

**LANGUAGE POLICY AND LANGUAGE USE IN SOUTH AFRICAN SOCIAL  
SECURITY AGENCY (SASSA), LIMPOPO PROVINCE**

by

**RIKHOTSO AMUKELANI MARSHEEN**



**MINI-DISSERTATION**

Submitted in fulfilment of the requirements for the degree of

**MASTER OF ARTS**

in

**TRANSLATION STUDIES AND LINGUISTICS**

in the

**FACULTY OF HUMANITIES**

**(School of languages and communication Studies)**

at the

**UNIVERSITY OF LIMPOPO**

**SUPERVISOR: Dr. J.R Rammala**

**2014**



## **ABSTRACT**

This study is a qualitative descriptive study which analyses the words that the respondents used to provide their answers. The study is on language policy which should be available in each institution and it must also be implemented.

Questionnaire and interviews were used to collect data. The questionnaires were distributed to the officials of SASSA and the beneficiaries were interviewed in all six languages that are found in Limpopo province. Data was presented and interpreted in this study. The SPSS software has been used as it does not consume time in analysing data. The main issue was to get the opinions that the officials and beneficiaries has on the absence of language policy in SASSA.

The importance of language policy is to control on how language should be used in a particular institution. Language unit are responsible for establishing language policy as they will find facts on how many languages are used by the beneficiaries, how many speakers of each language, within the particular geographical area.

When language policy has been established, it has to be implemented to start working. Most institutions have language policy for submission to the government but it cannot be implemented as they mention impossible statements which cannot be implemented. When institutions establish language policy for submission they tend to make vague declarations which are impossible to implement. They are just statements which are kept in offices but are never used.

## **ACKNOWLEDGEMENTS**

To the creator almighty God I thank you for everything you have done for me. I acknowledge the support I got from my late father Sikheto Guete Rikhotso who never gave up on me. He believed that I will be a better person in life, I'm just sad he passed on before he could see my achievements. To my mother, Tintswalo Betty Rikhotso, thanks for not giving up on me, you gave me support throughout my studies. Thank you Mhani for taking care of my son Vun'we, while I was at the university. My Sisters Rirhandzu and Malwandla, My brothers Ntsunxeko and Sydwell you have been my support system. My son Vun'we you gave me a reason to study hard. My niece and nephew Ntsakiso and Nsuku you gave me a reason not to give up on my studies.

How can I forget my supervisor Dr Rammala J.R who guided me throughout my research? Thank you so much for the patience you exercised on me.

My friends Rofhiwa Nengovhela, Marcia Hlungwani, Wisani Mavasa and Basani Maluleke you literally forced me to finish what I have started, I appreciate you. Mr Kubai J, Ms Mothiba J & Mr Makamu T, I will not forget your words of motivation. All my lectures from my first year of study you brought the woman I am today.

To the CEO of SASSA Ms Virginia Petersen who gave me permission to do my research within SASSA, I am humbled. You made it possible for me to achieve my masters today. The former Limpopo Regional Executive Manager of SASSA Mr Themba Matlou I appreciate the confidence you showed me while working with you. You made me realise how crucial language issues are in SASSA.

My Senior Marketing and Communication Manager Mr Zwannda Kutama and my Manager Mr Kelemogile Moseki, you made it possible for me to continue with my studies at the same time giving all my attention to work. You motivated me not to quit when things get tougher. To all SASSA employees who completed the questionnaires you made my work easy. Customer care officials you patiently worked with me to reach out to the beneficiaries. I also appreciate all beneficiaries who contributed to this work through their cooperation in terms of the interviews and questionnaires. This work would not have been possible without your support.

## **Dedication**

I dedicate this work to my late father Sikheto Guete Rikhotso, My late Grandmother N'wanamuhuchu Rikhotso, My mother Tintswalo Betty Rikhotso, My brothers and Sisters Rirhandzu, Malwandla, Ntsunxeko & Sydwell and My child Vun'we, my Niece and Nephew Ntsakiso & Nsuku and my best friend Wisani Mavasa.

<b>TABLE OF CONTENT</b>	<b>PAGE</b>
Declaration	i
Abstract	ii
Acknowledgement	iii
Dedication	iv
Contents	v

## **CHAPTER ONE: INTRODUCTION AND GENERAL ORIENTATION**

1.1. Introduction	1
1.2. Background of the study	1
1.3. Research problems	3
1.4. Purpose of the study	5
1.4.1. Aim of the study	5
1.4.2. Objectives	6
1.5. Methodology	6
1.5.1 Research design	6
1.5.2. Sampling	6
1.5.3. Data collection	8
1.5.4 Data analyses	8
1.5.5 Reliability, Validity and objectivity	9
1.6. Ethical consideration	9
1.7. Significance of the study	9
1.8. Scope and limitation of the research	9

1.9. Chapter outline	9
1.10. Conclusion	10

## **CHAPTER TWO: CONCEPTUAL AND THEORETICAL FRAMEWORK**

2.1 Introduction	11
2.2 Language policy	11
2.3 Language policy implementation	14
2.4 Problems associated with language policy implementation	17
2.5 Language use in South Africa	19
2.6 SASSA and its function	20
2.7 Multilingualism in South Africa	21
2.7.1 The significance of multilingual approach in service delivery	23
2.7.2 Functional multilingualism	23
2.7.3 Societal multilingualism	24
2.7.4 Constitutional multilingualism	24
2.8 Sign language and braille	24
2.9 Language units and their functions	26
2.9.1 Powers and functions of language units	27
2.9.2 Development of indigenous languages and South African sign language/s	27
2.9.3 Cooperation	28
2.9.4 Reports	28
2.10 Language policy in SASSA	31

2.11 Conclusion	32
-----------------	----

### **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Introduction	33
3.2 Research methods	33
3.3 Research design	33
3.4 Target group	33
3.5 Sampling	34
3.6 Research techniques	35
3.6.1 Questionnaires	35
3.6.2 Interviews	35
3.7 Ethical issues related to sampling	36
3.8 Data analysis	36
3.9 Conclusion	36

### **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

4.1 Introduction	37
4.2 Data collected through interviews	37
4.2.1 Background information of the respondents	37
4.3 Data collected through questionnaires	46
4.4 Data collected through questionnaires that needed explanations	54
4.5 Interpretation	56
4.6 Conclusion	56

## **CHAPTER FIVE: SUMMARY, RECOMMENDATIONS, AND CONCLUSION**

5.1 Introduction	57
5.2 Summary and interpretation of research findings	57
5.3 Outcomes of the study	58
5.4 Recommendations	59
5.5 Limitations of the study	60
5.6 Conclusion	60
5.7 References	62
Annexure A: Consent form	64
Annexure B: Beneficiary	65
Annexure C: Official	66
<b>Tables</b>	
Table 4.2.1.1 Age of the respondents	37
Table 4.2.1.2 Gender of the respondents	38
Table 4.2.1.3 First Languages of Speakers	39
Table 4.2.1.4 Other Languages of the participants	40
Table 4.2.1.5 Pamphlets received by participants	41
Table 4.2.1.6 Language of Pamphlets	42
Table 4.2.1.7 Languages understood by participants	43
Table 4.2.1.8 Languages used to address beneficiaries	44
Table 4.2.1.9 Languages used to assist beneficiaries	45
Table 4.2.1.10 Preferred languages	46
Table 4.3.1.1 Age of the participants	47
Table 4.3.1.2 Gender of the participants	48
Table 4.3.1.3 Home languages of participants	49
Table 4.3.1.4 other languages of participants	50

Table 4.3.1.5 Language preferred on duty	51
Table 4.3.1.6 The importance of language policy	52
Table 4.3.1.7 Preferred languages of SASSA	53
Table 4.3.1.8 The need for a language unit	54

## **CHAPTER ONE: INTRODUCTION AND GENERAL ORIENTATION**

### **1.1 INTRODUCTION**

This chapter presents the background of the study, where the researcher identifies the languages and explains how multilingual South Africa is. The statement of the problem is identified, objectives, and methods that were used in this study are provided.

South Africa has different languages which are official. These languages are used in different institutions, which make communication difficult when the interlocutors speak different languages. The main objective of communication is to transfer the message.

### **1.2 BACKGROUND OF THE STUDY**

South Africa is a multi-cultural society that has some unique linguistic and language-related problems. After the first democratic elections in 1994, arguments about language policy have taken an exciting and unexpected turn. The Constitution of the Republic of South Africa recognises eleven official languages, which provoked unanswered questions for the years ahead; however, language policy aims to address some of the language problems that may arise. According to Richards (1986: 203) "language policy is language planning, usually by a government or government agency, concerning the choice of national or official languages, ways of spreading the use of a language, spelling reforms, the addition of new words to a language, and the other language problems. Through language planning an official language is established and/or implemented".

The researcher concurs with the above statement as it indicates that language policy is done by government through legislation, court decisions or policy in order to determine how languages can be used and maintained. The researcher agrees that language policy is the guideline on the use of languages within government departments or any organisation.

According to Government Gazette 2004 No. 26418: the South African Social Security Agency (SASSA) is a national agency created in April 2005. SASSA was

created to administer the application, approval and payment of social grants in South Africa. It was also designed to reallocate the function of social security from South Africa's provinces to the national sphere of government and reports to the Ministry of Social Development. It is a section 3A public entity, responsible to ensure that government pays the right grant, to the right person, at a location which is most convenient to that person.

The adoption of the South African Social Security Agency Act, 2004 and the amendment of the Social Assistance Act, 2004, by National Parliament, paved the way for a more professional and focused service delivery to the social grant beneficiaries.

SASSA serves very diverse beneficiaries or communities, Therefore language and its use is very significant as a communication tool. Most of SASSA beneficiaries cannot read, write, and some cannot speak nor see. Some of the beneficiaries can only speak in their mother tongue. The research will be based in the Limpopo Province. The Province has five districts which are: Mopani, Vhembe, Capricorn, Sekhukhune, and Waterberg.

The sociolinguistic profiles of the districts create a communication barrier in terms of languages used in SASSA regional, district and local offices by SASSA employees and beneficiaries. Limpopo has diverse languages spoken which are: Xitsonga, Sepedi, Tshivenda, English, Isi Swati and isiNdebele. The table below highlights the districts of Limpopo and the provincial languages spoken in those districts according to census 2011:

<b>OFFICE</b>	<b>LANGUAGES SPOKEN</b>
Vhembe district office	Xitsonga, Tshivenda, English, Afrikaans
Sekhukhune district office	Sepedi, SiSwati, English and Afrikaans
Waterberg district office	Sepedi, isiNdebele, English and Afrikaans
Capricorn district office	Sepedi, Xitsonga, Tshivenda, SiSwati, isiNdebele, English, and Afrikaans
Mopani District Office	Sepedi, Xitsonga, Tshivenda, English, and Afrikaans

Table 1: Limpopo districts and spoken languages

According to Wright (2004) language usage refers to the correctness of use of language in SASSA, which the researcher will be investigating throughout the study.

### **1.3 RESEARCH PROBLEMS**

#### **1.3.1 Limitation of public participation due to language diversity**

Participation at various levels is important to enable democracy work. The South African Constitution (Act 108 of 1996) mandates that public participation be brought up into many areas such as hearings, and outreach programmes in order to participate in decision making and policy processes. The main purpose of establishing SASSA is to improve service delivered to grant beneficiaries. The improved services can also be facilitated through effective Stakeholder Management within the Communication and Marketing Branch. It has therefore become important for Communication in collaboration with Grants Administration to identify relevant stakeholders and determine strategies on how the relationship with the stakeholders should be managed.

Within the context of SASSA, stakeholders include internal categories such as SASSA staff, regional offices, district, local and service offices. External entities such as other government departments; beneficiaries, service providers, third party cash payment contractors, other agencies such as Non-Governmental Organisations, Faith Based Organisations, Community Based Organisations as well as different political formations. It is very important to communicate with stakeholders using the language they understand. In some SASSA ICROP events one may find a local mayor addressing the beneficiaries in English when giving speech, which the researcher sees as a problem because some of the audience are illiterate and cannot understand the language but their mother tongue.

#### **1.3.2 Service delivery hindrance in Integrated Community Outreach Programme (ICROP) events due to lack of functional multilingualism.**

SASSA has a programme of reaching out to the communities which is called Integrated Community Registration Outreach Programme (ICROP) where services are brought to the beneficiaries being integrated. Departments such as Home Affairs,

South African Police Service and Health work together to make sure that beneficiaries get services in terms of applications of grants. Sections in SASSA such as Customer Care and Fraud and Compliance interact with the beneficiaries on the day of the event and even beyond. The problem that may arise is when SASSA employees cannot communicate with the beneficiaries simply because they cannot understand the language. Our legislative framework recommends functional multilingualism where the government officer speaks the language of the audience.

### **1.3.3 Over-dominance of English**

The regional Executive Manager of SASSA may call a general staff meeting to give a strategic direction and vision of the agency. That is where employees are given a chance to voice their challenges and come up with suggestions to the benefit of the agency. Some staff members may choose to use one of the indigenous languages of Limpopo for example Sepedi, Tshivenda or Xitsonga which may become a communication barrier to other staff members. For literate people in SASSA it should not be much of a challenge to use a language that is understood by the academic class. The dominance or over use of English is not in compliance with the constitutional language stipulations.

### **1.3.4 The use of English in notices on the walls of SASSA buildings and pamphlets**

SASSA has a way of communicating with its beneficiaries through notices on the walls in the offices or reception areas. In most offices one may find notices in English, which beneficiaries may fail to understand due to their level of literacy. During the re-registration process there were newspapers that were given to the beneficiaries with information about the re-registration process. The newspapers were written in English and the target readers were beneficiaries including the old who cannot read the language.

### **1.3.5 The absence of a language unit in SASSA**

Some of the beneficiaries are deaf and should be catered for their needs by the agency through the availability of sign language interpreters. In organisations or departments that deal with service delivery inquiries are always there.

### **1.3.6 Unavailability of braille system for the blind**

One of the grants that SASSA administers is the disability grant which covers blind people and the deaf as well. The agency does not have braille system for the blind beneficiaries. It is a challenge which needs to be addressed. SASSA programmes are always changing and proper communication is essential to the beneficiaries. Braille is available at Head office in Pretoria on request by the beneficiary, now we can see how frustrating it can be for the beneficiary to have to go through a long process to access information on braille.

### **1.3.7 Shortage of Language Practitioners**

Lack of translators and editors in SASSA has become a problem. In terms of the publications, the outsourced translators may compromise the quality of work they are required to do because they may have a target reach and make money quickly. After they have translated the documents, their work is further taken to the employees of SASSA who are speakers of the language, not the professional or trained language practitioners to edit. Again, that process may take long and compromises the urgency of the document. Lack of sign language interpreters is also a problem in SASSA.

## **1.4 PURPOSE OF THE STUDY**

### **1.4.1 AIM OF THE STUDY**

The aim of the study is to investigate language use in the South African Social Security Agency (SASSA) against the Constitutional language stipulations and the National Language Policy Framework.

## **1.4.2 OBJECTIVES**

The study has the following objectives:

- To investigate the absence of a language policy in SASSA
- To evaluate the use of language in SASSA
- To search for reasons levelled for the absence of a language unit
- To account for the absence of sign language and braille system
- To assess the application of functional multilingualism in SASSA
- To provide a language policy framework to maximise public participation and service delivery in SASSA.

## **1.5 METHODOLOGY**

The research method that has been used in the study is qualitative. The method is suitable for this study as it provides views on people about the services that they get from SASSA. As alluded by Creswell and Plano Clark (2007: 6) qualitative data consist of open-ended information that the researchers gather through interviews with participants. According to Creswell and Clark (2007) qualitative data is when the researcher distributes open ended questionnaires during interviews allowing the participants to supply the information in their own words.

### **1.5.1 Research design**

According to Leedy (1997), research design is the way the researcher views data and the problems associating them with the data of the entire research project. That is how the researcher manages the entire research, the way the central research problem is tackled. The research design used in this study is descriptive wherein the researcher collected information and presents it without changing the environment.

### **1.5.2 SAMPLING**

The researcher collected data from participants around Limpopo in five districts. Forty (40) participants were asked to provide their views on language policy. The method used to select participants is the availability sampling method. There were two groups of respondents. The first is SASSA employees and the other is SASSA beneficiaries.

## **A. SASSA employees**

- The Regional Executive Manager
- Two (2) General Managers
- Two (2) Grants Administration practitioners
- Two (2) Finance officials
- One (1) Receptionist
- Two (2) Corporate Services persons
- Two (2) Senior Managers
- Two (2) Marketing and Communication officials
- Two (2) Customer care officials
- Two (2) Human Capital Management officials
- Two (2) Managers
- Two (2) Assistant Managers,
- Two (2) Practitioners

## **B. Grant beneficiaries**

- Fourteen (14) SASSA grant beneficiaries who are the speakers of the following languages; two (2) Xitsonga, two (2) Tshivenda, two (2) Sepedi, two (2) English, two (2) Afrikaans, two (2) SiSwati and two (2) isiNdebele , who are receiving grants in the form of old age grant and child support grant. Stakeholders, one (1) in each of the following: Department of Social development and South African Police Service,

Therefore the sampling was done with forty (40) participants from the above-mentioned stakeholders.

### **1.5.3 DATA COLLECTION**

The following tools were used to collect data; questionnaires, interviews and personal observation. Open ended questionnaires were used to collect data as they provide views of respondents. Open ended questions are questions where participants are provided with the space to provide answers in their own words. They are not given answers to choose from. The Medical dictionary (2002) explains questionnaire as a printed form containing a set of questions, especially one addressed to a statistically significant number of subjects as a way of gathering information for a survey.

The self-administered questionnaires were used. The researcher handed out the questionnaires to the respondents and gave them time to complete them on their own. They were given only to participants who can read and write. According to Mitchell and Jolly (1996) self-administered questionnaire give the respondents time to complete the questionnaires in the absence of the researcher which is an easy way to collect valid data. Questionnaires were also available in other languages spoken by the respondents.

Interviews were also used for all respondents. They were recorded and then transcribed later so that data could be available in written form. This was most helpful to respondents who cannot read and write, mostly the aged. According to Ackroyd and Hughes (1992: 103) interviews are semi-structured when an interviewer works from a list, often in some details and kinds of topics to be covered in the interview. This means that there would not be specific questions but topics on which questions will be based. This allows the researcher to probe behind the questions when the respondents bring out something important. The researcher and the participants can both ask questions. Interviews were recorded and transcribed as this makes the data simple to analyse.

### **1.5.4 DATA ANALYSIS**

The data collected was analysed textually and the findings made. The researcher compared and found differences on the views of the respondents. SPSS was also used to analyse data as it will not consume time. The results are mainly quantitative

and also narrative. The findings and recommendations are clearly stated at the end of the study.

### **1.5.5 RELIABILITY, VALIDITY AND OBJECTIVITY**

The study is valid as the researcher included different groups of participants to provide views about the investigation. The researcher was not subjective while interviewing and explaining the questionnaire to participants. Even though the researcher speaks one of the languages, the researcher was not biased on the respondents to make the data valid.

### **1.6 ETHICAL CONSIDERATION**

The respondents were not asked to provide their personal information. The questionnaires were accompanied by a consent form that they have to sign before attending the questionnaire. The same consent form was also used before answering the questions on the interviews.

### **1.7 SIGNIFICANCE OF THE STUDY**

The present study will be of great significance to the lecturers and the students of the department of Translation Studies and Linguistics at the University of Limpopo. It will also assist the SASSA grants beneficiaries on their language use when they need help in SASSA offices. The SASSA communication units will also benefit in this study.

### **1.8 SCOPE AND LIMITATION OF THE RESEARCH**

The study is limited to the regional and district offices of SASSA in Limpopo Province. It is concerned with language use and the language policy as guided by the National Constitution and the National Language Policy Framework.

### **1.9 CHAPTER OUTLINE**

The study is organised into five chapters:

**Chapter one** focuses on the background of the study, statement of the problem, aim, objectives, and the scope of the study.

**Chapter two** is devoted to conceptual and theoretical framework on language policy, language policy implementation, multilingualism, SASSA functions and responsibilities.

**Chapter three** presents the research design and methodology. It provides sampling, data collection and the research method.

**Chapter four** presents the interpretation of data. It analyses data collected and interpretes it.

**Chapter five** presents conclusion and make recommendations.

## **1.10 CONCLUSION**

This chapter provided the background of the study, statement of the problem has been identified, as well as aim and objectives of the study, research methodology and scope and limitation of the research. Data collection tools are explained and that includes questionnaires, interviews and observations. SPSS was used to analyse data and the consent form accompanied the questionnaire. The significance of the study is explained in brief before the limitation of the study was touched.

## **CHAPTER TWO: CONCEPTUAL AND THEORETICAL FRAMEWORK**

### **2.1 INTRODUCTION**

This chapter presents the conceptual and theoretical framework of the study. It discusses the literature review of language policy, implementation, language use in South Africa, multilingualism, service delivery at SASSA, and legislative framework on language policy issues.

Most institutions formulate language policies for submission but do not implement them. The communication of the officials and beneficiaries in that particular institution becomes difficult when they speak different languages if there is no language policy which is being used.

### **2.2 LANGUAGE POLICY**

According to Shohamy (2006), language is commonly viewed by policy makers as a closed and finite system as it is often used as a symbolic tool for the manipulation of political, social, educational and economic agendas, especially in the context of political entities such as the nation-state. Shohamy (2006) further elaborates that language policies are mostly manifestations of intentions while less attention is given to the implementation of the policy in practice.

The researcher concurs with the above statement because in most cases the presence of language policy does not guarantee that language policy will in fact turn into practice. There are instances where the use of a language opposes the declared policies.

According to Cooper (1989) language policy sometimes is referred to as a synonym for language planning but it usually means goals of language planning. There are three focuses of language planning, namely, corpus planning, status planning and acquisition planning, where corpus planning refers to activities such as coining terms, restructuring spelling and implementing new script. That is the creation of new forms, selection from the alternatives in a spoken or written form and the modification of old ones.

Status planning is on the rights of the minority languages to be recognised by the national government to be like other languages. Lastly acquisition planning which mentions language teaching as an object of policy making, which is language spread for example an increase in the users of language by increasing the use of language.

According to Richards (1986: 203)

Language policy is language planning, usually by a government or government agency, concerning choice of national or official languages, ways of spreading the use of a language, spelling reforms, the addition of new words to the language, and other language problems. Through language planning an official language is established and/or implemented.

The researcher agrees with Richards and used the above information in the study. PanSALB's vision of the South African languages requires the adaptation of language policies by national departments, national public entities and public enterprises.

Bamgbose (1991) points out the possible inputs that may influence the formulation of language policies. The inputs include sociolinguistic surveys, descriptive studies, pilot projects, commissions, conferences, and resolutions by international organisations.

Sociolinguistic surveys are designed to provide information about the situation in the country, province or district. This means that the facts about the country or province are provided. The information will include the geographical area and location, spread of all languages, number of languages and number of speakers, which languages are major, genetic relationship and the state of the development and language use in different domains. This information is helpful when it comes to deciding which official languages to include in a policy. This is the part of fact finding before decisions are made.

Descriptive studies are found at any level of language which includes the following; phonetics, phonology, orthography, syntax, lexis, semantics and pragmatics. The studies can be done in one language or groups of languages and dialects. This is carried out by linguists working in universities and research institutes.

Pilot projects are used to test recommended language policies through experiments. The experiments are usually carried out by universities and institutions. They are usually sponsored by private bodies. They are related to descriptive studies on anticipatory, once the helpfulness of a project is demonstrated, the findings will be generalised and it will be included not reach the government to affect the language policy as it is made by the government or for the government.

Commissions of inquiry are found on education; they usually involve the role of language. They are sponsored by government or the agencies that are able to influence the government. Most of the educational language policies have been influenced by the recommendations of such commissions. The one advantage that commissions have is that they give opportunities for experts to have an input into the decision making process, regardless of whether their ideas are accepted or not.

Conferences on language with a focus on a language policy usually include a set of recommendations. The conferences that are held come up with the recommendations that circulate within them instead of being publicised. The language practitioners are not able to access recommendations from these conferences, as the language practitioners do not receive those recommendations if they did not attend. If they did, when they come back they do not do the follow up on how to use those recommendations if something is not clear. Resolutions by international organisations are far more powerful than recommendations from the conferences.

Bamgbose (1991) also discusses the reasons that are regarded as the limitations to the influence of inputs. Firstly, sociolinguistic research may also be constrained as to rule out certain findings which may be relevant to policy making. That can be made out of the attitude that the government has towards some languages or the researchers themselves.

Secondly, constraints on findings may be imposed by researchers themselves. This is when international experts are involved in matters that are considered sensitive or controversial. The other one is lack of dissemination of findings from sociolinguistic

research which quite often means that they cannot be of any use as input to policy formulation. In order to influence the policy, such findings have to be available to policy makers. The policy makers cannot access the findings because they are reported in a difficult format. It is circulated among scholars. Findings are reported in theses, dissertation, journal, and obscure occasional papers which are not easily available. They also take time to complete their research and the findings also take time to be published.

Thirdly, useful as conferences, seminars and workshops may be in practical operation, when they send the recommendations to various countries, there are no follow up actions. The experts are the ones who attend the meeting and the policy makers receive the recommendations without the background knowledge of what was happening.

The other reason is that many officials whose responsibility is to make decisions on certain policy options are ill-prepared for such tasks. They are not ready to make such decisions as they take it they are not urgent; they can take the decision at any time later. The other reason is the lack of continuity in the personnel responsible for policy making which may limit the extent to which language policy may be influenced. Resolutions by international organisations depend for their effectiveness on political action by each member of the states that are part to them.

### **2.3 LANGUAGE POLICY IMPLEMENTATION**

According to Bamgbose (1991) the next step after policy formulations is policy implementation. The implementation is very wide. It ranges from actual language working to production of material and training of personnel. Where the language is to be employed for a new function such as medium of instruction, language for debates in parliament, there are steps that should be taken.

Language policy implementation provides the requirements to operate the language policy and its financial implications for national or provincial government (Bamgbose, 1991). All provincial governments are bound by the policy that any institution exercising a public power in terms of legislature should have a language policy. The use of language in language policy should include the following;

## **Working language(s)**

According to the Implementation Plan of the National Language Policy Framework (2003), languages may be chosen by the department or government. Interpretation/translation should be done to the person who does not understand the chosen languages.

## **National government departments**

From this Implementation Plan (2003), for the sake of the comprehensive communication of information, documents must be published in all 11 official languages when it comes to a publication programme of functional multilingualism taking into account the function, the audience and the message. The most important thing in communication is to transfer the message to the audience.

## **Provinces and local governments**

Multilingual policies should be made and promoted in these areas (RSA, 2003). The working languages would have been chosen by these institutions according to the communities around them.

## **Communication with the members of the public**

The language of the citizen's choice must be used for official correspondence purposes. Oral communication must take place using the language preferred by the audience (RSA, 2003). If necessary, interpretation must take place where practically applicable.

According to the implementation plan (2003), there are areas in which implementation focuses on. The following are key focus areas for language policy implementation:

- (a) The development of the indigenous languages, including the establishment of infrastructures and the development of products such as dictionaries and grammars.
- (b) The reinforcement of government responsibility to ensure that the benefits of service delivery are distributed equally by providing equitable access to

services for all citizens irrespective of language in order to enhance their participation and voice in government matters.

- (c) The management of languages to ensure the functional use of all the official languages and to promote the public image of the Government.
- (d) The encouragement of language learning, specifically tailored to the needs of the Public Service, to improve public servants' efficiency and productivity in the workplace and make the benefits of multilingualism visible.
- (e) The encouragement of continuous vibrant discourse on multilingualism with language role players and stakeholders.
- (f) The establishment of collaborative partnerships to ensure the successful implementation of the policy.

There are four areas in which work needs to be done; orthography, language teaching materials, terminology and translation. There are three major areas in orthography. The first one is when there are no written documents on that language; the new device of orthography must be done. Principles of accuracy, economy, consistence, and similarities must be taken into consideration by the orthography compilers. Phonemes must be presented uniquely by only one symbol or letter in all instances.

Secondly, we have the need for orthographic reform. The fact that most orthographies were done by missionaries, most of the spellings were incorrect. This one is different from the first one as in this one the orthography was done before.

Lastly, harmonization of orthography is like spelling reform. The difference may be that spelling reform may involve one or more than one languages whereas harmonisation involves more than one language. Harmonization maybe directed in the use of similar letters or symbols for similar sounds in different languages.

Once the orthography is done, the follow up activities is the production of materials. The materials can be produced if it is intended that language should be used in education, primers, readers, supplementary readers and adult education manuals are usually the first reading materials to be produced. Dictionaries and specialised text such as literature text, history and legends will follow.

Terminology is the next step after reading materials have been produced. It is necessary to ensure that texts in foreign languages become indigenised through the use of some strategies such as translation. There are sciences and technology texts which have terms, those terms must be translated into the languages of the country. Translation of texts in English and other foreign languages must be translated to indigenous languages to increase the available literature in African languages.

According to Shohamy (2006: 51) “language policies are mostly manifestations of intentions while less attention is given to the implementation policy practice”. South Africa has language policies in place but the implementation of the policies has become a challenge in most of the departments since they do not comply with the implementation plan.

The National Language Policy Framework does not only initiate a fresh approach to multilingualism in South Africa, but strongly encourages the utilisation of the indigenous languages as official languages in order to foster and promote national unity. It takes into account the broad acceptance of linguistic diversity, social justice, the principle of equal access to public services and programmes, and respect for language rights.

Most of the language implementation units tend to ignore the implementation of the language policy in their departments or sections. The South African language policy stipulates that every department must have its own language policy, but one may find that there are departments in government that do not have language policies.

#### **2.4 PROBLEMS ASSOCIATED WITH LANGUAGE POLICY IMPLEMENTATION**

According to Bamgbose (1991) there are problems that characterise language policies in African Countries. The problems are; avoidance, vagueness, arbitrariness, fluctuation and declaration without implementation.

Avoidance of policy formation is the technique that the government use to free themselves from unpleasant political consequences of any pronouncement which some section of the community may find objectionable (Bamgbose 1991). The government may feel that the language matters are not urgent. Most governments in South Africa use the same strategy; they avoid formulating language policy

(Bamgbose 1991). Absence of language policy statement does not mean that they do not have language policies. It simply means that the way they used to use language will continue. This means that the conversation and practice has formed themselves into an operative language policy.

Since SASSA does not have a language policy statement it means that the conversation and practices continue. SASSA also avoid language policy formulation. The absence of language policy makes the officials to continue using the inherited language policy.

The second problem as identifies by Bamgbose (1991) is vagueness. If the language policy contains more general terms, it becomes impossible to implement that language policy. It can be interpreted in a flexible manner. Most government language policies are not implemented as it is impossible for them because the terms that are used are ambiguous.

The other problem that has been highlighted is arbitrariness. The arbitrariness of policy decisions may be measured by the interval between the time the idea is conceived and the decision itself (Bamgbose 1991). Arbitrariness of policy formulation occurs when a policy decision is taken without previous enquiry as to whether it is feasibility or reference to experts who are in a position to advice on the matter.

The fluctuation in a language policy is due to such factors as change in government or party policies, new ideas or practices adopted on the advice of a foreign organization (Bamgbose 1991). This means that the change in the department may affect the language policy as one may find that there was a language policy which was not implemented when the new government officials came in. In that situation the new officials may want to start a new language policy or they may completely forget about language policy as they do not see a need for having such. If they start formulating a new policy, they may take time to finish and implement it, the government change again.

Declaration of policy without implementation can take one of the three forms; policy may be declared which in the circumstances cannot be implemented (Bamgbose 1991). There are some declarations which are only for propaganda purposes. For example, when a country declares that all subjects should be taught in the mother-tongue and when there are no mathematics and science books which have been translated into the mother tongue. Secondly, a language policy can be declared and escape clauses maybe built into the policy while effectively giving the language practitioners problems when implementing that language policy. Lastly a policy may be declared but implementation procedures maybe left unspecified with the results that the policy remains only on paper.

## **2.5 LANGUAGE USE IN SOUTH AFRICA**

There are eleven (11) official languages in the Republic of South Africa. The Constitution of the Republic of South Africa has highlighted that these languages must be treated equally where applicable. These languages are treated equally in the national level. In the provincial level, there are different languages which are not official. This means that the languages can be treated equally if the languages are official in the region. For example, Tshivenda is official in the Limpopo province and nationally. But Tshivenda cannot be treated equally in Kwazulu natal.

It is also highlighted in the Constitution of the Republic of South Africa that the state must use indigenous languages positively. This means that the state must support the use of those indigenous languages. The National government and Provincial governments may use any three official languages for the purposes of government, taking into account the needs and preferences of the population (The Constitution of the Republic of South Africa 1996).

If the government and provincial government distribute pamphlets and notices, the languages that can be used in those pamphlets must be the official languages of the province, which are English, Afrikaans, Sepedi, Xitsonga, Tshivenda, and isiNdebele. They must use at least three languages that are official in that province. It is also highlighted that Municipalities must take into account the language usage and preferences of their residents. The National government and Provincial

governments, by legislative and other measures, must regulate and monitor their use of official languages. This means that the government must use those languages and they must also observe the way they are being used.

PanSALB also supports the Constitution of the Republic of South Africa by its vision which is to provide for the regulation and monitoring of the use of official languages by national governments for government purposes.

According to Mesthrie (2002) the use of English language in South Africa has been more dominant than the African languages. It has been used in commerce, higher education and industries. African languages have been used in public life as media of instruction in schools catering for African pupils and they switch over to English on the fifth year of schooling. Mesthrie also stated that there is emphasis that there is a link between language, culture and development. The researcher agrees with the author that English language is more dominant over other languages. This may have negative impact on the speakers of indigenous languages because they tend to use English in their daily conversations.

## **2.6 SASSA AND ITS FUNCTION**

According to Government Gazette, (2004), The South African Social Security Agency (SASSA) is a national agency of the South African Government created in April 2005. SASSA was created to administer the application, approval and payment of social grants in South Africa. It was also designed to reallocate the function of social security from South Africa's provinces to the national sphere of government and reports to the Ministry of Social Development (Government Gazette, 2004). SASSA is a section 3A public entity, the focused institution responsible to ensure that government pays the right grant, to the right person, at a location which is most convenient to that person.

Adoption of the South African Social Security Agency Act, 2004 and the amendment of the Social Assistance Act, 2004, by National Parliament, paved the way for a more professional and focused service delivery to the social grant beneficiaries.

SASSA serves very diverse beneficiaries or communities, Therefore language and its use is very significant as a communication tool. Most of SASSA beneficiaries cannot read, write, and some cannot speak, hear nor see. Some of the beneficiaries can only speak in their mother tongue.

The research will be based in the Limpopo Province. The province has five districts which are: Mopani, Vhembe, Capricorn, Sekhukhune, and Waterberg.

The sociolinguistic profile of the districts creates a communication barrier in terms of languages used in SASSA regional, district and local offices by SASSA employees and beneficiaries.

According to the Government Gazette (2004:6) the following are the functions SASSA:

- The agency must collect, collate, maintain and administer such information as is necessary for payments of social security, as well as for the central reconciliation and managements of payments of transfer funds, in the national data base of all applicants for and beneficiaries of social assistance.
- It is also its function to establish a compliance and fraud mechanism to ensure that the integrity of the social security system is maintained.
- Render any service in accordance with an agreement or a provision of any applicable law.
- The agency may also with concurrence of the minister enter into an agreement with any person to ensure effective payments to beneficiaries.
- It may also do anything necessary for the realisation of the agency's objects.

## **2.7 MULTILINGUALISM IN SOUTH AFRICA**

South Africa is a multilingual country as it has eleven official languages. According to Edward (1994) multilingualism can be defined as the process of speaking more than two languages. There are two types of multilingualism, where the community speaks more than two languages; this usually happens where there are different languages spoken, and where an individual speaks more than two languages.

According to Edward (1994:33) multilingualism is the ability to speak, at the same level, more than one language. Furthermore, it is a powerful fact of life around the world, circumstances arising, at the simplest level, from the need to communicate across speech communities. The word multilingualism has three syllables, which are “multi” which means many, “lingual” meaning languages and “ism” which means pertaining to a movement or an organisation.

Multilingualism is associated with the simple movement of people, political unions among different linguistic groups, federations based upon more arbitrary and often involuntary.

Most societies are multilingual in nature but most cases have a common language that they use predominately. Multilingualism arises through contact and necessity. Principle of multilingualism is a result of language varieties that manifest themselves when interlocutors try to bridge the gap between them. Multilingualism opens up opportunities as well as challenges for socio-cultural development.

According to Todd (1984) multilingualism is due to the fact that multilingualism tends to occur in Third World countries which ill-afford to spend money translating the necessary texts. Bamgbose (1999) supports Todd by saying that multilingualism will cease to be looked at as a problem rather than an enrichment of the social-cultural life of a community, where acquiring more than one language becomes something to be envied and sought after rather than a necessary evil.

According to Guidelines for implementing multilingualism in local government: (2008-2011) “Multilingualism is understood as the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives.” Multilingualism enhances service delivery. Service delivery itself entails communication through language. It is Essential in service delivery and information relating to the basic needs for the social well-being of the community of a country. All members of the community need to access information relating to health, housing, food, security, education, and the like. Since our communities are characterized by their linguistic diversity, service delivery will be more effective if it is provided through the languages of the target recipients.

The NLPF indicates that, all government structures (national, provincial and local government), as well as institutions exercising a public power or performing a public function in terms of legislation are bound by the Language Policy Framework. Governments and institutions must promote multilingualism by formulating their policies in line with the guidelines contained in the Policy Framework considering regional situations and the needs as stated in the Constitution. Local governments must also do the same as governments and institutions.

The official languages will be used in all legislative activities. Regional circumstances will determine the language(s) to be used. Government will encourage, and where necessary support, private enterprises to develop and implement their own language policies in accordance with the national language policy framework.

### **2.7.1 THE SIGNIFICANCE OF MULTILINGUAL APPROACH IN SERVICE DELIVERY**

Citizens have a right to access government services in the language of their choice. Multilingualism is important because each language is a national resource. When SASSA employees promote multilingualism, they are promoting cooperation and multiplying the channels of communication. Every language is a resource that provides economic and social opportunities and knowledge. Each language has value and this value should be acknowledged. Languages provide access to the knowledge and expertise that speakers of all languages possess.

### **2.7.2 FUNCTIONAL MULTILINGUALISM**

Government publication of functional multilingualism should be followed by national government departments in those cases that do not require publication in all 11 official languages. Communication with members of the public, for official correspondence purposes, the language of the citizen's choice must be used. All oral communication must take place in the preferred official language of the target audience. For the purposes of conducting meetings or performing specific tasks every effort must be made to utilise language facilitation facilities such as translation and/or interpreting

For the purposes of conducting meetings or performing specific tasks every effort must be made to utilise language facilitation facilities such as translation and/or interpreting. Communication with members of the public, for official correspondence purposes, the language of the citizen's choice must be used. All oral communication must take place in the preferred official language of the target audience. Government publication of functional multilingualism should be followed by national government departments in those cases that do not require publication in all 11 official languages.

### **2.7.3 Societal multilingualism**

When two or more groups of people speaking different languages in the same community and most if not all can use all the languages which are found in the community is called societal multilingualism. This is caused when two or more languages are found in the same community. Societal multilingualism can be the results of Language contact. There are also individuals who can use more than two languages fluently in the community. This is called Individual multilingualism which refers to an individual who can use two or more languages fluently.

### **2.7.4 Constitutional multilingualism**

According to Deprez and Du Plessis (2000) "The South African Constitution favours multilingualism but Government practice suggests the opposite". The researcher shares the sentiments with the above authors because when we look at the government policies they encourage multilingualism hence some Government officials are still stereotyped to want to use only one official language on the line of duty when serving the public. For an example in SASSA regional office the receptionist can only communicate with beneficiaries in Sepedi because she does not understand other official languages like Xitsonga and Tshivenda.

## **2.8 SIGN LANGUAGE AND BRAILLE**

South African Sign Language (SASL) is the primary language used by the Deaf community in South Africa. SASL was formally recognized in 1995, and is in the process of being codified. It is promoted as the language of various South African

Deaf communities, although the Deaf in South Africa do not necessarily form a single group.

According to Uden (1912) Braille is a system of printing and writing for the blind created in 1824 by Louis Braille (1809–1852). Braille is a tactile writing system used by the blind and the visually impaired. It is traditionally written with embossed paper. Braille-users can read computer screens and other electronic supports

Braille is named after its creator, Frenchman Louis Braille, who went blind following a childhood accident. Braille developed his code for the French alphabet as an improvement on night writing. He published his system, which subsequently included musical notation, in 1829. The second revision, published in 1837, was the first digital (binary) form of writing.

Braille characters are small rectangle blocks called cells that contain tiny palpable bumps called raised dots. The number and arrangement of these dots distinguish one character from another. Braille cells are not the only thing to appear in embossed text. They maybe embossed illustration and graphs, with the lines, either solid or made of series of dots arrows, bullets that are larger than braille dot. It is traditionally written with embossed paper.

The absence of braille holds information for blind people. They do not get all the information which is distributed by SASSA. If there was a language unit, it would cater for those people also. They are not notified through pamphlets. They do not read notices because the notices are not found in braille which is also important as SASSA caters for those people. They also cater for dump people who use sign language.

Sign language is a language which uses manual communication and body language to convey meaning as opposed to acoustically conveyed sound patterns. This can involve simultaneously combining hand shapes, orientation and movement of the hands, arms and facial expression to fluidly express a speaker's thoughts.

Sign languages show the same linguistic properties and use the same language faculty as spoken languages do. They are as rich and complex as any spoken language, despite the common misconception that they are not “real languages”.

Like spoken languages, sign languages are organized elementary, meaningless units, phonemes and they are called “cheremes” in case of sign language. Both sign language and spoken language share the following common features that linguists have found in all natural human languages; mode of communication, semanticity, pragmatic function, interchangeability, cultural transmission, arbitrariness, discreteness, displacement, and productivity.

Wherever communities of deaf people exist, sign language develops. SASSA also caters for blind, deaf and dumbs. If there are people like this and there is no braille, it means that they do not get the information that the SASSA officials distribute. Pamphlets are not found in braille. When there are functions, there are no translators or sign language interpreters.

They is information that they could not get because of the language that is used as there is no sign language and braille.

## **2.9 LANGUAGE UNITS AND THEIR FUNCTIONS**

The Language Policy for South African Bill 2000 updated - 2003-04-04 the bill states that:

(1) Within five years after the commencement of this Act, a language unit shall be established -

(a) For each department of the national government; and

(b) For each province in terms of provincial legislation providing for the implementation of this Act.

(2) Provincial governments shall take the necessary measures to support and strengthen the capacity of local governments to comply with the provisions of this Act and the constitutional provisions on language.

(3) Where an existing unit in any sphere of government is already involved in language matters, the relevant national department or province may assign such powers and functions to the unit as are necessary for the fulfilment of its obligations in terms of this Act and the Constitution.

### **2.9.1 Powers and functions of language units**

According to RSA (2000 updated - 2003-04-04) a language unit shall have the powers and functions to:

(a) Facilitate and monitor the implementation of regulations made in fulfilment of the obligations imposed by this Act;

(b) Take effective and positive measures for the implementation of the national language policy in section 5 in regard to the following:

- intra and interdepartmental oral communication in all spheres of government;
- intra and interdepartmental written communication in all spheres of government;
- oral communication with the public;
- written communication with the public; and
- International communication where applicable.

(c) Conduct language surveys and audits relevant to its sphere of activity with a view to assessing the appropriateness of existing language policy and practice, and to make recommendations for the improvement of such policy and practice;

(d) Inform the public, through the effective dissemination of information, of the content and implementation of the language policy of the relevant organ of state;

(e) Do all things incidental to or necessary for the proper fulfilment of the obligations referred to in paragraphs (a) to (d).

### **2.9.2 Development of indigenous languages and South African Sign Language/s**

According to the Language Policy for South African Bill 2000 updated - 2003-04-04:

Subject to the provisions of section 9(a), the Minister shall take practical and positive measures for the development of the indigenous languages and South African Sign Language/s, in particular to

- (a) Identify priority areas for the development of these languages;
- (b) Support existing structures involved in the development of these languages;
- (c) Establish new structures and programmes for the development of these languages, and
- (d) Support cross-border projects for the development of these languages in the Southern African region.

### **2.9.3 Cooperation**

The Language Policy for South African Bill 2000 updated - 2003-04-04, states that without derogating from the provisions of the Pan South African Language Board Act, 1995 (Act No. 59 of 1995), in fulfilling any of the obligations imposed by this Act, especially those in sections 7 and 8, language units or any other organ involved in the implementation of this Act –

(a) shall, where applicable and when necessary for the effective implementation of this Act and to avoid duplication of activities and services, liaise and cooperate with any other public or private body, institution or service that has the necessary resources and capacity to facilitate the effective implementation of this Act; and

(b) may enter into an agreement with any such person or institution for delivering a service or product, conducting research that will facilitate the implementation of this Act, the development of South African languages, or the adaptation or development of appropriate technology to facilitate the development and use of South African languages.

### **2.9.4 Reports**

The same South African Bill 2000 updated - 2003-04-04, recommend that;

(1) A language unit shall report annually to –

(a) (i) in the case of a departmental language unit, Parliament through the relevant national department; or

(ii) In the case of a provincial language unit, the provincial legislature concerned and the National Council of Provinces; and

(b) The Pan South African Language Board, which may take any action provided for in section 8(1) (b) to (d) of the Pan South African Language Board Act, (Act No. 59 of 1995).

(2) Any report submitted in terms of subsection (1) shall –

(a) Indicate the extent to which the obligations imposed by this Act have been complied with;

(b) Explain the nature of language-related complaints received from the public and what action was taken to address the complaints;

(c) Elaborate on the problems encountered with the implementation of this Act and what steps have been or are being taken to overcome such problems;

(d) Where necessary, make recommendations for the development, improvement, modernisation, reform or amendment of this Act;

(e) Where necessary, deal with any other matter that could contribute towards the promotion of multilingualism.

(3) Any report submitted in terms of this section shall be duly taken into consideration by the relevant organ of state when subsequent measures for the implementation of this Act are taken.

(4) The provisions of sections 5 and 7 shall, where applicable, apply to the choice of languages in which reports must be submitted in terms of this section.

#### **2.9.4.1 The Pan South African Language Board**

PanSALB is a strategic partner of the Department of Arts and Culture in language matters. It plays a key role in the development and promotion of the official languages of South Africa, as well as the Khoe and San languages and South African Sign Language. The activities relating to the establishment of new structures and mechanisms will have to be undertaken in close collaboration with PanSALB. The following structures will be instrumental in the development of the indigenous languages:

- (a) Provincial Language Committees (PLCs)
- (b) National Lexicography Units (NLUs)
- (c) National Language Bodies (NLBs)

#### **2.9.4.2 The role of Provincial Language Committees**

PLCs will have to work closely with provinces on language matters affecting their specific provinces. They will work on, and advise on issues relating to -

- (a) the promotion of multilingualism;
- (b) language policy legislation, including the language policy, practices and legislation of the province and of the local authorities in that province;
- (c) language in education, translation, interpreting, development and promotion of literature and previously marginalised languages, language rights and mediation, lexicography and terminology development;
- (d) research; and
- (e) projects

#### **2.9.4.3 The role of National Lexicography Units**

NLUs will continue to develop dictionaries in all the official languages. They will have to be closely aligned with the Terminology Coordination Section of the NLS. Lines of reporting in terms of their dealing with the NLBs will however have to be clearly defined.

#### **2.9.4.4 The role of National Language Bodies**

NLBs are not only constituted of members who are first language speakers of the language concerned, but the main criterion is that they have specialist knowledge as they are to advise PanSALB on issues relating to Standardisation, Lexicography, Terminology and Literature. They are the authority in terms of approving lexicography and language standards.

#### **2.9.4.5 Hansard**

Provincial Legislatures and Parliament are required to provide services in all the 11 official languages. However, regional circumstances will also determine the language(s) to be used. In other words, provinces do not necessarily have to provide for all the 11 official languages. Hansard offices in Parliament and in the various provinces play a crucial role in supporting this mandate. It is thus imperative that these offices work closely with Language Units and the other related structures.

#### **2.9.4.6 Language units in government departments and provinces**

The implementation of the Language Policy will result in a substantial increase in the demand for language services, especially translation, editing and terminology development. With the Language Policy coming into effect, the requirement is that all national and provincial government departments must have language units.

### **2.10 Language policy in SASSA**

In a sociolinguistic profile, the facts about population who consults at SASSA offices must be found. The statistics of the population of the speakers must be provided as it benefits to determine the language that must be given official status of the institution. Language policy formulation of an institution must correspond with the national language policy framework. Languages which are unofficial in the national language policy must not be official in the language policy of an institution.

SASSA regional offices must select languages from the national language policy which are official in Limpopo province. There are six languages which are official in Limpopo province, which should be included in the language policy of SASSA.

These languages are called languages of the province. The following are the official languages of Limpopo: Xitsonga, Tshivenda, Sepedi, Afrikaans, English, IsiNdebele and SiSwati.

The incidence of multilingualism in Limpopo province is very high as different speakers of the province move from one district to another for better job opportunities and other socio-economic reasons.

Beneficiaries who are literate are few as the beneficiaries include those who get the old age grant, disabilities, and child support grant. Most of these beneficiaries are illiterate. They cannot read, write or speak English.

When there are functions that involve SASSA beneficiaries, the officials use English to communicate with the audience. There are no interpreters and the pamphlets which are distributed are mostly written in English. The importance of public functions is to deliver the message. If the audiences do not understand the language, it means they did not get the message delivered.

Language that is used in SASSA meetings is English. Some employees cannot express their opinions freely as the language is not their home language. They attend meetings because they cannot be absent not because they want to contribute in brainstorming.

## **2.11 Conclusion**

In conclusion, language policy must be implemented. Language policy is seen as the most challenging issue in South Africa as some institution avoid having language policy while some do have language policy but do not implement it. The strategy that most governments use is avoidance, where they avoid the formulation of language policy. This chapter has provided the literature review on language policy, language policy implementation, multilingualism in South Africa, functional multilingualism, language use, and SASSA and its functions. The review will be used as the study continues.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter presents the research methodology. Research methods and research design that were used are discussed in this chapter. Target group and sampling are also clarified.

### **3.2 RESEARCH METHODS**

According to Stake (2010) qualitative study is experimental and empirical, as it provides the reader of the report with various experiences. Creswell and Clark (2007) explain that qualitative data is when the researcher distributes open ended questionnaires during interviews allowing the participants to supply the information in their own words. For Creswell and Clark (2007) qualitative research relies primarily on human perception and understanding.

### **3.3 RESEARCH DESIGN**

According to Leedy (1997) research design is the way the researcher views data and the problems associating them with the data of the entire research project.

Research design that was used in this study is descriptive. A descriptive study is when the researcher collects information without changing the environment. The techniques that were used to collect data are interviews and questionnaire.

### **3.4 TARGET GROUP**

According to Saunders (2000) sampling techniques provide a variety of methods that assist the researcher to reduce the amount of data he/she needs to collect data, by considering only data from a sub-group rather than all possible cases or elements.

The target group that was used in this study is the SASSA officials and SASSA beneficiaries. In SASSA beneficiaries were found in different languages, two in each official language of Limpopo province. The languages are English, Xitsonga, Tshivenda, isiNdebele, SiSwati, and Afrikaans. The beneficiaries were found in

different district: Mopani, Vhembe, Capricorn, Sekhukhune, and Waterberg. SASSA officials were found in their offices in SASSA, they were selected according to their positions regardless of their mother tongue.

### **3.5 SAMPLING**

According to Polit and Hunglar (1999) Population is the complete fix of individuals having some common characteristics as defined by the sampling criteria established for the study. Random and availability selection methods were used in the study to get the sampling.

According to Mitchell and Jolly (1996) Random selection method is where each member of the population has an equal probability of being selected. Furthermore the selection of respondents is independent. In other words, the selection of a given person has no influence on the selection or exclusion of the other members of the population from the sample. Availability selection method is when the participants happen to be at a particular place at a particular time when the researcher is conducting interviews (Welman et.al 2005).

The questionnaire participants were as follows;

- Regional Executive Manager
- Two (2) General Managers (finance and corporate services)
- Two (2) Grants Administration practitioners
- Two (2) Finance officials
- One (1) Receptionist
- Two (2) Corporate Services persons officials
- Two (2) Senior Managers (marketing and communications, and customer care)
- Two (2) Marketing and Communication officials
- Two (2) Customer care officials

- Two (2) Human Capital Management officials
- Two (2) Customer care Managers
- Two (2) Customer care Assistant Managers,
- Two (2) Customer care Practitioners
- One Official Department of Social development and,
- One Official South African Police Service

Fourteen beneficiaries were interviewed. The sampling overall was forty participants.

### **3.6 RESEARCH TECHNIQUES**

#### **3.6.1 QUESTIONNAIRES**

According to Mitchell and Jolly (1996) self-administered questionnaires give the respondents time to complete the questionnaires in the absence of the researcher which is the easy way to collect valid data.

Questionnaires were distributed to the participants and the consent form was also attached to the questionnaire. Before completing the questionnaires, the researcher explained the consent form. The participants have signed the consent form before completing the questionnaires.

Thirty questionnaires were given to the officials to complete, twenty eight questionnaires were returned. The researcher has distributed thirty questionnaires instead of twenty eight. The sampling went according to the plan of the researcher.

#### **3.6.2 INTERVIEWS**

According to Ackroyd and Hughes (1992: 103) semi structured interviews is when an interviewer works from a list, often in some details and kinds of topics to be covered in the interview.

The participants were found in different district as planned. The researcher interviewed two beneficiaries in each district. The method that was used to select the participants is purposive as they were selected if they are beneficiaries of SASSA.

The consent form was also attached to the interview questions, where the researcher explained the consent form then signed before the interviews. Interviews were recorded then transcribed so that it can be available in written form. The researcher also wrote the answers that the participants provided during the interviews. The interviews were done in the language of participants. The results of the interviews are narrated in chapter four.

### **3.7 ETHICAL ISSUES RELATED TO SAMPLING**

The respondents were not asked to provide any personal information. The respondents were informed about the aim of the study and asked to complete consent forms before answering the questionnaire or being interviewed.

### **3.8 DATA ANALYSIS**

The data collected is analysed textually in chapter four and the findings are made in chapter five. The researcher will compare and find the differences on the views of the respondents. SPSS is also be used to analyse data as it will not consume time. The results will mainly be quantitative and also be narrative. The findings and recommendations will be clearly stated at the end of the study.

### **3.9 CONCLUSION**

This chapter has described the choice of the research design used in this study and the procedures followed during the collection of data. The data collection was successfully done using questionnaires, interviews and observations. Qualitative research method has been used as it allows the respondents to provide their opinions based on the questions. Target group was SASSA officials and beneficiaries. The respondents were not asked to provide personal information. They were asked to complete consent form before completing questionnaire or being interviewed.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1 INTRODUCTION

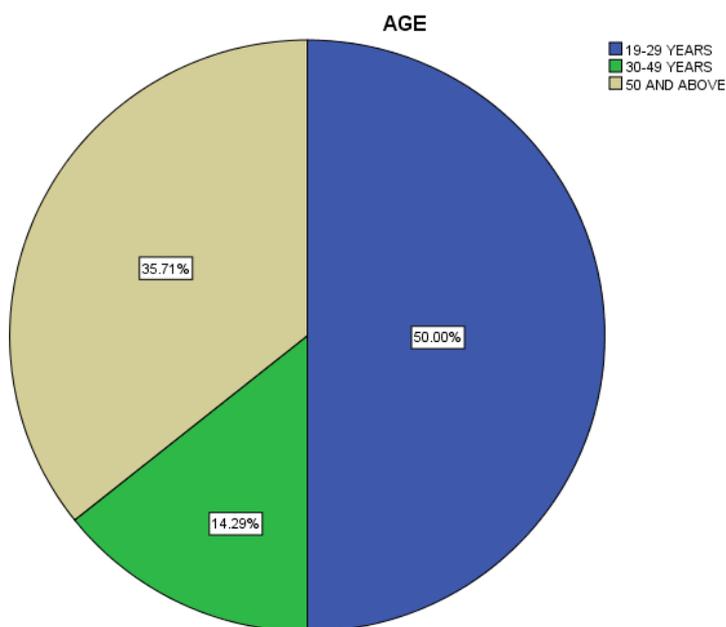
This chapter presents the data collected as well as the analysis and interpretation thereof. The data collected through interviews, questionnaires and observations and documentary study has been analysed herein. It has been narrated as the research is qualitative. The response for each question has been analysed and interpreted. The chapter states how participants responded to the questions and then the interpretation of the responses is done.

### 4.2 DATA COLLECTED THROUGH INTERVIEWS

Interviews were conducted with people who could not read but were willing to participate in the study.

#### 4.2.1 Background information of the respondents

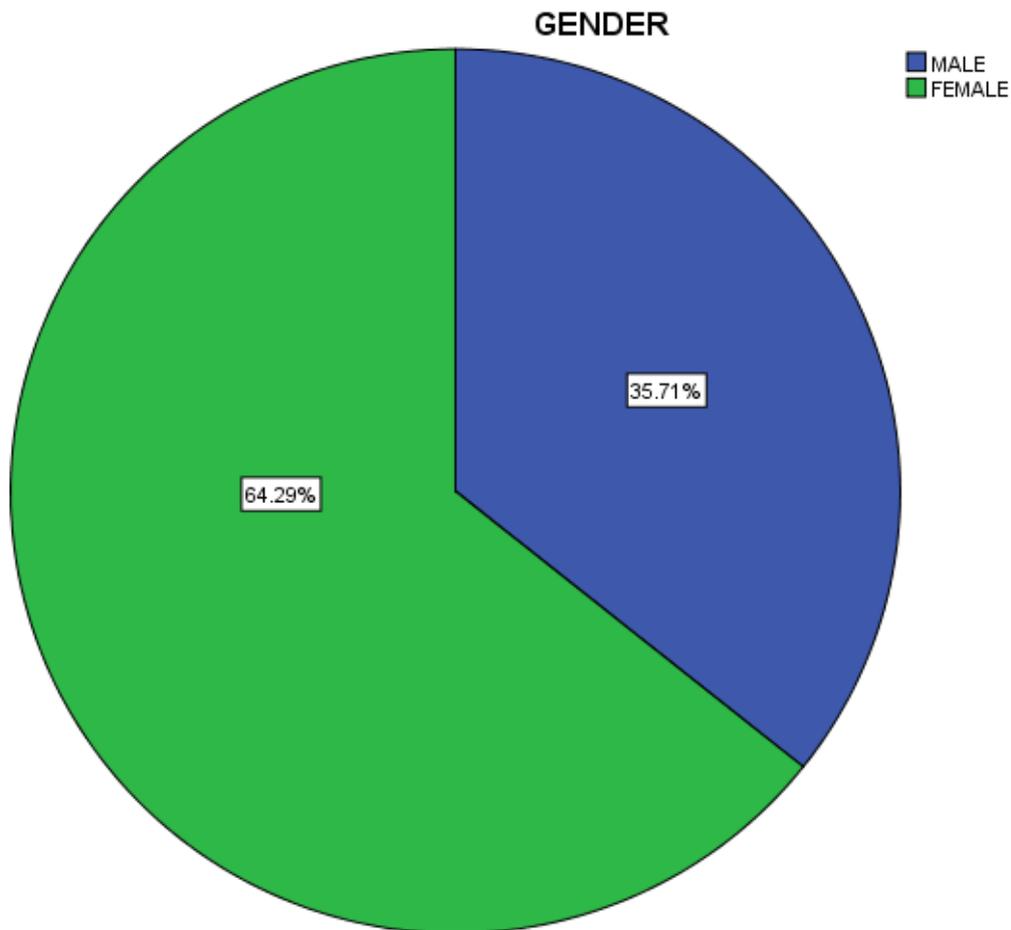
Table 4.2.1.1 Age of the respondents



There were different age groups of respondents who participated in this study. The study shows that 50% of the respondents were 19-29 years, 36% were above 50

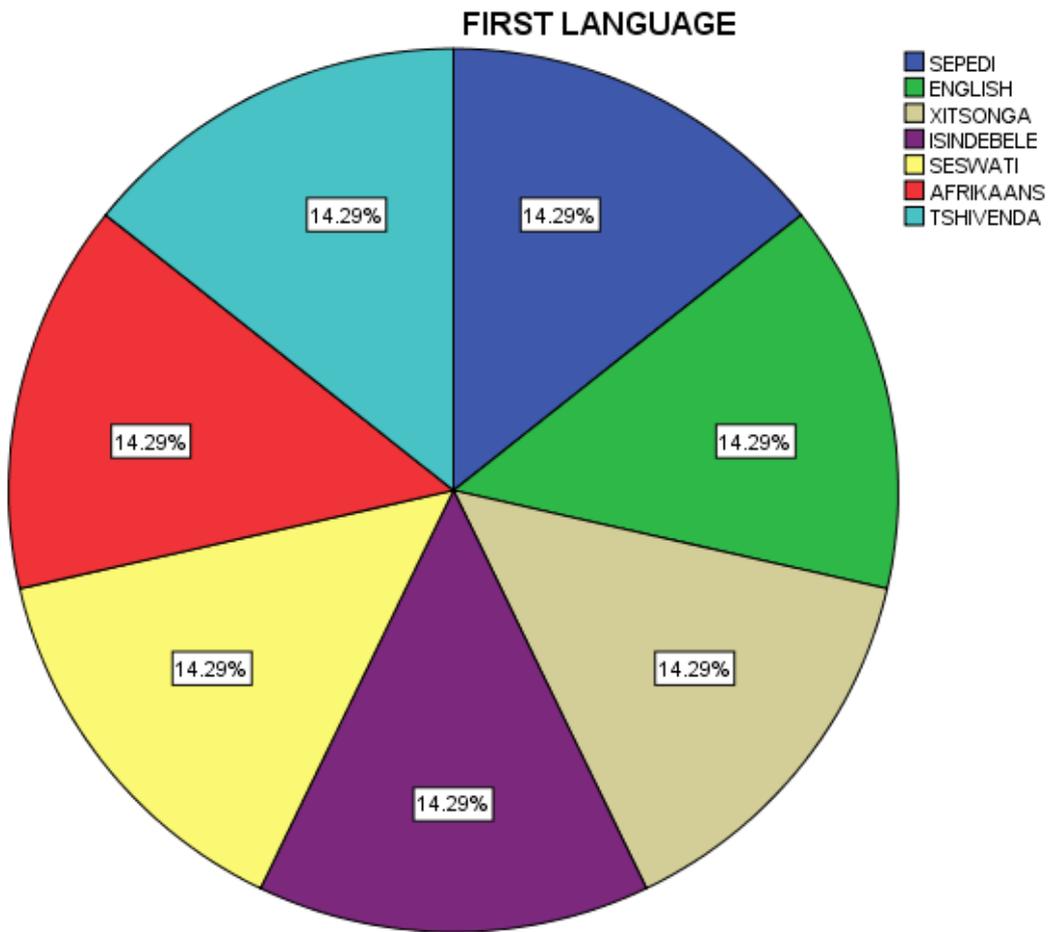
years, 15% were 30-49 years. These differences in age group make the research valid, since the research included all groups of people.

**Table 4.2.1.2 Gender of the respondents**



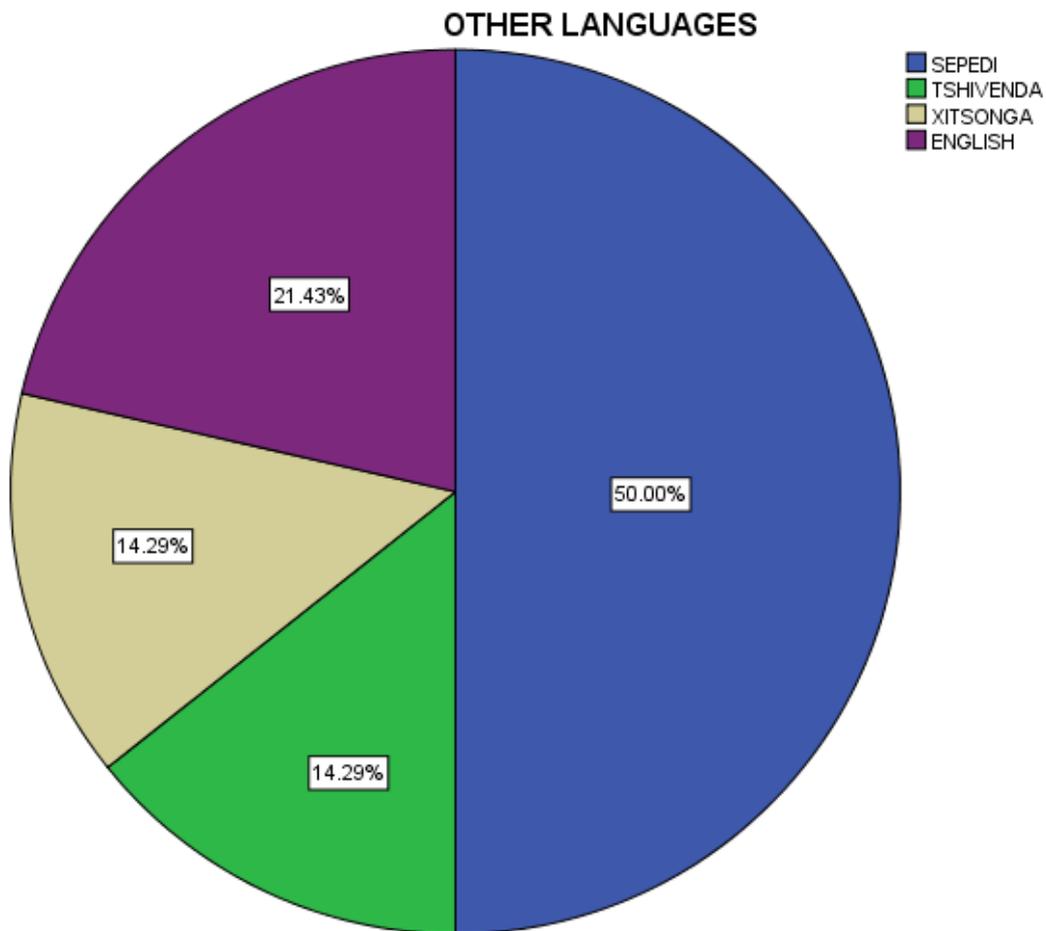
The respondents comprised 65% females and 36% males. Even though the interviewees were both females, gender equity has been managed. The researcher's focus was not primarily on gender but on the utterances that the respondents provided.

**Table 4.2.1.3 First Languages of Speakers**



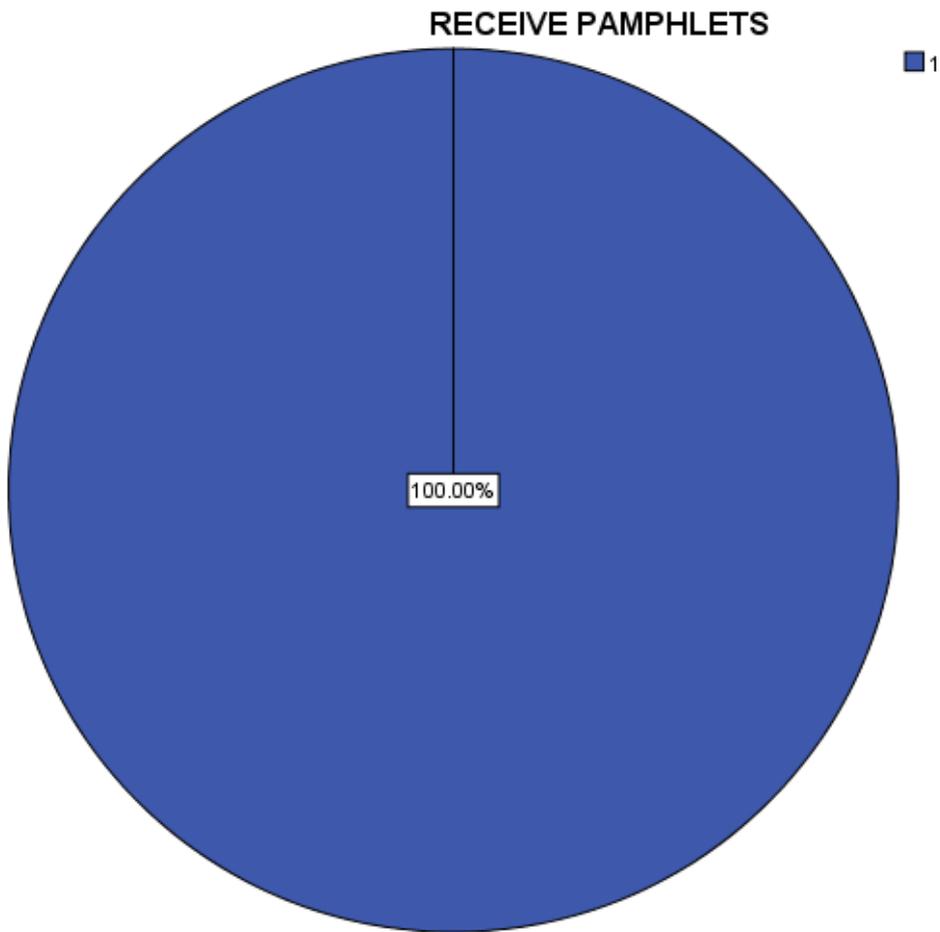
The respondents comprised of 15% of Sepedi speakers, 15% of English speakers, 15% of Xitsonga speakers, 15% IsiNdebele speakers, 15% SiSwati speakers, 15% Of Afrikaans speakers and 15 percent of Tshivenda speakers. The study is valid since it involved seven languages that are spoken in Limpopo region as far as service delivery is concerned in SASSA service points.

**Table 4.2.1.4 Other Languages of the participants**



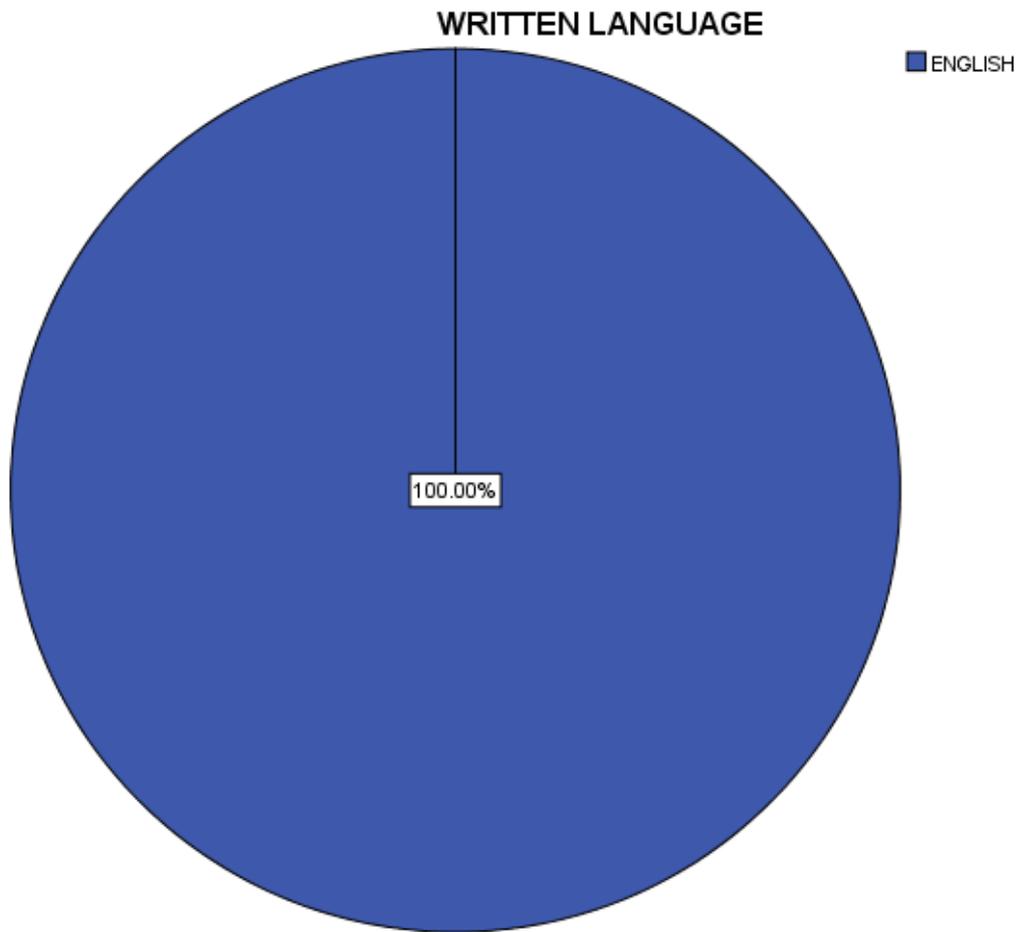
Other languages that the respondents know comprised of 50% Sepedi, 22 % English, 15% Xitsonga,15% Tshivenda. According to the response more people know English as it indicated 50%.Sepedi came second in terms of the other languages that are known by participants. However, Tshivenda and Xitsonga indicated the same percentage of 15 %. According to the percentages above English remain the highest and Sepedi the lowest. When looking at the African languages Sepedi is the well-known language in the region when compared to other languages.

**Table 4.2.1.5 Pamphlets received by participants**



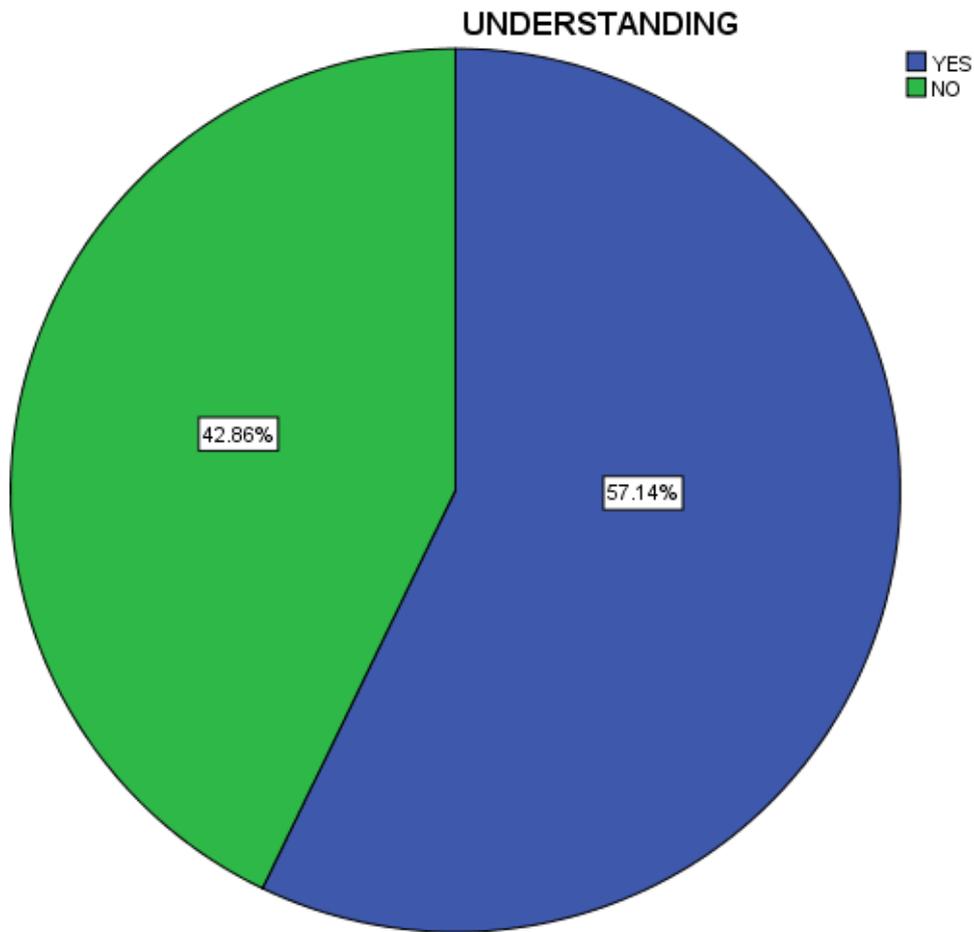
All the participants indicated that they do receive SASSA pamphlets.

**Table 4.2.1.6 Language of Pamphlets**



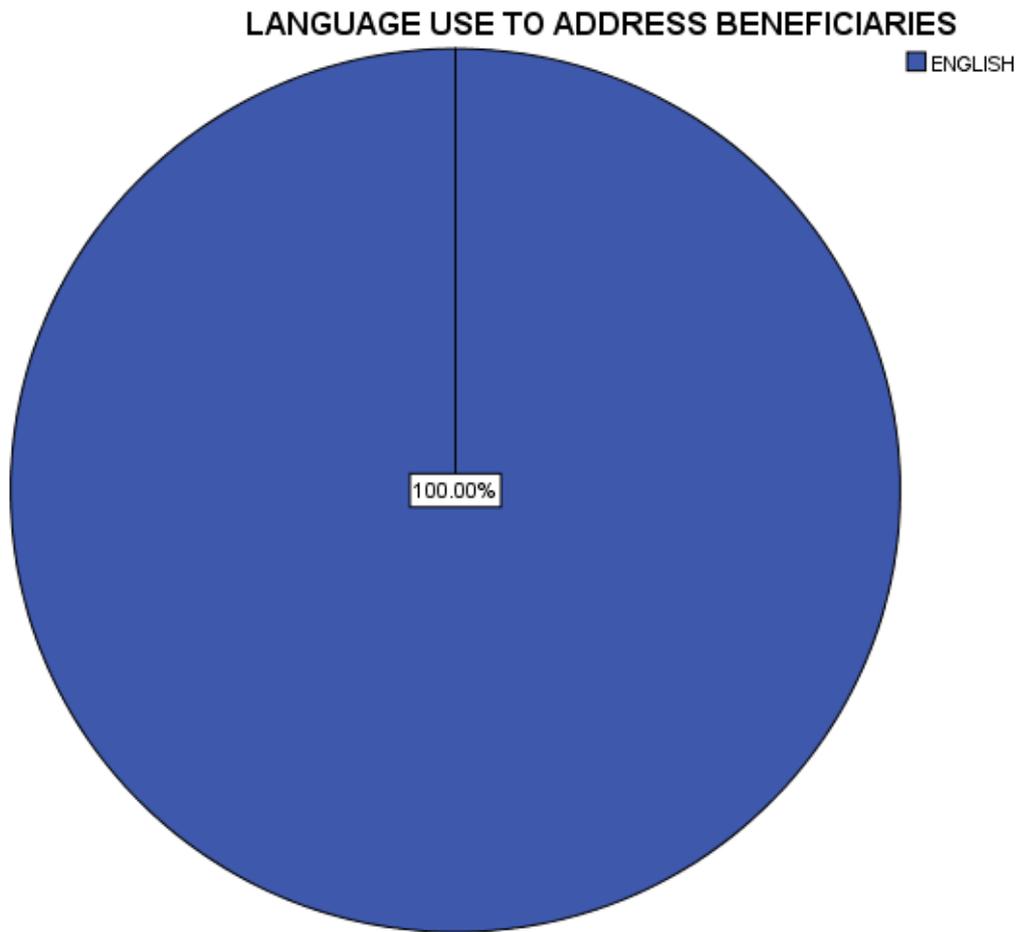
In terms of the languages that the participants receive pamphlets with, all the participants indicated that they receive them in English.

**Table 4.2.1.7 Languages understood by participants**



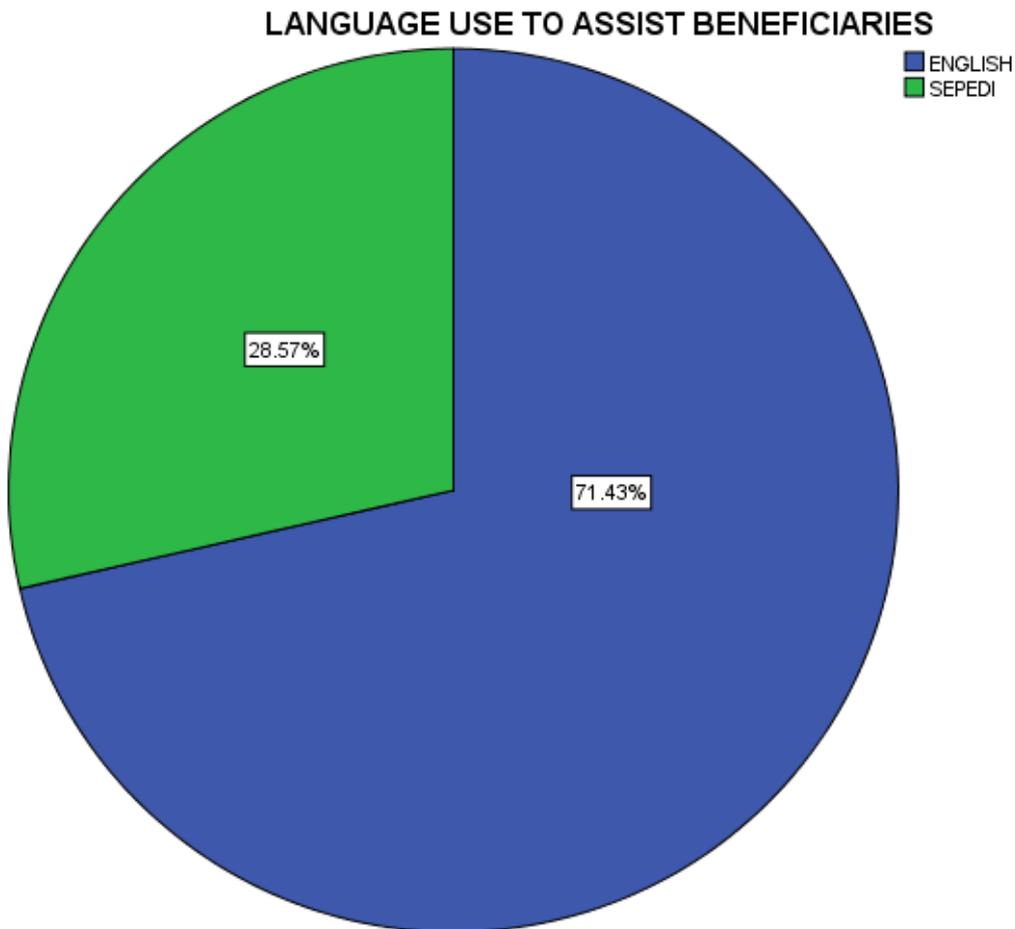
58% of the participants indicated that they understand English in which the pamphlets are written. However, it is only 43% that do not understand the language they receive pamphlets in.

**Table 4.2.1.8 Languages used to address beneficiaries**



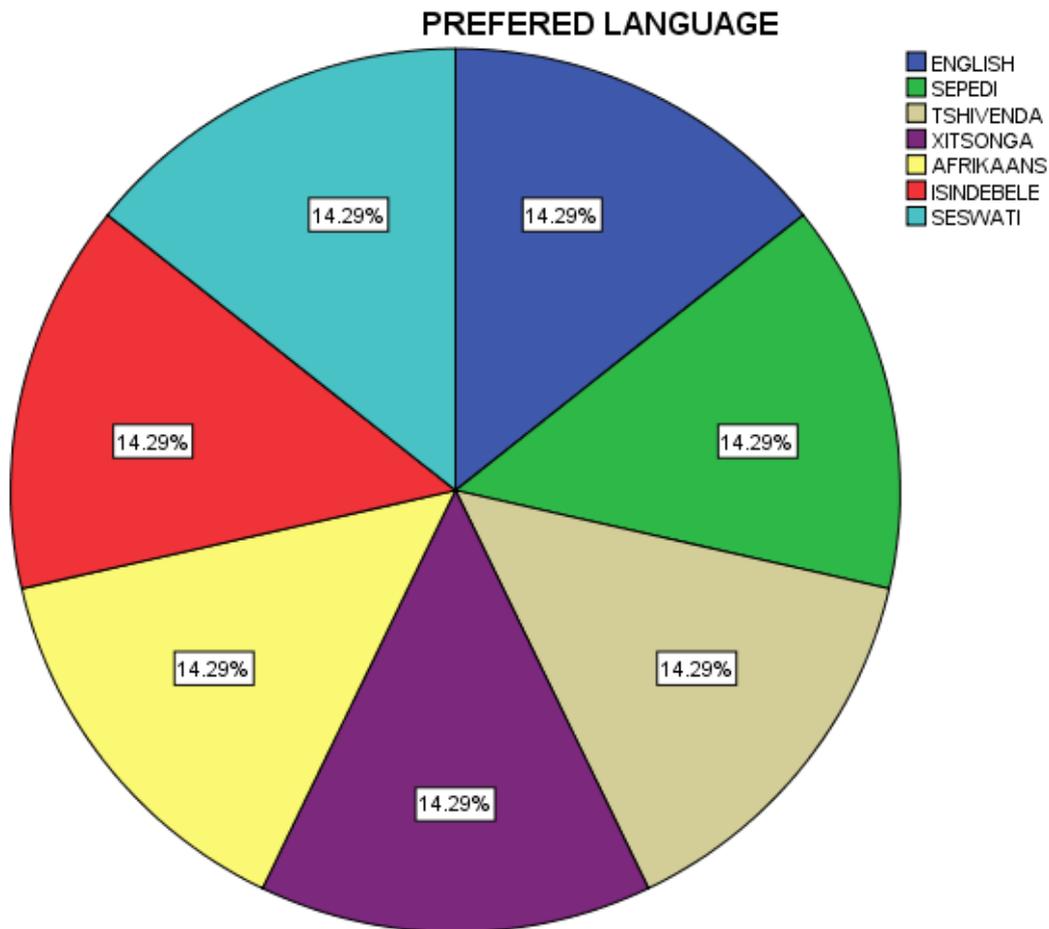
100% indicated that the language that they are addressed in when receiving a service is English.

**Table 4.2.1.9 Languages used to assist beneficiaries**



The above table indicates 2 languages that are used to assist beneficiaries. English remains the highest as it is 72% and Sepedi is 28%. This means that there are beneficiaries who speak other languages other than English and Sepedi. The beneficiaries may understand some of the words which are used when they are being assisted. However, this does not mean that they understood everything. They may not be free to ask for help as they know that they would not understand each other.

**Table 4.2.1.10 Preferred languages**

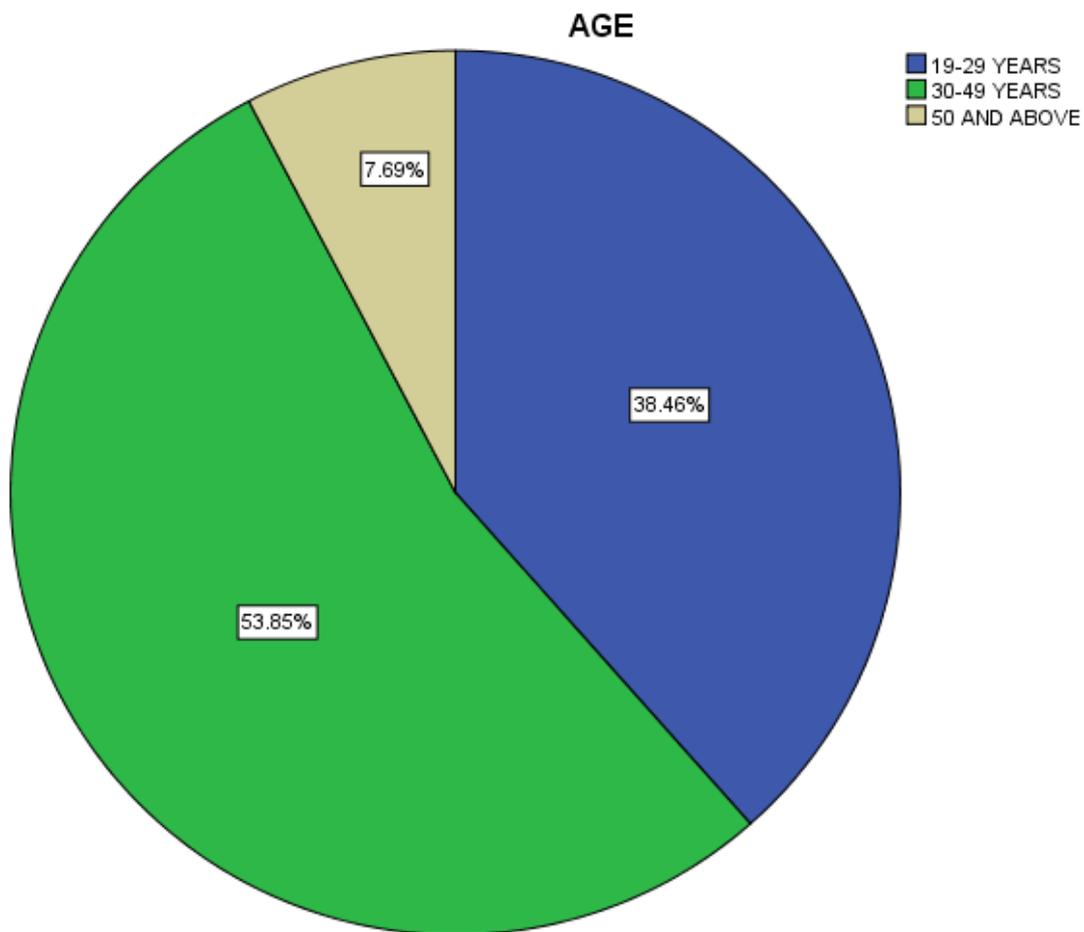


The above table indicates the preferred languages. 14 % is indicated for English, Sepedi, Tshivenda, Xitsonga, Afrikaans, IsiNdebele and SiSwati as the participants were equally identified according to their home languages.

### **4.3 DATA COLLECTED THROUGH QUESTIONNAIRES**

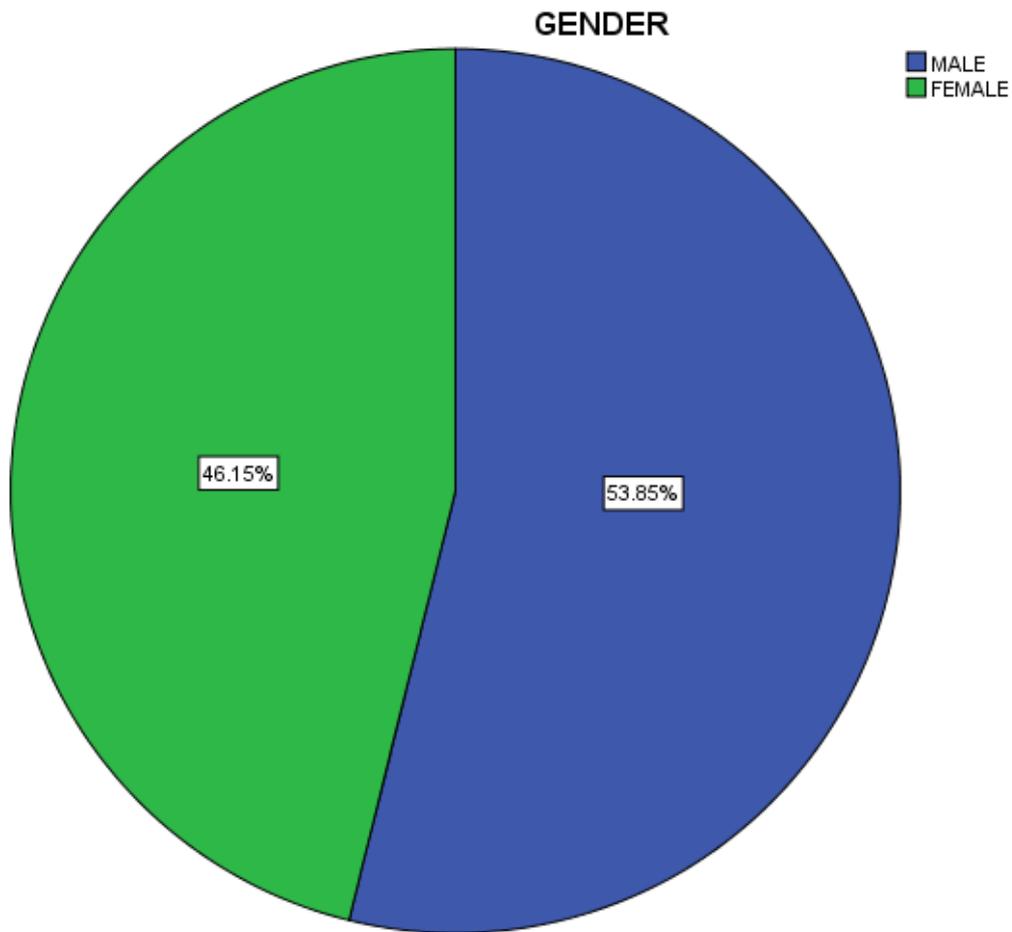
Data was also collected using questionnaires. Some of the questions which were used in the interviews were the same questions on the questionnaire

**Table 4.3.1.1 Age of the participants**



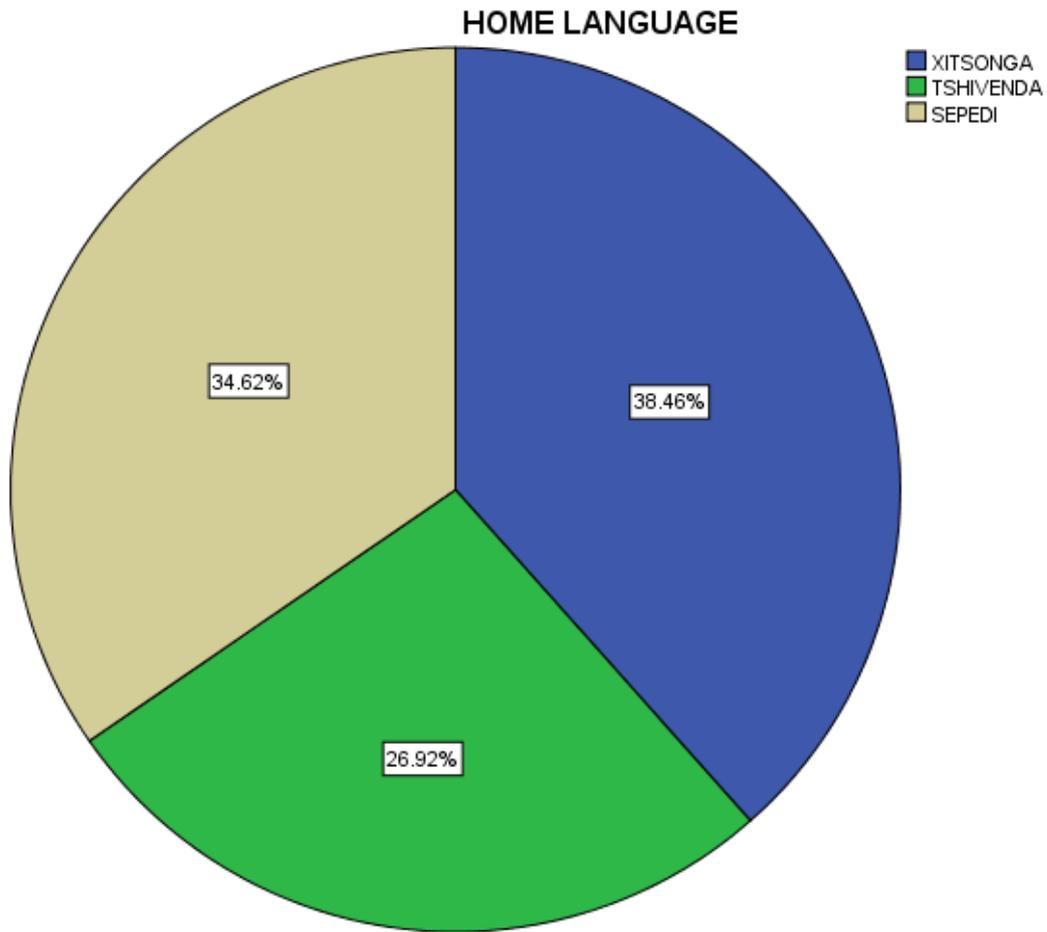
54 % of the participants were 50 years and above, 39 % were between the age of 30-49 years, and only 8 percent of the participants were between 19-29 years. The study is valid as it included participants of different ages.

**Table 4.3.1.2 Gender of the participants**



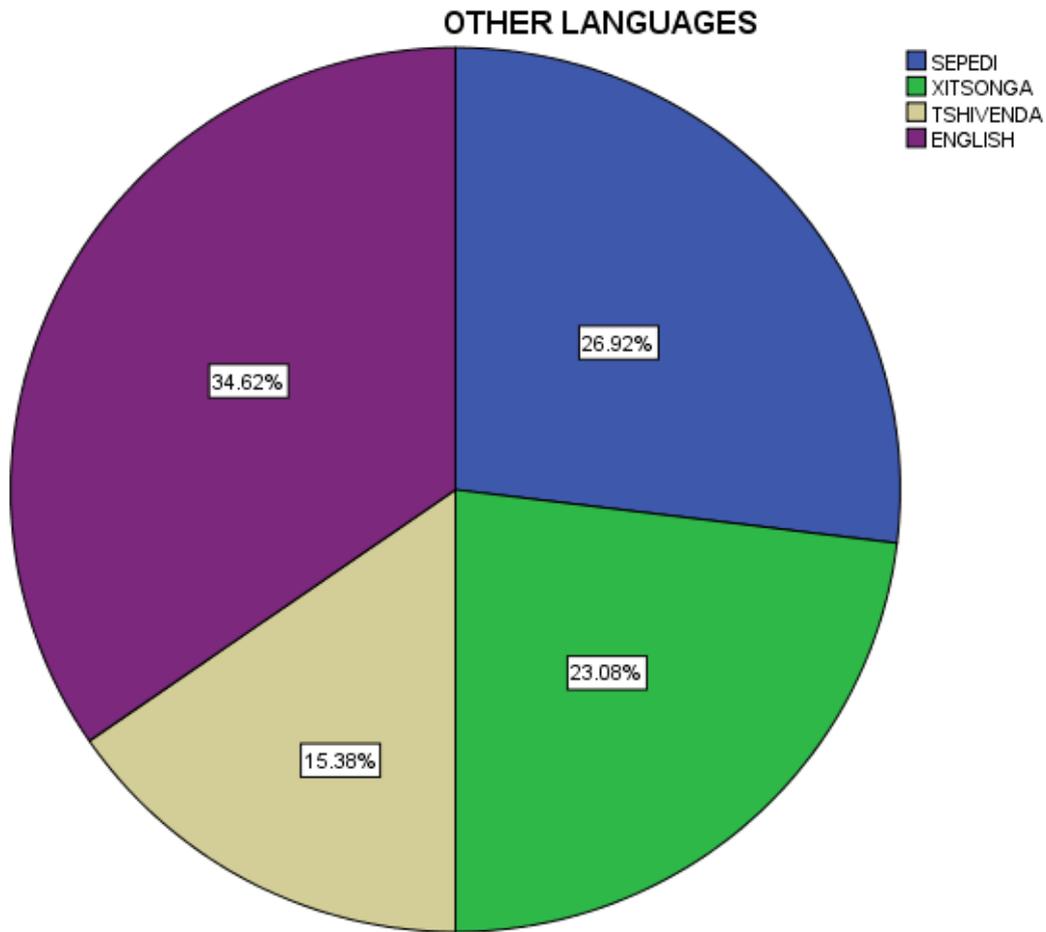
Male participants indicated a high number of 54 % and females indicated 47%. According to the above table male participated higher than female.

**Table 4.3.1.3 Home languages of participants**



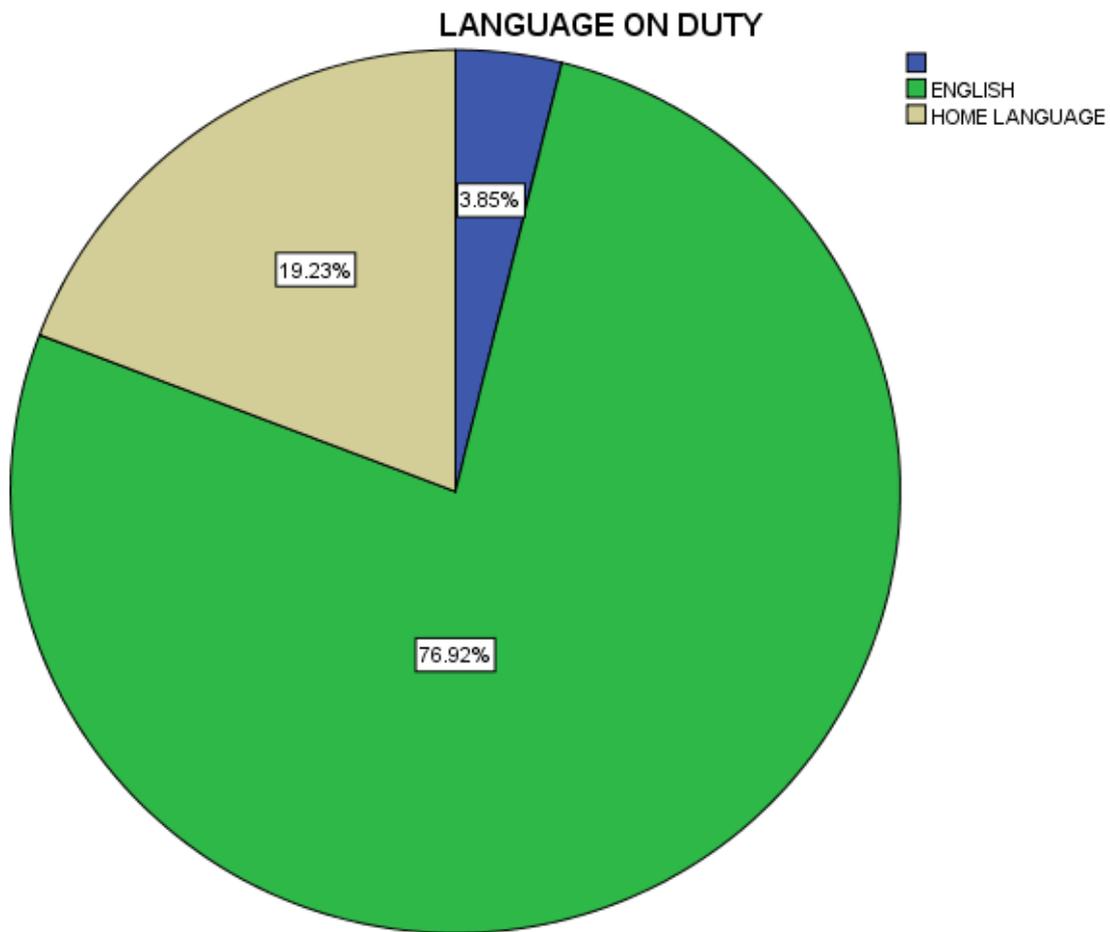
In terms of the home languages of participants Xitsonga speakers were 38%, Sepedi 35% and Tshivenda were only 27%.

**Table 4.3.1.4 other languages of participants**



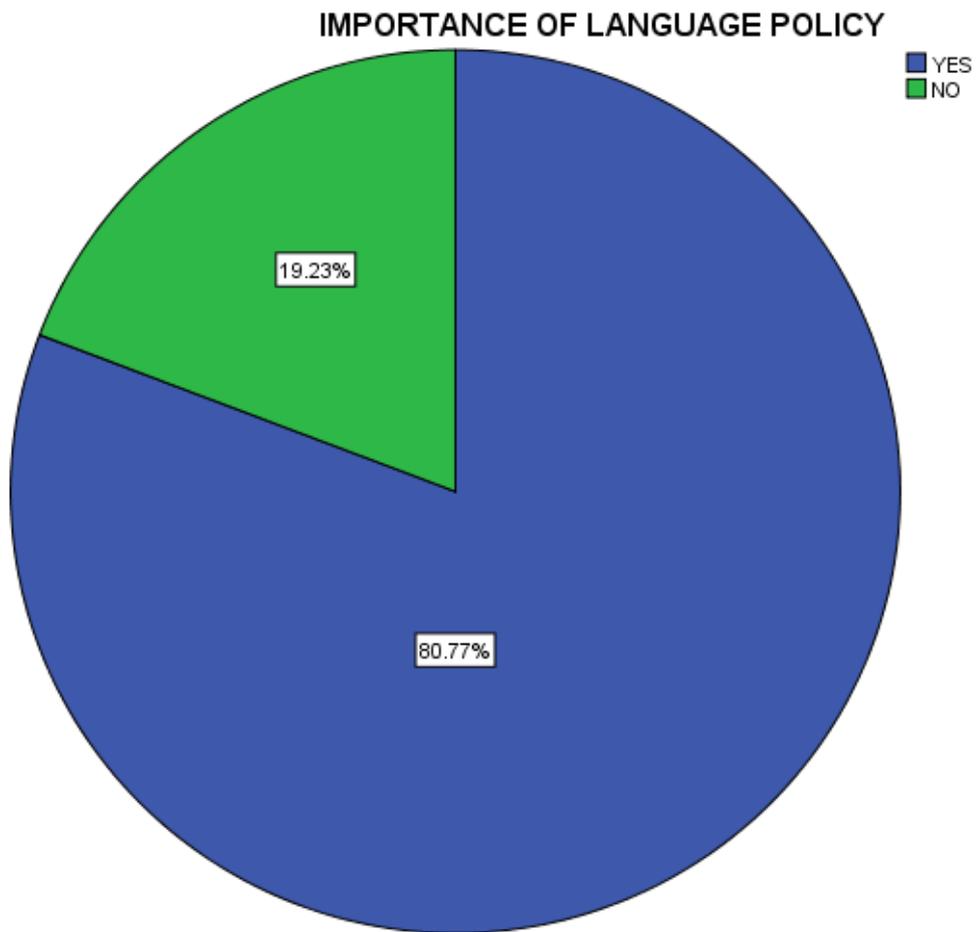
Other languages of participants show English as the well-known language as it indicated 34%,Sepedi came second with 26 %, Xitsonga is 23% and Tshivenda 15%.

**Table 4.3.1.5 Language preferred on duty**



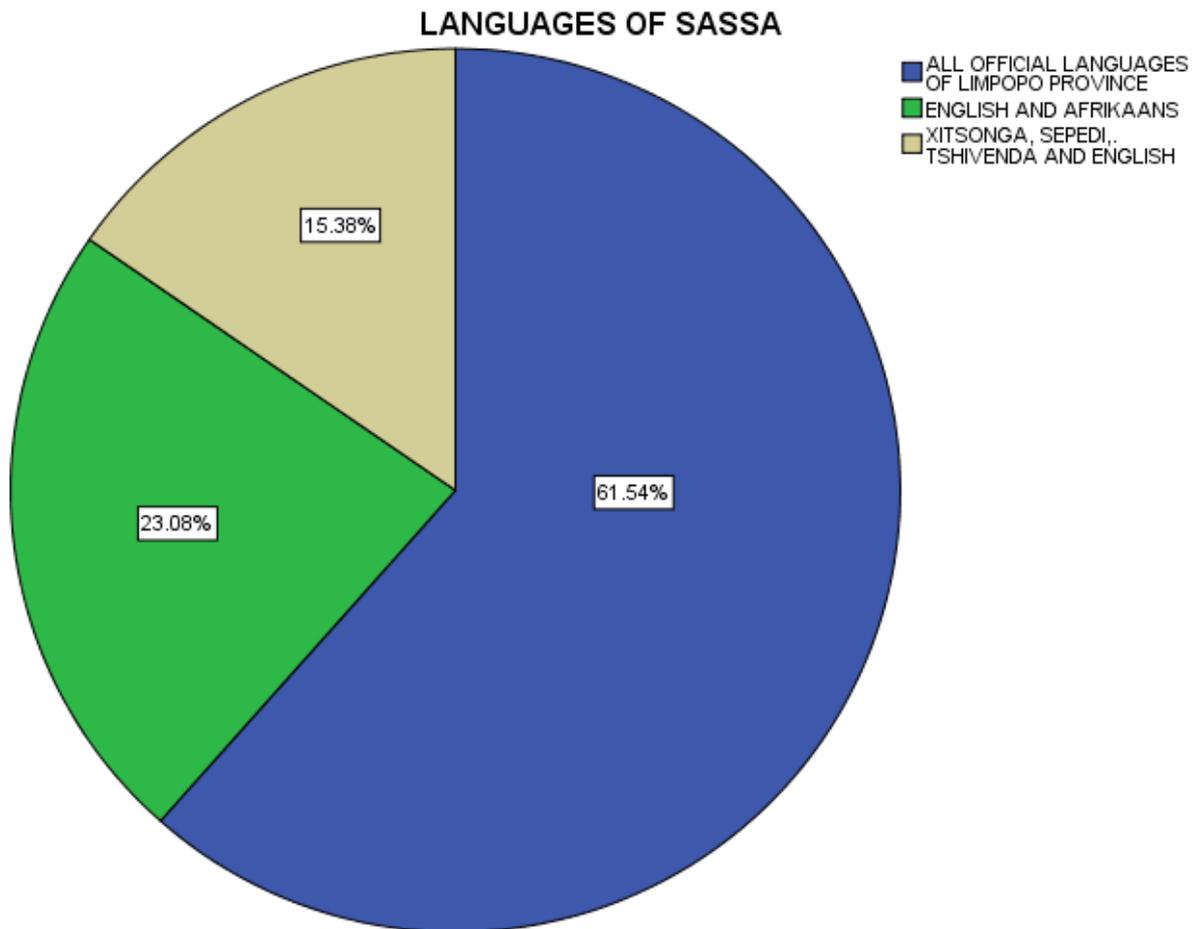
According to the participants' response about the languages they prefer on duty 77 % prefer their home languages, 20% of the participants prefer English and 4% did not respond.

**Table 4.3.1.6 The importance of language policy.**



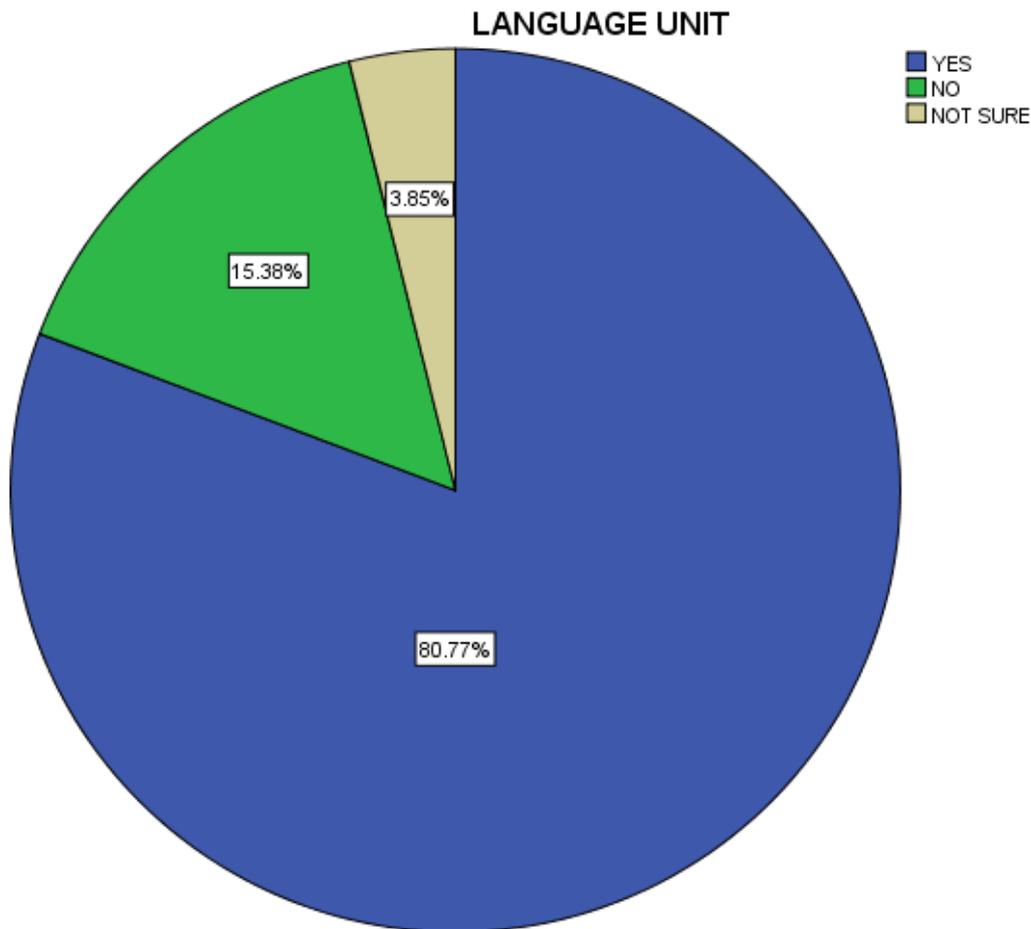
When looking at the importance of language policy 80% indicated that it is essential to have a language policy, only 20% indicated that it is not important.

**Table 4.3.1.7 Preferred languages of SASSA**



61% indicated that all official languages of Limpopo should be used in SASSA, 23% indicated that English and Afrikaans should be official languages of SASSA and 15% prefer Xitsonga, Sepedi, Tshivenda and English.

**Table 4.3.1.8 The need for a language unit.**



80% of the participants indicated the importance of a language unit, 16% say there is no need and only 4 % of the participants are not sure.

#### **4.3.2 Data collected through questionnaires that needed explanations**

A question that was asked at number 7 was what officials understand about language policy' The respondents indicated that it must outline the rights of languages in the country. They also indicated that it is a policy that states the language which the institution or government has chosen and accepted as a medium of instruction and to be able to communicate with clients. Some highlighted the issues of respecting other languages that a language policy promotes speakers of languages to respect one another. According to the respondents language policy controls how people should use languages in institutions. Some participants think

that a language policy is designed to favour or discourage the use of a particular language. The respondents provided the meaning of language policy as “A written statement which shows how languages should be used in a particular place”. Language policy is all about communication according to some of the participants.

A question about the importance of a language policy in SASSA in number 9 from the questionnaire was answered by participants who indicated that it is important in order to cater for local clients. People should have the freedom to express themselves in the language that they can easily speak and that they are comfortable with. The respondents think that the policy must be there to protect the Agency from internal and external abuse of information.

A language policy is essential to cater for SASSA beneficiaries since some of them can only speak one language. It is necessary for cultural diversity and for people to understand other languages in terms of communication. Some indicated it is important for information dissemination in the language that the beneficiaries understand. A language policy will cater for people who are educated and those who are illiterate. However, it was also indicated that a language policy will enhance service delivery in the business of paying social grants.

The respondents were required to explain why they chose particular languages as SASSA official languages in number 11 from the questionnaire. The respondents indicated that it will help beneficiaries who cannot read and write. The participants indicated that people should have freedom to express themselves in the language they can easily speak. Some participants highlighted that English should be regarded as a natural language and that the local languages should be used at local areas to accommodate with those who cannot communicate In English. Official languages of the province should be used.

Number 13 from the questionnaire was to explain the importance of a language unit in SASSA. According to the participants a language unit will assist in translation of documents in order to give the right message to the beneficiaries. SASSA is in the business of paying social grants, a language unit will assist in sending the right message to the right person at the right time and place always. A language unit will

be able to monitor compliance as the unit will have officials who will be hired to deal with language issues. The unit will have the translators and interpreters from one language to another, and this will help to solve language problems.

#### **4.4 Interpretation**

The results presented above show that SASSA in Limpopo region needs to have a language unit which will deal with language issues. The region has five official languages which are Xitsonga, Tshivenda, Sepedi, Afrikaans and English. However, there are languages like SiSwati and IsiNdebele that are spoken in other districts which are not recognised as official languages of Limpopo while we have beneficiaries who can only communicate in those languages.

According to the findings some beneficiaries are not properly serviced in SASSA service points due to a language barrier and the absence of language unit and a language policy. SASSA beneficiaries receive notification letters and pamphlets only in English, and that on its own is a communication barrier because the right message is not communicated. Beneficiaries prefer to be serviced and receive information in their mother tongue. A language unit and language policy needs to be developed to address language problems while serving the beneficiaries of social grants.

#### **4.5 Conclusion**

This chapter has presented the data that was collected in the course of this study. It has also analysed and interpreted the data. The findings have been illustrated in graphs which show how many respondents were involved in the study as well as their responses to the questions. The response indicated that the beneficiaries speak different languages, other languages that they know, and the languages that they prefer to be assisted in. It has been found that every beneficiary wants to be assisted in their home language.

It has also been cleared that the officials use their home language on duty and that they would like to have a language unit which will guide them on how to use language on duty and if there will be any need of interpretation or translation of documents.

## **CHAPTER FIVE: SUMMARY, RECOMMENDATIONS, AND CONCLUSION**

### **5.1 Introduction**

This chapter provides a summary of the findings, recommendations and conclusions of the study. It also tackles the research questions mentioned in Chapter One.

### **5.2 Summary and interpretation of research findings**

It has been recognised that fifty percent of the respondents can understand Sepedi. However, the other half does not understand Sepedi. This means that there can be miscommunication between the officials and beneficiaries.

Pamphlets are received in English and not all beneficiaries can read English, some cannot even read in their languages as SASSA beneficiaries includes old age. This means that some beneficiaries will not get the information. Notices are also in English which some cannot read. It has been found that fifty seven percent understand the language in the pamphlet but there are people who do not understand it.

The language that is used to address the beneficiaries is English which not every audience can understand. The importance of communication is to understand the message delivered; if not there is no need to address the audience. It has been recognised that the language that is used to assist beneficiaries is English, which is seventy one percent, the same language that not everyone understand. Twenty nine percent is in Sepedi.

It has been recognised that the respondents prefer their home languages to be used when they are being addressed or assisted. This would make them speak freely and be properly assisted. If they do not understand each other, the beneficiaries will not ask questions which they came for or bother them, as that will take time to understand each other.

Officials have indicated that the language that they use on duty is their home languages. English is used if the audience do not understand their home languages. If the beneficiaries do not understand the home language of the officials, it means that they will be addressed in English which they also do not understand. They have

also indicated that language policy is important to have it as an institution in order to assist people who speak different languages.

Languages which were mentioned to be official were all the official languages of Limpopo province. This would make communication easier if all these languages are used and promoted by the officials. This would demand a language unit as that will enable SASSA to have interpreters, translators and a language policy. It has also been indicated that a language unit is important as it will make communication easier within the region.

It has been recognised that the beneficiaries and staff members can also see that the lack of language unit at SASSA is affecting the communication between the staff and the beneficiaries. They also recognise that they need language policy which will guide them on how to use language at SASSA.

Miscommunication at SASSA has caused a lot of damage as some beneficiaries cannot access services at their local offices as they do not understand English. Some beneficiaries could not bring their complaints because they could not speak English or Sepedi. However, lack of braille and sign language interpreters has been described as a major challenge by the beneficiaries. All SASSA offices in the region have no braille system and sign language interpreters. Beneficiaries get frustrated when making inquiries since no one understand their language and needs.

### **5.3 Outcomes of the study**

- The data presented in Chapter Four have shown that the respondents are aware that every institution should have a language unit which will formulate a language policy and implement it.
- They are also aware that there is miscommunication because of the language differences that make the communication difficult. They indicated that at SASSA regional offices they use English and Sepedi whereas there are beneficiaries who speak Xitsonga and Tshivenda. Some beneficiaries may understand these languages which are used but some do not. The main aim for communication is to inform and understands each other.

- Respondents pointed out that the pamphlets are published in English only. This means that all old beneficiaries who cannot read English and those who use sign language cannot read the message as it is written in English.

#### **5.4 Recommendations**

- A Language unit in SASSA needs to be establishing under Marketing and Communications unit that will deal with language issues within the Agency. The size of a language unit will be determined by the number of official languages to be used in the region.
- A Language policy must be developed within SASSA in order to guide the employees on how languages must be used. A language policy will serve as a drawing board for each and every one and must be monitored by the language unit section.
- Language practitioners need to be employed in the Agency in order to deal with language matters of SASSA.
- Human Capital Management (HCM) unit must ensure that they employ people who can speak at least three official languages and place them in the districts where they can communicate well in those languages. For an example in Vhembe district Venda and Xitsonga are the languages that dominates, so it will not serve a purpose to place someone who cannot communicate in those languages in Vhembe as it is stipulated in the Customer care charter that the language of the client must be used.
- Customer care unit must have officials who can speak all languages of Limpopo, which are Xitsonga, Sepedi, Tshivenda, IsiNdebele, SiSwati, Afrikaans and English. The unit engages with beneficiaries about SASSA services and their challenges about the grants.
- As a Social Security Agency that has a core business of paying social grants to the beneficiaries and the vulnerable people including Old people, the

disabled persons, and children, communication must be made simple for them in terms of the pamphlets that they receive about SASSA services, they must receive them in the languages that they understand, and translators need to be appointed to do translations in languages of the region.

- Notification letters which are used to notify beneficiaries and applicants about the status of their grants must be written in all official languages of Limpopo Province that the beneficiaries understand. Currently all notification letters are written in English which makes it challenging for beneficiaries who can only read their mother tongue to understand the message.
- Sign Language interpreters must be employed on a permanent base since some of the beneficiaries cannot talk. The beneficiaries gets frustrated when they visit SASSA offices to inquire about their grants and no one can communicate with them using sign language.
- Braille system must be available at all times for the blind beneficiaries when accessing services in SASSA to be able to write and read.

## **5.6 Limitations of the study**

This study was restricted to Language policy and Language use in SASSA, Limpopo region. Due to time and time constraints, the study was limited to few participants in the regional office and five districts in the region.

## **5.7 Conclusion**

It has been found that the absence of a language unit in SASSA has been a problem to the beneficiaries as they do not get fully assisted in SASSA offices because of language differences. The beneficiaries of SASSA speak different languages and some cannot read, write, speak or understand English which the officials use when they realise that the beneficiary does not understand their home language.

Language policy plays a crucial role in the governance of South African government in terms of service delivery. Language policy creates the integrity of any language in

any Government department or institution. Moreover, any language-policy implementation should recognize that the growing lower, middle and professional classes have a huge contribution to make to the linguistic transformation of society. Finally, the effective implementation of multilingualism needs people specifically charged with implementing it, with clear targets and accountabilities. Any successful implementation of a language policy can be influenced by timely, professional and expertise-based inputs on important language matters.

## 5.8 REFERENCES

Ackroyd, S. & Hughes, J. 1992, *Data collection in context*, 2<sup>nd</sup> edition. Singapore : Longman.

Bamgbose, A. 1991. *Language and the nation: the language question in Sub-Saharan Africa*. Edinburgh University Press.

Cooper, R.L. 1989. *Language planning and social change*. Cambridge University Press.

Creswell, J.W and Plano Clark V.L. 2007. *Designing and conducting mixed methods research*. Sage Publication. London.

Deprez K & Du Plessis T.2000. *Multilingualism and Government*. Van Schaik Publishers.Pretoria

Government Gazette. No. 9 of 2004. South African Social Security Agency Act. Vol. 468. Cape Town.

Edward, J. 1994. *Multilingualism*. Routledge Publishing company: New York.

RSA, 2000, Government Gazette. No. 9 of 2004. South African Social Security Agency Act. Vol. 468. Cape Town.

RSA. 2008, Guidelines for implementing multilingualism in local government: 2008-2011. Pretoria

RSA 2003, Implementation Plan: National Language policy framework. Pretoria.

Mesthrie, R. 2002. *Language in South Africa*. Cambridge University Press.

Mitchell, M and J. Jolley. 1996. *Research design explained*. Third edition. Hartcourt brace college Publishers: United States of America.

Language Policy for SA Bill 2000 updated - 2003-04-04

Leedy P.D. 1997. *Practical research: planning and design*.

Limpopo Language Policy Implementation plan. 2008. Polokwane

Polit, D.F & Hunglar, B.P. 1999. *Nursing research: principles and methods*. 6<sup>th</sup> edition. Philadelphia: Lippinlott.

Richards, C. et.al. 1986. *Media culture and society: A creatical reader*. New Delhi: SAGE Publications.

RSA. 1996. The Constitution of the Republic of South Africa (No. 108 of 1996) Government Printers. Pretoria.

Saunders, M., Lewis, P. & Thornhill, A. 2000. *Research methods for business students*. 2<sup>nd</sup> edition. London: Financial Times, Prentice Hall.

Shohamy, E. 2006. *Language policy: hidden agendas and new approaches*. Routledge. London: New York.

Stake, R.E. 2010. *Qualitative research: studying how things work*. New York: The Guilford Press.

Todd, L. 1984. *Language options for education in a multilingual society: Cameroon*. Kennedy C (ed). Language planning and language education. London: Allen and Unwin publishers.

Van Uden, A. 1912. *Sign language of deaf people and psycholinguistics: A critical evaluation*.

Wright, S. 2004. *Language policy and language planning: from nationalism to globalisation*. Palgrave Macmillan. New York.

## **ANNEXURE A**

### **Consent form**

I agree to participate in the interview or questionnaire of this study upon the following conditions, and shall freely withdraw from the participation should I feel that the conditions are not being met:

1. The researcher has explained to me in comprehensive terms the nature and purpose of the study
2. The participation is voluntary and I have the right to withdraw without risky any penalty or loss
3. That I shall remain anonymous in the study and that the raw data from this participation or any other interactions during the study will remain confidential. The data will not be used to disadvantage me, and that no other person other than me, the researcher and the supervisor will have access to the raw data.

.....

Participant/Respondent	Date	Place
------------------------	------	-------

**ANNEXURE B: INTERVIEW ( SASSA BENEFICIARIES)**

**1 Age in years**

0-18	
19-29	
30-49 F	
50 and above	

**2 Gender**

Male	
Female	

3 Your home language\_\_\_\_\_

4 Which other languages do you know?

\_\_\_\_\_

\_\_\_\_\_

5 Do you receive SASSA pamphlets? \_\_\_\_\_

6 If yes, which language are they written on? \_\_\_\_\_

7 If it's not written in your home language, do you understand everything?

\_\_\_\_\_

8 During SASSA events which language is a used official to address the beneficiaries? \_\_\_\_\_

## ANNEXURE C: QUESTIONNAIRE (SASSA OFFICIALS)

### 1. Age in years

0-18	
19-29	
30-49 F	
50 and above	

### 2. Gender

Male	
Female	

3 OCCUPATION \_\_\_\_\_

4 Your home language \_\_\_\_\_

5 Which other languages do you know?

---

---

6 Which language do you prefer to use when you are on duty \_\_\_\_\_

7 What do you understand about language policy?

---

---

---

8 Do you think is important that SASSA should have language policy?

\_\_\_\_\_

9 Provide reason to support the above

answer\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10 Which languages do you think can be recommended as official languages of SASSA?

\_\_\_\_\_

\_\_\_\_\_

11 Give reason for the above

answer\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12 Do you think it is important for SASSA to have a language unit?

\_\_\_\_\_

13 Provide reason for the above

answer\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14 How does the absence of language policy in SASSA hinder service delivery?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_