (Stellenbosch University)

The students that participated in this study are the third year students at this university as stated in chapter 3:3.5.2. The language policy practices affects everyone regardless of their discipline, language background and a race. The only prescription was that a student should be at a third year level only. The data shows the following linguistic backgrounds of the participants:

Mother tongue	No of respondents	Percentage
Afrikaans	18	45%
English	8	20%
IsiXhosa	11	27.5%
IsiZulu	1	2.5%
Setswana	1	2.5%
Xitsonga	1	2.5%

Table 6.34

6.9.1 The language of learning and teaching: Access to education

6.9.1.1 The Secondary education language choices as the determining factor for admission to the university

Figure 6.9.1.1

6 students (15%) out of 40 strongly agree that their language choices at secondary education level were recognised for admission at this university and 17 students (42.5%) agree. About 9 participants (22.5%) do not want to agree or disagree. Only 4 students (10%) disagree and another 4 students (10%) strongly disagree. The majority of the participants at 57.5% agree that their languages were recognised for admission purposes whilst 20% in total disagree with them (see Chapter 4: 4.9.4 and Chapter 5: 5.9.1).

6.9.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
Afrikaans	33	82.5%
English	38	95%
IsiXhosa	3	7.5%

Table 6.35

The majority of the participants at 95% have a view that English is a prerequisite for admission at this university. This follows by 82.5% of the participants that Afrikaans as the requirement for admission and this university. Other participants at 7.5% indicate that isiXhosa is a prerequisite for admission at this university. The popular view among the participants indicates English as the main language recognised for admission at this university.

6.9.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
Afrikaans	33	82.5%
English	40	100%
IsiXhosa	10	25%

Table 6.36

100% of the participants confirm that English is the medium of instruction across the disciplines at this university. The participants at 82.5% further indicate that Afrikaans is the language used to teach all the subjects of their studies. There is also 25% of the participants that suggest that isiXhosa is the medium of instruction across the subjects. The table suggests that English is the main medium of instruction followed by Afrikaans. The 25% of isiXhosa shows that isiXhosa is used as a medium of instruction at a minimal level (refer to Chapter 5: 5.9.2).

6.9.2 Success of the students

6.9.2.1 The challenges of understanding the content knowledge due to the medium of instruction


Figure 6.9.2.1

4 students that make 10% of the participants state that the medium of instruction always prohibits their understanding of the content knowledge. About 25 participants (62.5%) of the participants affirm that sometimes they do not understand the content knowledge as a result of the medium of instruction. 11 students (27.5%) confirm that they never experience any challenges in understanding the content knowledge because of the medium of instruction. Those that always encounter challenges of understanding the content knowledge together with the students that sometimes encounter the challenges of understanding the content knowledge make up 72.5%. This implies that the medium of instruction as mentioned in table 6.36 limits the clear understanding of the content knowledge to the majority of the students (refer to Chapter 1: 1. 1).

6.9.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
Afrikaans	20	50%
English	39	97.5%
IsiXhosa	2	5%

Table 6.37

The majority of the students at 97.5% have a common view that English proficiency is needed for high academic achievements at this university. The participants that make 50% indicate that Afrikaans proficiency is essential for high academic achievements, while 5% of the participants are of the view that isiXhosa proficiency is required for the best academic achievements. It is clear that if a students is not proficient in English the likelihood is that he/she may not be able to be a high academic achiever (Chapter 2: 2.7.1.1).

6.9.2.3 The medium of instruction poses a barrier to excellent performance
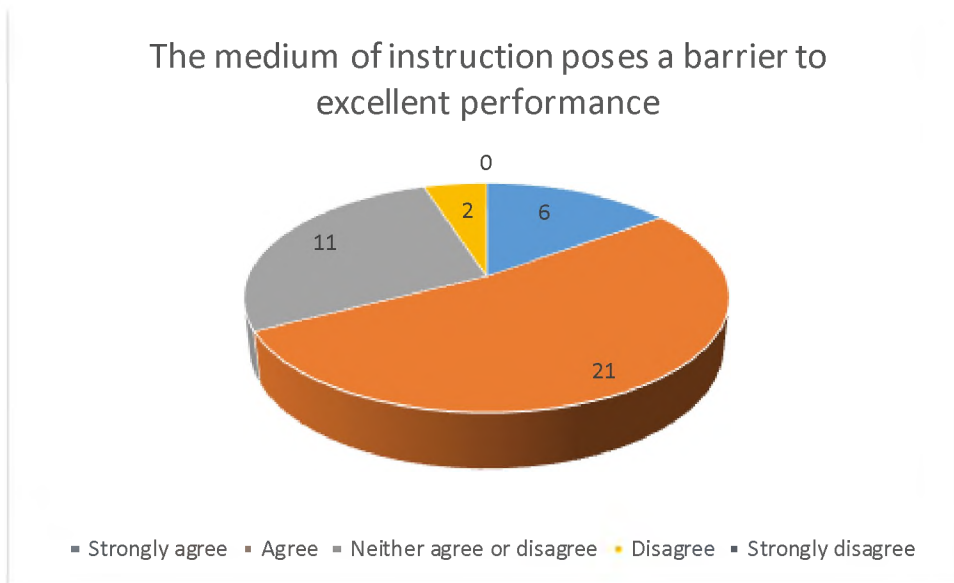
Figure 6.9.2.3

Out of 40 students 6 (15%) strongly agree that the medium of instruction poses a barrier to their excellent performance and 21 (52.5%) students agree as well. A number of 11 students (27.5%) are undecided, they do not want to agree or disagree whether the medium of instruction poses a barrier to their academic performance. 2 students (5%) disagree and no one strongly disagree that the medium of instruction impedes their excellent academic performance. This implies that although English is the main medium of instruction with Afrikaans as the secondary medium of instruction (table: 6.9.1.1), this poses a barrier to excellent performance of the participants (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.9.3 Integration of African languages as academic languages

6.9.3.1 The availability of course materials in African languages
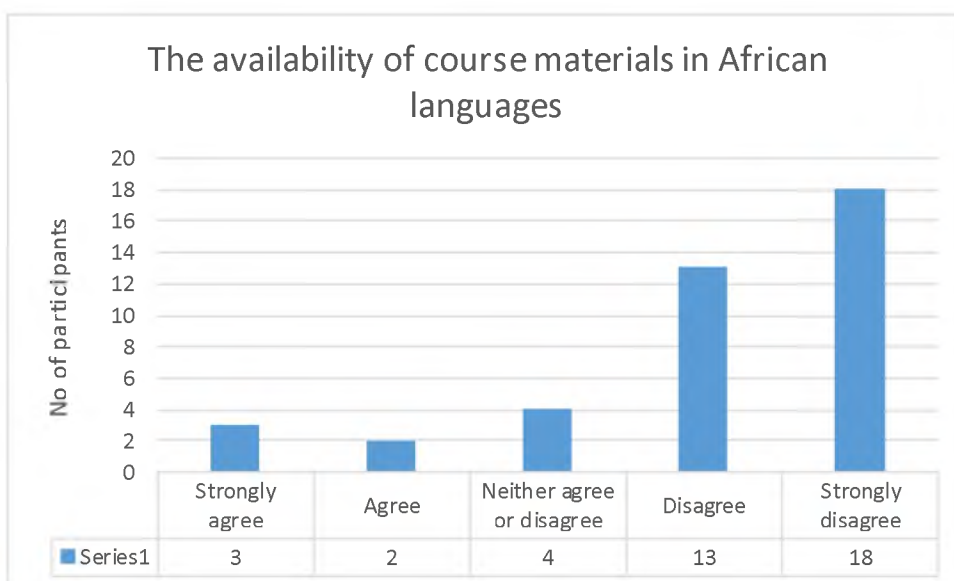
Figure 6.9.3.1

At least 3 participants (7.5%) out of 40 participants strongly agree that the course materials are available in African languages and 2 participants (5%) agree. About 4 students (10%) are neutral. 13 participants (32.5%) disagree that there is availability of course material in African languages and 18 students (45%) strongly disagree. The participants that disagree make 77.5% in totality through the combination of those who disagree and those who strongly disagree. The participants that agree and strongly agree make 12.5%. The majority of the students confirm that there are no learning materials provided in African languages at this university (see Chapter 2: 2.7.1.2; 2.7.1.3).

6.9.3.2 Student's preference of course materials in African languages

Preference of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	8	9	15	4	4
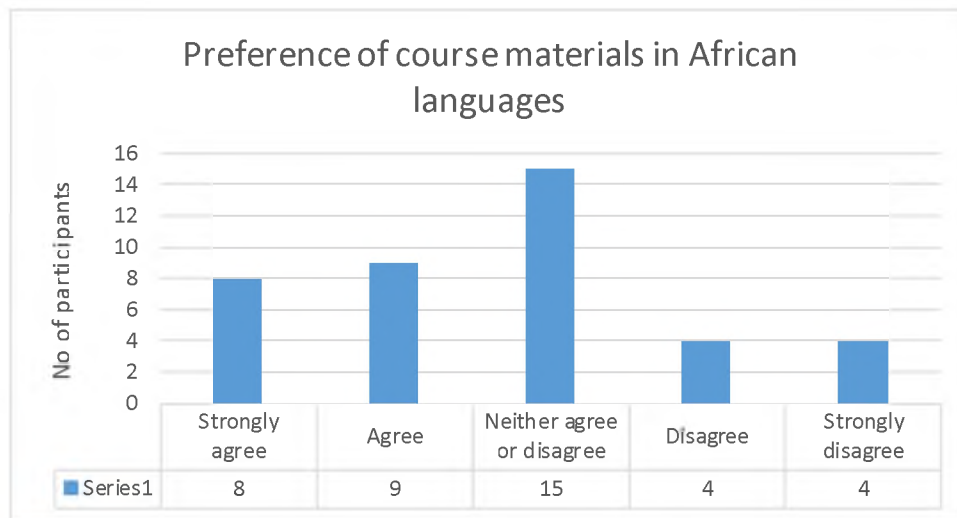
Figure 6.9.3.2

About 8 students (20%)out of 40 strongly agree that they prefer the learning materials to be provided in African languages to supplement their language needs and 9 students (22.5%) agree. 15 (37.5%) students are undecided, they do not know whether they prefer the learning materials to be provided in African languages or not. Only 4 participants (10%) do not want any learning materials to be provided in African languages and another 10% strongly disagree. Comparing those who prefer the learning materials provision in African languages and those who do not prefer any learning materials in African languages, there is a strong preference from 42.5% of the students for the provision of learning material in African languages as against 20% that disagrees. Although there is no big difference, but those that prefer the provision of course materials in African languages are in the majority, their preference should be recognized as a fair preference to promote multilingualism (refer to Chapter 2:2.7.1.3).

6.9.3.3 Translanguaging in the classroom

Translanguaging in the classroom

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	5	12	7	8	8
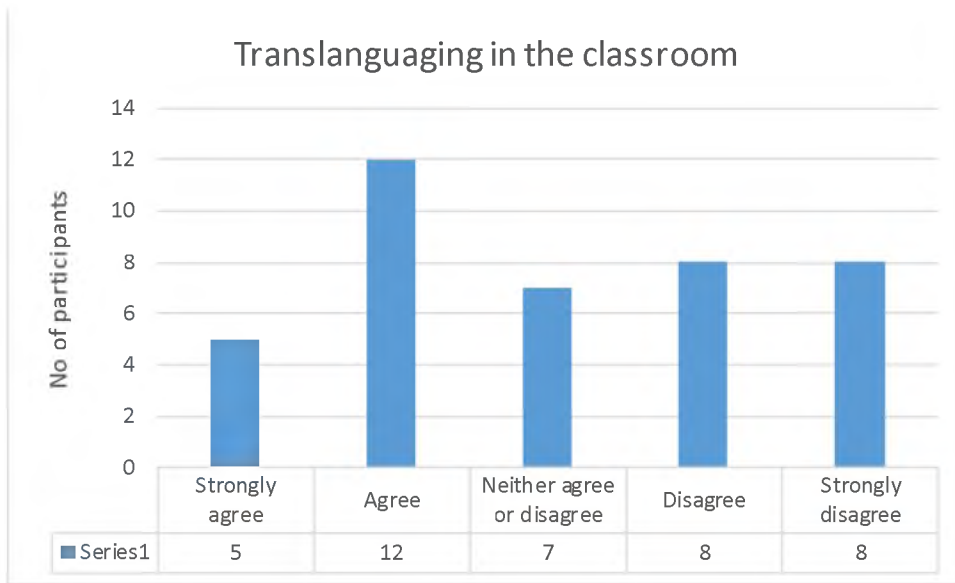
Figure 6.9.3.3

About 5 students (12.5%) out of 40 strongly agree that translanguaging pedagogy is accepted in their classroom and 12 participants (30%) agree as well. 7participants (17.5%) do not agree or disagree if translanguaging pedagogy is being practices in their own classrooms. The participants that disagree with the translanguaging in their classes are 8 which is (20%) and another 8 students (20%) strongly disagree. The 42.5% that agree on translanguaging pedagogy implies that to a certain extent it is being practiced at this university. The consideration of 17.5% undecided participants and 40% of those that disagree shows that translanguaging pedagogy is not yet fully implemented at this university (see Chapter 2: 2.5.4; 2.5.3.1; 2.71).

6.9.3.4 Writing assessment in any official language

Writing assessment in any of the official languages

Strongly agree ▪ Agree ▪ Neither agree or disagree ▪ Disagree ▪ Strongly disagree
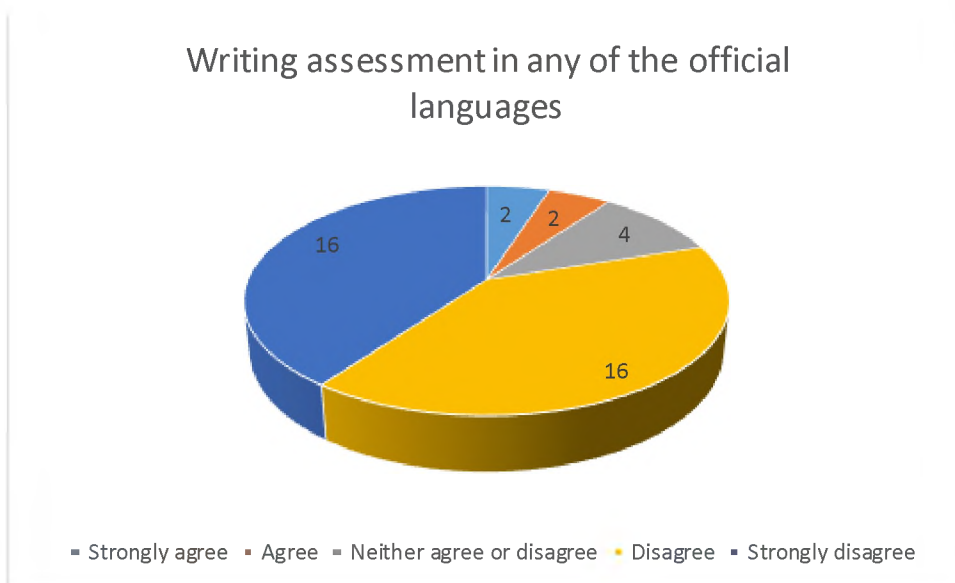
Figure 6.9.3.4

2 participants (5%) and another 2 participants (5%) strongly agree and agree respectively that the assessment can be written in any official language. 4 participants (10%) are not certain whether they can write assessment in language of their choice. The 16 participants that make 40% of the participants do not agree that they may write assessment in any of the official languages and another 16 participants at 40 % strongly disagree. This pie graph depicts that 80% of the students affirm that they are not allowed to write assessment any language of their choice. This affirms that assessment is in English and Afrikaans as discussed in Chapter 4: 4.9; Chapter 5: 5.9.2 and Chapter 6: 6.9.1.1.

6.10 Participants' overview (UFS)

The participants are a cohort of forty third year students as stipulated in Chapter 3:3.5.2. The language policy practices cut across racial lines, ethnicity, discipline and language variations. It is important to make this participants' overview based on the mother tongue of the participants as a resource that they bring to the university.

Mother tongue	No of respondents	Percentage
Afrikaans	7	17.5%
English	1	2.5%
IsiXhosa	5	12.5%
IsiZulu	4	10%
Setswana	3	7.5%
Sesotho	19	47.5%
SiSwati	1	2.5%

Table 6.38

6.10.1 The language of learning and teaching: Access to education

6.10.1.1 The Secondary education language choices as the determining factor for admission to the university

The Secondary education language choices as a determining factor for admission at this university

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
■ Series1	9	17	5	6	3
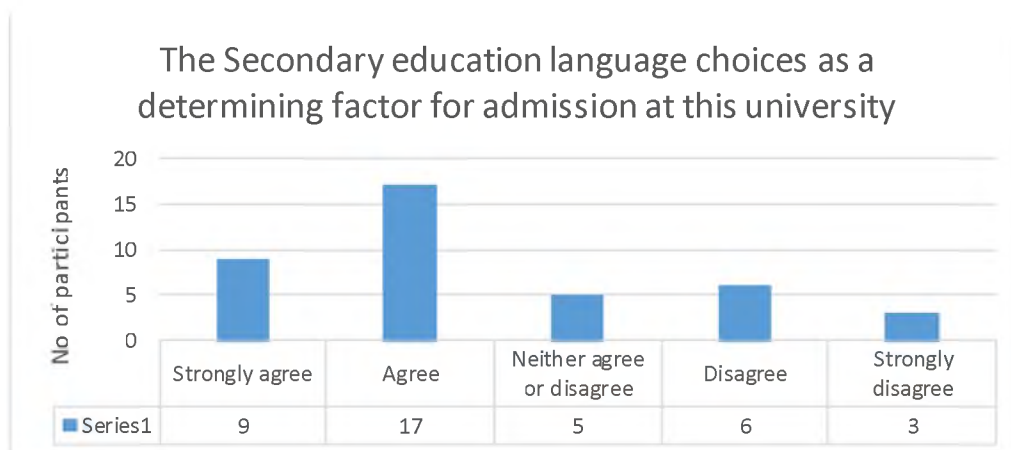
Figure 6.10.1.1

About 9 participants (22.5%) out of 40strongly agree that their language choices at secondary education were recognised for admission purposes at this university and 17 participants (42.5%) agree. About 5 participants (12.5%) do not agree or disagree. 6 participants (15%)

disagree and 3 participants (7.5%) strongly disagree. This shows that about 65% of the participants agree that the university recognised their language choices at secondary education for their admission at this university (see Chapter 4: 4.10.4 and Chapter 5: 5.10.1).

6.10.1.2 The languages that are prerequisite for admission purposes at this university

Languages	No of respondents	Percentage
Afrikaans	23	57.5%
English	40	100%
Sesotho	9	22.5%

Table 6.39

100% of the participants have the unanimous view that English is a prerequisite for admission purposes at this university. The 57.5% suggest that Afrikaans is a requirement at this institution. About 22.5% of the participants are of the view that Sesotho is a prerequisite for admission at this university. The English as a prerequisite for admission is a popular view.

6.10.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
Afrikaans	24	60%
English	40	100%
Sesotho	4	10%

Table 6.40

The total number of participants agree unanimously that English is the medium of instruction across the curriculum. About 60% have a view that Afrikaans is used as a language of teaching in all the subjects. The 10% of the participants suggest that Sesotho also is used as the medium of instruction across the subjects in their studies. It is clear that English is used as the medium of instruction and Afrikaans to a certain extent (refer to Chapter 5: 5.10.2).

6.10.2 Success of the students

6.10.2.1 The challenges of understanding the content knowledge due to the medium of instruction
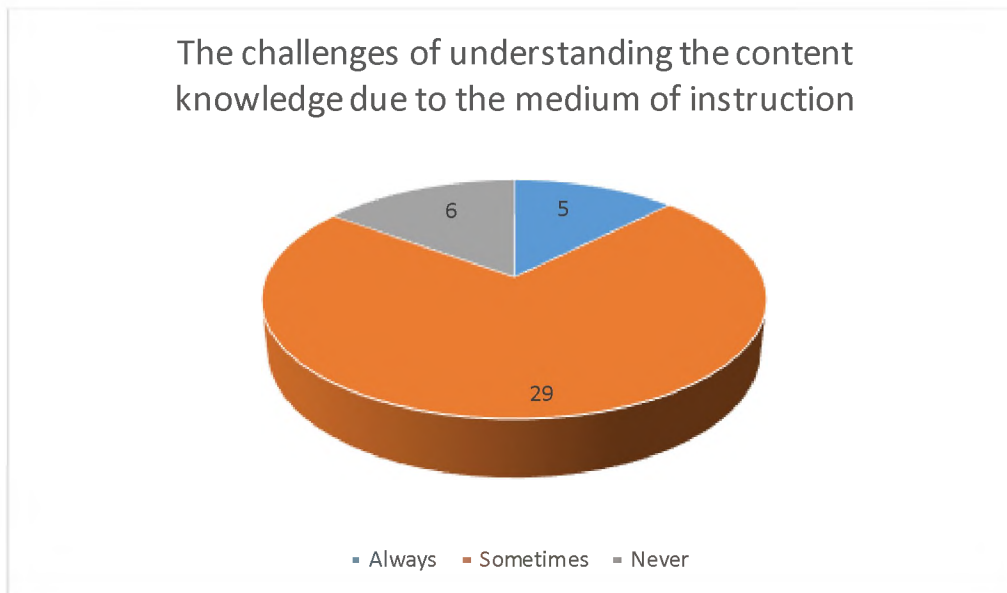
Figure 6.10.2.1

About 5 participants (12.5%) out of 40 encounter some challenges in understanding the content knowledge due to the medium of instruction. The sizeable number of 29 participants which constitutes 72.5% sometimes the medium of instruction used impedes their understanding of the content knowledge. 6 participants (15%) affirm that they never experience any challenges in understanding the content knowledge as a result of the medium of instruction. This signifies about 85% of the participants are having challenges in understanding the content knowledge due to the medium of instruction (refer to Chapter 1: 1. 1).

6.10.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
Afrikaans	16	40%
English	39	97.5%
Sesotho	4	10%

Table 6.41

The participants at 40% suggest that Afrikaans proficiency is needed for high academic achievements. The 97.5% of the participants indicate that English proficiency is essential for high academic achievements. It is also confirmed by 10% of the participants that Sesotho proficiency is essential for high academic achievements at this university. The most dominant view is that students need to be English proficient in order to be high academic achievers (Chapter 2: 2.7.1.1).

6.10.2.3 The medium of instruction poses a barrier to excellent performance

The medium of instruction poses a barrier to excellent performance

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	1	11	11	10	7
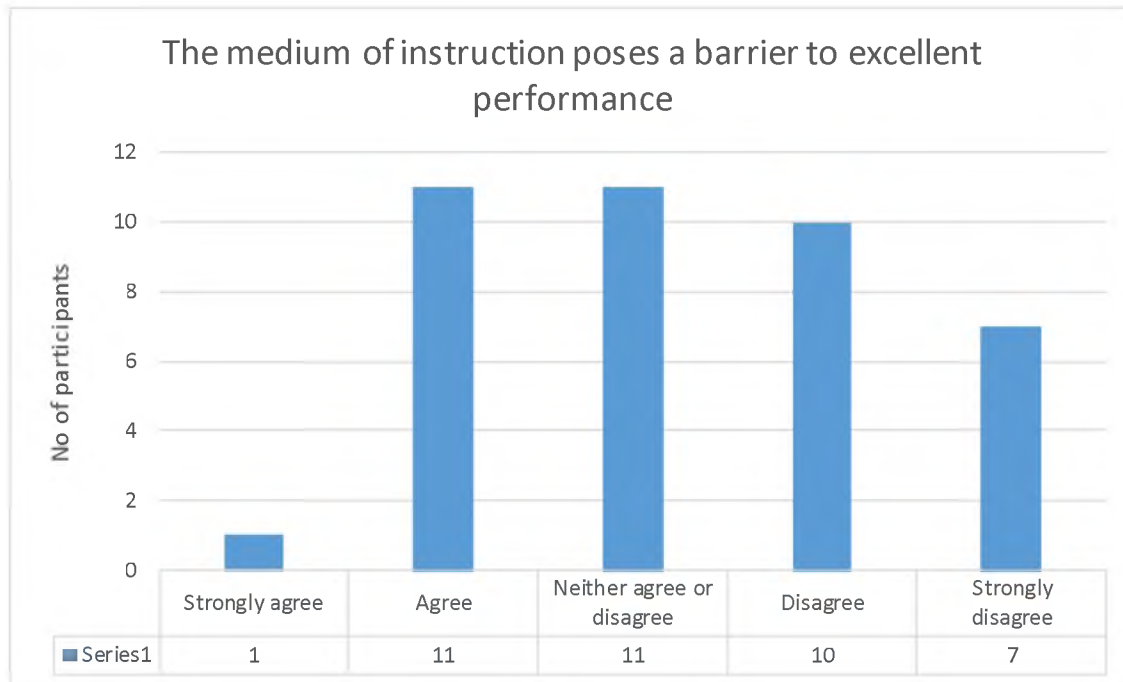
Figure 6.10.2.3

1 participants (2.5%) strongly agrees that the medium of instruction poses a barrier to their excellent performance and 11 participants (27.5%) agree. Another 11 participants (27.5%) are undecided. About 10 participants (25%) do not agree and 7 participants (17.5%) strongly disagree. To sum up it is 30% for those who agree that the medium of instruction poses a barrier to their excellent performance and 42.5% for those who disagree that the medium of instruction poses a barrier to their excellent performance (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.10.3 Integration of African languages as academic languages

6.10.3.1 The availability of course materials in African languages
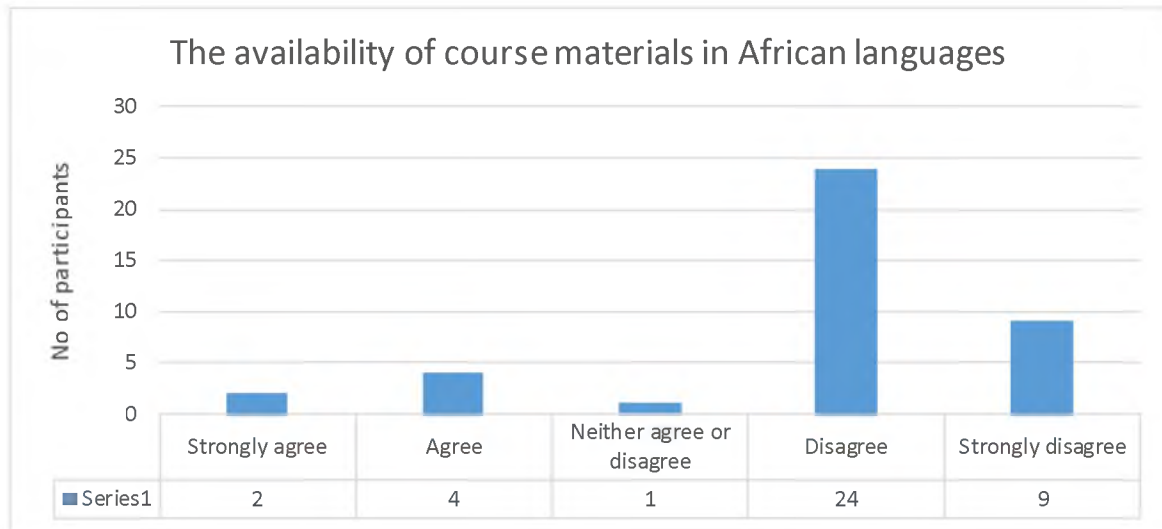
Figure 6.10.3.1

Only 2 participants (5%) strongly agree that the course materials are available in African languages and 4 participants (10%) agree. About 1 participant (2.5%) is uncertain because he/she does not agree or disagree. 24 participants that make 60% disagree and 9 participants (22.5%) strongly disagree that the course materials are available in African languages. The total number of participants that dispute the availability of course materials in African languages are 33 which makes 82.5% as against 15% that agree Therefore the availability of course materials in African languages is inadequate(see Chapter 2: 2.7.1.2; 2.7.1.3).

6.10.3.2 Student's preference of course materials in African languages
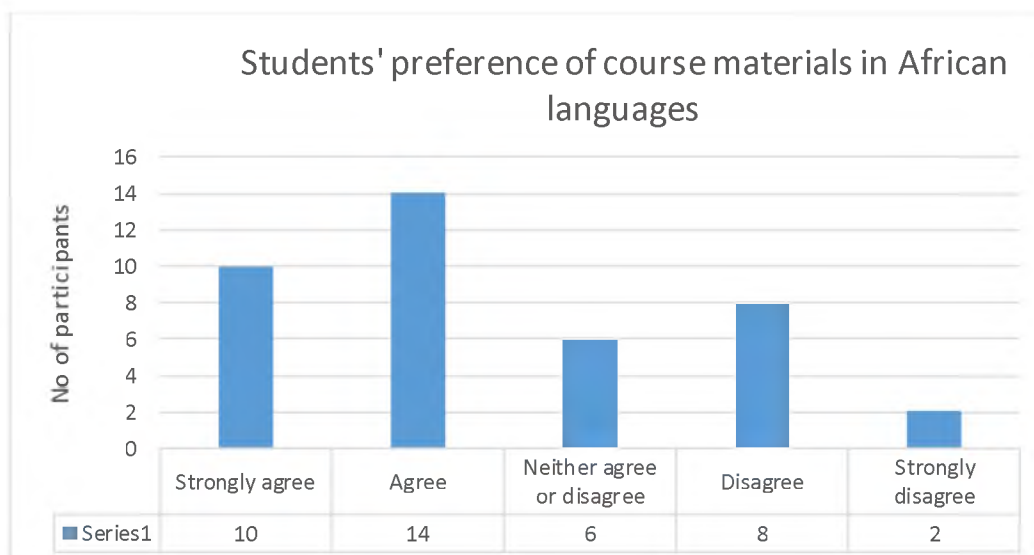
Figure 6.10.3.2

10 participants (25%) out of 40 total number of participants strongly agree that they prefer the course materials be available in African languages to supplement their language needs

and 14 participants (35%) agree. About 6participants 15% are undecided, therefore they do not agree or disagree. 8 participants (20%) disagree and 2 participants (5%) strongly disagree. This means those who prefer the course materials to be available in African languages constitute 60% (refer to Chapter 2:2.7.1.3). The university needs to provide the course materials in African languages as per the demand of the students.
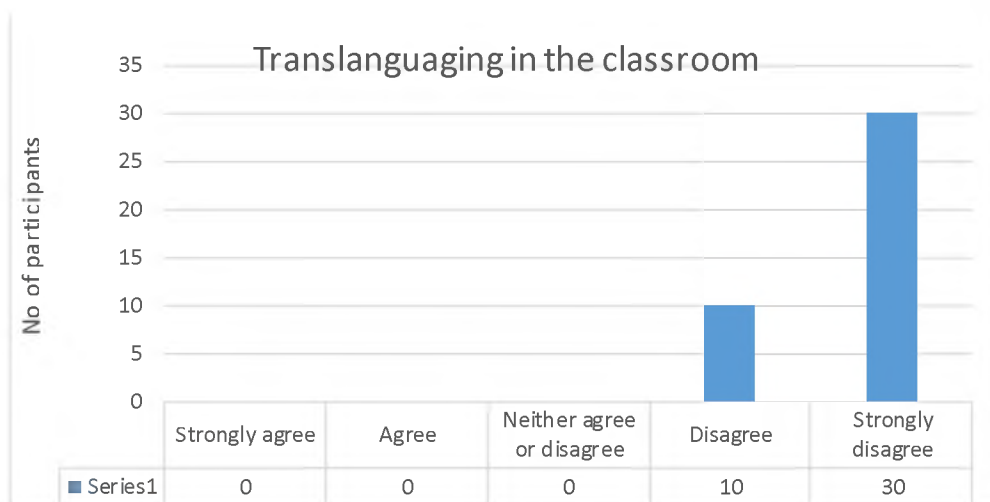
6.10.3.3 Translanguaging in the classroom
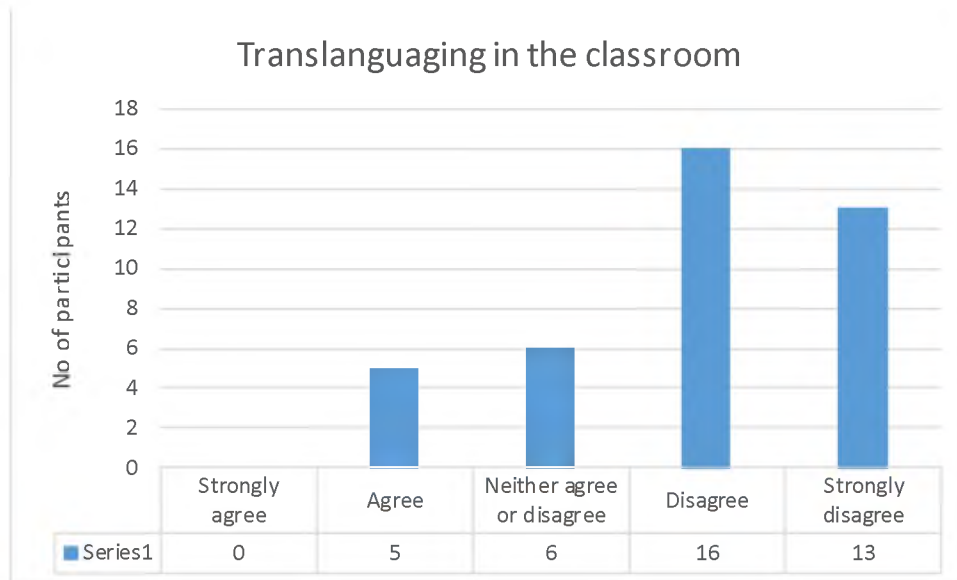
Figure 6.10.3.3

There is no one who strongly agrees that translanguaging happens in his/her classroom and 5 participants (12.5%) agree that translanguaging is being practiced in their classes. About 6 participants (15%) do not agree or disagree. 16 participants (40%) disagree and 13 participants (32.5%) strongly disagree that the translanguaging pedagogy is a practice in their classrooms. While there is 12.5% of the participants that confirm that translanguaging is being practised in their classrooms, 72.5% contradicts them (see Chapter 2: 2.5.4; 2.5.3.1; 2.71).

6.10.3.4 Writing assessment in any official language
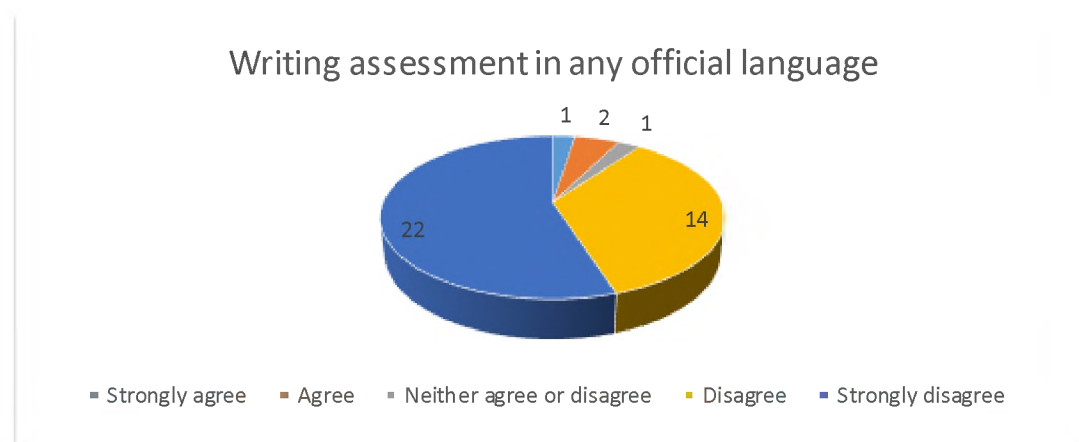
Figure 6.10.3.4

One participant strongly agrees that makes 2.5% confirms that students are allowed to write their assessments in any official language and 2 students (5%) agree. Another participant at 2.5% does not agree or disagree. 14 participants (35%) disagree and 55% strongly disagree that students are allowed to write their assessments in any official language. To sum up, 90% of the participants disagree that students at this university are allowed to write their assessments in any languages of their choice (refer to Chapter 2:2.7.1.3).

6.11 Participants' overview (NWU)

The participants were a cohort of forty third year student as stated in chapter 3:3.5.2. The language policy practices affect all the students in different ways. It is therefore important to get the views of African language speakers and non-African language speakers where possible in order to get how students in general view the language practices of their institution. There were no prescription of students' participation based on their race, discipline and language. The mother tongue composition of the participants is as follows:

Mother tongue	No of participants	Percentage
Afrikaans	33	82.5%
English	4	10%
Setswana	3	7.5%

Table 6.42

6.11.1 The language of learning and teaching: Access to education

6.11.1.1 The Secondary education language choices as the determining factor for admission to the university
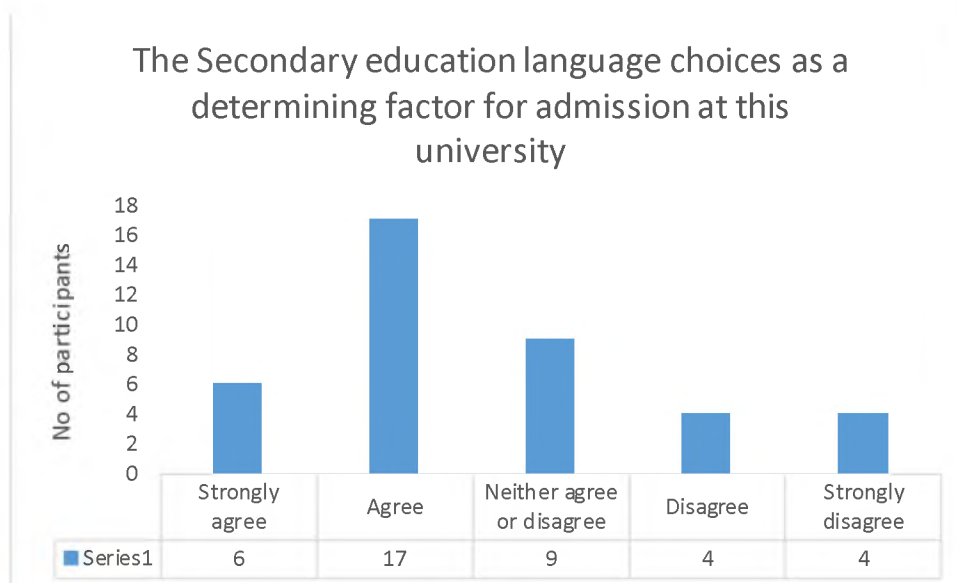

The Secondary education language choices as a determining factor for admission at this university

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	15	16	3	6	0
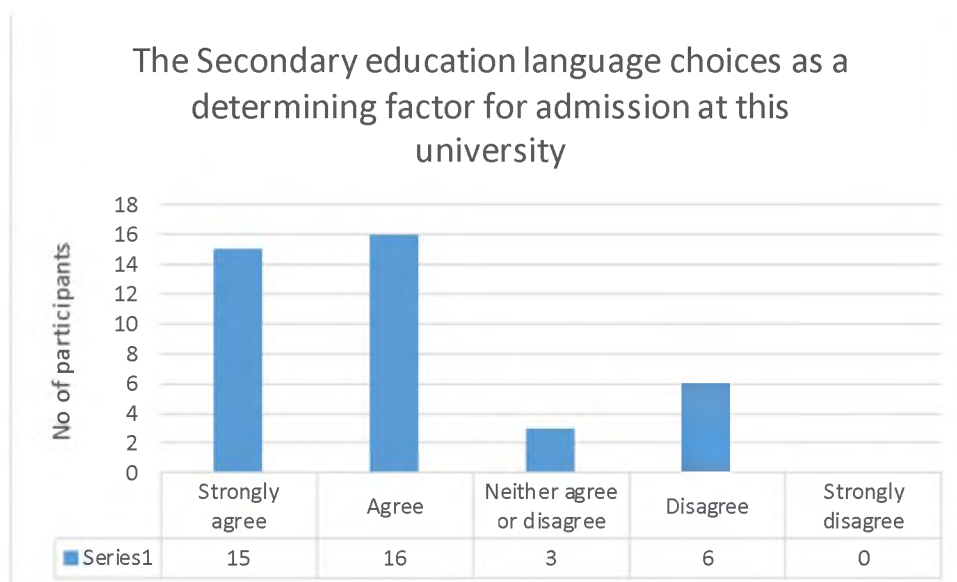
Table 6.11.1.1

About 15 participants (37.5%) strongly agree that their secondary education language choices were recognised for admission purposes at this university and 16 participants (40%) agree. 3 participants (7.5%) are not sure whether their secondary language choices were recognised or not. 6 participants 15% of the disagree. Most of the students at 77.5% agree that their

secondary education language choices were recognised for admission at this university (see Chapter 4: 11.4 and Chapter 5: 5.11.1).

6.11.1.2 The languages that are prerequisite for admission purposes at this university

Language	No of respondents	Percentage
Afrikaans	31	77.5%
English	40	100%
Setswana	18	45%

Table 6.43

All participants confirm that English is a prerequisite for admission purposes at this university. About 77.5% of the participants also suggest that Afrikaans is a requirement for admission purpose at this institution. There is also a confirmation from 45% of the participants that Setswana is the essential for admission.

6.11.1.3 The languages used for teaching across subjects in your studies

Language	No of respondents	Percentage
Afrikaans	33	82.5%
English	40	100%

Table 6.44

The participants selected English and Afrikaans as the languages used to teach all subjects in their studies. About 100% confirm that English is used as the medium of instruction and 82.5% confirms Afrikaans as the medium of instruction. Looking at the high percentages of the confirmation from the students, it is clear that both languages are used as the medium of instruction   (refer to Chapter 5: 5.11.2).

6.11.2 Success of the students

6.11.2.1 The challenges of understanding the content knowledge due to the medium of instruction
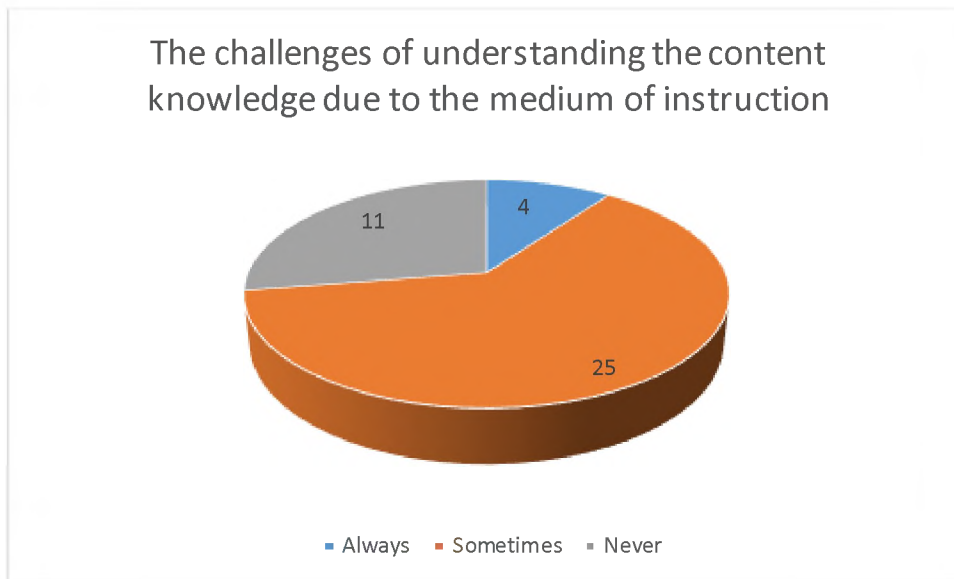

The challenges of understanding the content knowledge due to the medium of instruction

- Always - Sometimes - Never
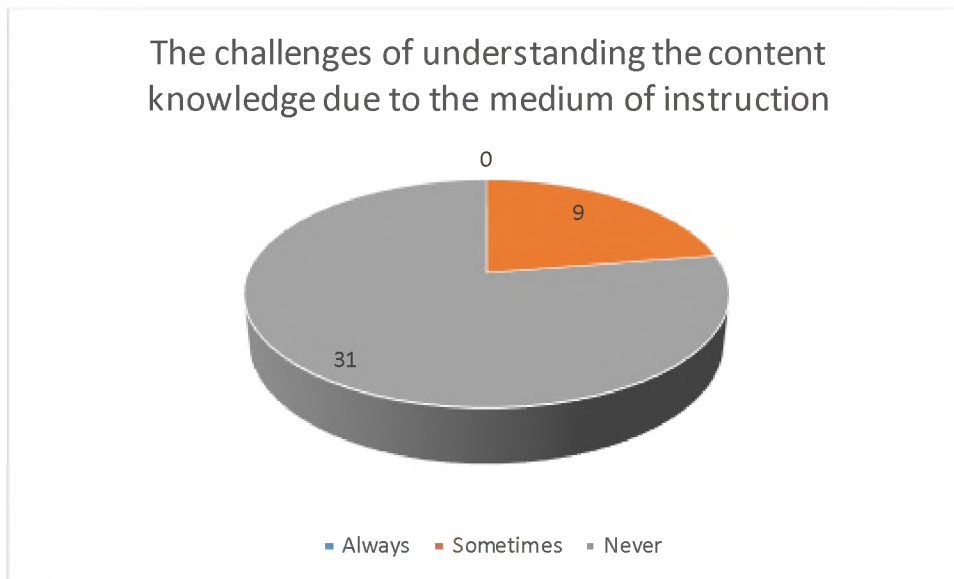
Figure 6.11.2.1

There is not even a single students who always encounter the challenge of understanding the content knowledge as a result of the medium of instruction. About 9 participants (22.5%) indicate that sometimes the medium of instruction impedes their understanding of the content knowledge. 31 participants (77.5%) declare that they never face any challenges of understanding the content knowledge due to the medium of instruction. This is linked to the mother tongue of the majority of the students as depicted in table 6.42, the mother tongue of the majority of the students happens to be the medium of instruction hence they do not encounter any hindrances in understanding the content knowledge (table 6.44). This signifies that students are comfortable with the language of teaching and learning hence they do not encounter any problems in understanding the content knowledge (refer to Chapter 1: 1. 1).

6.11.2.2 Languages proficiency needed for high academic achievements

Language	No of respondents	Percentage
Afrikaans	30	75%
English	40	100%

Table 6.45

The students confirm unanimously at 100% that English proficiency is needed for high academic achievement. At the same time 75% of the participants indicate that Afrikaans proficiency is a necessity for the high academic achievements in this university.

6.11.2.3 The medium of instruction poses a barrier to excellent performance

The medium of instruction poses a barrier to excellent perfomance

- Strongly agree - Agree - Neither agree or disagree - Disagree - Strongly disagree
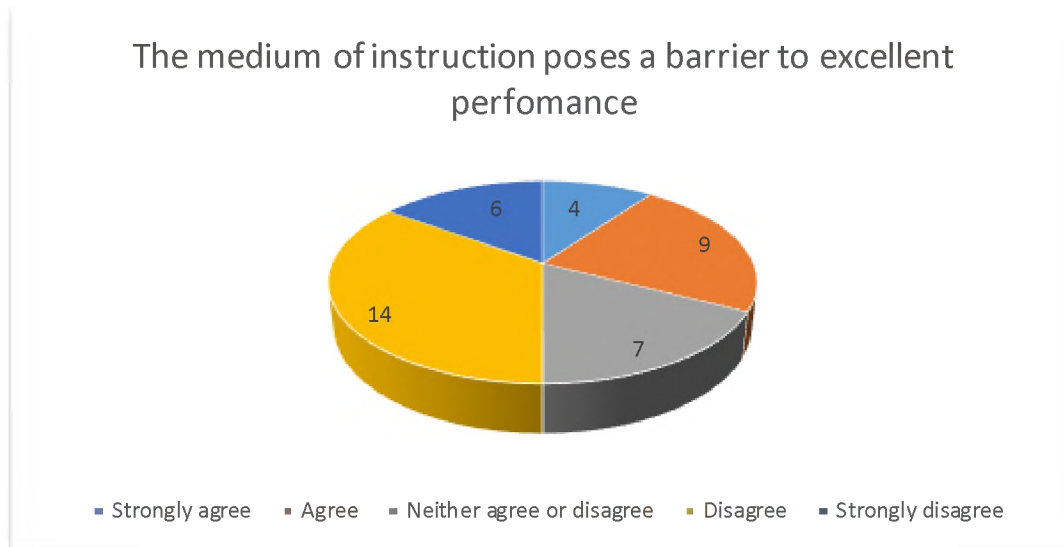
Figure 6.11.2.3

4 participants (10%) strongly agree that the medium of instruction poses a barrier to their excellent academic performance and 9 participants (22.5%) agree. About 7 participants (17.5%) do not agree or disagree. About 14 participants (35%) disagree that the medium of instruction poses a barrier to their excellent performance and 6 participants (15%) strongly disagree. The 32.5% agree that the medium of instruction poses a barrier to their excellent performance, while 50% disagrees. This means to for most students the medium of instruction does not pose any barrier to their excellent performance (Chapter 2: 2.7.1.1).

6.11.3 Integration of African languages as academic languages

6.11.3.1 The availability of course materials in African languages

The availability of course materials in African languages

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Series1	1	2	11	16	10
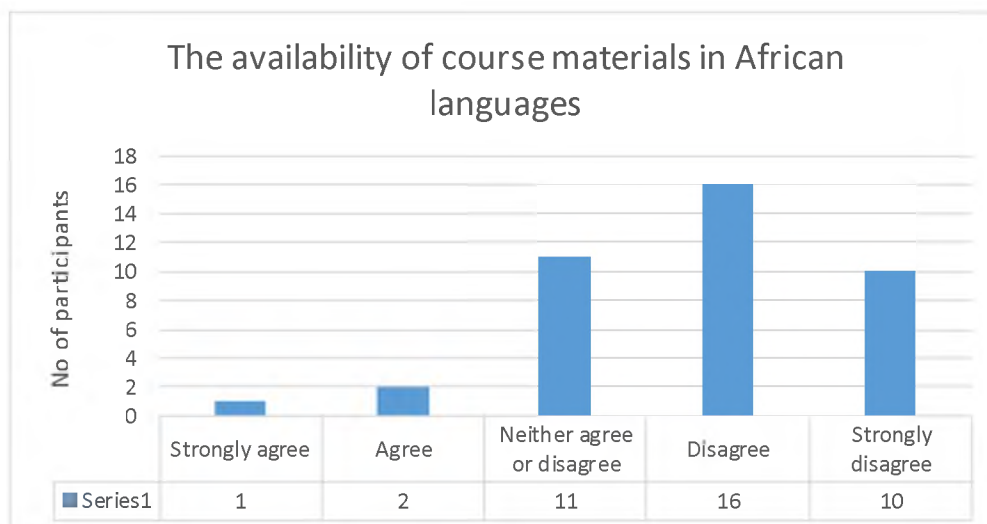
Figure 6.11.3.1

Only one participant or 2.5% strongly agrees with the availability of course materials in African languages and 2 participants (5%) agree. About 11 participants (27.5%) do not agree

or disagree. 16 participants (40%) of the total population disagree that the course materials are available in African languages and 10 participants (25%) strongly disagree. In totality the 65% of the participants disagree with the view that there are course materials available in African languages whilst 7.5% agrees. This implies that course materials in African languages are inadequate (refer to Chapter 1:1.3; Chapter 2:2.7.1.1; 2.7.1.2).

6.11.3.2 Student's preference of course materials in African languages
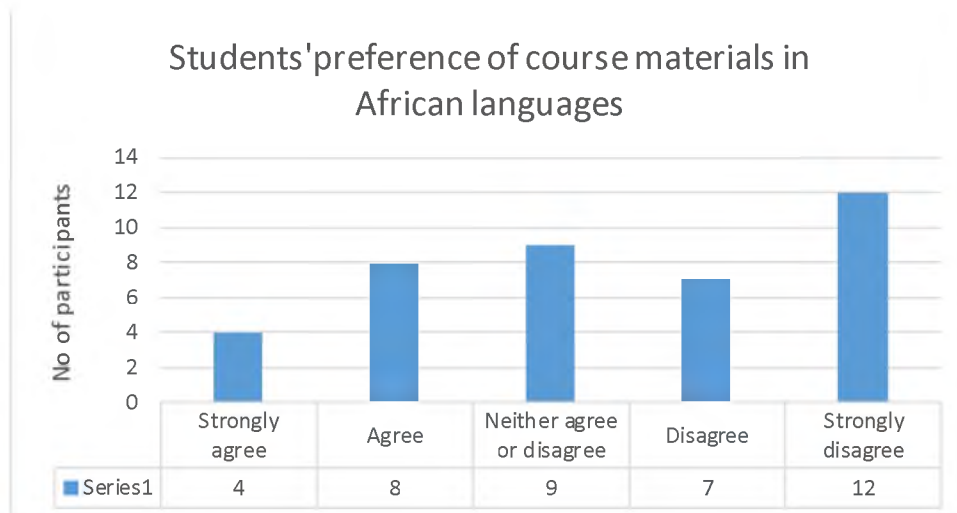
Figure 6.11.3.2

4 participants (10%)out of 40 strongly agree that they prefer the course materials to be provided in African languages so as to supplement their language needs and 8 participants (20%) agree. 9 participants (22.5%) are not sure about where they stand, they do not agree or disagree. 7 participants (17.5%) of the disagree and 12 participants (30%) strongly disagree. To sum up, 30% of the participants prefer the course resources to be available in African languages and 47.5% do not prefer any provision of the course materials in African languages (see Chapter 2: 2.7.1.2; 2.7.1.3).

6.11.3.3 Translanguaging in the classroom
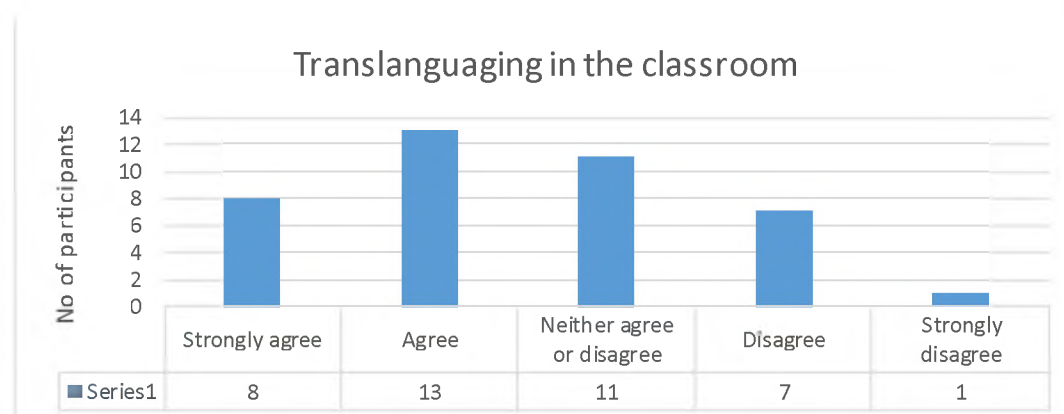
Figure 6.11.3.3

About 8 participants (20%) out of 40 total number of participants strongly agree that translanguaging pedagogy is a practice in their classroom and 13 participants (32.5%)

disagree. 11 participants (27.5%)do not agree or disagree. 7participants (17.5%) disagree and only 1 participants 2.5% strongly disagrees. In total about 52.5% of the participants agree that translanguaging pedagogy is being practiced in their classrooms and 20% have a contrary view. It is clear therefore that the university is making strides in terms of practising translanguaging pedagogy, as outlined in chapters 2 and 3, but that needs to be strengthened (see Chapter 2: 2.5.4; 2.5.3.1; 2.71).

6.11.3.4 Writing assessment in any official language

Writing assessment in any official languages

| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree
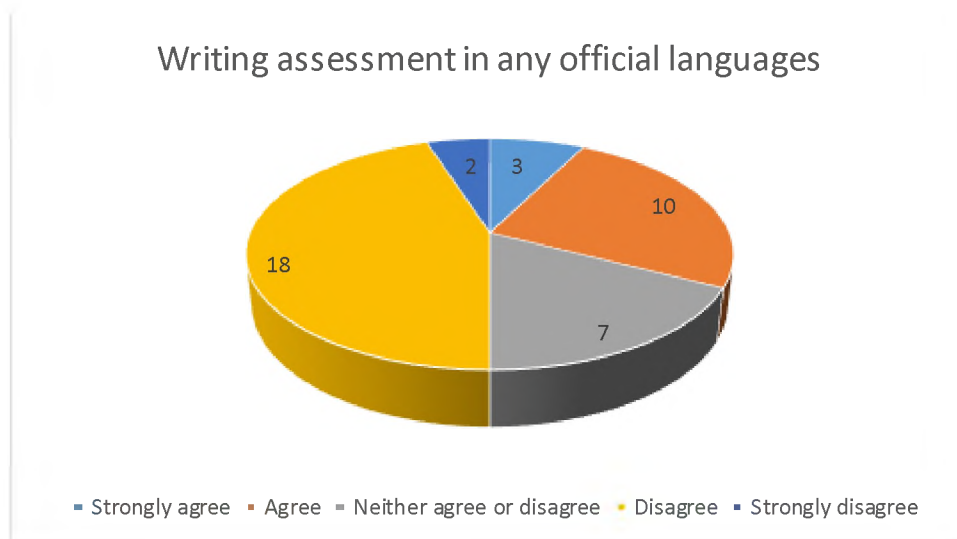
Fig 6.11.3.4

3 participants (7.5%) strongly agree that students are allowed to write assessments in any language of their choice and 10 participants (25%) agree. About 7 participants that constitute 17.5% do not agree or disagree that assessment can be written in any language of the students' choice. The 45% which is made up of 18 participants disagree and 2 participants (5%) strongly disagree that the students are allowed to write their assessments in any languages of their choice. The participants that agree that students may write assessment in any official language constitute 32.5% and those that disagree constitute 50%. This means up to a certain extent students are allowed to write their assessments in the languages of their choice (refer to Chapter 2:2.7.1.3).

6.12 Comparing the students' perspectives

The students' perspectives from different universities are compared based on the two prominent categories of their ideas. For the purpose of comparing the views of the students from different universities, from the designed questionnaire (See Appendix A) on the Likert scale, I grouped strongly agree and agree as the one category and disagree and strongly disagree as the second category. Agree and disagree are the two contending views whether one agrees less or more, the fact is h/she agrees. The same applies to disagree. The selected themes as depicted in Table 6.46 and 6.47 were to demonstrate the similarities and differences of the views of the students from different universities as discussed individually

in this chapter. This gives the broader picture and understanding of the views of the students from the individual university to the broader scope of the selected universities. There is a percentage on each theme which reflects the views of the students per university and the total percentage which depicts the view of the broader universities. Table 6.46 and 6.47 provides summary of all that has been discussed in this chapter from 6.1.1 to 6.11.3.4. For the better understanding of the overall students' perspective of the selected universities description per theme as reflected in table 6.46 and 6.47 is imperative:

6.12.1 The recognition of Secondary education language choices for admission

Table 6.46reflects the number of all students that agree that their language choices at secondary education were recognised by their universities for admission purpose. Out of 440 students from eleven universities (40 in each university) 295 participants at 67% agree that their language choices at secondary education were recognised by their respective universities for admission purpose and 71 participants at 16% disagree that their language choices were considered by their universities for their admission. 74 participants were undecided at 17%. This indicates that predominantly universities do not use language background of the students to deter their access to education. Universities are mainly adhering to the principle of increasing access to tertiary education as stated in Language Policy for Higher Education (2002).

6.12.2 The challenges of understanding the content knowledge due to the medium of instruction

About 330(75%) participants out of 440 confirm that they encounter some challenges in understanding the content knowledge due to the medium of instruction. The main challenge affects students whose mother tongue is not used for teaching and learning process. About 110 students that constitute 25% of the total number of participants confirm that they do not have any problem in understanding the content knowledge due to the medium of instruction. The universities should devise means of utilising the language resource that students have for their own empowerment.

6.12.3 The medium of instruction poses a barrier to excellent performance

Out of 440 participants about 244 (55%) agree that the medium of instruction hinders their excellent academic performance (See Chapter 1: 1.1). About 118 participants (27%) disagree that the medium of instruction impedes their high academic performance. 78 participants (18%) are undecided. Monolingual pedagogy practices in many universities where English is the dominant medium of instruction deters excellent performance of many students.

6.12.4 The availability of course materials in African languages

Only 84 (19%) students out of 440 total participants agree that course materials are available in African languages. About 293 participants at 67% disagree that the course materials are available in African languages. About 63 students at 14% were undecided. The inadequate course materials in African languages hamper the promotion of African languages and multilingualism in higher education.

6.12.5 Student's preference of course materials in African languages

About 272 (62%) participants out of 440 agree that they prefer the course materials in African languages. About 95 participants (21%) disagree that they need the course materials in African languages. 73 participants at 17% are undecided. This means that students greatly need course materials to be provided in African languages. Universities should meet the demand of the students.

6.12.6 Translanguaging in the classroom

123 participants (28%) out of 440 total students' participation across universities agree that Translanguaging is being practiced in their classrooms. 243 students that constitute 55% of the total population disagree that Translanguaging pedagogy is being practiced in their classroom. About 74 participants (17%) are not certain whether to agree or disagree. Translanguaging pedagogy needs to be intensified in universities to promote multilingualism (refer to Chapter 2: 2.5.4.1).

6.12.7 Writing Assessment in any official language of students' choice

About 53 (12%) out of 440 participants agree that they are allowed to write assessment in any official language of their choice, while 355 (81%) out of 440 participants disagree. About 32 participants which makes 7% are undecided. The massive participants indicates that students are not free to use any official languages of their choice in assessment even if they would better express themselves in those languages. The language of assessments in many universities is used prescriptively.

6.12.2 Comparing the students' perspectives

6.12.2.1 Reflection on the percentage of total number of students that agree and strongly agree with the following aspects.

Selected universities	The recognition of Secondary language choices for admission	Challenges of understanding of content knowledge due to the medium of instruction	The medium of instruction poses a barrier to excellent performance	The availability of course materials in African languages	Students' preference of course materials in African languages	Translanguaging in the classroom	Writing assessment in any language
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
CPUT	77.5	87.5	80	12.5	77.5	0	17.5
CUT	62.5	65	37.5%	5	50	22.5	10
DUT	75	85	70	27.5	80	35	10
NWU	77.5	22.5	32.5	7.5	30	52.5	32.5
SU	57.5	72.5	67.5	12.5	42.5	42.5	10
TUT	57	85	47.5	37.5	80	22.5	0
UFH	60	100	80	5	95	15	7.5
UFS	65	85	30	15	60	12.5	7.5
UL	85	85	50	42.5	72.5	42.5	10
UWC	67.5	65	50	12.5	42.5	25	15
WSU	52.5	82.5	65	32.5	50	37.5	12.5
Total	**67%**	**75%**	**55%**	**19%**	**62%**	**28%**	**12%**

Table 6.46

6.12.2.2 Reflection on the percentage of total number of students that disagree and strongly disagree with the following aspects.

Selected Universities	The recognition of Secondary language choices for admission	Challenges of understanding of content knowledge due to the medium of instruction	The medium of instruction poses a barrier to excellent performance	The availability of course materials in African languages	Students' preference of course materials in African languages	Translanguaging in the classroom	Writing assessment in any language
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
CPUT	10	12.5	17.5	80	12.5	100	82.5
CUT	20	35	42.5	75	42.5	70	90
DUT	0	15	10	55	2.5	45	72
NWU	15	77.5	50	65	47.5	20	50
SU	20	27.5	5	77.5	20	40	80
TUT	30	15	37.5	62.5	15	67.5	100
UFH	22.5	0	12.5	90	5	82.5	90
UFS	20	27.5	42.5	77.5	20	40	80
UL	0	15	25	45	15	40	80
UWC	15	35	17.5	77.5	32.5	52.5	77.5
WSU	25	17.5	35	27.5	25	50	85
Total	**16%**	**25%**	**27%**	**67%**	**21%**	**55%**	**81%**

Table 6.47

6. 13 The comparison of the qualitative and quantitative results

Qualitative results	Quantitative results
All the language policies of the universities show the universities to open the doors of learning for all students. This is confirmed by all key informants across the universities.	The students from all the universities affirm the access of the university to the students.
The success of the students is hampered by the medium of instruction which mostly tends to be foreign language to the majority of the students. MoI is one hampering factor among other socio-economic factors that might impede the success of the students.	The majority of the students confirm that their academic success is often at stake as a result of the medium of instruction.
The second or third English language speakers struggle to grasp the content knowledge.	The majority of the students struggle to understand the content knowledge due to the medium of instruction which is English in most cases.
Students whose mother tongue is used for teaching and learning excel in in their studies.	Students whose mother tongue is not used for teaching and learning across the disciplines are not excelling in their studies.
There is no provision of teaching and learning material in African languages in content subjects to supplement the language needs of students.	The students in large numbers attest that there is no teaching and learning material in African languages provided to them in their content subjects to supplement their language needs.
The negative attitude of the students against the use of African languages in academic domain retards the progress.	The students across language differences are keen to have the course materials and use African languages in academic domain.
The tuition is strictly is strictly rendered in the medium of instruction in many universities. Some few are flexible in the use of as many official languages of the institution as possible.	The dominant view among the students is that the tuition is only rendered in the prescriptive medium of instruction. Other few voices are emerging from the students confirming the flexibility in their respective institutions to use many languages during tuition.
The assessment is written in the prescriptive medium of instruction, English predominantly and Afrikaans in some universities.	All assessment are written in English and or Afrikaans in some universities.

Table 6.48

The contradiction between the students and key informant on the willingness of the students to use African languages as academic languages deserves further clarity. When there are contesting results from both quantitative and qualitative data, then clarity ought to be provided (Creswell, 2014). The key informants are basing their standpoint on previous research and their observations (Tshotsho, 2013; Webb, 2015). Heugh (2003) argues against the view that there is no empirical evidence that students do not want African languages to be used as academic languages and therefore such a view is a myth. The people who are being associated with having faith on efficacy of non-African languages had proven themselves that they are keen to use African languages in the academic arena. The key informants were responding for them and when the students responded for themselves they demonstrated that they need African languages to be used as academic languages. The responses of the students for themselves are the valid responses because they come from the primary sources more than the responses provided by non-students (administration) on behalf of the students. It is within this context that there was this contrary view from qualitative and quantitative data.

6.14 Conclusion

This chapter projected the perspectives of the students, particularly in response to two research questions of this study:

- How does the university use the language policy for access and success of students?
- How African languages are integrated for academic purposes?

In the selected universities the majority of the students confirm that their language backgrounds were not used to prohibit their access to the universities. In all the universities more than 50% in each selected university confirm that their languages were not used to deter them access to their respective universities. The 67% of the total participants from all selected universities affirm that the selected universities have opened the doors of learning for all students.

In nine of the selected universities English is the only main medium of instruction except NWU and US where English together with Afrikaans are the medium of instruction. In more than 80% of the students in at seven selected universities confirm that the medium of instruction is a challenge to their understanding of the content knowledge. More than 70 % of the students at Stellenbosch University are encountering the challenge of understanding the content knowledge due to the medium of instruction. At CUT and UWC more than 60% of the students are unable to efficiently understand the content knowledge because of the medium of instruction. At the NWC with the participants that comprised of 82.5% Afrikaans mother tongue participants, 10% English speaking participants and 7.5% Setswana speaking participants as depicted in table 6.42, only 22.5% indicate that the medium of instruction challenges their understanding of the content knowledge. This is the university which uses interpreting services in three official languages (English, Afrikaans and Setswana) although the medium of instruction is English and Afrikaans.

The 75% of the total participants from all the selected universities confirm that the medium of instruction is a challenge to their understanding of the content knowledge. The 81% of the total number of participants assert that assessments are strictly written in the medium of instruction, which is English and Afrikaans. If the majority of the students are unable to understand the content knowledge due to the medium of instruction and the assessments are strictly in English and Afrikaans, this implies that education services in Higher Education in South Africa is at stake and the future professionals are compromised in terms of in-depth knowledge of the subject matter.

In many universities more than 50% in each of the eight university students prefer the course materials to be available in African languages as well so as to prevent the language barriers that impede the understanding of the content knowledge. The UFH at 95%, DUT with 80% of the total number of participants and TUT at 80% are in dire need of the teaching and learning resources in African languages as well. To sum up, 62% of the participants from all the selected universities require the course materials to be available in African languages so as to deal with all language impediments. This is a clarion call from the students which justifies their lenses of viewing African languages as a resources that need not to be underestimated for the benefit of the students and the society in general.

The results from qualitative data were compared with the results emanated from the quantitative data as demonstrated in table 6.48. The comparison of results from qualitative and quantitative date is require by the mixed methods convergent parallel design (Creswell, 2009; 2014). The next and final chapter comprises of the findings, recommendations and general conclusion.

CHAPTER 7: FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

7. Introduction

This chapter contains the findings and recommendations that emerge from the analysis of both quantitative and qualitative data. It further paves the way for possibilities for future research. Institutions of higher learning have the responsibility of redressing the language imbalances of the past, to ensure that languages are not used as a barrier to access and success of the students (Education White Paper no 3, 1997; LPFSAHE, 2001; LPHE, 2002). Furthermore, the universities should promote multilingualism and devise ways and means to develop African languages so as to be used as academic languages (LPHE). The recent studies show that some universities have language policies but with no implementation plans (Maseko, 2007, 2014; Kaschula & Maseko, 2017). The lack of implementation plans badly affects the implementation of the language policy and monitoring and evaluation becomes insurmountable (Webb, 2015; Mutasa, 2015; Drummond, 2016). However there are institutions that are doing well in terms of implementing their language policies, while there are some universities that have no ready information regarding their language policy practices (refer to chapter 1: 1.1).

This research was therefore necessary so as to critically assess the functional and dysfunctional language policies in selected universities (see chapter 4). It was required for this study to be conducted so as to critique the language policy practices, implementation plans and the monitoring and evaluation mechanisms applied in different universities (see chapter 5). The challenge of language usage in the institutions of higher learning which often hinders access and success of the students was also investigated (see chapter 4, 5 & 6). The approach of the universities to multilingualism and the integration of African languages as academic languages was prominent in this study. The manner in which the language diversity of our students is being handled justifies orientation of our universities towards language, whether languages are problematized or are regarded as resources (Ruiz, 1984).

7.1 Findings

All the selected universities have their own language policies, but only four out of the eleven universities have a language policy implementation plan. This authenticates the assertions made by various scholars (Kaschula & Wolff, 2016; Maseko, 2014; Kaschula & Maseko, 2017; Mutasa, 2015; Webb, 2015, Drummond, 2016). Out of four universities with language policies, only two universities are making progress in implementing their language policies. One university is stagnant with its language policy, another university has a new language policy with a new implementation plan after they had reviewed their old language policy in 2016. Therefore it cannot be regarded as stagnant. In my view, the lack of language policy implementation plans is the main problem which reverses any potential and actual progress.

There are no proper monitoring and evaluation systems of the implementation policy in many selected universities. The lack of monitoring and evaluation is embedded in the lack of implementation plans (Spolsky, 2004; Hornberger, 2002). In a few of the universities that are doing well in implementing the language policy, there is a specific Language Directorate which deals solely with the language policy implementation. In my view and in accordance with my research findings, the use of the existing governance structures (HOD's, Deans, DVC: Academic and or Registrar) of the universities does not assist tremendously with the implementation of the language policy. The one size fits all approach does not properly apply in the implementation of language policy, this needs the language experts, activists and proponents to drive the implementation of the language policy without fear or favour through the Language Directorate.

Many universities still sit with the outdated language policies. The language policies of the universities should be reviewed after five years (LPHE, 2002). Only three universities under discussion, which happened to be the Historically Afrikaans Universities, have reviewed their language policies. Two HAU's were obliged by the circumstances to review their language policies to increase assess and success of the students in these universities (refer chapter 3: 3.2.1.1; Luescher, Loader & Mugume, 2016). Most of the language policies are the ones that were crafted during the transitional phase in Higher Education from monolingual into multilingual landscapes. Many Universities are still trapped in that transitional phase. Some language policies follow the same frail clause (15.1) of the LPHE (2002), of maintaining the status quo until such time that the African languages have been developed to be used as academic languages 'where practicable'. In my view, this further disempowers language policy implementation.

Almost all universities are committed to accelerated access of historically disadvantaged students to the university. Access to the services rendered by the universities is still a challenge. The dominant use of English in many universities as the only language of instruction hampers the access of the students to information (Webb, 2009, 2015; Heugh, 2003). The monolingual trend applied in most of the universities makes education inaccessible to the second and third English language speakers and it compromises the success of some of the students. The monolingual approach leads to academic underachievement, few academic successes among the African language speakers and marginalisation of the majority from the socio-economic mobility (Alexander, 1999; Leech and Ceat, 2012).

Some of the universities have already started with the initiatives of integrating African languages as academic languages through the provision of multilingual glossaries, multilingual study guides, multilingual tuition in specific disciplines and the interpreting services. This is attested to by Verhoef (2015); Ramani & Joseph (2007). While the aforementioned provisions are offered to the students, the predicament is related to assessments, which are conducted largely in English and to some extent Afrikaans. Students are prohibited to write their assessments in other official languages except in English and Afrikaans in some instances. This research suggests that more work still needs to be done, therefore, in promoting African languages to be used as academic languages. African languages are not used for teaching and learning processes across the

disciplines. They are only used in specific language courses. The linguistic repertoires of the students are not recognised as the resources that should be utilised in their favour and in the promotion of multilingualism.

There is a general outcry among the students of the selected universities that the course materials in African languages are not available. This outcry is coupled with the positive attitude that is projected by the students across language differences of an unequivocal call for the provision of course materials in African languages to supplement their language needs. This validates Heugh (2003). The view that students, particularly African languages speakers do not want to learn in African languages lacks any empirical evidence and therefore is a myth (Heugh, 2003). This is further reinforced by the data presented in this thesis.

7.2 Recommendations

- The LPHE (2002) should be reviewed so as to change the tentative statements into bold and firm statements for the promotion of multilingualism and the use of African languages as academic languages. Higher education cannot be in a transitional phase forever.
- The CHE must take stringent measures to ensure that the language policies of the universities are reviewed after five years.
- Each university must have a Language Directorate which will facilitate specifically the implementation of the language policy.
- All universities must have the language policy implementation plans with time frames.
- The university faculties and units must develop their own language policy implementation plans that will be context-driven for the efficient implementation of the broader university language implementation plans.
- The universities must have clear monitoring and evaluation strategies of the implementation of the language policy.
- To increase the access and success of the students, universities must do away with the monolingual approach in a multilingual setting. Multilingual approaches should be applied to promote multilingualism for the real access and success for all and equity.
- A joint funding from the Department of Higher Education and the universities must be provided to facilitate the translation of teaching and learning resource materials from English into African languages.
- Translanguaging pedagogy in a multilingual classroom environment must be promoted.
- The students should be at liberty to write their assessments in any of the official languages of the institution and the assessments instructions must be made available in all the official languages of the university.
- The official languages of the university should be used in all administration work.

7.2.1 Recommendations for further research

I was not able to study all twenty six universities of South Africa due to limited resources, time and other space constraints. The study of this nature should be conducted in other universities of this country so as to get a broader picture on the language policy practices in each institution which is required for the necessary interventions. Language is central to teaching and learning processes, therefore a survey which includes content lectures is required. All academics have a responsibility bestowed to them to empower students to become better citizens, it is imperative to know how they embrace multilingualism in their classrooms. The Department of Higher Education should collaborate with researcher in such a study.

7.3 Conclusion

This thesis re-affirms the veracity of the sentiments from many scholars that many universities have the language policies, something positive about universities, but the difficulty is in the implementation of language policy (Webb, 2015; Mutasa, 2015; Maseko, 2014; Kaschula & Wolff, 2016; Kaschula & Maseko, 2017). University staff in general, particularly the Executive Management of various universities are problematizing the language matter. Out of eleven universities studied only four universities have the language implementation plans. The lack of implementation plan leads to haphazard and or no monitoring and evaluation of the language policy implementation at all. This spells out that there is no academic will to implement the language policies. The failure to advance multilingualism in universities indicates that the university community approaches language matters through monolingual lenses which perpetuates the language as a problem phenomenon (Ruiz, 1984).

It has transpired in this study that at university, the students whose mother tongue is used as the medium of instruction are performing extremely well (see chapter 6: 6.11.2). This confirms the views of Alexander (2013); Cummins (1981) and Brock-Utne (2013). The students demonstrated in this research that they need additive bilingualism for their best academic performance, but the stumbling blocks seem to be their lecturers who are often monolingual or are just unable to embrace multilingualism. The students need their languages to be recognised as a resource (Ruiz, 1984) in their learning process where the translanguaging pedagogy should be the best approach for their cognitive development and understanding of the content knowledge. The findings and recommendations from this study show that the universities must act swiftly and be resolute in promoting multilingualism for the total inclusion, equity, access and success for all.

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APPENDIX A

Questionnaire for students

SECTION A

The language of learning and teaching

1. The University considered my language choices at secondary education as the determining factor for admission to study at this university. Make a tick in a suitable box.

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

1.2 The University took my home language into consideration for admission purposes.

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

1.3 The following languages were a prerequisite for admission purposes at this University.

Afrikaans	
English	

IsiNdebele	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
SiSwati	
Tshivenda	
Xitsonga	
Other	

2. Please tick the language or languages used for teaching across subjects in your studies.

Afrikaans	
English	
IsiNdebele	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
SiSwati	
Tshivenda	
Xitsonga	
Other	

3. Is your mother tongue one of the languages of instruction?

Yes	
No	

4. How often do you have problems of understanding the content of knowledge in the classroom, due to language of teaching and learning?

Always	
Sometimes	
Never	

5. A student at this university must be proficient in the following language or languages in order to get high academic achievements: Tick the suitable box.

Afrikaans	
English	
IsiNdebele	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
SiSwati	
Tshivenda	
Xitsonga	

Other	

6. The medium of instruction at university poses a barrier to excellent performance. Tick the appropriate answer.

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

   a. Would you please substantiate your response that you provided in no 6?

   ………
   ……

7. Did you pass in all your subjects since you started your studies at this university?

   …….

   a. If yes/no in the above question, how would you associate your success or your shortcomings with the medium of instruction of the institution?

   ………
   ………
   ………
   ………………………….

SECTION B

Integration of African Languages

Please indicate if you agree or disagree with the following statements:

   1. I know the language policy of the university.

Strongly agree	
Agree	

Neither agree or disagree	
Disagree	
Strongly disagree	

2. Course materials of all my subjects are available in African languages as well.

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

3. I prefer course materials to be provided in African languages to supplement my language needs.

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

4. Lecturers allow students to express themselves in the languages of their choice in the classroom.

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

5. Students are allowed to use their mother tongue in tutorials.

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

6. Students may write their assessments in any language of their choice.

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

6.1 If you disagree with the above statement, which languages are used for assessments?

……

SECTION C

About yourself

1. Please indicate your age bracket.

18-20	
21-25	
26-30	
31-35	
36-40	

Above 41	

2. What is your mother language?

....

3. Which language did you use as your home language at school?

....

4. What is your second language?

....

5. Where you were first exposed to the English language?

At home	
At primary school	
At high school	
In the community	
Other	

6. Other language proficiency. Please tick where appropriate.

Afrikaans	
English	
IsiNdebele	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
SiSwati	
Tshivenda	
Xitsonga	
Other	

Thank you for your participation.

APPENDIX B

Open-ended questions for the interviews: Participant (language lecturer)

1. How long have you been lecturing at this university?
2. How does the institution respond to the national policy of multilingualism?
3. How does the institution use language policy for admission or rejection of the prospective students?
4. What are the official languages and the language/s of instruction at this university?
5. What is the influence of the language of instruction to the student's academic performance?
6. How do you accommodate second/ third language English speakers for their cognitive development and clear understanding of the content knowledge?
7. Recent research shows that language tends to be a barrier to student's excellent academic performance. How do you ensure that language is not a barrier for effective teaching and learning and success of the students?
8. What are the institutional language policy implementation plans?
9. What are the monitoring and evaluation strategies of the implementation of the language policy used at the university?
10. Is there any integration of African languages as academic languages at the university? If yes, how African languages are being integrated? If no, why the African languages are not integrated?
11. How do the actual language practices of the university correlate with the language policy of the institution?
12. What are the challenges that you are encountering as a lecturer in implementing university/s language policy?
13. What do you think should be done to improve the implementation of the language policy at this university?
14. To what extend would you regard this university's compliance or non-compliance with multilingualism?

Open-ended questionnaire: a member of Executive management

1. How long have you been serving as a member of Ex. Management of the institution?
2. How does the institution respond to the national policy of multilingualism?
3. How does the institution use language policy for admission or rejection of the prospective students?
4. What are the official languages and the language/s of instruction at this university?

5. What is the influence of the language of instruction to the student's academic performance?
6. How do you accommodate second/ third language English speakers for their cognitive development and clear understanding of the content knowledge?
7. Recent research shows that language tends to be a barrier to student's excellent academic performance. How do you ensure that language is not a barrier for effective teaching and learning and success of the students?
8. What are the institutional language policy implementation plans?
9. How often do you monitor and evaluate the language policy plans within the university?
10. How do you ensure that every faculty/unit within the university complies with the implementation plans?
11. Is there any integration of African languages as academic languages at the university? If yes, how African languages are being integrated? If no, why the African languages are not integrated?
12. How does the university use its official languages for administrative purposes?
13. What challenges do you encounter in implementing the language policy and how do you address such challenges?
14. Which strategies do you think should be applied at this university to improve efficient implementation of the language policy?
15. To what extend would you regard this university's compliance or non-compliance with multilingualism?

Open-ended questionnaire: a member of Institutional Language Committee

1. How long have you been serving as a member of the language committee of the institution?
2. How does the institution respond to the national policy of multilingualism?
3. How does the institution use language policy for admission or rejection of the prospective students?
4. What are the official languages and the language/s of instruction at this university?
5. What is the influence of the language of instruction to the student's academic performance?
6. How do you accommodate second/ third language English speakers for their cognitive development and clear understanding of the content knowledge?
7. Recent research shows that language tends to be a barrier to student's excellent academic performance. How do you ensure that language is not a barrier for effective teaching and learning and success of the students?

8. What are the institutional language policy implementation plans?
9. How often do you monitor and evaluate the language policy plans within the university?
10. How do you ensure that every faculty/unit within the university complies with the implementation plans?
11. Is there any integration of African languages as academic languages at the university? If yes, how African languages are being integrated? If no, why the African languages are not integrated?
12. How does the university use its official languages for administrative purposes?
13. What challenges do you encounter in implementing the language policy and how do you address such challenges?
14. Which strategies do you think should be applied at this university to improve efficient implementation of the language policy?
15. To what extend would you regard this university's compliance or non-compliance with multilingualism?

APPENDIX C (SAMPLE OF QUALITATIVE DATA)

Interview 1: TUT

Interviewer: How long have been serving as the member of executive committee in this institution?

Interviewee: There has been break in between but currently I've been serving in the EMC for the last three years as acting DVC: Teaching and Learning. I say there was a break because sometime in 2010-2011, I served in the EMC but at that level I was a Dean. There were two Deans in the executive so I was actually in the EMC.

Interviewer: How does the institution respond to the national policy of multilingualism?

Interviewee: I am very lucky I must say, I was invited in by the eNCA TV in Johannesburg where I was taking part in the panel, with the issue of policy as you know there's been an issue within universities that they are resisting to change, they are using one language to address students at universities. And there's been a call as you know from the University of Free State to abolish Afrikaans. From that experience I can say that at TUT the policy is very straight, we are a university that accommodate every cultural group and language groups, but our medium of instruction is only English. Our entire students in class are taught in English. If students ask a question in other language that must be done outside the class in order not to disadvantage other students. We also promote other languages; we are developing Setswana here as a language that must be at same level as English, as we know that our African languages are still far behind in terms of development so the university is mindful of that. Our campuses around Pretoria are going to take Setswana as the second language that we are going to develop. Because we have a campuses in Polokwane we said Sepedi must be developed there, and our campus in both Emalahlani and Mbombela, we say SiSwati must be looked at. So we've got obligations to really address all languages that are relevant towards our university.

Interviewer: How does this institution use language policy for admission or rejection of the prospective students?

Interviewee: We can't reject students for basis of their language, so we don't have that requirement here; we just indicate that applicants should take note that the medium of instruction in our institution is English. Whether you've done your high school in Afrikaans, Tshivenda etc. It's not an issue for us, but we are mindful that the students who come outside the university are not so well off in English. We develop them by our programme called TUT101, the programme is created as the bridge between high school and university. In this programme we've got special classes to assist students to improve their English, so we can't reject our people because they can't communicate properly, it is our duty to develop them.

Interviewer: Now that you have that specific programme to capacitate them in their language proficiency; does that add another year of duration of their courses?

Interviewee: No its doesn't, what we are trying to do currently is to make that particular module to also carry credits, so we are saying let's look in other modules that will actually carry credits, where every students will be compiled to take all these modules so that we can add all credits to their qualification. If the students don't complete the extra classes for language they will not be able to graduate, they must first complete this part, as they come in first year we subject them there. And what we have done actually, we said to the language department that are currently offering the service you must develop a special communication language for people in business too. You've got a generic communication and commercial communication. You either do the generic one in year 1 and do the commercial one in year 2 in order to address language incompetency because we know when our students finish in here they are required to write reports in their working environment. Engineers for instant they need to write reports, so if we don't capacitate them we are not doing them any favour. So we've got the option that we felt we need to really embrace as the university.

Interviewer: What is/are the official languages and the language/s of instruction at this university?

Interviewee: English, Setswana, Sepedi are the official languages here, but the medium of instruction is strictly English. African languages that we are obliged to develop according to our campuses are: For Pretoria area it's Setswana, for Limpopo its Sepedi and for Mpumalanga region it's SiSwati.

Interviewer: What is the influence of the language of instruction to the students' academic performance?

Interviewee: The language of instruction to the students' academic performance is worrying that's why we came up with the program of the TUT101, like I told you that the bridge between high schools and university is quite wide. Students who are coming from high schools the language is not up to standard that's why we can't simply say we can't accept you because your language is not good, it's up to us to develop them. There's a huge gap that we really try by all accounts to close it.

Interviewer: As you have indicated that there are some gaps, challenges in their language proficiency how do you accommodate the second or third language English speakers for their cognitive development and clear understanding of the content knowledge?

Interviewee: What I've said earlier on this TUT101, when we give extra classes is to really address that problem to say we will give you extra classes we've got language laboratories in here where

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we take these young people who can practise. We appoint English specialist to teach them because we believe if you come…for instance our foundation program communication is a requirement that now when you do your foundation you must actually enrol for communication. TUT101 will very soon embrace the issue of credits so it is to prepare our students to be really good in communication when they go to their third year we pretty sure they will be ready and be able to communicate properly.

Interviewer: Recent research shows that language tends to be a barrier to student's excellent academic performance. How do you ensure that language is not a barrier for effective teaching and learning and success of the students?

Interviewee: Again I go back to what I've said earlier on, we try to give them extra tuition in that English to make sure that we prepare them properly, we close a gap between the high school and university. When they are here we don't simply say you can't communicate we forget about you we develop you, empower you to be able to communicate. Tomorrow I'll be addressing the first years in the orientation where I'm going to stress this issue to say there will be extra classes for you in communication please attend those because it's for your own benefit because we don't want a situation students can't even understand the question that is posed to him or her. We say no let's take it upon ourselves now to develop them give them extra classes appoint mentors to mentor them, appoint tutors to tutor them this is extra work that we give to them but for their own benefit.

Interviewer: What are the institutional language policy implementation plans?

Interviewee: Ours plan has been implemented now our language policy dictates English is the medium of instruction. So is in place we don't have new plans we are just now at the edge of reviewing this policy to see where can we improve if there's a need for improvement because every 5 years the university reviews its policies so this one is also due for review but review doesn't mean that we will change it. We want to see where the gaps are and close those gaps so we are really at the edge of reviewing it at the moment.

Interviewer: Now what strategies and how often do you monitor and evaluate the language policy implementation within the university?

Interviewee: Every 5 years we review our policies.

Interviewer: So beside this 5 year term, is there any continuous monitoring and evaluation process?

Interviewee: What we do we've got what we call SRC you know, we've got what we call now faculty reps if any of our lecturers happens to deviate from the policy this individual will be able

to take it to my office to say we've got lecturer X who's doing things out of the policy then I immediately attend it to the Dean to say this cannot happen. So it's not only as the result of the departmental head or lecturer to do as they please the other people are also watching what is going on. The head of department must make sure that there is no violation of language policy. Remember we have what we call staff student evaluation twice a year in that one if there's anything that somebody's doing which is out of the policy it is recorded and I'll pick it up immediately so we all being watched of what we're doing we watch each other, students watch the staff, staff watch the students so we're kept on our toes always.

Interviewer: You mentioned students through SRC and faculty reps but amongst staff members do you have some staff members who are specifically bestowed that responsibility of mentoring the implementation of the language policy?

Interviewee: No the HOD and the Dean are responsible to monitor the implementation of it and the students oversee that we are really doing what we are supposed to do. There's no specific lecturer who's actually in power to say he will check whether we're doing the right thing, that's why we have HOD's anyway.

Interviewer: How do you ensure that each and every unit in this university or faculty complies with the implementation strategies of the university?

Interviewee: Remember every year like I said, students get evaluated actually by our lecturers, we use those reports to see what the challenges are. I receive annual reports from departments to see if there's anything wrong and if we pick that there's something which is not going well we immediately call that Dean to say are you aware of this if you are aware please correct it. Our Deans oversee our academic project. They are the ones who make sure what we've agreed as the policy gets implemented, it's part of their job descriptions anyway.

Interviewer: At TUT, is there any integration of African languages as academic languages? If yes, how African languages are being integrated, if no why African languages are not integrated as academic languages?

Interviewee: It's not yet well developed like I said now we've taken it upon ourselves to develop for Pretoria area: Setswana, Limpopo: Sepedi and SiSwati in Mpumalanga. We have recognised now that they are not yet developed as English language so it's our responsibility to develop those as we are doing now. We avoid situation where a lecturer is teaching in English and brings in an African language in teaching otherwise we will be disadvantaging other students who are not conversant with the African language used. They will complain so we are very mindful of that so we say our medium of instruction is only English but we are mindful that now we need to develop these languages. I think overtime we will be able to say maybe in Pretoria we teach in Setswana but we're not there yet.

Interviewer: Now with regard to administration matters, how does the university use its official languages for administrative purposes?

Interviewee: In all our communiqué is English, you won't find communiqué that states Afrikaans if you communiqué it internally, externally the only medium of instruction is English all our circulars are in English all of them all our meetings are run in English and so on.

Interviewer: Now that everything is in English is that not a disadvantage to some, whether the staff or students who are not well competent in English?

Interviewee: You can imagine there's no middle road, you've got all these people from all official languages if you simply say let me choose for instance as the lecturer let me choose Zulu because I'm Zulu speaking person a person from Limpopo would not understand that language so if you're in class you are doing this you are really not doing any favour for those individuals. If you're in class you start speaking…..maybe I'm Venda speaking then I use my Venda in the class the rest would not understand me. We say let's use one language as much as we know that now we're not all perfect but at least the majority understand English because they have been taught in English from the high schools to their tertiary and they are using English as teaching here. You will see even our adverts we say for you to be acquainted as a Dean you must be able to communicate well, so our selection also gives us people who will be able to understand the language that we apply in here so it's another mechanism that we use.

Interviewer: What challenges do you encounter in implementing the language policy and how do you address such challenges?

Interviewee: We only use English according to our language policy. Other African languages are not yet fully developed for academic usage but we promote multilingualism. It's English only in an official sitting where you're saying you are teaching because now you will be working against other people but if you communicate outside the classroom you can use any language. When I meet the Shangaan person I speak Shangaan outside but we avoid where you are saying you're seating in a class where you have got students from all walks of life and you say I'm going to use my Zulu/ Xhosa. You must think of the rest of the students who are seating there who don't understand a thing you see in that fashion. In principle we support multilingualism but if all languages were well developed it wouldn't be a problem here. So for now we were mindful of that if we try to really implement…..it would mean free for all then there would be a chaos in this situation because they will say look somebody just come to class because is a Shangaan speaking person then use his or her language that is not understood by others . Surely, there would be high failure rate. To assist the student in consultation sessions, the lecturer and student can use any language but in a formal classroom sitting, tutoring, and mentoring you use a common language that everybody can understand. We have got a provisional phase now every week there

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must be 5 hours set aside for consultation in the consultation you can use any language because there it's one on one.

Interviewer: Which strategies do you think should be applied at this university to improve efficient implementation of the language policy?

Interviewee: Improving English competence of our students is the one that I think is needed for us to improve the efficient implementation of our language policy. This is why we are proposing that TUT01 must be compulsory and carry some credits.

Interviewer: To what extend would you regard this university's compliance or non-compliance with multilingualism?

Interviewee: We are 100% committed you know, I can give you a good example in the humanities faculty we've got the department of languages. There we teach Zulu as a subject Venda, Tsonga, Sesotho, Afrikaans, German and Chinese for students who choose to go into these fields. I wish we could do the same across all…but these are students who are in languages who when they leave here some of them go work in courts they need to understand these languages. So we comply with multilingualism because now it is official that now we've got a subject Zulu, subject Sesotho and we've got lecturers who are teaching those students who are taking language as a profession.

Interviewer: Thank you Prof very much with all the responses that you provided.

Interview 2: TUT

Interviewer: I think we can start Dr X, my first question is just an ice breaker question. How long have you been lecturing here at TUT?

Interviewee: I started May 2011.

Interviewer: How does the institution respond to the national policy of multilingualism?

Interviewee: The University has decided to use Setswana together with English as the medium of communication. Though Setswana is still underdeveloped to take that function properly but that is the intention of the university. English and Setswana should be the official languages. The signage should appear in both languages the same should apply in our campus in Polokwane the Limpopo province that means English and Northern Sesotho or Sepedi, English and isiNdebele or SiSwati in Mpumalanga that's how I think we are as the institution we are responding to the national need as far as multilingual is concerned.

Interviewer: In your experience as a lecturer here how does the institution use the language policy for admission or rejection of the prospective students?

Interviewee: We are offering a program called Language Practise and this program is about producing translators in a way a student must be fluent in two languages, English being the main one and followed by mother tongue and that language should be the language done in matric. In addition to English we offer Afrikaans, IsiZulu, Xitsonga, Setswana, Tshivenda and Sepedi. But in terms of access English is the main language because admission documents, prospectus all documentation they are in English. For the university languages are not used to exclude student's access to this university, but only certain language oriented programs that are strict on languages that students have at matric. Many times you will find students who are Ndebele, Swati and Xhosa when we say we don't offer their subjects they will say "no I will come in I can communicate in isiZulu" then we don't take them. Our basis is only on your matric report if you don't have isiZulu whether you can speak isiZulu or not our evidence is matric certificate that is our exclusion and admission policy. All courses are presented in English except on a specific home language course therefore presentation switches to the student's home language. We also have the foreign language that we are teaching here, we are teaching French, German & Spanish. Our department's responsibility is to teach all languages that are offered at TUT irrespective of the campus or program. If there are students registered for Spanish, French or German is the responsibility of our department to teach them. French is part of our program and part for other programs therefore is offered by us, I'm not sure if I've answered you properly.

Interviewer: What are the official languages and the medium of instruction at this university?

Interviewee: The medium of instruction at this university is English, except in that particular subject like I'm saying if it's Spanish it will be taught in Spanish or dual where there might be English a little bit English just to get those who don't understand Spanish forget somewhere in terms of understanding. But if here all subjects that are there are offered are taught in English. Teaching and learning is done in English except in a specific subject and these are specifically language related subjects therefore in that particular subject that language will be used as a language of teaching and learning.

Interviewer: What is the influence of the language of institution to the students' academic performance?

Interviewee: I think the English as chosen language for teaching and learning I think it has that limitation and seeing in areas where we say students when they leave matric come to university they are ill-prepared. That's why you will find in other programs we do have foundation here especially for students who are doing in engineering and so on they do have programs on foundation for those students whose English cannot help them to the level that the university thinks they should be in that particular level. That to me it shows that the choice of English as the medium of instruction and learning is limiting in a way as far as the student performance academically.

Interviewer: Now that there are limitations or impediments towards their academic performance, how does the university accommodate the second or third English speaking students for their cognitive and intellectual development and understanding of content knowledge at the university?

Interviewee: Through the foundation program there are students out there....let's say the program is for 3 years some of those students will do it for 4 years because the first year it is just like the access the bridging program that was there before. In access or foundation program, students will be put into the program where an English lecturer will go and teach them, we do have syllabus subject content that are designed just to bridge to help these students to be in a better understanding of whatever program they need to be. I think that is what the university is doing, they are currently planning to have the so-called TUT101 it's a program that all students will do English whenever they come to TUT. It's going to be a compulsory program that everybody should register as a module. I think the packaging of that module will be in such a way that it will help students to improve in their knowledge of the language of teaching and learning in this case English.

Interviewer: So in other words this foundation program which improves their language competencies, is it applicable to all faculties of the universities?

No it's not applicable to all faculties of the university for example I'm at the faculty of humanities we don't have that foundation this foundation is in the maths programs, engineering faculties. That's where I know most of them they are in the engineering that's where....maybe they have their own standard of setting let's for example they say students should come with a APS score of 4 in English and maybe you find that this student doesn't have APS score of English but the average APS score is what they require. Maybe they will take that particular student and say because you don't have APS score of English therefore we will take you through a foundation then later on you will do because maybe your maths and science are good I'm not sure. You can check with the prospectus what the admission requirements are but not in all faculties like I'm saying the one that I'm in faculty of humanities we don't have foundation but the TUT101 is the one will be universal for all faculties.

Interviewer: Recent research shows that language tends to be a barrier to student's excellent academic performance. How do you ensure that language is not a barrier for effective teaching and learning and success of the students?

Interviewee: It is very difficult to say if already in that particular program, English has been chosen as the medium of teaching and learning then when you get there you can change and say no let me speak in the language....except if you are a multilingual. Remember the issue of bilingual and multilingualism if as a lecturer I just want to help the students to understand the concept in

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our environment it is very difficult you are in a class of 100-150 students myself being a Venda I can only explain whatever they cannot understand in English in Tshivenda what about to a isiZulu student, Northern Sesotho speaker, Setswana student etc. If I do that students might feel like those who speak the same language as the lecturer are benefiting because the lecturer will switch from English to that particular language therefore it's very difficult in our environment it's better in environment where all students speak the same language that I can move from English to that particular language that all students understand. Unless if someone in this campus says isiZulu is a lingua franca that every student in this class even though they are not Zulu's they can understand Zulu therefore one can switch from English to Zulu but it is very difficult. Some lecturers do that but we find complaints that in class the lecturer will switch to one language and we feel excluded if we cannot follow discussion in that particular language. Therefore those are taking risks because students come and complain and therefore we will have to call that lecturer and say here is this complaint and please try to accommodate everyone if you are not multilingual in all languages stick to one language use English. It is very difficult you know we accept....when students come from high school some of them they are not well prepared in language but they will have to go on cramming because they don't understand.

Interviewer: What are the institutional language policy implementation plans?

Except the language policy document that needs to be revised otherwise there are no implementation plans because the first thing the revised document needs to be adopted. After adoption is then we say how do we start, and what do we start with and by which year we should have completed. That is not there as far as I know there's no implementation plan.

Interviewer: What are the monitoring and evaluation strategies of the implementation of the language policy used at the university?

As we're saying there's no implementation therefore there's no monitoring.

Interviewer: Is there any integration of African languages as academic languages at the university? If yes, how African languages are being integrated? If no, why the African languages are not integrated?

No there is no integration of African languages in content subjects let me qualify that like when I say language and translation subject but the way in which the integration will come it's when I maybe I go to a language specific subject Zulu therefore that's when isiZulu will be taught. These are the debates we normally discuss among ourselves as academics because we run short of lecturers in all the areas content subjects. Let's say for example we want to teach chemistry in isiZulu we need to check whether we have isiZulu chemistry lecturer. Therefore if we resort to say let us promote our own languages in teaching these particular subjects you need to go and look into the resources. Do you have qualified people and if you have them were they taught in

that particular language? Do they have terminology? It cannot start from the class and say okay I can go and teach in my language because I want to promote it. It's there in the constitution is that how it should be started do we have standardised terminology where all of us can agree that this term means that, remember if you are the pilot you are landing at the airport and the person who's helping you to land…..the sign that person is using you cannot interpret you are not going to land properly. Unless the standardisation of terms have been developed for some time, then we may all know these terms therefore it becomes easy for one to follow. I was having a student who wanted to do research on this one we discussed on this issue when you go to university level why you not teaching mathematics in Venda was this mathematics taught in Venda in the lower grade. Where should we start do we have technology was it tested somewhere, you go to ATM in ABSA ATM there is Venda I don't use it because sometimes I don't risk pressing the wrong button that I won't get the service I want. I think those are the other issues that are standing on the way of using African languages for academic purposes and teaching and learning for this content subject at a higher level, it should be something that is coming up we should start with a program from grade R something that will say now on we're doing this going forward up to that particular level. But for the sake of discussion if maybe the students who are sitting around the table they are discussing about the particular concept they might discuss that concept in African languages so that they understand but it also becomes a limitation when in that group there are two or three people who are not the mother tongue of that particular language.

Interviewer: With the language policy that is in place at TUT does the language policy co-relate with the actual language practises of the universities?

What do you mean with that?

Interviewer: What I mean is that you have the language policy which stipulates how language should be used here at TUT for both academic and administration purposes now my question is whether the actual implementation is in line with the policy of TUT?

As far as I see the situation the only language that the university is implementing is English there is no any efforts in trying to implement that both of them because they don't carry the same function or same weight. You will find that there's a group of part of the community who cannot communicate in Setswana but the whole community can communicate in English therefore people will resort to that. That's why maybe we spoke about language policy which is very difficult for university to implement now I don't know why whether they don't want to commit resources financially just to have everything. If there's application form whether is for a job or for a student to study here to be available in both languages English and Setswana that is not happening you move around you cannot find any signage written in Setswana all signage are written in English. The old ones maybe depending if it's campus is for long which was Afrikaans

based maybe you can still find some examples of Afrikaans signage there because of somebody did not remove them.

Interviewer: What are the challenges that you are encountering as a lecturer in implementing university/s language policy?

I personally do not encounter any challenges because the medium of instruction is only English and I stick to that. If somebody speaks Setswana I understand Setswana I respond in Setswana and so on. Sometimes students when they come here they speak the language I cannot understand, then I resort to English by the way TUT's language policy talks about English and can you move to English so that we can have good conversation.

Interviewer: What do you think should be done to improve the implementation of the language policy at this university?

Our language policy is due for review. I think the starting point should be the language policy review. May be there might be some adjustments.

Interviewer: To what extend would you regard this university's compliance or non-compliance with multilingualism?

On compliance I would say yes and no, we comply on the basis that through this department through this faculty because we are offering six out of eleven official languages of South Africa therefore in a way we are complying. We are not complying in terms of the medium of instruction because is strictly English. The other thing that I didn't mention I think is relevant to this question in terms of trying to comply with the multilingualism purposes all our students in our program they are forced to take 3 languages English, their home language and any other language they did not speak before and in that way we're making them more multilingual when they leave here. But this is only for this program. For example in journalism students are allowed to take Northern Sesotho and Afrikaans for them as to take this other second language. Others we were approached by hospitality management they wanted us to develop a Setswana course for them in the process we're still waiting for them to come forward they had showed intention to say we want to have Setswana for our programs but we are ready but for the faculty for this program we are more than responding to the national request to multilingualism and staff like that.

Interviewer: Thank you Dr X.

Interview 1: UFS

Interviewer: How long have you been working here as a lecturer in this university?

Interviewee: It's more than 20 years really I started here only in 2003 at the Bloemfontein campus. I've been teaching Sesotho as one of the African languages since 1994 at the University of the North. In 2003 it was incorporated into the University of the Free-state, with the University of the Free-state it's more or less 15 years.

Interviewer: How does the institution respond to the national policy of multilingualism?

Interviewee: Well it is really my well thought response to say I think the University of the Free-state in particular had been very slow in responding to that issue of multilingualism. In my understanding the issue of multilingualism it means that we have to incorporate almost all available languages of the province into which the university also survives and ourselves. If you look at the provincial language policy it includes 5 languages it is Sesotho, Afrikaans, English, isiZulu and isiXhosa but the main ones is Sesotho and Afrikaans. You can see that in Free-state its more Zulu and Sotho and southern Free-state it's more Sotho and isiXhosa but now if you look at the language policy of the university of the Free-state it only considered Afrikaans and English that is bilateral and even the language policy itself would say it is English and Afrikaans as two equal languages and probably Sesotho will be used where it is possible. If you look at the presentation of the courses of education or where for an example we consider all these languages, I think the university would have been very slow if you look at the university in general besides the education sector or where you present certain subjects in English or Afrikaans but you look at the environment itself mostly people expect you should be knowing Afrikaans than other languages. It's a vice-versa where you know white people would be expected to know one of the African languages but if you look at the cultural events and activities the university is not catering for that. If you look at this winter festivals there are more as a non-Afrikaans speaker you would feel more excluded not accommodated to; but I know that the university of Free-state then started to incorporated some other languages by employing one of the people from Cape Town but what they did they never included people to organise those events. I would say in short, really I think the university is not responding at the rate it is expected especially from the Language Policy for Higher Education.

Interviewer: How does the institution use language policy for admission or rejection of the prospective students?

Interviewee: Well I'm not in the admission but I've just been in the admission process from last year as head of department but I know that our admission forms are in English and Afrikaans so in other words you have to be able to speak or understand English or Afrikaans. The other languages then are not accepted as the languages that can be used for admissions. I think it is a given right even our call centres where students and prospective students will be phoning to ask about admissions it's only in English and Afrikaans. Outside people when they call you about the admissions in a particular department for example African, they speak from the different

language than the very same language. They will not use the African language whether is enquiring something from African languages department.

Interviewer: in terms of admission, is there any situation whereby students could be deprived from enrolling in this university on the basis of the language background?

Interviewee: not the admission into the university in general but probably I think maybe by faculty, department by department that can be done I know for an example Afrikaans for you to be admitted they have to be a certain percentage to be admitted but also if you look at the program mix you can see that there is that well planned marginalisation of other languages. I think here in the prospectus of humanities there is a program there called classical studies in the language but the languages listed there, Sesotho is not included it just says Afrikaans, English, French, Hebrew in that way I don't know what criteria did they use to say these are the only languages they consider but also there's a program again in drama studies, Sesotho does not serve as an elective and at least we had 2 students where they were advised to come and take Sesotho out of the regulations because they would not take Afrikaans but could not pass English but there's no rule or regulation that specifically says you are not going to be admitted into this department if you don't know Afrikaans/English.

Interviewer: What are the official languages and the language/s of instruction at this university?

Interviewee: It is English and Afrikaans but mostly it would be English according to the new one (language policy) but Afrikaans will be applicable where necessary like for example in the faculty of education where if you have to teach at foundation phase programs in Afrikaans and also have to teach in Sesotho. So but also there are certain programs as well in certain faculties where Afrikaans also can be used in other words it is a differentiated sort of approach but the over aching language of instruction as the new language policy then it is in English, the meetings will be also conducted in English, correspondence will be in English.

Interviewer: What is the influence of language of instruction to students' academic performance?

Interviewer: It has got a very serious influence, very important influence any language has got pedagogic influence, also political influence. I think the social influence with the pedagogy I would say most of our students really would struggle to understand certain concepts in other words they are confronted with a lot of challenges before they could understand the content. They have to learn that language first and this is evidenced by the fact that we have to do academic English program to develop our students. It is also my view that English development doesn't speak to the very people that would like to upgrade in a sense that in 2003 when I looked at that I don't know whether they've just upgraded that English academic language but again in terms of the politics, language has got very serious influence. If you look at the university it turns to divide students even where we have the English and Afrikaans classes but I don't know whether they've

rectified that, where the English classes will be in the evening and Afrikaans classes in the morning also have got that perception that the Afrikaans classes students are more comfortable in terms of learning and in terms of getting whatever they have to do or to get so much that you know. The new generation of students that come from more previously model C schools are more English, so it is easier for them in the social spaces to communicate in English with the white students.

Interviewer: Now that English is under this new policy is the one which is dominant in the language of instruction, how does the university accommodate second/ third language English speakers for their cognitive development and clear understanding of the content knowledge?

Interviewee: I think the university after the adoption of the new language policy they came up with the language planning committee that is trying to look at the curriculum which is also being done by the centre for teaching and learning to see how they can help our students in to be more conversant with English so that they could understand the content itself.

Interviewer: Recent research shows that language tends to be a barrier to student's excellent academic performance. How do you ensure that language is not a barrier for effective teaching and learning and success of the students?

Interviewee: One of the traditions we were trying to implement but needs a lot of funding is to try and build terminology for various content subjects. The strategy was that our students must understand the concepts in their own languages. Then it would be easier for them to communicate in any language but you have to understand the concept first. So the strategy was probably it would be easier to take the sociology terms for an example explain them in Sesotho then they'll understand that this concept in sociology means this. They will then be able in their conversation to explain to the other non-Sesotho speaking probably explain in English because they now have a clear understanding of the basic concept but the second issue was to have this multilingual tutorial system where students can be free to discuss academic issues in class using their own language, what is important is that the tutor must be able to understand more than one language.

Interviewer: What are the institutional language policy implementation plans?

Interviewee: Well besides the fact that they've been court matters whereby there were certain group of people within the university that wanted this policy not to apply very soon. I think the university itself through the language committee their intention is to apply it immediately and to but in phases those that are already registered under the bilateral means of instruction then they have to be allowed because legally they are really free to do so otherwise then the university would be in trouble. It has to come into phases but also it will also depend on the various faculties

how they intend to implement like education under the foundation phase probably it has already started where lectures are teaching in those languages isiZulu, Sesotho, Afrikaans and English.

Interviewer: Is there any university plan which has been communicated to various faculties and various departments for its implementation or it depends on the faculty to faculty to have such plans?

Interviewee: I'm not sure whether we have the plan that comes directly from the university.

Interviewer: Is there any integration of African languages as academic languages at this university? If yes how African languages are being integrated and if no why they are not integrated as academic languages?

No it has not integrated even with the new language policy African languages are not put in a status where they become official language. It is English and Afrikaans or Sesotho but now Afrikaans is more developed now it is well integrated in that but with Sesotho then we were asked how that can be possible. We said the first thing that the department of African languages can do is to work with departments where they would like assistance. The only challenge the university complained about it is the funds because we were saying I'm a lecturer here really I cannot be a lecturer, be expected to do some research and also to develop some terminology. We need somebody here to deal with the integration of African languages as academic languages and developing terminologies for various disciplines. In short it has not been integrated and I think it is not going to be very soon where we see this integration taking place.

Interviewer: How do the actual language practices of the university correlate with the language policy of the institution?

Interviewee: There's no name in between the policy and the practice. I think we have the language policy in paper but to enforce it I think it would need there also management to be very more vigilant. To put more emphasis on that especially on the deans themselves and the sectional heads. I don't think that is applicable even when we say in our policy that Sesotho can be used but it can be applicable where it is necessary but it is not even the case even where it is necessary or being enforced in one way or the other.

Interviewer: What are the challenges that you are encountering as a lecturer in implementing university/s language policy?

Interviewee: There are challenges off cause one of them it is the culture from which the university comes from whereby almost everything has been in Afrikaans. At a later stage it was Afrikaans and English now where it comes English only it raises questions where there are certain university committee that feel their language is going to be put into trouble on the instinct but secondly

one of the challenges is that now the legal route, we resort to the outside courts to resolve our own problems so that is a very serious challenge because the court can rule anyhow but fortunately at this stage I think the court has ruled in favour of this new policy. The other challenge again it might not be the senior management those people are just policy makers, the challenge might be the middle managers where you have to do the actual work. Most of the middle managers if you can look in most faculties almost 80% are Afrikaans speaking people and because of that as well I don't think even it is easy to implement that language policy without hassles. But if you look at structures like Senate for an example, I think there are two or three progressive Professors there who can influence the decisions. So if the status core remains that is going to be a challenge. The university initially has been serving the interests of the Afrikaans communities and like we said even the social activities are mostly around the culture of the Afrikaners and that is a challenge as well black people still feel that they are not welcomed and the other one is just structural management where middle managers they're the one that have to do the work.

Interviewer: From these challenges what do you think should be done to improve the situation of implementing the same language policy of this university?

Interviewee: Well the short term ones is for an example to start with communication official communication that one is easy whatever the communication that comes in let it be English only. A communication in a meeting for an example where people who speak in other language to exclude other people from participating in the faculty board so those are the immediate things one should take care of. The other one it is to improve and translate the essential document in all university languages. The medium term for an example it is also to try and bring in people who are prepared for change as you move out, people retiring you don't bring the same type of people again I mean you bring someone to transform. Eventually in the long term one it is building in and integrating the African languages into the academic sphere by building in that capacity even translating books written in English, Afrikaans into Sesotho, isiZulu, isiXhosa etc. so that all the documents that are important are available in all these languages particularly in Sesotho because Sesotho is one of the languages that has the majority students here.

Interviewer: What are the monitoring and evaluation strategies of the implementation of the language policy used at the university?

Interviewee: Not what I know of except that it will rely on the vice-rector academic to see if this is implemented I'm not sure of any tools that can be used to monitor the implementation. I think if would say what suggestions do you have because I would say approved by council I think now we have to sit down and see how they can now monitor this and how they can monitor it as I said you can have the tools and people can just fill in forms to say are you doing this, are you complying you can just fill them and say yes. The university will also have to rely on the middle

managers as well on how they monitor the implementation but the student bodies as well or organisations whether a certain course/module is it being taught in English only but the other thing that I forgot to mention and which is a challenge is it is not only the students who are struggling with this English being the medium of instruction but the lecturers as well. I'm not an English speaker I always struggle with it even the Afrikaans speaking people they might also not feel comfortable so one of the strategies then to make sure that it is easier to implement this new language policy it is to empower them as well to say let's have the English courses see how these things can be done.

Interviewer: To what extend would you regard this university's compliance or non-compliance with multilingualism?

Interviewee: Well I think previously it was not but I think now they have taken the right step towards fulfilling that, well the university did call experts from outside so that we can understand what do we mean by this multilingualism. Yes the university I think is taking the right direction towards realising the whole implementation of multilingualism in the university and around.

Interviewer: Thank you very much.

Interview 2: UFS

Interviewer: How long have you been serving as a member of Institutional Language Implementation Committee in this institution?

Interviewee: This committee only has called into life earlier this year we only started now. So we only started in the last semester of last year so it's not a year yet that I'm in this committee and in the beginning it was the vice-rector academic serving on the committee and then representative from the CTL because of the teaching and learning and there was someone from African languages the department there and it was myself and then X. The two of us were from the academic literacy and now they changed it they also asked the other languages department to send representatives so the Afrikaans department and English department were also represented on this committee.

Interviewer: From your own experience as an academic in this institution, how does the UFS respond to the national policy of multilingualism?

Interviewee: When we talk about multilingualism that is another problem because that's something that need attention now and we talked about. You know the 2 years before they start it there were people from all over the country and were brought to come and have talks here and have presentations on language policy. There were people talking about mother tongue education, there were people talking about multilingualism. One of the aspects that they talked

about when I talk about multilingualism that talked about translanguaging where you have your class with English as the main language of instruction and where the student is allowed to use his mother tongue between the speakers of the same language and then they talk about the concept and they translate back to me in English. That's the thing they talked about now we haven't, maybe informally this is used in classrooms for in facilitating rooms but this is not official yet. We talk about that when we talk about tutor class tutorials then this comes up every time but the whole thing of multilingualism is something that was part of this implementation committees' task. We realised with the implementation of the new language policy the first hand we needed to look at the English of the students how we will give them support, the second thing was how the lecturers academic staff do they need support and the third thing was this thing about multilingualism how are we going to support and really bring multilingualism about. I think that's the reason why the people from the language department were asked to come on board on this committee so they can take that forward. But when I had look at what was done already in context of multilingualism in our country for the different languages and I know about before we started with the English on instruction I was involved with Afrikaans I was a lecture in Afrikaans and I was also part for the academic literacy. We want to focus more on terminology development, there's a project where people from Tukkies and Cape Town and someone else, three of them working together in developing vocabulary in all the languages so there are quite a number of subjects where we have the language already or vocabulary so we know about that and we think we can make a little bit more about that in practice.

Interviewer: In your experience as an academic staff here how does the institution use the language policy for admission of prospective students?

Interviewee: What we do in practice, you know we have mainstream students with the specific admission point and then we have the students in the extended programs. We have the bridging programs as well with much lower admission point so for certain courses or programs they need to adhere to all what is expected from them. What we do use is NBT test if students do not pass NBT then they have to take literacy courses even if they pass literacy courses if they are in the bridging programs they must take the academic literacy course that's our way of assisting students.

Interviewer: so you use this NBT to determine their capability in terms of English proficiency?

Interviewee: We use both English and Afrikaans because we still have faculties where students are allowed to continue in Afrikaans: theology, education, agriculture there are few programs where Afrikaans is still allowed so we use the Afrikaans test as well.

Interviewer: what are the official languages of this institution and the languages of instruction as well?

Interviewee: The languages of the institution are Afrikaans, English and Sesotho that's for the multilingualism. We have English as a language of administration and language of instruction and then at Qwaqwa campus we also have isiZulu because we have a lot of students from KwaZulu-Natal. You know this was previously an Afrikaans university so it was Afrikaans and then we've got the majority of black students who studied in English and that's where English started after 1994. At the moment we've got a minority Afrikaans students and majority of English students.

Interviewer: What is the influence of language of instruction to the student's academic performance?

Interviewee: I think we can't talk from perspective of having not done an impact study yet and in the planning of doing impact studies. But if we can first look at language and the role that the language plays in learning and teaching then there are more than enough studies showing that students that they cannot study without language, language is the vehicle in which you need. So if you talk about language of instruction I think there are several aspects that worthwhile to mention the one whether they can use the language and you know at this university most students and lecturers are second language or third language speakers of English. I think that is the first challenge that we all mostly non-mother speakers of English but now you ask me the impact of the language of instruction on studies, so we see the need to assess the student's English competence and provide them with necessary assistance. We also have the right side here the writing centre where students can come individually with their assignments they've written or typed and then they have individual assistant, a consultant that look at his or her work individually and I think that's a very important. There we see the success, we work together with the academic staff and often you would in certain departments have staff where you beforehand have the cooperation or the eyes on between the right side and the staff member and then the right side would give workshops to the students as a group and then they would help them individually as well. So we have face to face workshops, online workshops for bigger groups and we have the individual consultants and we get feedback from individual lecturers telling us the success that they have for each session whether it's a workshop or individual session we have feedback from students and that is very positive. Students come only if they want to and we sometimes we're so busy that we just you can't believe we have got no space for them so I think that's a very successful way of supporting students.

Interviewer: How do you accommodate second and third English speakers for their cognitive development and clear understanding of the content knowledge??

Interviewee: We have several programs where a lot is done in a specific program. I can look at the humanities faculty where we have this academic facilitator program where students have the academic session lecturer delivering a lecture and then that's specific content. Students will have a facilitator class and in that tutorial class they use both working with the concepts for the

cognitive development and they work with other basic skills as well to ensure that the students understand what the subject is all about. We had for quite a number of years the Academic Facilitator program where facilitators, the tutors actually and the coordinators of the program to help the students on how to open the textbook for the reading and giving them in very specific tools to help students improver their writing skills. So we hope the teaching and learning managers in different faculties who all know about the work we do and we liaise with them to give support to academic staff and we also have the tutor program at the university but someone else is managing that where all these kinds of staff get together where we all give that support to students in class.

Interviewer: What are the institutional language policy implementation plans?

Interviewee: Now the first year was the piloting of the new language policy where the medical faculty and humanities started with English as language of instruction for first years. Next year the other faculties will also have English at first year for the first year students. So we have the transitional period with students to start their first year in English and at the same time people can finish their studies in the language they started with. We will see how it goes that will also be part of the whole implementation to see what the effect there is.

Interviewer: As the institution especially from the management side how often do the managers monitor and evaluate the language policy implementation within the university?

Interviewee: You see, we only started this year so we have these meetings once in a term so in which we talk about what we should do and what is happening and what's still need to be done. In the Language Policy there we have a thing about implementation plan but managing this and seeing whether it works or not or what the implications of the monitoring is built there. Seeing that we only have four months we are not there yet, its only May now, 4 months in the new phase. We started last year and we met once in a year.

Interviewer: So in your meetings you are evaluating what works and what is not working in terms of the implementation?

Interviewee: I think it's too early to say I mean we're only 4 months in this new policy so to say what work, what doesn't work it's really too soon.

Interviewer: Now that there's this new policy and there's a language policy implementation committee and plans as well, how do you ensure that each and every faculty it complies with the implementation of this language policy?

Interviewee: You know I just think it comes a long period from having both Afrikaans and English and a lot of courses are already in English. I know that we have the teaching and learning

managers and they know exactly what's going on in faculties and the other thing is through the deans. I'm sure the communication between management and deans that's the route to go.

Interviewer: Is there any integration of African languages as academic languages at the university? If yes, how African languages are being integrated? If no, why the African languages are not integrated?

Interviewee: I think the only way it can be implemented is where you have African languages lecturers that knows the language and can use it especially where they explain in the small groups to use, I think that's the way can do it. There are number of lecturers who knows the African languages but very few and I think it's difficult for one who does not have knowledge at all to do this, you talk about academic language. We do have a short course in learning Sesotho it continually being presented and I just realise if you do not use it all the time that's the problem but that was not it was only the social aspect so it had nothing to do with academic. We do have it as an agenda point on this implementation policy committee we have this thing of developing the African language and implementation thereof so I think that is something that the language department will have to take care of and see what they can do there. I think the fact that other universities work together that we will have to be part of other universities and the projects they do in order to get something from them if you work on your own its just too difficult. You asked the question of developing this language as an academic language but on the other hand students who is not African students won't need it, now it's only for the African students to use it then and it seems to me I prefer English is appropriate

 Interviewer: How does the university use its official languages for admin purposes?

Interviewee: This year it's mainly the English and then the administrative people had asked if it's possible in any way to assist clients in the language of their choice so we approved that. If I have an Afrikaans student here I can speak Afrikaans with that student, if you have Sesotho student and you are Sesotho speaker then you are allowed to use that and I think that's the way that could try to do it using the other languages. We are a little bit back in the language that you can use you do have people who are able to use Afrikaans, English, Sesotho or Setswana or isiXhosa and you have people who can only use the two languages.

Interviewer: in some of the communications to various departments for an example from the Executive Management to all levels of the organogram which languages do you use? For an example if the management wants to communicate with the parents of the student which language do they use?

Interviewee: Until now it was in Afrikaans and English we got things in these two languages but there are certain materials that would be available in Sesotho. I think they do try involving the

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two added languages Afrikaans and Sesotho because that's part of the policy but the main is still English.

Interviewer: do you encounter some of the challenges in implementing the language policy, if there are what are those challenges and how do you think should be addressed, if there are no challenges how do you manage that to ensure that there are no challenges at all?

Interviewee: Many of our staff and academic staff just don't feel up to it, feel confident enough to teach in English that's one of the things and that's both white and black staff so that's definitely a challenge and we need to have something in place to assist people and help them develop academic English. The other thing if I can talk again in the right side we have students coming here who have to do the assignments in English and they would ask whether there's someone they can talk to in their own language they just want that safe place where they can use their own language although they work in English and that shows us that the students really need a lot of support. I think that's the two most important things of our new language policy, you mentioned the development of the African languages and academic language I think that's really a challenge if we want that to be viable if we want it to be used because if we want this variation and do not only go the route of only English and that development is very important and you know English is developed already, Afrikaans developed already. It is the African languages that needs to be developed and connecting to that challenge is a challenge of making it viable that people use it. I see that journals when you want to publish in any language than English then you submit it in that language because you need to put a long summary and I like that idea of still publishing in another language and have English summary.

Interviewer: What strategies do you think should be applied at this university to improve the efficient implementation of language policy?

Interviewee: I think the communication which in top management and staff is important so that they can know what the problems are, what the challenges are, what the needs are. I think having people buying in and being part of what is the policy is very important and they form a continuous communication between top management and staff is important. I am not sure about the strategies for student. It seems to me that we get more and more black students and less white students I don't know whether the language policy plays a role in that I'm not sure. One would have to find out what are the reasons are I don't know. I think the strategy to recruit students it's very important if you want to have the diversity here. I think that's important to have that so the marketing and recruiting strategies are important and to assure parents and students. So I think it's important to have the strategy to ensure them that they will still have assistance in the language it's very important and then of course the fact that we do have the assistance for students it's important as we have at the moment.

Interviewer: To what extend would you regard this university's compliance or non-compliance with multilingualism?

Interviewee: It's difficult to say because we do have the different languages here and when you walk on the campus you will hear the different languages. You will hear people talking by in all more than three languages, now you will hear the African language, you will hear the Afrikaans and you will hear English. But on an official level we're not there yet there's a lot of work to be done.

Interviewer: Thanks Dr X

Interview 3: UFS

Interviewer: my first question how long have you been serving as a language committee in this institution or as member executive management?

Interviewee: I've been at the university since 2006 and have been part of the Executive Management for the past ten year.

Interviewer: In your experience and knowledge at this university, how does the institution respond to the national policy of multilingualism?

Interviewee: What we've done I don't think this was really in response to the national policy of multilingualism. As part of development of the new language policy, we moved to English as the main language of instruction. Why we moved to English as the main language of instruction was in the part of the conversation in development of the new policy and particular initiatives have been developed and are being piloted to promote multilingualism in the institution. We are working on plans to promote it even more but that's in the plan so some pilot initiatives but promoting multilingualism in general is something which we're conceptualising in at the moment and grappling with. I wouldn't say we're there in terms of multilingualism I think because we come out of the parallel medium system there's a different awareness of the need of multilingualism but I think we still need to articulate very clearly what we want to do with it. We have piloted it in the tutorial space a little bit to see what multilingual practices there would be but we first need to develop language more broadly multilingualism has always been there as a topic.

Interviewer: How does the university use its language policy for admission purposes of prospective students?

Interviewee: The language policy is not used to admit people or not, what we do use is we use the national benchmark test of the University of Cape Town and those tests are used to assess the language proficiency of students. It is only the faculty of the health sciences as part of national

health consortium that uses the language proficiency as a selection criteria for the rest of the university. It is used for placement in other words if you are not proficient as 75% of our students are not proficient you are then automatically placed in a compulsory language development or academic literacy courses which runs out at the centre of teaching and learning. Centre of Teaching and Learning is currently helping about 8000 students with academic literacy so it's for placement it's not used to exclude students.

Interviewer: What are the official languages and also the languages of instruction at this university?

Interviewee: Well according to the new policy which is in the transition here so we've got three faculties that have gone completely to English. Some of the faculties are still having parallel medium we will have it, in other words students that started last year in parallel medium will continue in the program whilst some faculties are moving progressively towards English. I don't think one should assume that we will remain parallel medium for the next 3 years even I think the switch to English will happen much faster for many different reasons stipulated in to why the university made the move which would now have to defend in several courts and we're still being challenged on. So the language of instruction according to the new policy is English. The language policy I think still has multiple languages in that. So the language policy was Afrikaans, English and Sesotho, those three languages of this institution but the language policy has moved that to English primarily and Afrikaans and Sesotho.

Interviewer: In your experience Prof... as an academic, what is the influence of a language of instruction in this instance at this university which is English now to the student's academic performance?

Interviewee: Well I think competency in language at a national level in the country is a very big factor in student performance. If you can articulate your ideas you might have a very good understanding of physics or history whatever but if you can't articulate it is very difficult for somebody else to see so. The language competency is not an illustration of your intelligence or your potential but it's an illustration of your skill in that language but unfortunately you are required to be able to articulate yourself and that's why we have such large interventions. I do think we have to work very intentionally on supporting our students so their voice comes through and it's very difficult if you are a second, third or fourth language speaker for your voice to come through. Afrikaans people at this institution are the people that understand what black students go through the most because they themselves have to function in their second language. English is typically a second language for Afrikaans speaking people but you know in a second language you lose your sense of humour. It is difficult to write and those things so I think for all those reasons it is something which South Africa has to really work very hard on. In my opinion we are

not intentionally doing enough about it. We don't support and give money to approaches across the world that work, we try to do it on the cheap to the detriment of our students.

Interviewer: How do you accommodate second and third English language speakers for their cognitive development and understanding of the content knowledge?

Interviewee: Our language development is based on content based instruction which is an internationally recognised approach where you use the content of the discipline to develop the student's language skills. We've got academic literacy for humanities, natural sciences, law, and health so the content in those courses are faculty specific, it is not generic courses so that's the first level. We use content based instruction where content is absolutely linked to the discipline and the work that students do. The next phase for language development is how we get our academics to understand more clearly what the needs of second, third and fourth language speakers are and small things that they can do in their class when they do teaching and learning to help those learners. We are also using technology a lot of staff are putting their lectures online or audio recordings of their lectures because off cause second, third, fourth language speakers of English it is much easier for them to listen and listen and re-listen time and again so we're using technology as well.

Interviewer: Recent research shows that language turns to be a barrier to students' excellent academic performance, now how do you ensure that language is not a barrier to effective teaching and learning and the success of the students?

Interviewer: That's a very big question I think it links to your approach we are very confident that the content based instruction approach is theoretically the best approach for us, in the teaching and learning space. I think we become aware of the fact that we need to help our staff whether they be Afrikaans staff or staff from other parts of the world especially Africa where we get complaints that people's accents are difficult for students to understand. So we currently are working on developing academic staff development interventions to help the staff with their own language competency and so forth. Whether we'll completely address it I think one needs to be sober minded about that our education system does not provide our students with a good foundation and you are not through. We can try our very best with the intention of trying to help students but you cannot undo twelve years' worth of problematic teaching and learning. You can't address it or fix it in three or four years so that is what makes the work very difficult.

Interviewer: Which strategies do you apply to ensure you assist them in the backlog they are having?

Interviewee: I think we try not to see the students in a deficit view that they are behind we see it there is certain development areas that they need to bolster so the academic literacy courses is the main strategy. The second strategy is the right side which is also based Centre for Teaching

and Learning which we started two years ago and it helps 6000 students a year with their academic writing skills. Students can come in for individual consultations to be assisted on improving their writing skills and we do workshops with staff as well for staff with their students so if a staff member wants an essay done in economics they can contact us and we do one session where we take students through how do I, what are the things I need to do to structure my assignment appropriately and so forth so those are the two main interventions that we use, the right side is the writing centre.

Interviewer: What are the institutional language policy implementation plans?

Interviewee: I think we've got various plans on how to address it bolstering our current offerings expanding the capacity of the right side in trying to expand the capacity of the unit for language development is one. The next strategy is to help and sensitise academic staff on how they can adapt their teaching and learning. In addition to that working with staff on their own language development is another strategy overall. We also want to make everybody on campus aware of how important language and language development is and then link it to the multilingualism plans for that is still in process.

Interviewer: How often do you monitor and evaluate language policy plans within the university?

Interviewee: We've got regular meetings now with the language policy committee and the language development committee and that's the form of monitoring and evaluation because it's so new. I don't think we've got a specific monitoring regime in other words that we do a review every so often but there's a lot of focus on it now and I think for the next couple of years there will be a huge focus on it because of the transition we need to manage or faculties move to English and so forth.

Interviewer: Do you meet monthly, quarterly or when?

Interviewee: I think it would be fair to say we meet quarterly that would be the best average but in certain times then it gets more regular.

Interviewer: How do you ensure that every faculty or a unit within this university complies with the language policy?

Interviewee: I think the office of the vice –rector academic, she does a lot of monitoring and evaluation through the directorate for institutional research and academic planning and when there isn't compliance it gets reported to her. With any transition process there are a bit of hiccups here and there but by in large people are complying with the change in language policy.

Interviewer: Do you have specific staff members that are assigned with the responsibility within the faculties to ensure that the language policy is being adhered to?

Interviewee: The implementation of the language policy was approved by the council and it has to be implemented through the standard governance system of the university. In faculties' deans take responsibilities, at departmental level, departmental heads take responsibilities when there is non-compliance the root that one typically hears about it is via a complaint but it is through standard governance system. There is no additional structure there's no capacity for that. So it is approved and it is being implemented by the current existing governance structure we have.

Interviewer: Is there any integration of African languages as academic languages in this institution, if yes how African languages are being integrated as academic languages, if no why they are not used as academic languages?

Interviewee: As far I understand there are some efforts to integrate it more into curricular especially with the faculty of education with Sesotho. In Qwaqwa campus the language challenges there is on integrating Sesotho and isiZulu as academic languages. So you will see in the language policy the development of isiZulu is there. The challenge remains I think with the Sesotho people say the vocabulary for the scientific vocabulary in Sesotho is a challenge. I don't know to what extent that is being addressed I know UKZN has done a massive amount of work in Zulu and its vocabulary but that's unfortunately all I can say. What we've been doing in the language policy group is we've been creating or finding resources nationally where people have created the concepts list in Sesotho, Afrikaans and English and even Zulu and share those words so that students have something to go on with those most used words but there's still some work to do there.

Interviewer: How does the university use its official languages for administration purposes?

Interviewee: Everything now is in English, the administrative language in the institution is English no other language. In a transition here there might be some faculties using Afrikaans still the policy is very clear administrative language is English.

Interviewer: Do you encounter any challenges in implementing the language policy, if you have some challenges what are those challenges and how are you addressing such challenges but if fortunately you do not have any challenges what is the best approach that you are applying so as to avert any challenges that may emerge?

Interviewee: I think the actual implications of moving to English as a language of instruction, faculties try their best to anticipate what all the needs will be but invariably some of them underestimate what the needs will be. We have pro-actively tried to make sure that there will be resources available in the right side to help with more support. We have indicated that the tutorial system which we had good offer support in terms of giving students a space to clarify whether they are understanding specific material or not and concepts. We are very careful because our tutors are senior undergraduate and post graduate students. People don't expect

them to be language developers and academic literacy experts but that is another way of assisting students. There was an increase in the amount of tutorials that the faculties have gone to English. There's a couple of staff that find it hard to move to English only and there it's a process of managing people that find it hard to move despite it being a university decision. Only strategy I have there is active management that supports people to make the move and understand that it's an institutional decision. Insufficient resources for academic literacy and language development experts due to great demand that comes with the new language policy. Those are the challenges that come to my mind at this moment.

Interviewer: Which strategies do you feel strongly that should be applied at this university to improve the efficient implementation of its language policy?

Interviewee: Well I think the university is trying to do as much as it can within its existing resources I would say the biggest impairment to the most efficient implementation is that we only have so much funding to work on language development and it depends what you see as your outcome. I really think the university tries and CTL plays the big role in that tries to provide significant language support for its undergraduate students. I think what we could do better in that there is an intentional integration of language development and academic writing development throughout the undergraduate curriculum. That's a place where we can improve and it is something we're talking about so how we get from first year through to third year students to practice the academic writing more so that they become better so we don't have some of the challenges. We have at postgraduate level that's students struggle to write academically and so on, so I think that's what we could do better but that's very long term work it means getting all academics on side. I don't think the university is not committed in terms of its resource allocation all indications as far as I can see the university tries to make as many resources available for this as it can we're also looking at getting donors involved in our language development.

Interviewer: To what extend would you regard this university's compliance or non-compliance with multilingualism?

Interviewee: in terms of a principle I think the university in the new language policy very clearly indicates that it wants to support multilingualism, is the implementation of multilingualism where we would like it to be. I don't think we can say that I think we have more work to do but there's a clear commitment at institutional to multilingualism finding the best ways to implement that within current resources always remains a challenge. In other words we would like I don't think anybody can see it as a disadvantage to develop your Sotho speaking skills better but having the staff and the curriculum and the people to facilitate that, that's where things become a problem. We would like to see more use of isiZulu and Sesotho in our classrooms. Interviewer: Thanks very much Prof........

Interview 1: UWC

Interviewer: My first question is an ice breaker question, how long have you been lecturing at this University?

Interviewee: Let's say its 6 years now.

Interviewer: In your understanding of the institution how does the institution respond to the national policy of multilingualism?

Interviewee: Let me say that in terms of what I had considered national priorities in multilingualism U.W.C made its own revised and publish its own language policy year later in 2003. That policy document, first identified English, Afrikaans and isiXhosa as the official languages of the institution and provides for their use in a number of domains namely; teaching and learning, assessment, internal communication, external communication and academic development as well as proficiency in Afrikaans and isiXhosa. I can go on talking about what the policy say specifically just to give an example, it is the responsibility of the faculties to determine their language of teaching and learning that policy says if a lecturer believes that using a language other than English will facilitate learning by all means do that. It allows questions for instance to be set in language other than English if it can be demonstrated that it would enhance student understanding, it provides for materials being provided in languages other than English. So within the policy we find a number of ways in which UWC is responding to the national policy.

Interviewer: How does the institution use language policy for admission or rejection of the prospective students?

Interviewee: The language policy does not address admissions to the best of my knowledge and I'm very familiar with the document it does not address admission. Students essentially apply but because of the clear nature of UWC being as you may recall the intellectual home of the left not just in words but also in terms of the communities from which many of our students have traditionally come. It has not been an elitist institution, elite students would go to the other universities. When the doors of learning were opened UWC felt that knowledge should be accessible to any and every one as against its previous apartheid driven system of confining access to university to Coloured community only. UWC was actually one of the first universities in the country to institute a writing centre and our academic development programme when it was conceived really centred on language the understanding being that many of our students would not have been adequately prepared for the academic use of English. Therefore they needed some support on academic use of English. The policy addresses admission indirectly because that policy says the language policy of UWC says that all students would be given the opportunity to enhance the academic English so in that way, I would say this policy speaks to admission.

Interviewer: Okay Prof. What are the official languages of this institution and the languages of instruction?

Interviewee: As I've mentioned in the beginning, the policy recognises English, isiXhosa and Afrikaans and assigns them rules in various domains of institutional life. If you want to take the examples of teaching, it is the responsibility of each faculty to decide what language and languages should be used. If a faculty or the department decides that we want to teach in this or that language it's their right to do so that's what the policy says. In practice however formal teaching many people would say they use English but even that it depends on the size of the class, the condition of the class. There are classes in which extensively the lecturer is using English but would once in a while branch into perhaps isiXhosa or Afrikaans but in terms of how you characterise what language is being used it would be English.

Interviewer: If predominantly it's English, what is the influence of English to the student's academic performance?

Interviewee: English competence would vary from student to student and from discipline to discipline so one cannot speak generally, you have many students who have not just have English as a home language but in fact come from backgrounds privileged backgrounds in some cases who would have been exposed to academic use English so therefore English is not a problem. The research we had been conducting has precisely involved using languages other than English and yes it's a mixed bag. We have found evidence of many students being assisted greatly by the use of isiXhosa but one thing that needs to be clear is that the use of any other language is not on its own automatically mean that the performance would be good. If you have English by educational development in most universities, English speaking universities around the world would have something like that even for people who have English as home language that means that there's an understanding that academic English is nobody's home language. You cannot say because isiXhosa is your home language therefore if I teach you in isiXhosa you'll necessarily do well it gives you some advantage but we need not exaggerate. To answer your question perhaps directly there's evidence that insufficient knowledge of academic English is an obstacle to performance but we need to be careful in understanding why it is an obstacle before we rush into what the solution is. The solution that we have tried has produced mixed results so you can use isiXhosa, use CALP you can use standard Afrikaans and the performance will not necessarily always be better.

Interviewer: How do you accommodate second, and the third language English speakers for their cognitive development clear understanding of content knowledge?

Interviewee: In my module I provide lecture materials in both the standardised version of isiXhosa. I did the same for Afrikaans so in that way I'm trying to ensure that language is not an

obstacle to anybody who wants to make an effort to understand the content of what we're teaching. The provision of lecture notes in isiXhosa and Afrikaans.

Interviewer: In terms of assessment, do you provide them that option of using any language of their choice among the three languages?

Interviewee: Yes that's what I just told you, we just done a test now and they were free to use any of those languages we're just reviewing those who wrote in isiXhosa, in Afrikaans and those who wrote in both isiXhosa and English, English and Afrikaans so yes we're doing that.

Interviewer: Recent research shows that language tends to be a barrier to student's excellent academic performance. How do you ensure that language is not a barrier for effective teaching and learning and success of the students?

As indicated I provide course material in all our languages and allow them to write assessment in any of the three languages.

Interviewer: Now that you have the language policies as the institution, what are the institutional language policy implementation plans?

Interviewee: We do not have a formal language implementation plan, it does not exist. The idea was first to have a policy and then work on implementation plan but unfortunately the implementation never came up.

Interviewer: What are the monitoring and evaluation strategies of the implementation of the language policy used at the university?

Interviewee: In our case you would have to understand that if I say we don't it because there is no implementation plan. It's when you have implementation plan, you have milestones, you have who is supposed to do what by what date and all that then that is when it is monitored. But here because there is no implementation plan really there's no monitoring mechanism.

Interviewer: Is there any integration of African languages as academic languages at this university, if yes how African languages are being integrated if no why the African languages are not integrated?

Interviewee: In this department we're doing that, that's what my work happens to be around so we are integrating isiXhosa and CALPS as well so we're doing that in order to disrupt the edging only of English. On university wide-scale that is not the case. I keep saying we are assuming that there's a huge demand for the use of African languages as academic languages, but the reality is that there's a hot demand, there is no hot demand, when there is a hot demand for something you feel it, you see it. There was a need that was felt to dislodge Afrikaans from Stellenbosch

University, University of Pretoria and the people that wanted it made sufficient noise and there was not a single voice that's saying we want African languages to be used. I can tell you that if students wanted it, it would have happened a long time ago they don't want it and that is why it has not happened. The whole decolonisation project, fees must fall blog where was anybody talking about the use of African languages? It's only recently that has now come up but how many protest demonstrations have you seen where the students are saying no more English exclusively use African languages. That's the explanation why isiXhosa is not being widely used as an academic language because irrespective of what policy you have or you don't have if students want it to happen it will happen.

Interviewer: thanks Prof, how do the actual language practises at this university co-relate with the language policy of the university?

Interviewee: Very well I think there its almost 100% it would only depend on how you read the policy if you read the policy casually not critically then you may say the actual language practises are not reflecting in the policy and what I'm saying is true of virtually having it in this country. There's an assumption by researchers that there's something with these policies that should make things happen but that is because people are reading them in a certain way if you read those policies in another way the actual language practises are very consistent in addressing a policy, students protested in Stellenbosch they were not challenging the policy because what they were protesting was everything in the policy in U.P the same thing in the Free-state the same so it is what is in the policy that is being implemented. The problem with the idea is that there's so much in the policy than the practises that we are seeing should not be there and I would say to you that represents a certain reading of the policy. So if you look at the policies as being okay and enabling supporting of multilingualism then you may say if in a university English is the only language being used then the actual language practises are different from what is in the policy. I can tell you that at UWC the language practises reflect what is in the policy.

Interviewer: what are the challenges that you're encountering as a lecturer in implementing university's language policy?

Interviewee: I don't want to generalise we've had really good results but we've also had some disappointing results so for me that would be the challenge. If I want to give a test in this language I'll say look feel free to write we'll get people to mark because my policy allows me to do that and then students do not do it so for me it can be a setback. I mean the usual challenges of capacity, funding and so on but this would be my primary thing I keep going to. The people who I meant to really benefit from this I would like to see them being more interested.

Interviewer: What do you think you should do to improve the implementation of the language policy in this university?

Interviewee: Providing lecture on language policy. There has been some interests in the work we're doing here in the department, there has been a lot of interests so people are even becoming aware of the language policy they have seen how one can do using things in the policy. It may not be all that I would have wanted to but I think it's one way of doing as actually your question says.

Interviewer: To what extend would you regard this university's compliance or non-compliance with multilingualism?

We are complying but for now English continues to be the dominant because of linguistic incompetence of staff in other languages and a low demand of multilingualism in the university community.

Interviewer: Okay thanks Prof…..

Interview 2: UWC

Interviewer: thank you for the opportunity, the first question is just an icebreaker question how long have you been serving as a member of executive management of UWC?

Interviewee: I don't serve as a member of executive management senior management so the executive would be the rector, the deputy vice chancellors the registrar and our two executive directors so that would be executive management I serve as senior management one level below there with the deans, the directors and the two deputy registrars.

Interviewer: How long have you been serving in this position?

Interviewee: Since the beginning of the year.

Interviewer: In your own knowledge and understanding of the institution, how does the institution respond to the national policy of multilingualism?

Interviewee: So you would find it articulated in our language policy which is available via the internet that we basically have prioritised three languages from the 11 languages that are identified in South Africa that is English, Afrikaans and isiXhosa. Those are our three main languages that we have prioritised at the university and that is based upon the communities which we serve and the languages that are prevalent in the Western Cape. In terms of how do we actually relate to the language policy in terms of our own policy it is that in all accounts staff whether they'll be academic or administrative must try to teach in one of those three languages? English is the primary language of communication at UWC however, where possible academic staff as well administrative staff must introduce modules where they can actually teach in the

other languages as such or allow for communication or discussion in those languages so that is how we then try to align ourselves with the policy.

Interviewer: In other words in the classrooms situation, do you mean that there is a flexibility in terms of moving from the English which is a primary language to either isiXhosa or Afrikaans?

Interviewee: There is the flexibility but off cause you must remember that, that comes with the competence of the lecturer at the end of the day so the lecturer will need off cause to be competent in the other languages if they are to orally have discussion in other language. Lecturers must take into account whether discussion in mother language would be advantageous to the class as a whole so you don't a lecturer to be discussing something in Afrikaans when 75% of the population in the class doesn't understand the language. So in all of the situations while we say that there must be flexibility one the lecturer that is doing the module or giving the course must have an understanding of the language and be competent in the language in order to facilitate discussion in another language. There must also be a cognisant of the classroom in itself as to who are the students, what is their competence in the language that they then wish to communicate in. We have English as our primary language of teaching and the others in terms of Afrikaans and isiXhosa are available for students and lecturers to use but off cause that comes with the pre-requisite that there must be competence in that language from both sides.

Interviewer: How does the institution use the language policy for admission or rejection of prospective students?

Interviewee: In terms of our admission we follow the criteria that is set out via the NSC so a person must have passed English, English is a requirement from the NSC in order to get a bachelors endorsement. All the students that are entering the university or rather tertiary education and then off cause the university space they must have a Bachelors endorsement in terms of the NSC. NSC has criteria that there must be English passed as your first language, second language and there must be few other subjects that are attached to that as well. So in terms of the language policy in terms of admission our first criteria off cause would be that they have the Bachelors endorsement and it comes with the English criteria that is attached to it. We have our admission policy where we would then look at the second language as well as the first additional and we would then make concessions around that based upon the background of the particular applicant. We have off cause wouldn't reject an applicant based on language. If an applicant is isiXhosa or Afrikaans speaking we wouldn't disadvantage them because they are not English first language students or their mother tongue is not English. Our admission is not based upon language criteria. It is based upon whether they qualify in terms of a Bachelors endorsement to the university so that would be the first criteria. The second criteria would be in terms of meeting our admissions point score and then off cause meeting the compulsory subjects that they would need to take, for example if they want to study information systems they would

have to have above 32 APS points and they would have done Maths and not Maths Lit. It would be those criteria but we don't admit based upon language or reject based on language.

Interviewer: What are the official languages and the languages of instruction as well at this university UWC?

Interviewee: Our languages are English, Afrikaans and isiXhosa, our main language of instruction is English where possible academics as well as administrative staff are asked to have other languages used as well. If the student is competent in the other languages and so is the member of staff them they should try and communicate in that specific language if that is the preferred language of the students. But the main language of instruction off cause would be English and then the others are there to facilitate discussion and communication.

Interviewer: What is the influence of the language of instruction to the student's academic performance? In this instance it refers to English because it is the primary language of instruction.

Interviewee: That one is bit difficult to measure because we don't have a particular score card for that competency at the end of the day so in all honesty there hasn't been a complete focus on what is the impact of language instruction on student's success. At the university we would look at student's success but there hasn't been a concerted effort based on the medium of instruction. If you have students....for example from Northern Cape would be predominantly Afrikaans and you have students from the Eastern Cape who might be predominantly isiXhosa so we haven't dealt in complete details to what impact that actually has in terms of the understanding. However, we do have programs for students who feel that they are not coping in terms of the medium of instruction so for those students who feel they would like more discussion or further discussion there are counselling groups as well as programs through the centre for students support and services where students can get support in that regard. If students feel they're struggling in terms of the medium of instruction or that English is where they're having a stumbling block at the end of the day there are services available to them to actually access.

Interviewer: How do you accommodate second and third language English speakers for the cognitive development and clear understanding of the content knowledge in the classroom situation?

Interviewee: That one is very difficult to answer because we don't have particular projects or programs that focus on that but we have support services we can assist students but we don't have targeted programs in that regard. For example all lecture notes are not translated into those languages or all lectures that are recorded are not necessarily then translated into a particular language so there isn't that targeted approach. It is recommended to academics that they should and have these interventions in place or rather the secondary steps in place so that the lecture

notes are translated or they appear in other languages but off cause that is not compulsory is left out to the direction of the academic. So there is within the language policy a requirement or rather a suggestion to academics that they should do as suggested in terms of having lecture notes translated practicals, translated but in terms of actual practice that doesn't happen as frequently as we would like.

Interviewer: So there's no uniformity in terms of translating documents into these two languages?

Interviewee: What would be preferable is that if there were a unit dedicated to that particular aspect because to leave it up to an individual academic lands you already to a problem in that most would say they do not have the time. As you move towards in a more technological space where notes are automatically uploaded and if there is somebody that has a dedicated purpose to ensure that it is done then it becomes easier. But off cause resource constraints and other influences do play a role in how you actually then manage that particular process.

Interviewer: Recent research shows that language turns to be a barrier to students' excellent academic performance, how do you ensure that language is not a barrier for effective teaching and learning and success of the students in this instance the excellent academic performance of the students?

Interviewee: That one will come back to the previous point where there isn't an actual measure for us in that regard so there's nothing that would tell us in terms of you have a student that has come to you let's just say they came out of matric they have very good results but now they're struggling to cope at the university. There isn't a targeted measure from our side to say that, that particular issue would lie within the realm of language at the end of the day. In terms of medium of instruction students struggling not because of other factors but based purely on the fact that they cannot articulate themselves in terms of language of instruction at the university. So in terms of that there is not a dedicated measure for us at this point in time we do not have one so for us that is a gap at this moment in time we cannot assess the success of the students based upon the language.

Interviewer: so in other words even if there is no good performance academically of the students but you are not able to associate that with a language?

Interviewee: There is a student success program that tracks students in terms of their success in the university however once that is initiated and a student is then brought in for discussion in terms of what is hindering them from success. A language is not always brought up as the major issue in the first case. Secondly, we do not have something that actually can flag it as an immediate response. The only way is to get to that student, ask the student 'are you understanding the concept of what is being taught and is the fact that you cannot understand

what the lecturer is actually discussing within the class in terms of language or are you not understanding the concept in itself so that conversation is where sometimes it is not absolutely clear as to what the issue. There isn't something that immediately flags for us in terms of the fact that language is issue upfront it usually only comes out in a discussion with the student once they have been flagged as being at risk or not being able to succeed at university.

Interviewer: With the language policy you have at the university, what are the language policy implementation plans?

Interviewee: We don't have an actual implementation plan so within the policy, the policy would give you guidelines as to what should be done but there hasn't been a concise implementation plan. So it is left up to faculties and departments as you would see within the language policy to develop their own plan or their own articulation in terms of that policy but that needs to happen.

Interviewer: As you're saying it depends on the faculty to faculty, department to department as the members of the senior management how often do you monitor and evaluate the implementation of the language policy actually?

Interviewee: There is no plan, there is nothing to monitor because there isn't a direct plan to say that faculties or department should be doing this at this particular time. Therefore senior and executive management cannot actually monitor something where there are no outcomes or objectives. There are guidelines in terms of the fact that the department or the faculty should ensure that the notes are translated or the discussion should happen in different languages but there is no particular plan as to how that should happen. So because there isn't an actual plan there's no way to actually track what is been done so it is left to the faculties and for the faculties to look at but off cause there isn't an actual plan and that is why policies need to be revised all the time to go back and see where there is development and what needs to change within it.

Interviewer: As the senior management members, how do you ensure that every faculty here at UWC complies with the implementation of the language policy?

Interviewee: Because there isn't an implementation plan there's nothing to monitor at this point in time so what you would see is that within the faculties and departments it would be left to the dean to then see that if there's perhaps a guideline. Remember our language policy doesn't say that there must be an instruction in Afrikaans or in isiXhosa it also doesn't say that there must be notes translated into isiXhosa it only says if possible or where possible so because it's so broad in terms of what is written there, there isn't something that you can hold something that you can hold somebody accountable. Even if for example the dean which you ask is heads of departments has this been done most of them can come back to say but there are no resources to actually do that or the fact that staff are not capable of doing that and the fact that the policy doesn't say there is an implementation plan and we're meant to have achieved this by a particular date or

we have meant to have done this already or we have meant to have implemented this particular change there's nothing to actually hold people accountable for. So in terms of monitoring there isn't any monitoring either from our side because there's nothing to monitor what you can merely ask is a report on how many of your notes are translated that you place on Ikamva, blackboard whichever e-learning tool you're using and in terms of your lecturers isn't done in different languages. That would be as broader question as you can ask beyond that you cannot actually hold them accountable to anything so there isn't a monitoring of how the language policy is actually managed.

Interviewer: From your own experience is there any integration of African languages as academic languages in this university, if yes how they are integrated and if no what makes them not to be integrated?

Interviewee: In terms of the academic aspect there wouldn't be any integration in that side, you would see the medium of instruction is English and unless it is an actual isiXhosa module or it is an Afrikaans module. We don't have proper integration across and the major obstacle to that off cause is the competency of the staff at the end of the day as well as the students. You cannot ask for an implementation of Afrikaans or isiXhosa within a module if the staff themselves are not competent in the language and then off cause looking at the student population within the classroom if they're not competent of the language themselves you cannot ask for that particular medium of instruction. What you would find is that for all of our students English is the common denominator you then off cause have Afrikaans, isiXhosa you'll then have Zulu, Tswana and you'll then have the other languages which are in less frequency. So English would be the common base on which language would be taught and then of course the barrier is competency from both the academic, admin as well as students so the major obstacle would be competency of the individual. It's very easy to say that we're going to have a language policy implemented but then off cause how do you make members of staff that have already been hired or contracted competent in that particular language and to what level of competency because in order to teach or to have a meaningful discussion in class you cannot just get by with the very basics of a language. You need to really have proper knowledge of what you're talking about at the end of the day in terms of one of the words that you use because if you're a novice and you're speaking to a class that uses language in a day to day setting one they might not understand you. Secondly you might not understand them and that level of confusion might become a barrier which you would find with English also where perhaps the language that is being used is at too high level for others to understand and vice-versa. You do have perhaps international academics who come to UWC to lecture where they are not totally familiar with English and off cause when they teach it becomes a bit of problem when they try to communicate with students in English and when students try to communicate that with them. The major obstacle would always be competency and understanding if you cannot really introduce a new language within the system or you cannot

really integrate it but off cause that needs to be flashed out in actual plan. If you have a plan then maybe you can reach a certain point of integration but in our case we don't have a plan so we don't have an integration of the language at this point in time for now it's pretty much English as the medium of instruction.

Interviewer: How does the university use its official languages for administrative purposes?

Interviewee: You would find from our side our rules, letters are translated within the three different languages. Currently, we have in our applications process all of our letters that go out in terms of your provisional acceptance, your provisional rejection all of those are then translated into Afrikaans and isiXhosa. Those languages do appear in our letters so the first language off cause that would appear is English and then whatever is within English would then be transferred into isiXhosa and Afrikaans. From administrative point of view, we try to introduce the languages where we think it would have the most impact. The reason why we choose mostly the application side is because people receiving those letters are usually parents or grandparents or family members or guardians who are more competent in Afrikaans or in isiXhosa rather than English. In English we spell out certain conditions and when students come we find that there's been a misunderstanding of what was said because they do not speak English as the primary language or rather the parent could come with a very misunderstood idea of what it actually meant to be provisionally accepted. The language is something that they don't understand when we say provisionally accepted and we explain what it is in English they don't follow all they see is accepted to study at UWC. We've taken steps then to see how we alleviate that and part with us let us translate to explain it in the languages that people actually understand at the end of the day so there's no confusion from their side. So there are steps in that direction but it's for then to see how we roll it out into other areas. So our rules books are only in English, to translate that off cause into Afrikaans and isiXhosa will be a very big challenge because are massive documents. So what we have then decide instead is that when we do send out our communications in terms of example once examinations are coming out we then send out reminders about rules that would be translated into Afrikaans and isiXhosa so we then do it sort of in a smaller fashion where it's easier to manage for us.

Interviewer: What challenges do you encounter in implementing the language policy, how do you address such challenges if you have some challenges that you're encountering but if you don't encounter any, what makes you not to be encountering some challenges?

Interviewee: As I said the major challenge at the end of the day is around competence one is because we have three languages requiring people to be competent in three languages is sometimes a bit of tall ask particularly when you are working with academic staff and admin staff who are already at a particular age in terms of their careers where they do not see the value of it. Unless they can see a value in a particular aspect that you want to introduce there isn't really

going to be that buy in. In terms of the language policy it's all good and well do have a language policy but one you need to have buy-in from your staff as well as from your students in terms of the language policy and its implementation. Secondly you need to actually develop competency around it either you have the competency or you develop the competency. When we are then advertising for a particular post we then make it very clear that English is the preferred language of communication and advantageous to the applicant would be to have one Afrikaans and then secondly isiXhosa and then thirdly any other additional African language and that is just in order to assist people when they do come to the university that you can converse in the language they are comfortable in and that they understand. So in terms of the sort of challenges that we face will also be around the buy in from staff as well from students and then secondly the actual competency that we do have so we do have programs for staff members where they can go on courses where they learn isiXhosa or Afrikaans. Those are the introductory lessons it's very basic introductory level courses. There are those programs in place but off cause at the end of the day the major challenge will always have particularly in our context is the competency of it. If your staff are not competent enough in that particular language you cannot force that language to be used and then off cause what we'll always look at is the rather background of our students. If you have to look at UWC for example the majority of our students are coloured and black students, English is the one common denominator. Amongst them Afrikaans is spoken by some, isiXhosa is spoken by others and by some it is only English and then they have some other language that they have as their mother tongue of the preferred language of instruction so when we're looking at our students that come to UWC with English been the denominator amongst all of them. They have to have done English and they have to have a certain level of competency in it. So it is a bit of a difficult in term of implementing a language policy it's very easy to say that we should just go with English but within the context of South Africa, you cannot ignore the other languages that exist as well and also you need to be cognisant of the fact that these are our languages as well and we cannot just ignore them. We then need to look at how do we then build the competence it won't happen within few years but if you can begin somewhere you can start to build the competency as well as the buy-in from people around.

Interviewer: Which strategies do you think should be applied at UWC to improve efficient implementation of the language policy?

Interviewee: The first one is actually you will need a plan we do not have a plan that has been adopted as to how to implement the language policy at the end of the day or rather how to integrate the languages into it. You need to have very dedicated resources to actually run such project because integration of languages is not something that can be left to individuals to just manage on their own. There needs to be one directorate in terms of where this is going and that the university is taking it seriously in terms of wanting to implement a particular language policy. You also need somebody you can be that champion to ensure that it is done. When it does roll

out without an exact member or somebody has been a champion and the ambassador for the implementation of this project it doesn't really get anywhere. If you don't have somebody that is driving it doesn't go anywhere it sorts of and then it just either rolls a bit and stops or it just rolls very slowly without nothing in that really change life. So if you want to actually look at how we need to implement our language policy as UWC it's one to actually come together and have an actual plan as to how it is to be implemented but then with that to have a realistic plan because it's very easy to put a plan together but whether that plan actually talks to the reality of UWC and to the reality of the country and to the resources that are available is another question. So it needs to be a plan but very realistic one and has taken into account almost the other aspects that go along with implementing the language policy.

Interviewer: To what extend would you regard this university's compliance or non-compliance with multilingualism?

Interviewee: We comply with it in terms of having it on paper that we have a language policy so you would find that in terms of multilingualism in terms of an actual policy. We comply because UWC has a language policy but whether it has been implemented and whether the multilingualism has been integrated at a university that hasn't yet happened. There is a policy but there isn't a plan and there hasn't been integration there's been sporadic or rather isolated pockets of implementation such as from the administration as that we have some implementation of it but there hasn't been a complete implementation across the university and there hasn't been an integrated approach. So in part of it we comply in terms of the fact that there is a policy and the policy speaks to multilingualism at UWC but in terms of implementation that hasn't actually take place so compliance is there but compliance is one thing actually implementation is the main issue.

Interviewer: Okay thank you very much, this was my last question.

Appendix D
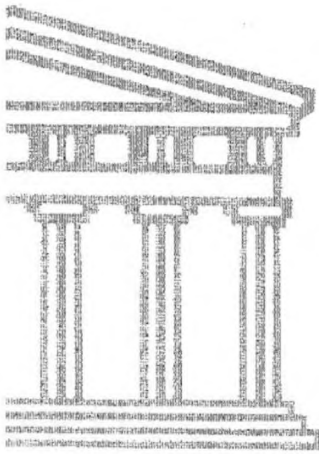
UNIVERSITY OF WESTERN CAPE (UWC)

LANGUAGE POLICY

DATE OF LAST APPROVAL: C2003/3

UNIVERSITY *of the*
WESTERN CAPE

A place of quality, a place to grow, from hope to action through knowledge

THE UNIVERSITY OF THE WESTERN CAPE
LANGUAGE POLICY

Preamble:

The University of the Western Cape is a multilingual university, alert to its African and international context. It is committed to helping nurture the cultural diversity of South Africa and build an equitable and dynamic society. This language policy relates to one aspect of that commitment. It attempts to guide institutional language practice so that it furthers equity, social development, and a respect for our multilingual heritage.

Language of Teaching, Learning and Assessment:

The languages of teaching, learning and assessment will be discussed under the following headings:
- Language(s) used in lectures, tutorials and practicals
- Language(s) used in the setting of tasks/assignments/examinations
- Language(s) used/allowed in the writing of assignments/examinations
- Language(s) in which text material is available
- Language(s) students use in their self-directed learning processes and activities

Language used in lectures, tutorials and practicals:

Lectures, tutorials and practicals for any module will be delivered in the language formally approved by the Faculty concerned. If lecturers are competent users of other languages, they are encouraged to use these languages in addition to the main language of teaching, if such a practice facilitates communication or discussion.

Languages used in the setting of tasks, assignments, tests and examinations:

Regarding the languages used in the setting of tasks, assignments, tests and examinations, English, Afrikaans and Xhosa should be used wherever it is practicable to do so.

Languages used in writing tasks, assignments, tests and examinations:

Unless otherwise negotiated between a student or a class and a lecturer, the language in which tasks, assignments, tests and examinations should be completed shall be English.

Languages in which texts are available:

Regarding the language students use in their self-directed learning processes and activities, departments should actively seek to appoint some student tutors who can assist students in Xhosa and/or Afrikaans, as well as English.

Access to Academic and Professional Discourse:
- All students will have access to entry-level courses aimed at strengthening their English oral and aural communication skills and improving their academic literacy in English.
- All students will have access to support services to assist them in developing their academic literacy in English.

Promoting Multilingualism:

- The university undertakes to make language acquisition courses in Afrikaans, English and Xhosa available to both administrative and lecturing staff.
- All students will be encouraged, through enrichment programmes, to develop proficiency in Afrikaans, English and Xhosa.

Languages of Internal Communication:

The main language of internal communication for academic and administrative purposes shall be English. However, the university will progressively make important information available in Afrikaans, English and Xhosa. Essential information such as rules will be made available in the three languages as a matter of priority. If departments for whatever reason deem it necessary, or because research into the needs of the client group reveals a clear need, Afrikaans , English and Xhosa translation of formal communications should be made available, provided that it is practicable to do so.

In spoken debate and deliberation, the objective is to be understood by everyone present. Should a speaker prefer to speak in Afrikaans, English or Xhosa, use will be made of informal interpreting if it is practicable to do so.

The university shall have staff available to assist enquiries in Afrikaans, English and Xhosa, particularly in advisory sessions and at registration in the examination periods. In appointing administrative staff who deal directly with students, the university will make their capacity to assist students in Afrikaans, English and Xhosa a strong recommendation. In these ways it will attempt to nurture and use the abilities of all in the university community in accordance with its mission statement, and to promote multilingualism, linguistic diversity and racial harmony at UWC.

Languages of External Communication:

The language used for external communication shall normally be English, unless sensitivity to the recipient requires use of another language. If individuals request information from the university in either Afrikaans or Xhosa, the information will be translated into that language, and the translated version will be sent to the individual accompanied by the English version. In all cases the official version shall be the English version.

Signage on campus will progressively be in Afrikaans, English ad Xhosa, having due regard to readability and aesthetic considerations.

(S/420/06)

University of Fort Hare

Together in Excellence

LANGUAGE POLICY

Revised version (draft): November 2012

UNIVERSITY OF FORT HARE
POLICIES AND PROCEDURES

	University of Fort Hare Together in Excellence		
TITLE: Language Policy			
POLICY NUMBER:	*REG.005*	**APPROVED BY:**	*COUNCIL*
DATE:	*22/09/2006*	**MINUTE:**	*R/73/06*
EFFECTIVE DATE:		**NO. OF PAGES:**	*Nine (9)*
REVISED DATE:		**MINUTE:**	
REFER QUESTIONS TO: Office of the Registrar			

GLOSSARY OF TERMS

African languages	Languages indigenous to the African continent.
Constitution	The Constitution of the Republic of South Africa.
Indigenous languages	A language native to a country, originating in that country.
Historically disadvantaged languages	In the South African context, these are the languages that were assigned low status by former powerful groups and which were, as a result, not used to developed for use in the media, education (after early primary school), or in public or economically significant domains.
Medium of instruction	The language of classroom instruction as indicated by the curriculum and language policy.
Multilingualism	The use of three or more languages by an individual or by a group of speakers such as the inhabitants of a particular region or a nation.
Functional multilingualism	The choice of a particular language of languages in a particular situation, determined by the context in which the language is used, i.e. the *function*, the *audience* and the *message* for which it is employed.
PanSALB	Pan South African Language Board.
Language of learning	The concept of using more than one language to access information may be used and learners may be accessing one rather than the official medium.
Translation	The act of transposing a text from a source language to another (target) language in written form.

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1.   POLICY INTENT

The Language Policy of the University of Fort Hare seeks to give effect to the provisions of the Constitution (Section 6 of Act No 108 of 1996), the National Plan for Higher Education (2001) and the proposed Language Act with regard to the equitable use of as many as possible of the 11 official languages and the implementation of practical and positive measures to elevate the status and advance the interests of the previously marginalized languages.

2.   PREAMBLE

The University wishes to inculcate amongst all its members an awareness of, and sensitivity towards the multilingual nature of its community. The University further wishes to ensure that language does not become a barrier with regard to the accessibility of information, services and resources. The University therefore provides in this policy certain provisions aimed at accommodating, alongside English and Afrikaans, the progressive development of isiXhosa to eventually function in a similar capacity as English, whilst at the same time promoting the concept of multilingualism. The choice of the abovementioned languages is largely directed by demographic, educational and financial considerations and the University will, through this Policy, ensure that the rights of the remaining languages are taken into consideration, as far as is practicable.

IsiXhosa is the first language of the majority of the staff and students, and it is also the dominant language of the Eastern Cape. The University acknowledges the fact that it is not in a position to introduce isiXhosa as an additional language of instruction across the board. The University does, however, recognize the status of isiXhosa as a historically disadvantaged language and wishes to contribute towards its development as a fully-fledged academic language. Thus, the current position of English as the dominant language of instruction at the University will be maintained.

3.   PRINCIPLES

The Language Policy intends:

3.1   to promote functional multilingualism as far as practicable;
3.2   to implement the multilingual Language Policy of the University across all three campuses;
3.3   to protect the rights of all officially recognized University languages;

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3.4   to recognize the fact that the success and practicability of the Language Policy is dependent upon the provision of acceptable and sufficient language services;

3.5   to cultivate respect and tolerance for language rights and South Africa's linguistic diversity, as reflected by the heterogeneous composition of the staff and student bodies at the University;

3.6   to recognize the role of PanSALB;

3.7   to recognize the role of the Language Policy for Higher Education;

3.8   to negotiate constructive agreement amongst all parties involved;

3.9   to recognize that this Policy is a response to the dynamics at work within the institution and nationally;

3.10   to recognize that this Policy is evolving, flexible and subject to regular review;

3.11   to recognize that the intent of this Policy is to be academically justifiable, inclusive, non-discriminatory and practicable;

3.12   to implement this Policy in accordance with the Vision and Mission statements of the University.

4.   AIMS AND OBJECTIVES OF THE UFH LANGUAGE POLICY

Taking its impetus from the principles stated above and furthermore being consistent with the ethos, vision, mission and strategic goals of the University, as reflected in the Strategic Plan 2016 document, this policy provides for the implementation of the aims and objectives as specified below:

4.1.   To elevate and advance the status of the historically disadvantaged languages;

4.2   To ensure that at least three languages be recognized as media of communication at the University as far as this is practicable. One of these languages is English and the others are isiXhosa and Afrikaans, where applicable and practicable;

4.3   To recommend the establishment of a Language Centre to coordinate all language development activities relating to the Language Policy of the University.

5.   LANGUAGE USE

The implementation of the Language Policy will focus on the following areas of University activity:

5.1   Languages of Teaching, Learning and Assessment

The Language Policy of the University strives towards excellence in teaching, learning and assessment in the following ways:

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- English will remain the medium of instruction at undergraduate and postgraduate levels, provided that isiXhosa or Afrikaans may be used on the basis of prior negotiation and agreement between the student and the relevant lecturer. Where appropriate, isiXhosa and Afrikaans shall be introduced progressively as an additional medium of instruction. Written course material and terminology lists may be supplied in isiXhosa or Afrikaans upon request.
- Academic units which are in a position to implement the policy sooner than others, are encouraged to do so. The choice of language must not have a negative impact on access for other language groups.
- The teaching, learning and assessment of languages courses in the various language units will be through the medium of that specific language.

5.2 Languages of Research

- Researchers may use any of the official languages to conduct their research.
- All research outcomes will be communicated in English, Afrikaans and Xhosa.

IsiXhosa will, however, be given priority as a language of research on an ongoing basis. This will also apply to the oral presentation of research outcomes within UFH which will be accompanied by interpretation/translation services focusing on the two officially recognized languages of the University.

5.3 Languages of Administration

English will remain the primary medium of administrative communication at the University. However, isiXhosa and Afrikaans will also be introduced with regard to the following:

- Admission forms
- Bursary applications
- Communication with isiXhosa- or Afrikaans speaking parents and other members of the public
- Information brochures
- Signage on campus
- Press releases
- Letterheads
- Safety and security procedures and notices
- Administrative notice boards

IsiXhosa and Afrikaans interpretation services will be made available in respect of:

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- All internal, spoken communication situations such as meetings, debates and academic departmental meetings. Administrative enquiries or requests from students may be attended to in English or in any other language which both the student as well as the particular administrative officer may feel comfortable to use.
- All official, "All Staff" written communication will be conducted through the medium of English, Afrikaans and isiXhosa and translated copies will be made available by the Institution. Where correspondence is conducted in a language other than English, an English translation of the document will be provided by the Language Centre for record keeping purposes.
- All external, spoken communication will be determined by the language of the target audience. The University will provide an automatic telephone answering machine service which will be programmed to communicate with callers in either English, isiXhosa or Afrikaans.
- All external, written communication, such as correspondence with members of the public, will be undertaken in English, or in an officially recognized University language as required. International correspondence will be in English.

Labour relations

English will be used with regard to all labour related matters with the exception of the following:

- Documents relating to conditions of service will be produced in English, isiXhosa and Afrikaans. These will include job descriptions, contracts, performance agreements, evaluation criteria, work ethics, benefits, rules and regulations, health and safety, the Employment Equity Act, the Labour Relations Act and the Code of Conduct.
- Job advertisements will be published in English, Afrikaans and isiXhosa, depending on the target market.
- Job interviews will be conducted in the language preference of the interviewee (provided that it is an official language) and translation facilities will be provided.
- Evaluation reports will be drawn up in English and translated (if necessary) into the language of preference of the staff member involved.
- Disciplinary hearings will be conducted in English/isiXhosa/Afrikaans, depending upon the language preference of the staff member or student whose case is being heard.

University Events

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7. MONITORING, EVALUATION AND REVISION OF THE POLICY

The Language Policy is to be monitored, evaluated and revised on a regular basis. The Policy specifies the appointment of a Council Language Committee with the following terms of reference:

- To closely monitor the implementation of the Language Policy;
- To review the language demographics of the campus on a continuous basis in order to make recommendations regarding the official and administration language(s);
- To monitor shifts in language attitudes and usage patterns provincially and nationally;
- To draft revisions to the policy based on feedback obtained through the monitoring process;
- To ensure that any curriculum changes relating to the offering of any of the official University languages should be subject to the approval of the Council Language Committee.

The Language Committee wil be a committee of Council. The Committee reports to Council via the office of the Vice-Chancellor and it will be composed of members who have proven expertise and/or interest in language policy matters. This includes:

- Vice Chancellor: Chairperson (*ex officio*)
- Dean of SSH
- Head of Language Centre
- Council Representative
- Senate Representative
- Prepresentative from each academic language unit
- SRC member for Academic Affairs
- Institutional Forum representative

8. FINANCING OF THE LANGUAGE POLICY

One of the main functions of the Language Committee will be to budget annually for the implementation of the Policy in accordance with the general norm of 0.5% of the annual University budget. The budget will be determined by the Head of the Language Centre in consultation with the CFO. The University will make the necessary funding available as far as possible, in collaboration with the Department of Higher Education.

9. ACCOUNTABILITY

The new National language Act: University could be penalized: we need to adhere to its implementation plan.

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- The policy owner is the Vice Chancellor.
- Final accountability for and authority over the implementation of the Language Policy rests with the Head of the Language Centre.
- The dedicated Language Centre Head will be responsible for the drafting and presentation to Council Language Committee of the detailed implementation plan.

10. CONCLUSION

The implementation of this Language Policy offers the University a unique opportunity for the creation of an environment which is conducive to teaching and learning within a multilingual context. It also creates opportunities for the gradual elevation of isiXhosa as well as other official languages, to fully-fledged academic languages. The effective implementation of the Policy will however, depend upon the support it receives from the members of the university community.

The adherence to the ratified National Language Policy is imperative to the acceptable functioning of the University and it is the responsibility of the Language Centre to ensure that the University Language Policy is fully implemented.

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LANGUAGE POLICY FOR THE UNIVERITY OF LIMPOPO

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1.   INTRODUCTORY BACKGROUND

The Language Policy outlined herein is premised on the guidelines provided by the Department of Education's *Language Policy for Higher Education* (2002), the *Constitution of the Republic of South Africa* (1996), the *Ministerial Committee's Report to the Minister of Education on The Development of Indigenous African Languages as Mediums of Instruction in Higher Education* (2005) and conference on *Language Policy and Implementation in Higher Education Institutions* (2006).

The then University of the North and Medical University of Southern Africa which merged to constitute have been using English as a medium of instruction since their establishment in 1959 and 1978 respectively. The use of English (Afrikaans) as a medium of instruction was occasioned by the fact that English and Afrikaans were the only official languages in the country. Consequently, speakers of other languages, including indigenous languages, had little choice but to learn through the mediums of English and to a lesser extent Afrikaans in order to have access to quality education and other spheres of influence in South Africa. It therefore does not come as a surprise when Moyo (2000:123) avers:

> Those proficient in English had access to better education and economic opportunities and other prestigious positions, while those not proficient in it, were relegated to a status of fewer opportunities and lower positions in the social order.

Since 1994, the South African government has embarked on a deliberate drive to promote the use of African languages in many areas, including using them as mediums of instruction at school and tertiary level. This was made possible by the *Constitution of the Republic of South Africa* (1996) which grants recognition to 11 official languages, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho, Sesotho sa Leboa, Setswana, SiSwati, Tshivenda and Xitsonga. In as far as education is concerned, Section 29 of the *Constitution of the Republic of South Africa* (ibid) states:

> Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable.

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Against this backdrop, it is crucial that the University of Limpopo situated in a rural area adopts a language policy that is in touch with language developments in the country and at the same time that promotes and facilitates multilingualism in teaching, learning and research.

2. AIMS OF POLICY

2.1. To uphold the legislative provision of multilingualism as defined and laid-out in section 6 (1) of the *Constitution of the Republic of South Africa* (1996), the *Language Policy and Plan for South Africa* (2000), the *National Language Policy Framework* (2002), and the Ministerial Committee's Report on the *Development of Indigenous African Languages as Mediums of Instruction in Higher Education* (2005).

2.2. To ensure parity and to promote the equitable use of English, Sesotho sa Leboa, Xitsonga, Tshivenda, Setswana, isiNdebele and Afrikaans as the main languages in the University's hinterland.

2.3. To facilitate access to knowledge, information and service on and off campus through the promotion, research, teaching and learning of these official languages in the Province, and in South Africa as a whole.

2.4. To initiate and sustain redress measures for previously marginalised minority African languages, namely, Xitsonga, Tshivenda and isiNdebele.

2.5. To encourage research and publications in multilingualism as a learning area and to promote the learning and use of indigenous languages in the Province.

2.6. To recognise and respect all other languages occurring on campus.

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3. UNDERPINNING PRINCIPLES

The University of Limpopo shall subscribe and uphold the policy of functional and additive multilingualism on and off campus, starting with the Province, Country and moving on into the SADC Region.

The University sees multilingualism as a resource rather than a hindrance towards South Africa's political healing, economic growth and development, effective education and training, fairness in the Courts of Law and mutual respect across its social and religious "rainbowness" that has become the hallmark of South Africanness.

> The University shall therefore create an environment and make technological (including simultaneous translation and interpreting) facilities in meetings and gatherings on   campus and human power resources available to all staff and students for the acquisition of additional languages drawn especially from the university's linguistic hinterland.

3.1. The University shall uphold the policy of language equity and language parity as between the languages and speakers of the languages comprising the University community in the first place and South Africa as a whole.

3.2.   Instruction, research and publications in African languages, Afrikaans, English, French, German and translation will, as a matter of policy, form the thin edge into the University's larger policy of multilingualism. Acceptance of multilingual ethos on campus and in South Africa will, in time, translate into dialogue in other languages in the SADC Region. This in turn could be. the University's contribution towards the African Renaissance.

3.3. The Student Representative Council shall, as part of its contribution towards the University's multilingual policy, encourage and promote social and cultural activities across languages, religious and cultural boundaries.

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3.4. In the medium to long term, Academic Development Unit and Counselling, in collaboration with the Disabled Student Unit (DSU) will acquire expert services to commence and develop programmes in sign language and braille.

3.5. The University shall endeavour to serve as a seat of multilingualism in creative writing, and the performing arts across languages and cultures.

To this end, the University shall establish firm links with the Pan South African Language Board, the Provincial Language Council, the Provincial Language Bodies, and similar language based organizations.

3.6. While recognizing the important role that the source language plays in facilitating meaningful internalization of learning matter, the University shall adopt **English as its main language of teaching and learning, research and publications** (especially in journals beyond our borders).

3.7. Compilation of official records such as minutes, agendas, calendars, etc, study materials (save those in the language programmes) shall be created, developed and made available in **English**, but where possible and practicable, explanations may be made in any one of the indigenous languages of the students to facilitate meaningful internalization of concepts.

4. MEDIUM TO LONG TERM LANGUAGE POLICY DEVELOPMENTS

The foregoing exposition in **3.6** notwithstanding, the University of Limpopo cannot afford to ignore the language developments in the country. For instance, the *Ministerial Committee Report on the Development of Indigenous African Languages as Mediums of Instruction in Higher Education* (2005:23) recommended that the then University of the North which has now become part of the University of Limpopo, should concentrate on the development and use of Sesotho sa Leboa, Tshivenda and Xitsonga as mediums of instruction. Furthermore, it states:

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Each higher education institution should be required to identify an indigenous African language of its choice for initial development as a medium of instruction (2005:24).

Taking into account the University of Limpopo's vision and mission, geographical milieu, student population and the national situation, the following proposal is being made as far as its language policy is concerned:

4.1. English will remain the medium of instruction in the majority of academic programmes because of the language's local and international relevance.

4.2. Sesotho sa Leboa will be used as a medium of instruction in Sesotho sa Leboa courses. At postgraduate level, candidates have the right to use Sesotho sa Leboa as medium of instruction.

4.3. Tshivenda will be used as a medium of instruction in Tshivenda courses. At postgraduate level, candidates have the right to use Tshivenda as medium of instruction.

4.4 Xitsonga will be used as a medium of instruction in Xitsonga courses. At postgraduate level, candidates have the right to use Xitsonga as medium of instruction.

4.5 French will be used as a medium of instruction in French courses.

4.6 German will be used as a medium of instruction in German courses.

4.7 English and either Sesotho sa Leboa or Tshivenda or Xitsonga will be used as mediums of instruction in bilingual and multilingual academic programmes such as Contemporary English Language Studies and Multilingual Studies, and Translation Studies and Linguistics.

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4.8 English and either Sesotho sa Leboa or Tshivenda or Xitsonga will be used as mediums of instruction in Language Education. In the case where Language Education courses consist of African languages only, then the applicable African language(s) will serve as mediums of instruction.

Besides the abovementioned stipulations, each Faculty should identify at least one course which could be offered in either English or Northern Sotho or Tshivenda or Xitsonga as of 2009. The timeframe suggested here for the University of Limpopo is reasonable as it will enable the University to plan well for the intended introduction of African languages as mediums of instruction in courses other than African languages themselves.

5. OPERATIONALISING THE AIMS OF THE LANGUAGE POLICY

In order to operationalise the Aims of the University's Language Policy, the following issues must be considered:

5.1 Academic staff should be encouraged to acquire at least one indigenous language of the Province over and above English or Afrikaans.

5.2 The University must establish a Senate/University Language Committee to deal with language matters.

5.3 Appointment of staff must be linked to the University language policy.

5.4 The University must establish a Centre for Language Services. The Centre will cater for the University as a whole rendering services such as translation of textbooks, tutorials, notes, question papers, and editing.

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APPENDIX G

PROPOSED REVISED WSU LANGUAGE POLICY

1. POLICY STATEMENT

1.1 Policy Declaration

- English is the *de facto* official language, while isiXhosa is the dominant indigenous language of the Eastern Cape where WSU is situated.
- The dominant language used as the official language at WSU is English. However, the University is situated in an area where the dominant language is isiXhosa; isiXhosa, therefore, shall be elevated to a language of learning, teaching, assessment, communication and research. Sesotho, Afrikaans, isiZulu and South African Sign Language (SASL) will be individual campus approved/authorised Languages.
- There will be provision for foreign languages: French, German, Spanish, Chinese and Portuguese for international communication.

1.2 POLICY OBJECTIVES

The university language policy undertakes to:
- promote proficiency in English as the designated language of teaching, learning, assessment, communication and research;
- recognize and advance the academic viability and status of isiXhosa, English, Sesotho, isiZulu, South African Sign Languages and Afrikaans;
- promote multilingualism and sensitivity in language usage so as to create and foster a supportive and inclusive, non-sexist and non-racist environment in which all members of the University can feel they belong;
- provide appropriate support for the development of academic literacy;
- offer students the option of foreign languages as a way of broadening their multilingual capacity.

1.3 DEFINITIONS

For purposes of clarity of usage, the following terms used in this policy are defined:

- **'Management'** refers to all structures and employees responsible for the governance of the University and includes, the University Administration, Senate, Faculties and Schools/Departments.
- **'Monolingual Departments'** refers specifically to the following language teaching departments: Afrikaans, English, isiXhosa, and Sesotho, and any other language teaching departments that may be introduced in future.
- **'Staff'**

  o **'Academic staff'** refers to all employees of the University charged with teaching and learning, research and community partnership programmes.

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- o **'Service staff'** refers to all other staff of the University of whatever rank, junior and senior, whose primary activities are not of an academic nature.
- **'Students'** refers to the core population of the University, undergraduate and post-graduate, whose primary activities involve learning.
- **'The Community'**
  - o **'Immediate Community'** refers to the eastern part of the Province of the Eastern Cape.
  - o **'Wider Community'** refers to the other parts of the Republic of South Africa and the rest of the world.

2 PRINCIPLES GUIDING THE UNIVERSITY'S LANGUAGE POLICY

- The language policy of WSU is based on mutual understanding, tolerance and respect amongst all cultural groups.

- It is crafted in full recognition of the regional, national and international character of this university.

- The university recognises the value of English as the international language of scholarship and the main language of administration and business at Walter Sisulu University.

- The University equally recognises the importance of isiXhosa as a custodian of culture, heritage and tradition and as a means of communication.

- The University intends to develop the use of isiXhosa as a language of instruction, research and communication; and it is the responsibility of the faculties to determine and effect the process.

- Further, this policy is meant to prepare students to participate fully in a multilingual society where multilingual proficiency and awareness are essential.

- This policy is informed by the following national legislations:

  - o The 2001 National Plan for Higher Education
  - o The National Higher Education Act (1997) and its Amendments
  - o The PAN SOUTH AFRICAN LANGUAGE BOARD Act of 1995
  - o The DACT Policy Document on Language in the Public Sector (1996)
  - o The Constitution of the Republic of South Africa (1996), Section 6
  - o Use of Official Languages Act, 2012 (Act No. 12 of 2012), Section 7

3. PROVISIONS OF THE LANGUAGE POLICY

- The fundamental function of the University is to generate and impart knowledge, in accordance with the highest international standards, and to add to the store of the existing knowledge by research and cooperation with scholars, nationally and internationally.
- WSU acknowledges the position of English as an international language of scholarship and believes it will be necessary to work with the status quo while developing isiXhosa for use in all higher education functions.
- The commitment of WSU to implement a functionally multilingual language policy forms part of its efforts to rethink, reposition and review itself in terms of fitness of purpose. This endeavour is aligned with the vision and mission of the University and remains closely linked to the on-going institutional planning process of WSU.
- IsiXhosa is one of the official South African indigenous languages whose 'use and status' have been 'historically diminished'. The University, following the Constitution, is bound to 'take practical and positive measures to elevate the status of isiXhosa' and advance its use. The University is also bound to promote the principle of multilingualism for all official languages of South Africa to enjoy parity of esteem and equitable treatment.
- The WSU language policy forms part of a wider interconnected strategy at the national level to promote multilingualism and, at the provincial level, to advance isiXhosa.

4. GOVERNANCE, MANAGEMENT, AND ROLES AND RESPONSIBILITIES

- While the WSU Council and Senate, with its envisaged Committee on Languages, fulfil a governance role with regard to the WSU Institutional Language Policy, Institutional Management (with the respective campus and other management structures residing therein) remains responsible for the resourcing, coordination, implementation of the policy across all business units of the University, and for its monitoring.
- The envisaged Institutional Language Directorate acts as the institutional facilitating structure enabling WSU to conduct language management in a pragmatic, systematic and sustainable way, and sees to the equitable provision and coordination of language policy-related matters across all business units of the University.
- The envisaged language Ombud functions, where language queries and complaints can be lodged, reside in the position of the envisaged Director: Institutional Language Directorate.

5. APPLICATION OF THE LANGUAGE POLICY
- Enhancement and promotion of access and success will remain the primary premise for the language policy for learning, teaching, communication, research and assessment at WSU. This determines the way in which WSU implements

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functional multilingualism in instruction and communication across all campuses of the University.

This policy and plan relate to the following domains:

- the language of learning, teaching and assessment.
- the language of administration.
- the language of research, development and dissemination of information.
- the language for internal, local, national and international communication.

5.1 The Language of Learning, Teaching and Assessment

- English remains the primary language of learning, teaching and assessment at WSU, while the University develops isiXhosa for dual-instruction.
- In line with the above, the University will encourage the implementation of the dual medium of instruction
  - by sensitizing staff and students to the need for the establishment of a multilingual culture within the institution – and the need to counteract negative attitudes towards indigenous languages:
  - by providing resources for the intensification of the academic development of isiXhosa.
  - IsiXhosa to be developed as the language of instruction, while giving Sesotho and Afrikaans as languages of communication in various campuses.

5.2 The languages of administration

- All communications including written documents will be done through both English and isiXhosa.

- The University will provide resources and opportunities for all employees and students, either to learn or improve their competence in these languages.

- The University will encourage the non-speakers of either of the two dominant languages to be fairly competent in these languages within a specified period.

5.3 The language of research, development and dissemination of information

- WSU delivers quality research outputs that are read and utilised internationally, therefore, researchers are encouraged to publish their research results in languages accessible to scholarly peers.
- The choice of language of publication will be up to the researcher, provided that that choice will be within the two envisaged WSU official languages.

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- For internal publications, students will be encouraged to consider conducting and publishing their research reports in isiXhosa.

5.4 The language of internal, local, national and international communication

- Notices and circulars on the intranet and notice boards will be in the two envisaged WSU official languages.
- All official meetings will be conducted in one or more languages that ensure optimum effective participation by all participants. Chairpersons of such meetings will have the responsibility to ensure that all participants are able to follow the proceedings. This may necessitate translation and interpreting.
- Documents of general interest to employees that change infrequently, for example the Institutional Statute of the University, conditions of service, rules and forms, will be available in the two WSU official languages.
- Signage, notices on buildings, the website, courses will be in the two envisaged WSU official languages.
- Language of communication with local, national and international community will be English, and isiXhosa where necessary.

6. DEVELOPMENT OF ISIXHOSA FOR ACADEMIC STUDY AND RESEARCH

- WSU will pay particular attention to curriculum development in English and isiXhosa.
- The University will create a platform for the development of isiXhosa for scholarship in collaboration with other institutions and relevant organizations.
- To facilitate the use of indigenous languages, isiXhosa in particular, all faculties will be required to offer credit-bearing courses in isiXhosa.
- The University will encourage research conducted in and through isiXhosa and any other approved indigenous languages.
- All University staff members who do not have a command of isiXhosa will be compelled to acquire communicative competence in isiXhosa within a period of three years.
- Such members of staff will be required to avail themselves for tuition in isiXhosa.

7. PROMOTION OF MULTILINGUALISM IN INSTITUTIONAL POLICIES AND PRACTICES

- WSU recognises its role in the promotion of multilingualism for social, cultural, intellectual and economic development. This includes other official indigenous languages as well as the heritage and foreign languages.
- To this end university emblems, public signs and notices and, where appropriate, public ceremonies such as graduation, inaugural lectures and other public

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functions will be in English and isiXhosa. The University will therefore provide adequate translation and interpretation facilities to meet this requirement.

- To enhance the language competence of academic and administrative staff the University will provide language courses for staff that do not have English or isiXhosa communication skills.
- Candidates for posts in the administrative or academic sectors shall be expected to have knowledge of English and isiXhosa. Where knowledge of either language is inadequate for the post, there will be provision for access to communication courses as appropriate.

8. RESOURCING OF THIS LANGUAGE POLICY

- The implementation and application of a language policy has cost implications, but the process of transforming higher education takes precedence when it comes to the implementation of the policy so that capacity-building may commence.
- The University undertakes to invest in the promotion and implementation of its language policy.

9. LANGUAGE SUB-COMMITTEE OF SENATE

- The University will establish a Language Sub-Committee of Senate.
- The University will support the African Languages Department

10. LANGUAGE POLICY REVIEW

The Language Policy will be reviewed every three years for possible revision. Amendments to the Language Policy will be referred to Council via Senate.

ADDENDUM

DEVELOPING CAPACITY IN AFRICAN LANGUAGES

The University will re-establish the Department of African Languages, resource and capacitate it.

6

APPENDIX H

<center>INSTITUTIONAL REGULATORY CODE</center>

<center>INSTITUTIONAL (Please tick below)</center>

POLICY & PROCEDURE		REGULATIONS/RULES	
MANUAL		CONSTITUTION	

TITLE: Language Policy of the Central University of Technology, Free State

COMPLIANCE OFFICER: REGISTRAR IMPLEMENTATION DATE: 2010-01-01

Reference Number: A/13.1   **Replaced Number:** A13.1 (Revised Policy)

Section Reference (Please Tick Below):

Academic		Registrar	
Resources & Operations		Vice-Chancellor's Office	

Approved By (Please Tick Below):

MANCOM Resolution:_____ Approval Date: _____		PFRC Resolution: _____ Approval Date: _____	
Human Resources Committee Resolution: _____ Approval Date: _____		Institutional Forum Resolution: _____ Approval Date: _____	
Audit Committee Resolution: _____ Approval Date: _____		Investment Committee Resolution: _____ Approval Date: _____	

Senate

Resolution: _____

Approval Date: _____ | | Exco of Senate

Resolution: _____

Approval Date: _____ | |
| Council

Resolution: CR 13/09/03

Approval Date: 2009-09-18 | | Exco of Council

Resolution: _____

Approval Date: _____ | |

A/ 13.1 LANGUAGE POLICY OF THE CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE (CUT)

13.1.1. POLICY STATEMENT

13.1.1.1 CUT is committed to promoting accessibility for students, practitioners, scholars, academics, support staff and the public, as well as to learning material and media/communication at the institution.

13.1.1.2 CUT shall, in all its endeavours, accommodate multilingualism within the regional, national and international contexts within which CUT operates, and within the limits of its mandate as a university of technology.

13.1.1.3 The CUT Language Policy, which determines the academic language and the language of all forms of institutional transaction, is based on mutual tolerance and respect amongst all cultural groups, and should be free from political influences. A university is an institution with an identity that is universal; therefore all commitments and practices shall align with this universality.

13.1.1.4 In the main, and subject to relevant clauses below, the academic language and the language of all forms of institutional transaction shall be English.

13.1.1.5   Within its budgetary and feasibility constraints, CUT shall continue in its endeavours to empower its students and staff in English proficiency.

13.1.2. PRINCIPLES

This Policy is guided by the vision, mission and core values of CUT, as well as developments in the National Higher Education Language Policy framework and in South Africa's transformation agenda and legal framework, with elements of these as detailed below:

13.1.2.1   Adherence to the tenets of the Constitution of the Republic of South Africa;

13.1.2.2   Taking cognisance of diversity, equity and reconciliation imperatives;

13.1.2.3   Creating a balance between regional, national and international needs;

13.1.2.4   Feasibility, cost-effectiveness and justifiability in the injunctions and the implementation of our Language Policy;

13.1.2.5   Affording all, especially students, ease of accessibility to instruction and educational material in a manner applicable to all;

13.1.2.6   Accommodating multilingualism and diversity;

13.1.2.7   Ensuring consistency with the image and vision of the institution in the usage and implementation of the Language Policy.

13.1.3. DEFINITIONS AND ABBREVIATIONS

The meaning of terminology used in the Policy is as follows:

"Academic language": This denotes the language to be used in academic transactions. South African English will be used as the academic language in all teaching and learning endeavours of CUT, including facilitation, assessment, study guides, curricula, syllabi, class notes, research, scholarly work, publications and consultation hours. If a particular language is a subject, it should be taught according to the scholarly prescriptions of that language.

"Accommodating multilingualism": Meaning that other languages will only be *accommodated* at CUT, but English will be the primary language.

"Cost-effectiveness": Cost-effectiveness refers to what CUT can afford financially as a university of technology, within its limited resources.

"CUT": Shall mean Central University of Technology, Free State.

"Feasibility": Feasibility refers to what is achievable for CUT in terms of its size and shape, and within its mandate as a university of technology.

"Institutional transactions": This denotes all forms of interaction and communication – written or otherwise – amongst the members of the University community and between the University and the public.

"Justifiability": Justifiability refers to the evidence that the CUT Language Policy should be achievable in terms of its size, shape and mandate as a university of technology.

"Language of all forms of institutional transaction": This denotes the language to be used in non-academic transactions.

13.1.4. HIGH-LEVEL PARAMETERS AND PROCEDURES

Although this is a policy document, some high-level parameters and related procedures for the policy are stipulated below. They serve to give further guidance.

13.1.4.1   <u>Teaching & Learning:</u>

13.1.4.1.1 During an instructional employee's consultation with an individual student, the primary task of the employee is to facilitate the development of the learning skills and competency of the individual student.

13.1.4.1.2 Teaching and learning facilitation at CUT in all learning environments, such as the classroom, laboratories, etc., shall be conducted in English. Where facilitators of students identify a need for further facilitation in another language, such a need could be accommodated in consultation sessions outside of the learning environment, within the limits of CUT's resources.

13.1.4.1.3 Paragraph 13.1.4.1.2 above notwithstanding, such accommodation during individual consultations shall not lead to dual or parallel sessions for groups of students.

13.1.4.1.4 The Language Policy does not prescribe the language of communication between the instructional employee and student in this setting, but assumes that the choice of language is determined by mutual agreement. Where a student's competency in the English language constitutes a serious communication barrier that could possibly be mediated by using the student's home language, use of the home language is recommended. This discretion rests with the instructional employee. Where the employee does not have instructional competency in the student's home language, the employee is advised to approach an available and capable colleague or senior student to provide interpreting services.

13.1.4.1.5 The stipulation reflected in paragraph 13.1.4.1.4 above shall not be construed as a legal obligation on the part of CUT in the event of no academic employee or senior student being available to converse in or interpret into a language other than English.

13.1.4.1.6 Bilingual/multilingual lexicons of concepts and terminology: Some instructional employees have invested time and effort to create a summary of the most important English concepts and terminology used during their modules and the Afrikaans equivalents of these. This is a laudable practice that should continue.

    (a)   Within feasibility constraints, this form of student support shall continue and be extended to Sesotho first-language speakers.

    (b)   Faculties shall encourage academic staff members to continue to develop the lexicons and terminology.

    (c)   Faculties shall organise annual plenary sessions of senior students who have excelled in particular disciplines to facilitate the ongoing development of such lexicons and terminology.

13.1.4.2 Language of correspondence: English will be the language of official correspondence at CUT in official documents, memoranda, letters, and any documents or e-mails pertaining to University business. However, multilingualism shall be accommodated by allowing CUT staff members to correspond informally with one another on personal matters in their language of preference.

13.1.4.3 Language of general communication: English will be used as language of general communication in CUT endeavours such as meetings, workshops, seminars,

training sessions, publications, invitations, magazines, notices, and written announcements.

13.1.4.4 Language of institutional transactions: English will be used as the language of internal and external transactions such as telephone responses and face-to face enquiries. However, another language could be accommodated, on mutual agreement between staff members, students and/or another person, provided that no other party or third person is excluded from such a transaction.

13.1.4.5 Language of record: English will be used as the language of record in agendas, minutes, policies, procedures, manuals, and all records of CUT.

13.1.5. REVISION OF THE POLICY

The CUT Language Policy shall be revised every five (5) years, keeping in mind the developments in the National Higher Education Language Policy framework. Such revisions shall not exclude intermittent amendments during this period should they be demanded by a changing policy framework.

13.1.6. RELATED DOCUMENTS

Higher Education Act, Act 101 of 1997 (as amended) – Section 27(2) refers.

National Higher Education Language Policy (November 2002).

Policy on the Naming of Facilities of the Central University of Technology, Free State.

Policy on the affixing of posters and notices on notice-boards at the Central University of Technology, Free State.

13.1.7. COMPLIANCE OFFICER

The Registrar is accountable for this Policy.

13.1.8. RESPONSIBLE OFFICER

The Registrar is responsible for the implementation of this Policy and should be contacted with regard to enquiries regarding the interpretation and practical implications thereof.

13.1.9. SIGNATURE OF APPROVAL

_____   _____
CHAIRPERSON OF SENATE   DATE

_____   _____
CHAIRPERSON OF COUNCIL   DATE

APPENDIX I

D U R B A N
UNIVERSITY *of*
TECHNOLOGY

DURBAN UNIVERSITY OF TECHNOLOGY **LANGUAGE POLICY**	
Document number:	
Document name:	Language Policy
Coordinating Exec Manager / **Document owner:**	Vice-Chancellor
Operational Manager/s:	Executive Deans, Heads of Department, Registrar
Contact & tel. no. for support:	
Status:	**Approved**
Approved by:	Council
Date approved:	27 November 2010
Date last amended:	
Date for review/ next review:	27 November 2014
Title of manager responsible for **monitoring policy implementation:**	Vice-Chancellor
Title of manager responsible for **policy review :**	Vice-Chancellor
Related policies: DUT Quality Assurance Policy DUT Experiential Learning Policy DUT Learning Programme Development Policy and Procedures DUT Recognition of Prior Learning Policy DUT Research Policy DUT Policy and Procedures for Non-subsidised Courses DUT Equity Policy	

1. Purpose of the policy

The purpose of the language policy is to provide a framework for the use and promotion of multilingualism at DUT and thereby give substance to the Ministry of Education's Language Policy for Higher Education (2002).

Although DUT will maintain English as the main medium for instruction and for its business, the university recognises the special significance of language policy within the context of South African history, where the imposition of one language was used an instrument of oppression. DUT rejects the notion of a single dominant language, as expressed in the Constitution and in government policy, while retaining the *status quo* "until such time as other South African languages have been developed to a level where they may be used in all higher education functions" (Ministry of Education: 10, Para. 15.1). DUT is committed to the process of moving away from a single medium institution and pursuing "the simultaneous development of a multilingual environment in which all our languages are developed as academic/scientific languages, while at the same time ensuring that the existing languages of instruction do not serve as a barrier to access and success" (Ibid: 5, Para. 6). In pursuing this aim, DUT will establish the language usage profile of its constituent community. The DUT's language policy should be embraced by the University and this should result in acknowledging the different groups.

Specifically, the university language policy is designed to:
- comply with the Language Policy for Higher Education
- align teaching and learning imperatives with the provisions of national and provincial language policies
- deepen transformation in teaching and learning
- encourage multilingualism and multiculturalism in university policies and procedures
- encourage and assist staff and students to learn an additional South
- African language steer the university towards being a dual or multi-medium institution.

2. Policy

The DUT shall

- maintain English as the main medium of instruction and as its business language
- mobilise resources to enhance the language competencies of staff and students over time, encourage and strengthen the study of South African indigenous languages.
- where necessary communicate in another language for staff especially when issuing university notices, newsletters and Council communiqués.

3. Implementation Procedures
The DUT shall implement the policy in phases:

- *Phase 1 (Short Term)*

Establish a Language Unit tasked with implementing the language policy and the development of materials and training programmes. The Language Unit should be a stand-alone unit with an Advisory Board which should include representation from university language programmes. The unit should be appropriately resourced and should report to the Vice Chancellor.

- *Phase 2 (Medium Term)*

The Language Unit will conduct research in collaboration with other Language Units in the University into the language usage of the university community and identify the languages spoken by the majority of staff and students. The unit should develop an operational plan, *inter alia*, to:

- o investigate the need for the development of materials and resources for the teaching of African languages (eg. isiZulu and isiXhosa) (Ministry of Education: 10, Para. 15.2.1)
- o support staff members in acquiring additional language competencies (Ibid: 8, Para. 11.4)
- o support faculties in designing glossaries of terminology in the majority languages of the university community
- o develop terminology and lexicographical material for these languages
- o develop competencies and capacity in South African Sign Language (Ibid: 15, Para. 19).
- o to look into assisting students where language is a barrier.

Phase 3 (Long Term) conduct research into language issues, with special attention to multiculturalism and multilingualism within the university context implement policy subject to regular monitoring and evaluation via Senate.

4. Applicability

This policy embraces the whole university community.

5. Review

The **Vice - Chancellor** will initiate the review of the policy in 2014 if deemed necessary by Senate.

6. References

South Africa. Ministry of Education 2002. *Language Policy for Higher Education*. Pretoria. Government Printer. http://us-cdn.creamermedia.co.za/assets/articles/attachments/00221_languagepoli cy.pdf

APPENDIX J

TSHWANE UNIVERSITY OF TECHNOLOGY POLICY

LANGUAGE POLICY

Date first issued:
Date reviewed:
Date approved by EMC/ Senate/Council : 29 November 2005

This policy, its rules, guidelines and procedures shall replace all previous policies and their rules, guidelines and procedures and/or circulars on the language medium or media of the institution.

All previous policies and rules shall be rendered null and void by this approved policy.

1. **POLICY ON LANGUAGE OF TEACHING, INSTRUCTION AND COMMUNICATION**
   It is the policy of the Tshwane University of Technology (TUT) – to use
   English as the primary language of teaching, instruction, communication
   and documentation.

2. **INDIGENOUS SOUTH AFRICAN LANGUAGES FOR DEVELOPMENT**

2.1   The University has adopted Setswana as its primary indigenous South African
        language, whose terminology it will develop for academic, scientific and
        communication purposes.

2.2   The University has adopted SiSwati as its secondary indigenous South African
        language, whose terminology it will develop for academic, scientific and
        communication purposes, through the Nelspruit learning site.

3. **DEFINITIONS**

In this document, unless otherwise indicated –

"official languages" means the official South African languages of the Republic of

South Africa, namely Afrikaans, English, IsiNdebele, Sepedi, SeSotho, SiSwati,

Xitsonga, Setswana, Tshivenda, IsiXhosa and IsiZulu;

"TUT" means the Tshwane University of Technology, as duly constituted in terms of the

Higher Education Act, 1997 (Act No. 101 0f 1997), as amended; and

"University" means the Tshwane University of Technology, as duly constituted in

terms of the Higher Education Act, 1997 (Act No. 101 0f 1997), as amended.

4. **RULES**

4.1 The University may use any other official South African languages for

communication and teaching purposes where it is reasonably practicable:

Provided that such use should not violate the language rights of other people.

4.2 The University shall promote other languages, including foreign languages
commonly used in South Africa, through the presenting of language courses or
programmes, depending on the demand and the economic viability of such
courses or programmes.

4.3 The University shall academically support students in their efforts to become

proficient in TUT's language or languages of teaching, instruction and

communication.

4.4 The University shall, furthermore, promote multilingualism, by rendering

professional translation services, and support staff members to become

proficient in TUT's language

or languages of teaching, instruction and communication, through various

methods of language training, including short courses and workshops.

5. **DOCUMENTS**

Annexure A: Background information to the Language Policy

Annexure 1 –7: Language profile figures and percentages

ANNEXURE A

BACKROUND INFORMATION LANGUAGE POLICY

1   Legislative framework

1.1   *Section 6(2)* of the Constitution of the Republic of South Africa, 1996 recognises that, given the marginalisation of South African indigenous languages in the past, the State "must take practical and positive measures to elevate the status and advance the use of these languages".

1.2   *Section 29(2)* of the Constitution provides that everyone has the right, at a public educational institution, to receive education in the official language of his or her choice where that is reasonably practicable. In order to give effect to this right, the Constitution requires the State to consider all reasonable educational alternatives, including single-medium institutions, taking into account equity, practicability and the need to redress the legacy of discriminatory laws and practices.

1.3   *Section 27(2)* of the Higher Education Act, 1997 empowers the Minister of Education to determine policy within the framework of which a higher education institution's Council, with the concurrence of its Senate, should determine the language policy of such institution, publish it and make it available, on request.

1.4   The Minister has determined through the *Language Policy for Higher Education*, published in November 2002, that all public higher education institutions should develop their own language policies within the above Ministerial policy framework, and submit them to the Minister.

The Tshwane University of Technology (TUT) acknowledges the following:

1.5   That there are eleven official languages, and that all official languages should enjoy parity, in respect of esteem, and be treated equally.

1.6   That every individual has the right to be taught or instructed in the official language or languages of his or her choice to the extent that teaching or instructing students in such official language or languages would be feasible to the University.

1.7 That no language policy should deny any person access to higher education.

1.8 That the vast majority of the South African indigenous languages has either not been fully developed or not been developed at all as academic or scientific languages.

1.9 That learners in the South African higher education environment are linguistically diverse; therefore, the language policy of the University should reflect the need to promote multilingualism.

1.10 That the University's language policy should take into account factors such as financial affordability, practical considerations and the right of a person to be taught or instructed in the language of his or her choice.

2 Language of teaching, instruction and communication

In view of the above considerations and principles, the University shall use English as its primary language of teaching, instruction, communication and documentation.

3 Indigenous South African languages for development

3.1 The University shall adopt Setswana as the primary indigenous African language whose terminology it will develop for academic, scientific and communication purposes.

3.2 In view of the fact that SiSwati is the primary indigenous language of the Mpumalanga Province, where the University's Nelspruit learning site is situated, the University shall, furthermore, adopt SiSwati as its secondary indigenous African language whose terminology it will develop for academic, scientific and communication purposes, through the Nelspruit learning site.

Indigenous African

4 Other official South African languages

The University may use other official South African languages for communication and teaching purposes where it is reasonably practicable: Provided that such use should not violate the language rights of other people.

5 Foreign languages

The University shall promote other languages, including foreign languages commonly used in South Africa, by presenting language courses or programmes, depending on the demand and the economic viability of such courses or programmes.

6 Support to students and staff

6.1 The University shall academically support students in their efforts to become proficient in TUT's language or languages of teaching, instruction and communication.

6.2 The University shall, furthermore, promote multilingualism, by rendering professional translation services, and support staff members to become proficient in TUT's language or languages of teaching, instruction and communication, through various methods of language training, including short courses and workshops.

7 Reasons for choosing english

English is the language of communication on the science front and in business dealings all over the world. The University recognises the fact that proficiency in English is essential in making a successful career, locally and internationally.

The University will offer language courses to improve students' proficiency in English with the view to their attaining academic literacy. The University will, furthermore, offer English courses to staff, whose first language is not English, to improve their proficiency in English.

Data collected from the MIS, for the period of 2002 to 2004, show that 48% of all TUT students had stated English to be their preferred language, which makes English the preferred language of the majority of the students [Annexure 5(a) and 5(b)].

8 REASONS FOR CHOOSING SETSWANA

The MIS data for 2002 to 2004 show that Sepedi and Setswana are the African languages spoken most by TUT students [Annexure 5(a) and 5(b)]. 13% of all students stated Sepedi to be their home language, and 10% of all students indicated Setswana to be their home language.

Sepedi and Setswana fall within the same language group. The University should choose one of the two languages for focusing resources and developing it into a language of teaching, instruction and communication.

The three campuses of TUT in the Tshwane Metropolitan Area are situated in close proximity to the North-West Province, where Setswana is the language spoken by most of the population (see Annexure 6). Setswana is the fourth African language spoken most in Gauteng, after IsiZulu (first), SeSotho (second) and Sepedi (third), (see Annexure 6). Setswana is the second language spoken most in Tshwane (17% of the Tshwane population), after Sepedi (22% of the Tshwane population), (see Annexure 7).

At a provincial level, Setswana is the African language spoken most in the North-West Province. It is spoken by 64% of that province's population, while Sepedi is the African language spoken most in the Limpopo Province. It is spoken by 52% of that province's population (Annexure 6 and 6.1).

The universities in the Limpopo Province have a greater claim to and are most be suitable for the development of Sepedi, since they are situated in the province where Sepedi is the language spoken by most of the population; therefore, Setswana is the more logical choice for TUT to make for developing purposes.

The North-West University is the only institution of higher learning that has currently chosen Setswana for development into a language of teaching, instruction and communication. The

North-West University is geographically close enough to TUT, and so is the University of Botswana, for inter-institutional collaboration in the development of Setswana.

In developing Setswana to be a language of teaching, instruction and communication, the University will research and develop language training resources, material and courses in Setswana for staff and students. Staff whose home language is not Setswana will be encouraged to take a Setswana short course with the aim to becoming proficient enough to be able to communicate relatively freely in that language.

The University will collaborate with other institutions, as well as the Government, in developing Setswana as a language of teaching, instruction and communication in higher education.

10   REASONS FOR CHOOSING SISWATI

TUT is the only public institution of higher learning with residential learning sites in Mpumalanga (Nelspruit and Witbank). SiSwati and IsiNdebele are the African languages spoken most in Mpumalanga. These two languages are more marginalised and underdeveloped than any other indigenous South African language.

SiSwati is the language spoken most in Mpumalanga. It is spoken by 30% of the population of Mpumalanga, followed by IsiZulu (26%) and IsiNdebele (12%) (see Annexure 6 under Mpumalanga). The Nelspruit learning site is currently involved in the development of a SiSwati Dictionary in cooperation with the Pan–South African Language Board (PANSALB).

There have been numerous requests from the Mpumalanga community that SiSwati be offered as a subject at the Nelspruit Campus. The Department of Arts and Culture recently approached that campus with the view to collaboration in establishing a SiSwati Language Research and Development Centre.

Currently, there is no other institution of higher learning that is developing SiSwati into a language of teaching, instruction or communication. No other institution than TUT, through the Nelspruit Campus, is more suitable to develop SiSwati. The Nelspruit Campus lies close to the

University of Swaziland, which will make collaboration between the two institutions easy. The University will, through the Nelspruit learning site, develop SiSwati as a language of teaching, instruction and communication.

11 REFERENCES

Census 2001 Report, Statistics South Africa

Constitution of the Republic of South Africa, Act No. 108 of 1996

Guidelines for language planning and policy development, PANSALB 2001

Guidelines on the layout of a language policy for Institutions of Higher Education, PANSALB 2003

Higher Education Act, Act No. 101 of 1997

Language Policy for Higher Education, Ministry of Education, 2002

Language Policy Framework for South African Higher Education, Council for Higher Education (CHE), 2001

PANSALB's position on the promotion of multilingualism in South Africa: A draft discussion document, 1998

South African Language Bill, *Government Gazette*, Notice No. 24893 of 2003

Cape Peninsula
University of Technology

LANGUAGE POLICY	
Policy Group(s):	Curriculum; Assessment; Staff Development, Recognition of Prior Learning, Employment Equity; Teaching and Learning; Student Admissions and Access
CPUT Statute and/or Regulation Reference No:	To be inserted by the Registrar on Approval
Relevant Government Legislation and/or policy:	CHE (2001) Language Policy Framework for Higher Education Ministry of Education (2002). Language Policy for Higher Education South African Constitution (1996) Western Cape Language Policy (2001) Employment Equity Act (1998)
Policy Reference and Version No:	To be inserted by the Registrar upon approval
Commencement Date	January 2008	**Review Date**	December 2018

Key Words for Search Engine:	Language Policy, Taalbeleid, Umthetho-sisekelo Wolwimi

POLICY STATEMENT	
Intent:	To align the CPUT language policy with the Ministry of Education's requirements (CHE 2001 & MoE 2002) and the CPUT strategic plan

Objective(s):	This language policy sets out an operational framework for the use of language in all internal and external communication, administratively and academically at CPUT. Every unit or department will adapt the policy to their specific context, but within the parameters of the policy.
	In accordance with MoE 2002, the CPUT language policy has the following objectives:
	1. To ensure that the existing language of instruction supports student learning;
	2. To contribute to the development of IsiXhosa as an academic/scientific language;
	3. To promote a multilingual environment that recognises CPUT's unique African identity and historic circumstances;
	In addition, the language policy should ensure that:
	4. Increasing effect is given to the equal constitutional status of the three official languages of the Western Cape, namely; Afrikaans, English and isiXhosa.
	5. Effective internal and external communication is promoted;
	6. Both students and staff have the language skills and inclination required to participate in the academic environment, industry and society, in productive ways.
Definitions and Acronyms	CHE: Council on Higher Education DoE: Department of Education HE: Higher Education HEQC: The Higher education Quality Committee LoLT: Language of Learning and Teaching Multilingualism: using multiple languages; in CPUT context the focus is on Afrikaans, English and isiXhosa MoE: Ministry of Education

Policy Provisions	This policy provides guidelines for the implementation of the language policy in the following 3 sectors; 1. Academic 2. Administrative 3. Strategic units
Policy Principles	This policy is informed by the following principles: 1. The core values as enshrined in the Vision and the Mission of CPUT; 2. The affirmation of student and staff diversity, including the valuing of South African indigenous languages; 3. An acknowledgment of the need for all CPUT students to be proficient in academic English; 4. An acknowledgement of the need for all CPUT students to master the technical and professional languages of their fields and disciplines for reasons of employability; 5. The importance of language-sensitive teaching and learning methodologies and practices for students for whom English is not a first language; 6. The development of isiXhosa as an academic language. 7. The promotion and the recognition of isiXhosa, Afrikaans and English as academic languages.

Policy Procedures	To facilitate the transformation of language practices at CPUT, in order to achieve the intent of this policy, the procedure is divided into the following three phases: PHASE 1: January 2008 - December 2008 PHASE 2: January 2009 – December 2013 PHASE 3: January 2014 – December 2018 • Activities outlined in Phase 2 will be informed by the results of the language audit of Phase 1 • Activities outlined in Phase 2 should be reviewed in December 2013 • Activities outlined in Phase 3 will be informed by the results of the review of Phase 2 • Activities outlined in Phase 3 should be reviewed in December 2018 All faculties must annually review the implementation activities and submit a progress report on each review to senate. **PHASE 1: January 2008- December 2008** <u>1. Language Audit</u> A comprehensive audit of existing administrative and academic language practices, e.g. signage, LoLT, glossaries, assessment tasks, examination books, etc. should precede the activities in Phase 1 as listed below. Regardless of the findings of the audit, the following activities should be implemented upon approval of this policy: **1.1 Academic activitiespertaining to** 1.1.1 Language of learning and teaching 1.1.2 Language of the learners 1.1.3 Language of staff 1.1.4 Language of teaching and learning materials 1.1.5 Language of support 1.1.6 Language of assessment

1.2 Administration activities pertaining to:

1.2.1 Staff recruitment practices

1.2.2 Access to institutional documents, processes and procedures, e.g. signage and application forms

1.2.3 Effective internal and external communication

PHASE 2: January 2009-December 2013
1. General Activities

Phase 2 will implement acceptable recommendations arising from findings of the Language Audit .

1.1. Language Resource Centre

The establishment of a language resource centre is one of the prerequisite conditions for successful implementation of this policy. This centre will assist the CPUT community with the development and transformation of language practices, e.g. the translation of documents, materials and assessments as a service for academic, administrative and service staff.

1.2. Recruitment of staff

In addition to English include regional language proficiency as a recommendation for the appointment of new academic, administrative and service staff.

1.3. Staff development and capacity building

In order to create a community where diversity is respected and supported, all staff (academic, administrative and service) should be enabled to communicate at least at a basic communicative proficiency in the three regional languages.

1.4. Hearing impaired Students and staff

A committee is set up to look at the provision of teaching and services in sign language for hearing impaired students and staff.

	2. Academic Activities 2.1 Teaching and Learning English is the default language of teaching, however, where determined by department, site, discipline and market context, isiXhosa and Afrikaans should be used as the language of teaching, provided that such usage does not limit access, or promote marginalisation of any language community. The process of developing isiXhosa and Afrikaans (to a varying degree and where required) as academic languages is to be phased in. Given the default position of English, academic literacy practices in this language, as well as isiXhosa and Afrikaans, should continue in order to ensure successful teaching and learning. 2.2 Teaching Materials The default language for teaching materials is English. However, research shows that English texts are not always easy to understand. Support materials (e.g. glossaries) in isiXhosa and Afrikaans should be phased into all subjects. 2.3 Assessment English will remain the default language of assessment. However, in order to promote throughput, Departments should explore the possibility of incorporating isiXhosa and Afrikaans in assessments e.g. assignment questions, exam/test question papers. 2.4 Strategic units and support Support should be available in the students' preferred language: e-learning, counseling, tutorials, Writing Centre, Library services, student services and general administrative services. Multilingual capacity should be developed in areas where it does not exist.

	3. Administration
	3.1 Student Admissions The following guidelines on language should be adhered to in the admissions process: 3.2 Proficiency in English language should never be used as a criterion in isolation (except in the case of foreign students). This criterion should be balanced against, other criteria such as proficiency in the mother tongue which may not be English; 3.3 Good grades in languages other than English should be taken into consideration as indicators of an innate aptitude for languages that is to be valued in an academic institution;

	3.1.3 A student may be required to write a proficiency test in English, the results of which will inform recommended support interventions; 3.1.4 Foreign students must submit proof of a recent English proficiency test and may be required to pass a special course in English as a second or foreign language before enrolment at CPUT. **3.2 Internal Communication** The language of internal communication refers to the language of meetings, written communication in electronic and print form, signage and spoken administrative interactions. The default language is English, however, in situations listed below, isiXhosa and Afrikaans should be used; 3.2.1 Signage and Documentation Signage at strategic points (e.g. Library, Administration building) some intranet documents e.g. institutional policies, general mail (important e-mails re: conditions of service), newsletters, job advertisements, general notices, complex and legal sections of registration forms, to be translated into isiXhosa and Afrikaans. 3.2.2 Disciplinary Hearings In disciplinary hearings, the subject of the hearing has the right to the services of an interpreter, and to use any one of the regional languages. 3.2.3 Meetings The default language for conducting meetings is English. However, where determined by the nature of the meeting, access to Afrikaans and isiXhosa should be provided by means of interpreting services. **3.3 External Communication** The default language of external communication (internet, spoken and written communication) is English. However, where there is a need, isiXhosa and Afrikaans will be used. **PHASE 3: January 2014 – December 2018**

	1. Academic 1.1 <u>Teaching and Learning</u> Afrikaans and isiXhosa are to be used alongside English as LoLTs. 1.2 <u>Teaching Materials</u> Developmental phase of support materials (e.g. glossaries) in isiXhosa and Afrikaans to be completed in all subjects. 1.3 <u>Assessment</u> The process of incorporating isiXhosa and Afrikaans into assessments e.g. assignment questions, exam/test question papers is to continue. 1.4 <u>Student Support and Development</u> Further development of student support in the students' preferred language: e-learning, counseling, tutorials, Writing Centre, Library services, student services and general administrative services. Further development of multilingual capacity to continue. **2. Administration** Activities listed in Phase 2 to continue in Phase 3.

Policy Implementation Plan	**1. Institutional initiatives**
	<u>1.1 Policy availability</u> This policy should be made available in the three regional languages to all stakeholders at CPUT. Senate has to see to it that the policy is made available in 3 regional languages. <u>1.2.Language Resource Centre</u> This language policy requires CPUT to establish a Language Resource Centre (see Policy Procedures 1.1) as a pre-requisite condition for achieving many key aspects of the Policy Implementation Plan. The establishment of the resource centre is the responsibility of Senate.
	2. ACADEMIC ACTIVITIES <u>2.1. Monitoring and Review</u> Senate shall appoint a sub-committee to monitor and review implementation on approval of this policy. The sub-committee will monitor the achievement of the above timeframes and quality of implementation by means of interim annual reports provided by faculties. These reports will inform the annual review process of the language policy. Further, the sub-committee will review and amend the policy and implementation process in line with the policy procedure cycles outlined in the Policy Procedure. <u>2. 2. Implementation at departmental level</u> Academic Heads of Department, programme convenors and administrative line managers should provide all staff with copies of this policy in order to identify training needs. This policy should be discussed in all departments, academic and administrative, for the purpose of contextualization and adaptation to the specific discipline and/or service. Implementation is to commence on acceptance of this policy.

Supporting/Related documents:	Policies: Teaching and Learning, Assessment, Recognition of Prior Learning, Admissions
Resources:	CHE (2001) Language Policy Framework for Higher Education. Available at http://www.info.gov.za/otherrdocs/201/langframe.pdf Ministry of Education (2002). Language Policy for Higher Education. Available at: http://www.polity.org.za/pdf/languagepolicy.pdf Republic of South Africa, <u>The Constitution of the Republic of</u> <u>South Africa</u>, Act 108 of 1996 Western Cape Language Policy (2001)
Answers to FAQ	**1. Will all lecturers be required to teach through the medium of languages other than English?** Not necessarily. It is not the intention of the language policy to penalise staff; but rather to assist staff in the development of multilingual resources as well as the application of methodologies that are sensitive to the language needs of students. Proficiency in the regional languages (or in other targeted languages) will be a recommendation for all staff at the CPUT. **2. Should all assessments be in all three languages?** Not necessarily. One should apply the rule of 'assess the way you teach'. A lecturer who teaches in a multilingual manner should also assess in this manner. There are also other possibilities, e.g. make the assessment available in more than one language, but the student can choose to write the answers in English. This way the lecturer makes the assessment more understandable to students. **3. Who is to assist academic staff with the translation of notes into isiXhosa and Afrikaans?** The proposed language resource centre **4. How will translations/ material development/ training be funded?** Institutional budget

	5. **Will all documents be translated into three languages?** Translating <u>all</u> documents and other forms of communication in three languages will prove to be too costly. It is proposed that certain strategic sections (e.g. where a student has to sign) be given in more than one language. **6.** **Should the practice of more than one language apply to all levels of study?** English, Afrikaans and isiXhosa are to be used at undergraduate level. Post-graduate level studies could use mainly English as academic language whilst the other languages are being developed as academic languages. **7.** **How will foreign students be affected by the practice of multilingualism?** The value of internationalization that is brought to CPUT through the admission of foreign students is acknowledged. However, CPUT is in the first instance a national resource committed to providing study opportunities to South African students; international students should consider the language policy of the institution when exercising their choice. (see Policy Procedures 3.1.4)
Supporting procedures/	Language Resource Centre (see Policy Procedures 1.1)
Guidelines	

ACCOUNTABILITY	
Implementation:	1. Language Policy sub-committee of Senate 2. Executive Management 3. Language Resource Centre 4. Administrative and Support staff managers 5. Faculty Management Committees 6. Heads of Academic Departments 7. Programme Convenors 8. Academic, Administrative and Service staff
Compliance:	Language Policy sub-committee and Executive Management

Monitoring and Evaluation:	1. Language Policy sub-committee of Senate 2. Academic Departments (QA self evaluation) 3. Administrative Departments (QA self evaluation) 4. HEQC (External Programme and Institutional audits)
Development/Review:	Language Policy sub-committee of Senate
Approval Authority:	Senate
Interpretation and Advice:	1. Language Policy sub-committee of Senate 2. Teaching and Learning Committees 3. Fundani Centre for Higher Education and Development

WHO SHOULD KNOW THIS POLICY?
Executive Management Deans The Registrar Language Policy sub-committee of Senate Teaching and Learning Committees Language Resource Centre Administrative and Support staff managers Faculty Management Committees Heads of Academic Departments Programme Convenors Academic, Administrative and Service staff Students and other stakeholders

EFFECTIVENESS OF THIS POLICY	
Performance Indicator(s):	1. Language Policy available in the three regional languages once approved by senate. 2. Language Audit completed by December 2008. 3. Establishment of Language Resource Centre by end 2009.

	Indicators below will be guided by the outcome of the audit.
	4. Glossaries and support materials (class notes, teaching and learning aids, past exam/test papers) developed in isiXhosa and Afrikaans for at risk subjects by end 2013.
	5. Assessments available in isiXhosa and Afrikaans for all subjects by end 2018.
	6. Facilitation of support services in the students' preferred language by end 2018.
	7. All signage and documentation (referred to in Policy Implementation Plan) translated into isiXhosa and Afrikaans by end 2018.
	7.Interpreting services implemented by end 2018
	8.Language of external communication is isiXhosa, Afrikaans and English by end 2018
	9.Communicative proficiencies of staff in the three regional languages - ongoing

REVISION HISTORY				
Revision Ref No.	**Approved/ Rescinded**	**Date**	**Authority**	**Document Ref**
000.2		June 2007	Senate	
000.3		September 2007	Senate	

APPENDIX L

Language Policy of Stellenbosch University

Purpose	To formulate a policy to guide the use of language at Stellenbosch University
Type of document	Policy document
Accessibility	General (external and internal)
Date of implementation	1 January 2017 or as soon as possible thereafter
Date/frequency of revision	The Policy lapses after five years. The Policy must be reviewed during its fifth year of operation. It may be reviewed earlier, or more than once during its period of operation, if the owner of the Policy considers it necessary.
Date of approval of previous Policy	22 November 2014
Owner of this Policy	Vice-Rector: Learning and Teaching
Institutional functionary (curator) responsible for this Policy	Senior Director: Learning and Teaching Enhancement
Date of approval	22 June 2016
Approved by	Stellenbosch University Council

Keywords	institutional communication, language, languages of learning and teaching, language planning, multilingualism, policy

The essence of the Policy

Stellenbosch University (SU) is committed to engagement with knowledge in a diverse society. The Language Policy aims to give effect to section 29(2) of the Constitution in relation to language usage in its academic, administrative, professional and social contexts. The Policy aims to increase equitable access to SU for all students and staff and to facilitate pedagogically sound teaching and learning. Since our campuses are situated in the Western Cape, we commit ourselves to multilingualism by using the province's three official languages, namely Afrikaans, English and isiXhosa.

1. Introduction

At SU our focus is on engagement with knowledge. As part of this engagement, SU takes into account the diversity of our society, including its linguistic diversity, and the intellectual wealth inherent in that diversity.

The South African Constitution grants official status to eleven languages and regards all these languages as assets that should be used as a means of developing human potential. The Constitution determines that no-one may be discriminated against unfairly on prohibited grounds. It further determines that everyone has the right to receive education at public education facilities in the official language or languages of their choice, taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices.

The Language Policy aims to increase equitable access to SU for all students and staff, and to ensure that language practices facilitate pedagogically sound teaching and learning.

2. The multilingual context

SU follows a dynamic process to make the institution inclusive and diverse, including the use of more than one language. Therefore SU creates opportunities for the advancement of multilingualism.

SU is a national asset, and its students and staff represent most of the language groups in South Africa. Although we acknowledge that all South African languages function as resources for communication, we choose to focus our institutional commitment on the users of Afrikaans, English and isiXhosa, which are the three official languages of the Western Cape Province.

The contextual considerations for using these languages are as follows:

Afrikaans

Afrikaans has developed an academic repertoire over decades, to which SU has contributed significantly. Applying and enhancing the academic potential of Afrikaans is a means of empowering a large and diverse community in South Africa.

English

Speakers of the various South African languages use English to communicate with each other, and English has significant academic, business and international value.

Therefore, SU uses English routinely, but not exclusively, in its academic, administrative, professional and social contexts.

IsiXhosa

IsiXhosa is used by one of the largest language communities in South Africa. By means of specific initiatives, SU is contributing to the advancement of isiXhosa as a developing academic language in addition to expanding isiXhosa as an internal language of communication.

3.   Application of the Policy

The Language Policy applies to all faculties, support services divisions, management bodies, staff and students of SU.

4.   Purpose of the Policy

The purpose of the Language Policy is to guide language planning, language management and language use at SU.

5.   Aims of the Policy

5.1   To give effect to section 29(2) (language in education) and 29(1)(b) (access to higher education) read with section 9 (equality and the prohibition against direct and indirect unfair discrimination) of the Constitution.

5.2   To contribute to achieving SU's Vision 2030, as contained in the University's Institutional Intent and Strategy (2013–2018), so as to enable inclusivity and equitable access to SU for all prospective and current students and staff in pursuit of excellence.

5.3   To facilitate effective learning and teaching, research, and service delivery at SU.

5.4   To promote multilingualism as an important differentiating characteristic of SU.

6.   Policy principles

The Language Policy is based on the following two foundational normative principles, which must guide all aspects of the interpretation and implementation of this Policy:

6.1   Language at SU should promote access to and success in academic, administrative, professional and social contexts, and should not constitute a barrier to students or staff. This is particularly important given the constitutional imperatives to redress the

results of past racial discrimination and to ensure no direct or indirect unfair discrimination against present or prospective SU staff and students.

6.2 All aspects of the Language Policy and the implementation thereof in teaching and learning should facilitate pedagogically sound teaching and learning.

The following principles must also be taken into account in interpreting and guiding the implementation of this Policy:

6.3 SU respects the languages used by students and staff and acknowledges their language preferences and levels of language proficiency.

6.4 SU acknowledges the complex role of language in general and our separate languages in particular in our society. All languages are regarded as resources for the effective construction of knowledge.

6.5 SU applies its chosen languages in such a way that it includes all students, staff and other stakeholders.

6.6 SU acknowledges that academic literacy and the use of academic language comprise sets of complex practices which are linked to how disciplines create knowledge. These practices are best developed within the contexts of academic disciplines and their fields of study.

6.7 SU establishes suitable language services and academic staff development services to support the implementation of the Language Policy.

6.8 The Language Policy and its implementation are informed by what is reasonably practicable in particular contexts. Relevant factors to be considered include, but are not limited to, the number of students who will benefit from a particular mode of implementation, the language proficiency of the students involved, the availability and language proficiency of staff members, timetable and venue constraints, as well as SU's available resources and the competing demands on those resources.

6.9 The Language Policy implementation adapts to the changing language demographics and language preferences of students and staff.

7. Policy provisions

The Policy principles above give rise to the following binding Policy provisions:

7.1 Learning and teaching

7.1.1 Afrikaans and English are SU's languages of learning and teaching. SU supports their academic use through a combination of facilitated learning opportunities for students, including lectures, tutorials and practicals, as well as learning support facilitated by means of information and communication technology (ICT).

7.1.2 Undergraduate modules are offered by any of the measures set out in

7.1.3, 7.1.4 and 7.1.5 below.

7.1.3 For undergraduate modules where it is reasonably practicable and pedagogically sound to have more than one class group:

7.1.3.1 There are separate lectures in Afrikaans and English.

7.1.3.2 Learning opportunities, such as group work, assignments, tutorials and practicals involving students from both language groups are utilised to promote integration within programmes.

7.1.3.3 Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours or routinely scheduled tutorials and practicals).

7.1.4 For undergraduate modules where both Afrikaans and English are used in the same class group, the combination of facilitated learning opportunities is as follows:

7.1.4.1 During each lecture, all information is conveyed at least in English and summaries or emphasis on content are also given in Afrikaans. Questions in Afrikaans and English are, at the least, answered in the language of the question.

7.1.4.2 Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours, or routinely scheduled tutorials and practicals).

7.1.4.3 For first-year modules, SU makes simultaneous interpreting available during each lecture. During the second and subsequent years of study, simultaneous interpreting is made available by SU upon request by a faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the interpreting service, it may be discontinued.

7.1.5 In the following instances, lectures will be offered in one language only:

7.1.5.1 Where the nature of the subject matter of the module justifies doing so, for example where the module is on the language itself.

7.1.5.2 Where the assigned lecturer is proficient to teach only in Afrikaans or English. For these modules additional support is provided:

(a) If the lectures are in Afrikaans, SU makes simultaneous interpreting available in English. If the lectures of the first-

year modules are in English, SU makes simultaneous interpreting available in Afrikaans, and during the second and subsequent years of study, simultaneous interpreting is made available by SU upon request by a faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the interpreting service, it may be discontinued.

(b) In addition to lectures, there are appropriate, facilitated learning opportunities (e.g. consultations during office hours, or routinely scheduled tutorials and practicals) in Afrikaans and English.

7.1.5.3 Where all the students in the class group have been invited to vote by means of a secret ballot, and those students who have voted, unanimously agree to it, the module will be presented in Afrikaans only or English only, provided that the relevant lecturers and teaching assistants have the necessary language proficiency and agree to do so.

7.1.6 In addition to lectures, based on students' needs and practicability, SU provides a variety of ICT-enhanced learning strategies, including podcasts and vodcasts of lectures, which are made available to students in Afrikaans, English and, in some cases, isiXhosafor the further reinforcement of concepts and for revision purposes.

7.1.7 The learning materials for undergraduate modules are made available as follows:

7.1.7.1 All compulsory reading material is provided in English except where the module is about the language itself.

7.1.7.2 Compulsory reading material (excluding published material) is also provided in Afrikaans where reasonably practicable.

7.1.7.3 SU module frameworks and study guides are available in Afrikaans and English.

7.1.8 Question papers for tests, examinations and other summative assessments in undergraduate modules are available in Afrikaans and English. Students may answer all assessments and submit all written work in Afrikaans or English.

7.1.9 In postgraduate learning and teaching, including final year modules at NQF level 8, any language may be used provided all the relevant students are sufficiently proficient in that language.

7.1.10 The following measures are taken for persons with special learning needs/disabilities:

7.1.10.1 Where students or staff need alternative texts such as Braille or enlarged texts as a means to communicate and understand information and these are not available, the relevant member of staff should liaise with SU's Braille Office to arrange the timeous availability of the alternative texts.

7.1.10.2 As South African Sign Language is the primary means of communication for some Deaf people, a sign language interpreter and/or real-time captioning is available during lectures, tutorials and principal SU public events, where it is required and it is reasonably practicable to do so.

7.1.10.3 These provisions are subject to SU's Policy regarding Students with Special Learning Needs/Disabilities.

7.1.11 Faculties may deviate from the Policy provisions in Paragraph 7.1 in particular instances only if the deviation is:

7.1.11.1 Consistent with the principles of this Policy; and

7.1.11.2 Justified by the human and physical resources made available by the University, by pedagogical concerns or by faculty-specific considerations; and

7.1.11.3 Approved by the relevant faculty board, and reported with the justification to Senate and approved by Senate, or, when urgent, by its Executive Committee.

7.2 Internal institutional communication

7.2.1 Documentation of primary importance (e.g. policies and strategic Human Resources documents relating to service conditions) is made available in Afrikaans and English.

The remainder of the documentation is made available in Afrikaans, English or isiXhosa depending on the languages of the target audience.

7.2.2 The language of written communication within faculties and divisions (e.g. agendas and hand-outs) and at meetings depends on the language needs of the readers or participants (including staff and students), provided that no one is excluded by the language of communication.

7.2.3 Oral or written enquiries and requests by students and staff are, where reasonably practicable, dealt with in the language of the enquiry or request.

7.2.4 Afrikaans, English and isiXhosa are used judiciously at official events, such as official meetings, ceremonial occasions and inaugural lectures.

7.2.5 In residences and other living environments, language is used in such a way that, where reasonably practicable, no stakeholder is excluded from participating in any formal activities in these environments.

7.2.6 The following provisions apply to information technology (IT) software system user interfaces, mobile applications and web content management systems:

7.2.6.1 Where multilingual operation is reasonably practicable (e.g.

where SU is able to influence the development of the software products, or where the product supports it, or SU builds it), SU supports Afrikaans and English based on the user's language preference.

7.2.6.2 Where commercial off-the-shelf software applications that do not support multilingual operation are employed, the operation defaults to English.

7.2.6.3 Where the user's language preference is unknown, the default is English.

7.2.7   The following provisions apply to information system data:

7.2.7.1 Where reasonably practicable, information system data pertaining to an individual should be multilingual.

7.2.7.2 Where the data design accommodates multilingualism and where feasible, the associated user interfaces for capturing the data should support multilingual data capture.

7.2.7.3 Where the data design only caters for a single language, English is used.

7.2.7.4 For all other data, English is used.

7.3 External communication

7.3.1 Afrikaans and English and, where reasonably practicable, isiXhosa are SU's languages of external communication.

7.3.2 SU respects the language policies and preferences of its stakeholders, partners and external correspondents. This means that official communication and meetings with them are generally in their language of preference, or that the necessary language services (e.g. translation or interpreting services) are provided.

7.3.3 Where SU does not have the capacity to accede to the language preference, the medium of communication is English.

7.3.4 IT interfaces for stakeholders are treated as in Paragraph 7.2.6. Examples would be user interfaces for alumni, donors and parents or guardians.

7.4 Language planning

7.4.1 Annually, the Vice-Rector: Learning and Teaching agrees with the deans of the faculties the mechanisms to ensure accountability for the implementation of this Policy, which include at the least the annual report on the faculty's realisation of its Language Implementation Plan contemplated in paragraph 8.1, and the compliance report submitted after each semester contemplated in paragraph 8.3, with due regard to the Policy principles detailed in paragraph 6 and paragraphs 7.4.1.1 and 7.4.1.2 below. No later than the last meetings of Council and Senate of each year, the Vice-Rector: Learning and Teaching reports to Council, via the Rector's Management Team and Senate, on the accountability mechanisms agreed with the deans of the faculties for the next ensuing year.

7.4.1.1 The English offering is revised upwards so as to achieve full accessibility to SU for academically deserving prospective and current students who prefer to study in English.

7.4.1.2 The Afrikaans offering is managed so as to sustain access to SU for students who prefer to study in Afrikaans and to further develop Afrikaans as a language of tuition where reasonably practicable.

7.4.2 Each faculty and support services division describes its implementation of this Policy in its Language Implementation Plan.

7.4.3 Every faculty reviews its use of language for learning and teaching, and records the language arrangements in its Faculty Language Implementation Plan annually, at the least. This Plan is reported to Senate via the faculty board and Senate's Academic Planning Committee. Senate has the power either to accept the faculty's Language Implementation Plan or to refer it back to the faculty. Once accepted, the language arrangements for learning and teaching of a particular module are published in the relevant module frameworks.

7.4.4 Changes to the language arrangements in the faculty's Language Implementation Plan that fall outside the regular review process, but are necessitated by, for example, a specific student group's preferred language of tuition, pedagogical considerations or the unavailability of a lecturer with the necessary language proficiency, can be made by the relevant department head and dean after consultation with the faculty student committee. These changes are reported at the next faculty board and Senate meetings. The students of the specific modules are informed of the changes and the reasons for these changes as soon as practically possible.

7.4.5 Every support services division regularly reviews its use of language and records the language arrangements in the Language Implementation Plan for that particular division. These plans are approved by the relevant line managers and the Rector's Management Team.

7.5 Promotion of multilingualism

7.5.1 The Language Centre, the faculties, the language departments, support services and management bodies are co-responsible for the advancement of multilingualism at SU.

7.5.2 SU incentivises innovative multilingual practices by providing institutional funding for, for example, expanding teaching in more than one language in faculties; conducting research; sharing best multilingual practices; ICT-enhanced learning strategies; and discipline-specific academic literacy initiatives.

7.5.3 SU advances the academic potential of Afrikaans by means of, for example, teaching, conducting research, holding symposia, presenting short courses, supporting language teachers and hosting guest lecturers in Afrikaans; presenting Afrikaans language acquisition courses; developing academic and professional literacy in Afrikaans; supporting Afrikaans reading and writing development; providing language services that include translation into Afrikaans, and editing of and document design for Afrikaans texts; developing multilingual glossaries with Afrikaans as one of the languages; and promoting Afrikaans through popular-science publications in the general media.

7.5.4 IsiXhosa as an emerging formal academic language receives particular attention for the purpose of its incremental introduction into selected disciplinary domains, prioritised in accordance with student needs in a well-planned, well-organised and systematic manner. The academic role and leadership of the Department of African Languages, through its extensive experience in advanced-level teaching and research in language and linguistic fields will be harnessed to the full. In certain programmes, isiXhosa is already used with a view to facilitating effective learning and teaching, especially where the use of isiXhosa may be important for career purposes. SU is commited to increasing the use of isiXhosa, to the extent that this is reasonably practicable, for example through basic communication skills short courses for staff and students, career-specific communication, discipline-specific terminology guides (printed and mobile applications) and phrase books.

7.6 Support

The Language Centre provides language support services aimed at the effective implementation of the Language Policy, in collaboration with the faculties, support services divisions and management bodies, by providing, for example, reading and writing development support, language services that include translation, interpreting and editing services, modules in professional communication, academic literacy and language acquisition, and research. The faculties, support services divisions and management bodies may, after consultation with the Language Centre, also provide language support of their own.

8. Feedback, monitoring and conflict resolution

8.1   Each faculty, responsibility centre and the Student Representative Council submits a report to the Rector's Management Team once a year, by a date determined by the Vice-Rector: Learning and Teaching, detailing:

8.1.1   Any difficulties that it has experienced with implementing the Language Policy;

8.1.2   Any mechanisms, strategies or techniques that have improved the implementation of the Policy, or may better advance the goals of the Policy; and

8.1.3   Any suggestions for amendments to the Policy.

8.2   The Vice-Rector: Learning and Teaching prepares an annual report to the Senate and the Council taking into account the responses above. The aims of the report include addressing areas of concern and sharing knowledge within the University.

8.3   Each faculty reports in writing to the Vice-Rector: Learning and Teaching after the end of each semester on its compliance during that semester with its Language Implementation Plan. In each instance where there has been non-compliance, the report describes it and the reasons for it fully and the steps the faculty is or will be taking to avoid future deviations from the Language Implementation Plan.

8.4   Students who feel negatively affected by the implementation of the Language Policy should adhere to the following procedures:

8.4.1   In the case of implementation by faculties, complaints are lodged as prescribed by the relevant faculty's appeals/complaints procedure or, in the absence of such a procedure and in order of preference, with the relevant staff member, the relevant departmental chairperson or head, or the dean. If the complaints are not satisfactorily resolved at faculty level and the complaints are related to academic contexts, students can refer the complaints to the Academic Planning Committee (APC), via the Student Academic Affairs Council, and if not resolved at the APC, the APC refers the matter to the Senate, with a recommendation.

8.4.2   In the case of implementation by support services, complaints are lodged with the relevant hierarchy of line managers or, in the case of the broader University, with the Rector's Management Team via the Student Representative Council's executive.

8.4.3   In the case of implementation in student living environments, complaints are lodged with the house committee or the relevant residential head. If the complaints are not satisfactorily resolved at university residence or private student ward level, students may refer the complaints to the Senior Director: Student Affairs.

8.4.4   In cases where the use of the mentioned structures is not suitable, complaints may be submitted to the SU ombud for settlement in consultation with the relevant structures.

8.5   Staff members who feel negatively affected by the implementation of the Language Policy should adhere to the following procedures:

8.5.1   In the case of implementation by faculties, complaints are lodged, in order of preference, with the relevant departmental chairperson or head, or the dean.

8.5.2   In the case of implementation by support services, complaints are lodged with the relevant hierarchy of line managers or, in the case of the broader University, with the Rector's Management Team via the Vice-Rector: Learning and Teaching.

8.5.3   In cases where the use of the mentioned structures is not suitable, complaints may be submitted to the SU ombud for settlement in consultation with the relevant structures.

9. Policy governance

The Language Policy is approved by Council with the consent of Senate and after consultation with the Institutional Forum.

The owner of the Policy is the Vice-Rector: Learning and Teaching. The Vice-Rector reports on an annual basis on matters concerning the Policy to Council via the Rector's Management Team, the Senate, and the Council's Language Committee.

The Vice-Rector may appoint a Language Planning and Management Project Team and assign tasks to it to perform. The curator of the Policy is the Senior Director: Learning and Teaching Enhancement, who supports the Vice-Rector.

10. Revision

Language policy-making and implementation are dynamic processes.

The Vice-Rector: Learning and Teaching:

10.1 Facilitates the testing of the Language Policy against changing circumstances through research on the implementation, monitoring and impact of the Policy;

10.2 Facilitates regular consultation with the broader SU community about matters concerning the Language Policy;

10.3 Publishes information gained from such research and consultations; and

10.4 Whenever he or she deems it necessary, initiates and oversees a review of the Language Policy with a view to its possible amendment or replacement.

The Language Policy lapses five years after the date of its implementation. Subject to (10.4) above, it must be reviewed during its fifth year of operation.

11. Disclosure

The Language Policy is a public document and is published on the University's website.

12. Repeal

The Language Policy repeals and replaces the Language Policy and Language Plan adopted by Council on 22 November 2014.

13. Reference documents

Constitution of the Republic of South Africa, 1996

Draft Language Policy of the Department of Higher Education and Training (2016)

Higher Education Act 101 of 1997

National Language Policy for Higher Education (2002)

Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000

SU's Policy regarding Students with Special Learning Needs/Disabilities

Use of Official Languages Act 12 of 2012

APPENDIX M

University of the Free State Language Policy[i]

Preamble

The University of the Free State (UFS) is committed to:

- Enabling a language rich environment committed to multilingualism with particular attention to English, Afrikaans, Sesotho and isiZulu and, other languages represented on the three campuses.
- Ensuring that language is not a barrier to equity of access, opportunity and success in academic programmes or in access to the UFS administration.
- Promoting the provision of academic literacy, especially in English, for all undergraduate students.
- Ensuring that language is not used or perceived as a tool for social exclusion of staff and/or students on any of its campuses.
- Promoting a pragmatic learning and administrative environment committed to and accommodative of linguistic diversity within the regional, national and international environments in which the UFS operates.
- Contributing to the development of Sesotho and isiZulu as higher education languages within the context of the needs of the UFS different campuses.
- The continuous development of Afrikaans as an academic language.
- Recognising and promoting South African Sign Language and Braille.

Principles

The following principles inform the adoption of this policy:

- Diversity, equity, redress, reconciliation and social justice.
- Practicability, cost effectiveness and justifiability.
- Support for academic literacy development at undergraduate level.
- Support for the development of multilingualism.

- Language as a resource for the university to achieve individual development and integration.
- Flexibility and inclusivity.

Definitions

Academic literacy: the ability to demonstrate membership of an academic (disciplinary) community by reading, writing and thinking in ways that are congruent with the values and attitudes of that community. It is the responsibility of the institution to induct students into discipline specific language and language register and to foster intellectual discipline in that register. In South Africa's current context, academic literacy and multilingualism are connected in that the diverse linguistic repertoire of the students is recognised and acknowledged so as to provide the best possible environment to strengthen development and proficiency in the language needed for career and academic advancement.

Multilingualism: a linguistic capacity that extends across more than two languages. Multilingualism can be individual, i.e. a person who can use more than one but preferably more than two languages; and social multilingualism, that is the use of more than one but preferably more than two languages in social transactions in a given community. In the case of the UFS, multilingualism means the use of a combination of Afrikaans, English, isiZulu, and Sesotho for different purposes according to each campus needs.

Professional programmes: programmes that prepare students for the practice of a profession such as nursing, teaching, law, accounting, and medicine.

Parallel medium: is the use of two languages to teach the same content according to the preference of the student. Teaching takes place in separate classes and may be done by the same or different lecturers, depending on resources and schedules.

Expanded tutorial system: this refers to smaller groups meetings that take place in designated modules and use a specific pedagogy to support students in the acquisition of academic literacy relevant to their professional or scientific fields of choice. Tutorials will be conducted simultaneously in English, Afrikaans and a third language.

Policy statement

Bearing in mind the above commitments, principles and definitions the following policy is accepted:

4.1 English becomes the primary medium of instruction at undergraduate and postgraduate level on all three campuses.

4.2 Multilingualism is supported among other activities by an expanded tutorial system especially designed for first-year students. Tutorials take place in English,

Afrikaans and Sesotho in the same class on the Bloemfontein Campus and in English, Sesotho and isiZulu on the Qwaqwa Campus.

4.3 In particular professional programmes such as teacher education and the training of students in Theology who wish to enter the ministry in traditional Afrikaans-speaking churches, where there is clear market need, the parallel medium English-Afrikaans and Sesotho/isiZulu continues. This arrangement must not undermine the values of inclusivity and diversity endorsed by the UFS.

4.4 The primary formal language of the UFS administration will be English with sufficient flexibility for the eventual practice of multilingualism across the UFS.

4.5 Formal student life interactions should be in English, while multilingualism is encouraged in all social interactions.

Implementation

5.1 <u>Undergraduate teaching and learning</u>

5.1.1 Lectures, study materials, examinations and related material will be in English.

5.1.2 Multilingual study resources will be provided in the context of tutorials in order to support epistemological access for all students.

5.1.3 Faculties offering professional programmes in languages other than English and that have a clear niche market will continue to be offered in those languages (see 4.3). These programmes will be clearly identified in publicity material and in faculty year books.

5.1.4 Faculties will have to submit to the Academic Planning Committee of Senate and the Executive Committee of Senate those programmes that will be offered in languages other than English according to the cycle of production of year books.

5.1.5 Undergraduate programmes offered in English will include as part of their contact time at first- and second-year level tutorials in Afrikaans, English, and Sesotho/isiZulu depending on the campus needs.

5.1.6. Staff-student consultation and any academic transaction that happens outside the lecture hall takes place in a language negotiated between staff and students provided such arrangements do not undermine the principles underlying the UFS language policy.

5.1.7. The UFS will put in place the necessary support for academic staff to enhance or develop their linguistic abilities in all the languages of teaching and learning at the UFS.

5.1.8 South African Sign Language and Braille will continue to be supported by the UFS within budgetary and feasibility constraints.

5.2 Postgraduate education

5.2.1 The language for the writing of theses and dissertations at the UFS is English except in disciplines where languages other than English are taught as subjects of study.

5.2.2. Specific cases for the use of languages other than English in theses and dissertations is left to the discretion of the head of department and the dean who are accountable for the implementation of this language policy and for the compliance with the academic rules of the UFS regarding external examination of PhD theses.

5.3 Certificates and academic records

5.3.1   All certificates, diplomas and academic records of the UFS will be kept in English.

5.4 University administration

5.4.1   The language of the UFS in all its official meetings is English. Minutes of all official meetings will be kept in English. At those occasions, including certain meetings, in which good communication so requires, the UFS will make use of interpreting services.

5.4.1   Service to the public as far as possible should be conducted in the language of the person being served.

5.4.3   The UFS website will be in English, except in those cases in which the information contained pertains to Afrikaans/Sesotho/isiZulu language matters or to courses offered in Afrikaans/Sesotho/isiZulu.

5.4.5   Marketing and publicity material will be mainly in English but should portray the multilingual commitment of the UFS. The appropriate language for the target market will be used especially in the case of academic programmes.

5.4.6   Signage will be mainly in English with consideration given to the language diversity of each campus and the need to develop a multilingual university.

Responsibilities

6.1 The Vice-Rector: Academic is responsible for the overall implementation of the Language Policy across the entire UFS.

6.2 The campus principal, deans and assistant deans are responsible for the implementation of the Language Policy at campus/faculty level.

6.3 The Registrar: Governance and Policy is responsible for the implementation of the policy in relation to the UFS administration.

Monitoring and revision

7.1. The Language Committee of the University Management Committee is responsible for the monitoring of the implementation of the UFS Language Policy. Its membership is as follows:

- Vice-Rector: Academic (chairperson);
- One academic representative South Campus;
- One academic representative Qwaqwa campus;
- One representative of the Unit for Language Development of the Centre for Teaching and Learning (CTL);
- One representative from Senate;
- Four faculty representatives not in Senate;
- A member of the SRC (Bloemfontein)
- A member of the SRC (Qwaqwa);
- Union representatives one per union (observer status).

7.2 The Language Committee will report annually on implementation and make recommendations to ensure the reasonable embedding of the policy into UFS policies, programmes and institutional culture.

Transitional arrangements

8.1 The Language Committee in consultation with the faculties and the CTL will approve a phased implementation plan for the language policy starting in 2017.

8.2. The Vice-Rector: Academic, through the Unit for Language Development of the CTL, will be responsible for the development and implementation of a language development plan for the UFS 2016-2021.

APPENDIX N

Institutional Language Policy for the establishment of a functionally multilingual environment at the NWU

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
INSTITUTIONAL OFFICE

Institutional Language Policy of the North-West University

Reference number	2P/2.5
Accountable executive manager	Institutional Registrar
Policy owner	Director: Institutional Language Directorate
Responsible division	Institutional Language Directorate
Status	Revised
Approved by	Council
Date of approval	23 November 2012
Amendments	Reviewed in 2014
Date of amendments	November 2012
Review date	2018
Web address of this policy	http://www.nwu.ac.za/opencms/export/NWU/html/gov-man /policy/index.html
Address on the policy database	RB Share : 2P/2.5_Language Policy
Addendums	Language Plan and Implementation Framework and suggested procedures for the implementation of key aspects of the policy (URL: http://www.nwu.ac.za/webfm_send/14905)

Preamble

As a pre-eminent university in Africa, driven by the pursuit of knowledge and innovation, with a unique institutional culture based upon the values the University espouses, the North-West University (NWU) has adopted this Language Policy and Plan on 23 November 2012 to pursue, accommodate and provide a fair and functionally multilingual language environment across all business units at the University.

Policy statement

It is the policy of the North-West University to provide a consistent and constructive set of guidelines in line with Section 3(2) of the NWU Statute[1] in order to implement a language policy and plan that are (i) flexible and functional, (ii) that redress the language imbalances of the past, (iii) that endorse multilingualism, and (iv) that promote access, integration and a sense of belonging.

This policy and plan emanate from an extensive consultative process that was followed across the NWU, which also involved a comprehensive language audit.

Policy objectives

3.1 In broad terms, the language policy and plan aim to bring about an NWU language management environment in which

    i.   the language realities at the different campuses are continuously taken into account for practical implementation purposes,

    ii.   sensitivity is shown towards the language preferences, language needs and language expectations of individuals and groups that have an interest in the institution,

    iii.   language policy and plan remain aligned with the demands of the macro-environment in which the institution functions,

    iv.   the regional languages that are used at the campuses of the NWU (Afrikaans, Setswana, Sesotho and English) are regarded as national assets, and where implementable and measurable contributions are made towards the use of these language as languages of higher education.

3.2 Within the parameters of the principle of functional multilingualism, Setswana, English and Afrikaans are employed as official languages of the NWU, and Sesotho has working-language status for use at the Vaal Triangle Campus.

Overarching language strategy of the North-West University

4.1 The commitment of the NWU to implement a functionally multilingual language policy forms part of its efforts to rethink, reposition and review itself in terms of its fitness of and for

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[1] Statute of the NWU, Government Notice 795, 8 August 2005 (pp 11-12)

purpose. This endeavour is aligned with the vision and mission of the University and remains closely linked to the on-going institutional planning process of the NWU.

4.2 The NWU acknowledges the challenges associated with providing for the language needs and expectations of a multilingual society and a multilingual university environment. In light hereof, the language management approach of the institution allows room for different strategies and models for the implementation of functional multilingualism within such an overarching multilingual context.

4.3 The Institutional Language Policy forms the backdrop for a continuous consultative process where the language policy principles and statements are operationalised according to an institutional language implementation plan that is managed in diversified and tailor-made ways at the different levels of operation at the institution.

4.4 In line with policy-management principles the language policy and plan will be revised with five- year intervals. The revision process should take place by means of a proper situational analysis and a clear externally and internal alignment process.

Definition of Functional Multilingualism

5.1 Functional multilingualism means that the <u>choice</u> of a particular language in a particular situation is determined by the <u>situation</u>/<u>context</u> in which it is used. Variables such as the purpose of the communication and levels of language proficiency of the interlocutors play a determining role in the choice of a particular language code or language codes. This principle guides the decision on which South African languages are utilised by the NWU as official and working languages: sensitivity is demonstrated towards the main regional languages used in provinces where campuses of the institution are situated.

5.2 Multilingual refers to the use of two or preferably more languages (societal multilingualism) and the ability to use two or preferably more languages (individual multilingualism).

Policy authority

The following instances of legislation act as steering principles for the language management endeavour at the North-West University:

- The Constitution[2]
- White Paper on Higher Education[3],
- Higher Education Act[4],

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[2] Act 108 of 1996

[3] Government Notice 1196 v an 1997

[4] Act 101 (1997), Section 27(2)

- Government Notice on the Higher Education Landscape[5],
- National Language Plan for Higher Education[6],
- Government Notice on the African Languages[7].

Governance, management, and roles and responsibilities

7.1 While the NWU Council and Senate fulfil a governance role with regard to the NWU Institutional Language Policy and Plan, Institutional Management (with the respective campus and other management structures residing therein) remains responsible for the resourcing, coordination, implementation of the policy across all business units of the University, and for its monitoring.

7.2 The Institutional Language Directorate acts as the institutional facilitating structure enabling the NWU to conduct language management in a pragmatic, systematic and sustainable way, and sees to the equitable provision and coordination of language policy-related matters across all business units of the University.

7.3 The language ombud function where language queries and complaints can be lodged resides in the position of the Director: Institutional Language Directorate.

Scope of application

This policy and plan relate to the following domains:

- Teaching-Learning and assessment
- Administrative and working environment, and the linguistic landscape
- Research and Development
- Organised student life and language support for work preparation
- Language acquisition, language improvement and quality of language usage

The domains of the Institutional Language Policy and related policy principles and statements

Teaching-Learning and Assessment

Language policy principles

9.1.1.1 Enhancement of access and success remains the primary premise for the language policy for teaching-learning and assessment at the NWU. This principle determines the way in which the NWU implements functional multilingualism in the teaching and learning environment across all campuses of the University.

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[5] Government Notice 855, 2002

[6] National Plan for Higher Education, 2001

[7] Government Notice 35028, 10 February 2012

9.1.1.2 The NWU's language policy for tuition continuously accounts for the language demography and language preferences of a particular campus within an environment where the language rights of all people concerned are respected.

9.1.1.3 The following parameters demarcate the boundaries of a language policy for tuition and are accounted for in a flexible and accommodating way in the language plan for tuition:

  i. language distribution and language needs at the respective campuses,

  ii. different niche markets served by the modes of delivery and/or teaching programmes, and

  iii. infrastructural capacity at the NWU.

Language policy statements

9.1.2.1 Although English and Afrikaans are used as primary languages of tuition at the NWU, concerted efforts are made at each of the NWU campuses to (i) implement Setswana and Sesotho for teaching-learning purposes; (ii) to monitor the effectiveness hereof and (iii) to report annually to IM on the progress and outcomes of these projects.

9.1.2.2 Different language modes of delivery are employed at the different campuses to accomplish enhancement and facilitating of access to higher education. These modes are: single medium teaching, parallel- and dual-medium teaching, as well as educational interpreting services (EIS). (Please note that the expansion EIS to more teaching programmes takes place according to an agreed set of standards and procedures.) Campus managements are encouraged to continue exploring with various possibilities in order to establish more optimal multilingual teaching-learning environments, and to liaise with the Language Directorate in this regard.

9.1.2.3 The Language Directorate serves as point of report and mediation for the management of language queries or in instances where language rights have allegedly been violated, or for the prevention of the violation of language rights.

9.1.2.4 It remains the responsibility of the Language Directorate and the respective campus managements to translate the principles of the language policy for tuition into viable and measurable action steps, and to negotiate, manage and monitor the implementation hereof in continuous ways.

Languages for administration, work and the NWU linguistic landscape

Language policy principles

9.2.1.1 The NWU accepts that the diverse linguistic realities at the different operating levels of the institution as well as sensitivity towards the language preferences of internal and external stakeholders remain directional for the way in which it determines the manner in which its official languages will be employed as working languages and languages of administration. This principle also directs internal and external communication at the institution, as well as the way in which the linguistic landscape will look.

9.2.1.2 The functionally multilingual approach acts as guiding principle in this regard.

9.2.1.3 The determination of language choice for internal and external communication continuously takes the following factors into consideration: the situation/context of communication, the purpose of the communication, the language needs and levels of language proficiency of interlocutors.

Language policy statements

9.2.2.1 The implementation of functional multilingualism for working, administrative and linguistic landscape purposes takes place in a systematic and goal-oriented way. By means of a consultative process, and with due account of the language rights of stakeholders, strategies are lobbied and structures put in place in an on-going way so as to implement functional multilingualism as optimally as possible within the NWU workplace.

9.2.2.2 External and corporate communication takes place in a professional way in the official languages of the NWU – English, Afrikaans, and Setswana – and the choice of language of communication is continuously determined by the purpose of the communicative event, the language needs and language competencies of interlocutors.

Research & Development

Language policy principles

9.3.1.1 The NWU delivers quality research outputs that are read and utilised internationally; therefore researchers are encouraged to publish their research results in language(s) accessible to scholarly peers.

9.3.1.2 The choice of language of publication is up to the researcher, while variables such as the purpose of the research report, the putative readership, as well as the language proficiency of the potential readers are taken into account when it comes to language choice.

9.3.1.3 The NWU remains involved in the quest for creative solutions in a national contribution towards the intellectualisation of multilingualism[8].

Language policy statements

9.3.2.1 The language choice for research outputs remains with individual researchers and the decision is taken and carried out in consultation with the relevant research director.

9.3.2.2 The Language Directorate involves itself in active ways in action research regarding the desirability and attainability of the intellectualisation of multilingualism. In this endeavour it remains closely involved in the national debate on the matter; it also

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[8] Intellectualisation of multilingualism" refers to a language planning programme whereby the different languages used at the institution are not only developed and implemented to be used in the full academic domain (i.e. as languages for administrative, teaching and research purposes, but in particular it pertains to those measures that will ensure the scholarly use of the languages in such a way that it fosters the academic self-respect and values of the peoples of Africa.

collaborates with experts on the matter at campus levels, and continuously reports the outcomes of the on-going networking to Institutional Management as part of its performance agreement system.

9.3.2.3 As per the decision of Council in November 2010 on the organised and on-going involvement of the NWU in the intellectualisation of multilingualism by means of the so-called anchor-campus notion, the NWU primarily views this term as a development concept that needs to be developed in an organised and organic manner.

Organised student life and language support for work preparation

Language policy principles

9.4.1.1 The linguistic diversity of students at the different campuses of the NWU is regarded as an institutional asset and is viewed an indispensable part of contributing towards the establishment of an inclusive and accommodating student environment.

9.4.1.2 The NWU is serious about equipping students with the necessary language skills to enable them to enter into professional careers.

Language policy statements

9.4.2.1 This section of the language policy accounts for this diversity in the following way: within the functional multilingual environment, the language policy provides for the protection of the linguistic rights of students, optimal access of students to enable full participation in student life, and also sees to it that vertical and horizontal communication at the respective campuses take the language demography and language preferences of persons concerned into consideration.

9.4.2.2 Opportunities are created to assist students in constructive ways to hone and improve their professional language skills.

Language acquisition, language improvement and quality of language usage

Language policy principles

9.5.1.1 In an attempt to enhance the multilingual competencies of staff and students, structures exist across the NWU aiming at the improvement of individual multilingual skills within the academic and administrative and student environments.

9.5.1.2 The quality of language usage – spoken and written – is important to the NWU, which means that a set of workable guidelines is needed to gauge and guide language standards applicable to the University.

Language policy statements

9.5.2.1 Staff and students are encouraged to broaden their multilingual skills in order to function effectively in different contexts. Language acquisition and language improvement courses are presented at the various campuses of the NWU, and staff and students are

encouraged to enrol for these courses. Front-line staff at all service points should be functionally multilingual.

9.5.2.2 Language editing and translation services are offered by the Inst. Language Directorate. These services are also rendered by some Schools of Language at campus levels. Staff members are encouraged to make use of these services. The Institutional Language Directorate has the mandate to monitor and assess the overall quality of language usage at the NWU, and to devise appropriate procedures by means of which the quality of language usage at the NWU is of an appropriate standard.

Document drafted by die Ad Hoc Language Senate Task Team comprising the following NWU staff members:

Institutional Office: The Institutional Language Directorate represented by Mr Johan Blaauw, Prof Marlene Verhoef (convenor)

Mafikeng Campus: Appointed by Campus Management: Ms Mokgadi Molope, Ms Eileen Pooe, Dr Sammy Thekiso

Potchefstroom Campus: Appointed by Campus Management: Prof Wannie Carstens, Dr Jako Olivier, Prof Rigardt Pretorius

Vaal Triangle Campus: Appointed by Campus Management: Prof Susan Coetzee-Van Rooy, Mr Johannes Mahlasela, Prof Thapelo Selepe

October
2012

APPENDIX O

RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

SCHOOL OF LANGUAGES • P.O. BOX 94 GRAHAMSTOWN • Tel: +27 466038222 • Fax: +27 466038960 •

Participant informed consent form

Reading this brief explanation is a prerequisite before participating in the study.

Purpose of the research study: This research is conducted for the purpose of PhD studies that a researcher is pursuing. The study investigates how selected universities respond to the challenge of language usage which often impedes the success of the students.

What is expected of you in the study? To share your experiences of language policy implementation strategies at the university through your participation in survey questionnaires and interviews. Students will participate in survey questionnaires while key informants (a member of Executive Management, representative of Language Committee and a language lecturer) will partake in interviews. A voice recorder will be used during interviews and transcripts will be developed thereafter.

Benefits: Your participation will greatly benefit the institution. The study would assist executive management and language policy makers to maintain best language policy practices and devise interventions from an informed point of view where required for the benefit of the university community.

Anonymity: Names of respondents will remain anonymous throughout this study and beyond. The use of pseudonyms will be applied.

Confidentiality: A link between information and the individual respondent will not be made known to third parties. Information with details of respondents will be kept in a locked books cabinet in my office which will be accessible to me (researcher) only.

Convenience: Interviews and survey questionnaires will be conducted at the participant's convenience.

Time required: Approximately forty minutes is required for the interviews and fifteen to twenty minutes is required to complete survey questionnaires.

PARTICIPANT INFORMED CONSENT FORM

Title of research: A critique of language policy and implementation strategies used in selected institutions of higher learning in South Africa

Name of researcher: Zakhile Somlata

Degree: PhD in African languages

1. I hereby confirm that researcher explained the purpose of research to my own satisfaction.
2. I therefore gave consent to the researcher to record our interview.
3. I understand my rights as a participant clearly such as:
   3.1 My participation is voluntarily.
   3.2 The right to withdraw my participation when I feel there is a necessity to do so.
   3.3 Information about the participant will remain confidential and anonymous. The use of pseudonyms will be applied and the information gathered will be kept in a locked books cabinet which will be accessible to researcher only.
   3.4 Data collected will be used for PhD Thesis and the articles that might emerge.

I agree to participate in the research conducted by Mr Z Somlata.

…………………………………………   ……………………………………   …………………………………

Name of participant   Date   Signature

…………………………………………   ……………………………………   …………………………………

Name of researcher   Date   Signature