

Critical Discourse Analysis of the Manifestations of English Linguistic Challenges: The Case of the New Draft Language Policy in the South African Police Services

Tebogo Johannes Kekana¹ and Malesela Edward Montle²

¹Tebogo Johannes Kekana, University of Limpopo, Polokwane, South Africa

Email: tebogo.kekana@ul.ac.za

²Malesela Edward Montle, University of Limpopo, Polokwane, South Africa

Email: edward.montle@ul.ac.za

Abstract

This study explores some of the reasons why the SAPS training programme is not producing police officers with adequate English competency that is relevant to the SAPS workplace. It is argued that the current SAPS Language Policy is not adequately developed. The study argues that language planning agencies in the SAPS have inadvertently or deliberately omitted to include clauses that articulate issues of language as they pertain to the training programme. Furthermore, we argue that Language policy is a crucial integral part of the SAPS training programme, which without it training will be seriously and dangerously affected. Data were elicited through an analysis of the specifically selected clauses contained in the SAPS draft Language Policy with specific reference to a selected SAPS training Academy in Gauteng province. Discriminant Function Analysis indicated 10 interrelated flaws within the SAPS Language policy. These flaws included the following: the silence of the policy on Assessment, Teaching and Learning in the academy. Principles from discourse analysis and sentiment analysis were used as a linchpin in developing the framework for this study. Data analysis showed the following. The draft Language police ignore many fronts for example on the language of teaching and learning, no liaison with the department of higher education and training (DHET), exclusion of Language Policy in Higher Education Policy (LPHE). The data can also help the language management unit of the SAPS.

Keywords: Pedagogy; Higher Education, Learning; Language Policy, SAPS; Police Trainees,

Article history: Submitted: 08-04-2024, Accepted: 26-08-2024, Published: 30-12-2024

Copyright License: This is an open-access article under the CC BY license

(<http://creativecommons.org/licenses/by/4.0/>).

DOI: <https://doi.org/10.51732/njssh.v10i2.202>

Journal homepage: www.njssh.nust.edu.pk



1. INTRODUCTION

Educational practices in South Africa that privilege English throughout the educational journey of the learner disadvantage the majority who do not speak English as a home language. To try and counter that, tertiary institutions in South Africa like all over the world have crafted Language Policies (LPs) that appear to be attempts to redress this imbalance by pledging improved learning opportunities. In SAPS, the following were uttered by the Police spokesperson Mr Traut in an online newspaper called Politicsweb (2023): “The language policy of the SAPS stipulates that English is used for official documents and for preparing case dockets that are required for judicial purposes in a court of law,

the SAPS language policy by no means prevents a complainant from depositing a statement in his or her mother tongue, if a police officer is not conversant with the language of choice by the complainant, arrangements to accommodate the complainant will be made, and no person will be turned away on this basis”.

Recent online newspaper headlines in papers such as Politicsweb reflect some of the current issues surrounding Language Policy in SAPS and the above statement is a testimony to that effect. Despite the above words, it can still be seen that these policies have not been implemented, perhaps indicating a lack of will to do so. Some of these policies are plagued with a plethora of ineffective clauses or flaws. These weaknesses allow for inaction. Thus, it is questionable whether post-secondary school institutions such as the SAPS Training Academies acting unilaterally rather than as part of a coordinated status, corpus and acquisition planning can achieve the transformation that is so much desired. It is observed that the development of language policy for transformation and social inclusion in South African higher education has significantly failed to achieve the ideal order of social redress... (DHET, 2017). SAPS Training Academies as part of the post-secondary education landscape are also not immune to the problem. The future role of language policy in the political development of South Africa will be critical and various studies have shown that there is a steady shift away from African languages towards English, and it has been argued that the language policy of the Constitution was never going to work (Bostock, 2018, p. 29).

Many studies on LP analysis have focused on tertiary institutions like universities (e.g. Drummond, 2016, Cele, 2021; Van Der Merwe, 2016). This paper looks at the SAPS language policy in order to explore and critique the weaknesses that have a bearing on the teaching of English language in the SAPS Training Academies. This is done because it is our firm belief that data from this study can contribute to clarity on whether the current draft SAPS LP (2016) is sufficient as is to affect the relevant teaching of English language in the SAPS Training Academies.

Furthermore, research at the nexus between language and discourses of state security is limited (Makoni, 2017, p. 49). In an attempt to achieve this aim, the study formulated two research objectives:

- To explore and identify the weaknesses in the current SAPS Language Policy with a specific reference to the teaching of the English language in the SAPS Training Academies
- To critique these weaknesses to help the SAPS Language Policy developers improve the Language Policy. Further, it aims to achieve the above-mentioned aims, the researchers formulated the following two research questions:

- Are there weaknesses in the current SAPS Language Policy that have the potential to hamper effective teaching of the English language in the SAPS training academies? If so, what are they, and what are their manifestations?

The researchers strongly believe that the data in this study will assist not only the SAPS Training Academies but also other SOEs at a similar level to the SAPS, such as the Metro Police departments in South Africa, in enhancing their training. This investigation will also help SAPS Language policy developers to re-examine the current LP with the aim of improving it.

2. LITERATURE REVIEW

2.1 Various Perspectives on Language Planning

The LPHE (Ministry of Education, 2002: 4-5) states:

“Language has been and continues to be a barrier to access and success in higher education...”

If the above statements are anything to go by, what about the situation in SAPS Training Academies, where not much attention is given, and this is due to the nature of secrecy or privacy about certain SAPS training programmes, and of course, this is understandable. Thus, if language planning at SAPS is not properly and carefully examined, challenges will always arise. As mentioned earlier, SAPS has not had a language policy for a very long time. Now, according to Wissink and Cloete (2000) literature on policy identifies three commonly known categories of policy, and they are:

- public policy
- non-governmental type policy
- and private sector policy

Wissink and Cloete (ibid) write that policy can also be distinguished on a geographical level, for example, local policy, regional policy, national policy, and international policy. Thus, policy can include broad provisions that apply to a country or more specific provisions that apply to a particular institution, such as a training academy like the SAPS Training Academy.

Language planning can be approached in a variety of ways in order to influence the norms of language use in society (Drummond, 2016, p. 72). However, if the approach is not strictly looked into, flaws might creep in, which will impact the overall aim of the Language Policy (LP). The flaws in any LP might manifest into many challenges when it comes to delivery and implementation. However, the flaws can only be established or identified if an intensive scrutiny of the clauses contained in the policy is done. Thus, Cele (2021, p. 26) maintains that ‘policy analysis is a form of policy evaluation that seeks to determine policy effectiveness to establish whether a policy should be upheld,

prolonged or reviewed'. Taylor et al. (1997) write that when evaluating policy, the purpose for the development of the policy and reflection on its espoused ideals have to be understood by asking various important key questions, such as:

- What is the policy responding to? Understanding the purpose of the policy helps evaluate whether it has achieved the desired effect.
- What effect does the policy have on the targeted problem?
- What are the suggested intentions behind the introduction of the legislation or policy?
- What are the unintended consequences of policy interventions?
- Who are the intended beneficiaries of the legislation or policy framework?
- What are the intended consequences for policy enactment?
- What effects does policy have on different groups?
- Is policy as a transformation tool feasible beyond its text and rhetoric?

The above questions are crucial when examining the draft LP of SAPS, given that SAPS has, for a long time, operated without a LP, instead relying on other measures.

Bianco (2009) asseverates that language policy consists of three dimensions, and they are:

1. Language policy as discourse
2. Language policy as text
3. Language policy as practice.

Bianco (2009) explains that 'Language policy as discourse' refers to the contestations and debates that precede, and form part of, the language policy development process, while 'Language policy as text' represents the actual document. 'Language policy as practice' deals with how the policy is performed.

"Is it possible to differentiate between true and false robbery reports based exclusively on the wording of the report? Filing a false police report is a crime that has dire consequences on both the individual and the system; in fact, it may be charged as a misdemeanor or a felony" (Quijano-Sánchez, Liberatorea, Camacho-Collados and Camacho-Collados, 2017). The above statement articulates how a text can be understood based on the analysis of what it means. Thus, Critical Discourse Analysis will play a central role. This applies to even how sentiments in Language Policies are phrased.

Thus, in this study, the researchers focused primarily on 'Policy as text' simply because we wanted to analyse the content (using Discourse Analysis principles) as contained in the text, with the aim of exploring if there are weaknesses as expressed by some of the clauses. This was done, among other

things, to ensure that this policy is not being manipulated. According to Van Der Merwe (2016, p. 10), 'Language policies should not be taken at face value; it should be acknowledged that language policies have the capacity to perpetuate ideologies and to serve those in positions of power'.

3. CONCEPTUAL FRAMEWORK

A theoretical framework shapes the outcomes and findings of a research study. It is the roadmap a researcher uses in the expedition of finding patterns in answering research questions and finding solutions to research problems (McBurney, 2001). The study aimed to explore the caveats in the SAPS Language Policy which impede adequate English language teaching in the SAPS Training Academies; thus, theoretical orientations from Discourse Analysis (DA) theory were applied. Willig (2015, p. 146) posits that 'what people say tells us something about what they are doing with their words (disclaiming, excusing, justifying, persuading, pleading, etc) rather than about the cognitive structures these words represent'. According to Johnstone (2002, p. 04), discourse analysis deals with things such as why a particular text is the way it is, why it is not the other way, why use a particular word and not the other word, and lastly why the words are arranged in a particular order. In addition, Mavunga and Kaguda (2016, p. 176) agree with Johnstone when they assert that discourse analysis can be utilised to answer a variety of questions related to language questions such as:

1. What meaning is created by the arrangement of words in a particular way?
2. How are hearers likely to interpret what they hear?
3. How do speakers use their utterances to perform certain functions?
4. What is the influence of language on human relations?

Drawing from Critical Discourse Analysis (CDA), the researchers were thus able to zoom into various caveats and sections in the SAPS Language policy with the aim of gaining insights and in-depth understanding of how the interplay of these problematic caveats (i.e. in the Language Policy) might affect the teaching of English in the training academies.

4. RESEARCH METHODOLOGY

A research methodology encapsulates what is commonly referred to in research circles as 'research design'. A research design is an action plan for getting from here to there (Ary, Jacobs, & Sorenson, 2010). In other words, the crafting of the research design should be compatible with the aim of the research project. In accordance with the aim of this study (i.e., to investigate, identify, and critique the weaknesses that might be there in the SAPS Language policy with

specific reference to the teaching of the English Language in SAPS Training Academies), several research methodology aspects were embarked upon. This was a pure desk-based research project of textual analysis in nature.

4.1. Sampling method and procedure

According to De Vos et al. (2005, p. 17), a convenience sample is the use of readily accessible persons in a study. Thus, in this study, the online SAPS Language policy was readily available and accessible to the researcher from the internet-connected computer in his office. This was the only primary source of data in this investigation. In other words, the textual analysis that happened in this investigation used principles of Critical Discourse Analysis principles as a guiding lens.

4.2. Data Collection

The setting of the study reported here was in South Africa, specifically within one of the governmental departments, the Department of South African Police Services. South Africa is a country with a huge diversity in terms of population groups and languages. Most of the citizens speak English as a second language. The Census 2022 from Statistics South Africa has revealed that there were at least 18.5 million adults in South Africa who did not complete their secondary school education, or, simply put, they did not have a matric certificate. The researchers in this study are English lecturers at a university. The majority of SA police officers are trained in SA police training colleges, and trainers in those colleges are not English language experts (c.f Kekana, 2015).

A draft Language Policy (2016) of SAPS was utilised as a source of data harvesting. The reason for this was that SAPS had not had a Language Policy for quite a long time. This motivated the researchers to critically analyse the recent policy to establish the causes of poor or inadequate English competency in SAPS members.

4.3. Method of Analysis

The researcher applied the principles advocated by Critical Discourse Analysis theorists to develop a conceptual framework to analyse the sample in this study. This is because the nub of this study was to critically analyse the discourse appearing in the SAPS's new draft language policy. The justification is that this (i.e., Critical Discourse Analysis Theory) theory is suitable and more relevant when it comes to analysing discourse in whatever form. This was motivated by the words of scholars such as Seliger and Shohamy (1989), who argued that a combination of methods yields a composite picture of a particular phenomenon. The role of a discourse analyst is to 'work with what has been said

or written, exploring patterns in and across the statements and identifying the social consequences of different discursive representations of reality'. The researchers found this statement to be vital in guiding the analysis of the data in this study, particularly when it comes to analysing the caveats contained in the SAPS Language Policy. This strategy was then enhanced by the application of orientations from Discourse Analysis theory, wherein the analysis was guided by questions such as the ones below:

1. What meaning is created by the arrangement of words in a particular way?
2. How are hearers likely to interpret what they hear?
3. How do speakers use their utterances to perform certain functions?

The researchers also draw from Inferential Analysis (c.f Kasanga, 1996, p. 05) to understand and analyse some of the statements and caveats sampled in this study. This was done because at times a qualitative analysis seeks to find "all" instances... including subtle instances that require human interpretation of the text (c.f Vaismoradi, Turunen, Bondas, 2013, p. 13). It has to be understood that the data in this study were of a qualitative nature, and it was, among other things, analysed using principles from both interpretational analyses. This study was a desktop study because it was only on text (the Language Policy of SAPS was analysed).

4.4. SAPS: A summary of the policy

SAPS's 2016 language policy document makes pronouncements regarding how the 11 SA official languages will be catered for in terms of use within itself as a department. Just like with most language policies in various State-owned Enterprises (SOE) the document indicates an equivocal belief in the use of indigenous languages as well as the recognition that language is a human right (See Drummond 2016). The documents predominantly focus on the purpose of the policy, which is stated as follows: 'This Policy is to establish an acceptable and equitable operational language dispensation that is economically feasible for the Service'

Furthermore, the policy document states that the policy is guided by functional multilingualism. In this policy document, under item 5 (d) functional multilingualism is defined as follows: 'functional multilingualism means the use of two or more official languages for specific tasks or target groups in those instances where the use of all 11 official languages or the use of a working language only will not ensure effective communication or compliance with constitutional obligations with regard to language.'

The linchpin or the legal framework on which this policy is guided and

developed is also clearly pronounced. Various policies that constituted the legal framework of this policy are stated as follows:

- (a) Constitution of the Republic of South Africa, 1996;
- (b) Pan South African Language Board Act, 1995 (Act No. 59 of 1995);
- (c) Promotion of Access to Information Act, 2000 (Act No. 2 of 2000);
- (d) Public Finance Management Act, 1999 (Act No. 1 of 1999);
- (e) South African Police Service Act, 1995 (Act No. 68 of 1995);
- (f) Statistics Act, 1999 (Act No. 6 of 1999); and
- (g) Use of Official Languages Act, 2012 (Act No. 12 of 2012).

The danger here is that, in recognising the most crucial legislative documents in the country, the Language Policy in Higher Education (LPHE) is excluded, which is very important. As far as the implementation of this policy, the document sets out the following: 'Language Management. Corporate Communication at the Head Office is responsible for the implementation of this policy in collaboration with all Divisions in the Service. It is further stated that the policy will be implemented in four (4) phases, which are divided into five (5) financial years (i.e., from 2015 to 2020).

Lastly, Item 8 (i.e., the Description of the Policy) focuses on both internal and external communication guidelines. The document states that plain English is the main working language of the service, and it should be used in all official documents. The table below indicates an example of some of the actual caveats analysed of headings/titles of online newspapers analysed in this study.

5. ASSESSMENT OF THE SAPS LANGUAGE POLICY

This is a compressed account of the findings. It is important that, in order to understand the bias in a specific title/heading context, it is sometimes necessary. Thus, in some analysis of certain caveats or weaknesses contained in the SAPS Language policy, context will be provided briefly.

Firstly, many aspects of the policy, if implemented, could improve the teaching of the English language in SAPS training academies. Womack and Finley (1986, p. 14) write that 'When deciding on a language policy for the important issue of communication in the SAPS, it should be noted that communication literally fills the day of the typical police officer'. A key weakness in the document, however, pertains to communication as it happens in the SAPS Training Academies. In this policy, nothing is being pronounced in relation to how communication should be handled in the academies; it would seem that the developers of the policy were oblivious to the fact that communication in a Teaching and Learning environment is one of the crucial

aspects, as it also pertains to the issues of pedagogy. This weakness has the potential to impact the academic aspect of the training program, particularly in terms of English language competency. Furthermore, the importance of multilingual education is recognised by South Africa's Constitution (1996, s29 (2)), which states: 'Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable'. The SAPS Language Policy is silent regarding the language of training in the SAPS training academies. It has to be remembered that SAPS training academies are 'public educational institutions. This is a serious flaw in the policy.

The other important weakness (i.e., finding) in the policy documents is found in the 'Purpose Section' of the document. Item (c) in the 'Purpose Section' of the Language Policy articulates as follows: 'Ensuring effective communication in and between the different substructures of the Service, as well as access to services, resources, programmes, information and knowledge for all employees, clients and members of the public.

Another finding from this investigation is that the programmes in this might also refer to the SAPS Training programme. We argue that because the Language Policy is silent on the issue of 'Language of Teaching and Learning' this makes the above-mentioned purpose difficult to achieve and this made even worse because the SAPS Training Academies do not have or utilise Teaching and Learning policy in their mist and this is a serious gap that needs to be interrogated. In almost all institutions of higher learning, the Teaching and Learning Policy is utilised to compensate for the gaps that the Language policy might have left. It should also not be forgotten that the Language Policy in a teaching or training institution, to some degree, guides the Teaching and Learning policy. The two have to articulate to each other.

Stevens (2005, p. 195) mentions the minimum standard model for police officer training developed by the International Association of Directors of Law Standards and Training. This model suggests that minimum curriculum requirements for basic training programs should identify a set of core competencies necessary for satisfactory performance of entry-level tasks. These competencies should include both knowledge and skills identified through job task analysis, and additional abilities in areas such as professional orientation, human relations, and ethical use of discretion that the commission deems consistent with the role of police and corrections officers in a free society. The above assertion relates to the issue of Assessment, which resides in the Assessment Policy. As it is known, SAPS Training Academies do not utilise or do not have Assessment Policies as guided by the Teaching and Learning Policy.

This is a serious flaw in the whole system, and it will have an impact on the realisation of the objectives set out in the Language policy. We argue that if the SAPS Language policy is not going to address or provide guidelines on matters of teaching and Learning in the SAPS Academies, then it should at least have clauses that articulate issues of Teaching and Learning.

In Item 5 under definitions aspect (h), it is stated that 'language management' means the section that provides language services, which include editing, translating, interpreting, transcribing, terminology development, and language planning. The argument we put forward is that the 'language management', which is responsible for language planning, is not fulfilling its duty. The evidence lies in the fact that the Language policy is silent on critical matters that relate to training. Furthermore, in Item 5 under the definitions aspect (I), it is stated that "language units" means units in departments and provinces that deal with specific language issues of that department or province arising from the National Language Policy and liaise with other departments on language matters.

The other finding from this investigation is the exclusion of DHET in the Language policy. The argument we put forward is that the SAPS 'Language Management' is not liaising with the Department of Higher Education and Training (DHET) in SA, which is more relevant and capable of advising on issues of pedagogy and language.

The other important finding, which is a weakness, is that the 'Legal Framework' upon which the SAPS Language Policy is based, to some degree is flawed because we argue that SAPS Training Academies are part of the Higher Education landscape in SA and therefore exclude Language in Higher Education Policy or LPHE, (2002) as it is known is a serious flaw. It is essential to note that all police trainees graduate from Safety and Security Sector Education and Training Authority (SASSETA)- accredited SAPS training academies. These police graduates obtain a Level Five National Qualifications Framework-aligned qualification (Montesh, 2007, p. 14). The SAPS Language Policy only pronounces that the following constitute the legal framework:

- (a) Constitution of the Republic of South Africa, 1996;
- (b) Pan South African Language Board Act, 1995 (Act No. 59 of 1995);
- (c) Promotion of Access to Information Act, 2000 (Act No. 2 of 2000);
- (d) Public Finance Management Act, 1999 (Act No. 1 of 1999);
- (e) South African Police Service Act, 1995 (Act No. 68 of 1995);
- (f) Statistics Act, 1999 (Act No. 6 of 1999); and
- (g) Use of Official Languages Act, 2012 (Act No. 12 of 2012).

Surprisingly, the SAPS Language police make pronouncements on issues of Braille. In section 8 (i.e., Policy Description) in item 3, it is stated as follows. The Service will cater to the needs of individuals with language disabilities or language barriers. Employees and clients of the Service who are blind and those with hearing impairment must be provided for by using sign language and braille.

The above-mentioned task is given to the 'Disability Management' of the Service. We argue that this is also a Teaching and Learning matter, which could be best handled in the Teaching and Learning policy as well as the Assessment policy (which SAPS Training Academies do not have). This finding has to be understood in the context that nothing is being said or pronounced about police recruits who are 'blind'. Thus, this means that SAPS promotes and acknowledges that the blind cannot be trained to be police officers. The issue of braille also relates to the issue of language of pedagogy in a training institution, and this should be taken care of. However, the current SAPS Language Policy is silent on the matter, and this is one of the weaknesses in this policy. It is indeed true that most LPs do not articulate their plans around empowering lecturers/teachers or trainers as far as teaching is concerned. This study also found the same challenge with the current SAPS Language Policy.

5.1 Discussion

After carefully examining the Draft SAPS Language policy, the following observations were made. The glaring grey area, as far as this draft SAPS Language policy is concerned, is its silence regarding Teaching and Learning in the SAPS Training Academies. In other words, the weakness in the draft SAPS LP is that it does not make references or even suggestions to Teaching and Learning policies, nor touch on the Language of Teaching and Learning in an academy.

Drummond (2016) maintains that Language planning can be approached in a variety of ways in order to influence the norms of language use in society. We argue that the approach SAPS took, leaving most of the work, including implementation, enforcement, monitoring, and evaluation, to 'Language Management,' is somewhat of a risk. Language Management is part of the SAPS as both a system and a department; therefore, we argue that one cannot be a referee and the player at the same time. SAPS Language Management cannot oversee and monitor this process; perhaps a different entity could have been selected to oversee the process. In fact, because SAPS Training Academies are part and parcel of the SA higher education landscape, PanSALB (as the Watchdog) and the Department of Higher Education and Training should have been approached.

According to Drummond (2016, p. 71), there is some evidence that the current educational system in South Africa is not operating equitably for all of its citizens. This is also clearly indicated by the current SAPS Language Policy in a section titled Policy Description (item 8), wherein the issue of 'People with language disabilities and barriers is pronounced. In this section, it is pronounced that 'the Service will provide for the needs of people with language disabilities or language barriers...'. Nothing is being said about police recruits who are 'blind'. This means that SAPS promotes and acknowledges that the blind cannot be trained to be police officers. The issue of braille also articulates the issue of language of pedagogy in a training institution, and this should be taken care of. However, the current SAPS Language Policy is silent on the matter. What this means is that the SAPS training programme is not 'operating equitably about all of its citizens' as Drummond (*ibid*) observed.

The 2002 Policy for Higher Education is a document intended to transform language use in universities (Drummond, 2016, p. 72). However, we argue that this 'transformation in language use' is not exclusive to universities alone. This policy (LPHE, 2002) also applies to academies such as SAPS training academies because they form part of the Higher Education landscape of SA. Thus, for the SAPS Language Policy to exclude it as one of its underpinning frameworks is a serious flaw, and by implication, this exclusion indicates mistrust of the LPHE or simply put, the developers do not believe in the LPHE 2002.

The SA Constitution has been criticised for containing vague statements (See, Webb 1999; Koch & Burkett, 2005). Now it looks like this draft SAPS Language Policy also suffers from the same issue, and this is so because in Item 8 (Policy Description), statement number (a) under Communication and External Communication states the following: 'Plain English is the main working language of the Service and it should be used in all official documents'.

We further argue that this statement is confusing and vague in the sense that workplace theories and institutional language principles do not agree with the so-called 'plain English' or general English as it is commonly known. SAPS, like any other workplace environment, has its own language which is taught and used (See Kekana and Mogoboya 2021). Thus, to state that 'Plain Language is the main working language of the Service when police officers were taught English that is specifically meant for the Police environment is very disturbing. It has to be remembered that the SAPS workplace environment is 'tilted towards a law environment'.

As it has been said in the findings, in this policy, nothing is being pronounced in relation to how communication should be handled in the academies. We see this as a serious predicament to the effective teaching and

learning of English at SAPS Training Academies because the SAPS Language policy provides no guidelines. Indeed, it would seem that the developers of the policy were oblivious to the fact that communication in a Teaching and Learning environment is one of the crucial aspects, as it also relates to the issues of pedagogy. This weakness has the potential to affect the academic aspect of the training programme, particularly in English language competency.

6. CONCLUSION

Language policies strongly influence public opinion and should be treated and developed with care. Single departments, such as SAPS, acting unilaterally, do not have the adequate power to effect the much-needed transformation in their Training Academies (as far as English language teaching is concerned), nor can they transform language practices in other sectors of education. This is an area in which only a broader, cross-sector approach emanating from a national language planning body could succeed (Drummond, 2016, p. 78). The researchers believe that this study, though small, can be used as a thrust in researching SAPS policy effectiveness as far as the Teaching of English in SAPS Academies is concerned. The study has indicated that this gargantuan English teaching challenge in the SAPS Training Academies is not insurmountable. Thus, this study, though a drop in the ocean, is hoped to trigger further research in this area.

6.1 RECOMMENDATIONS

- LPHE (2002) should form part of the framework as far as the SAPS Language policy is concerned
- SAPS training academies, like any other post-secondary school institutions, should be encouraged to formulate and develop their own Teaching and Learning and Assessment policies so that they can assist the SAPS Language policy
- There should be more interdisciplinary research on Language policy and planning, for example, the Language and Law disciplines work together.
- Department of Higher Education and Training (DHET), like all other relevant departments mentioned, should be consulted when such a policy is developed.
- The role of ‘Watchdogs’ should be left to the Language Management unit of SAPS alone, but also organisations such as PanSALB should be involved.
- The SAPS Language policy includes clauses that articulate issues of teaching and Learning in SAPS Training Academies
- Standing Order Generals (SO(G) that were used before the SAPS LP should

be used as a basis for improving the SAPS LP

REFERENCES

- Ary, D., Jacobs, L. C., & Razavieh, A. (2010). Introduction to research in education. *Belmont: Wadsworth Cengage Learning*, 22.
- Bianco, J.L. (2009). Critical discourse analysis (CDA) and language policy and planning (LPP): Constraints and applications of the critical in language planning. In Lê, T., Lê, Q., & Short, M (eds.) *Critical discourse analysis: An interdisciplinary perspective*, New York: Nova Science Publishers. 101-119.
- Bostock, W.W. (2018). South Africa's Evolving Language Policy: Educational Implications. *Journal of Curriculum and Teaching*, 7:2, 27-32 doi:10.5430/jct.v7n2p27
- Cele, N. (2021). Understanding language policy as a tool for access and social inclusion in South African Higher Education: a critical policy analysis perspective. *South African Journal of Higher Education*, 35(6), 25-46.
- De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. (2005). *Research at grass roots: For the social sciences and human service professions*. Pretoria: Van Schaik.
- Drummond, A. (2016). An analysis of language policy versus practice in two South African universities, *Southern African Linguistics and Applied Language Studies*, 34(1), 71-79. DOI: 10.2989/16073614.2016.1159522
- Johnstone, B. (2002). *Discourse Analysis*. Oxford: Blackwell.
- Kasanga, L. A. (1996). L2 classroom interaction and socio-cultural correlates. *Language and literacies*, 230-262.
- Kekana, T & Mogoboya, M. (2021). Workplace English Writing Needs of Police Constables in South Africa: Implications to Teaching and Learning in Police Training Academies in Gauteng Province. *Journal of African Education*, 2(1), 83-104.
- Koch E, Burkett B. (2005). Making the role of African languages in higher education a reality. *South African Journal of Higher Education*, 19(6), 1089–1107.
- Makoni, S. (2017). Language planning, security, police communication and multilingualism in uniform: The case of South African Police Services. *Journal of Language and Communication*, 57, 48-56, <http://dx.doi.org/10.1016/j.langcom.2016.12.009>
- Mavunga, G., & Kaguda, D. (2016). Combatting the pandemic: An analysis of selected adverts on HIV/AIDS on Zimbabwe Broadcasting Corporation Television (September 2008 to May 2011). *South African Journal of African Languages*, 36 (2), 173-188.
- McBurney, D. H. (2001). *Research Methods*. London: Wadsworth Thomson Learning.
- Ministry of Education. (2002). *Language Policy for Higher Education*. Ministry of Education.

- <https://www.dhet.gov.za/Management%20Support/Language%20Policy%20for%20Higher%20Education.pdf>
- Montesh, M. (2007). *A critical analysis of crime investigative system within the South African criminal justice system: A comparative study* (Doctoral dissertation, University of South Africa).
- Quijano-Sánchez, L., Liberatore, F., Camacho-Collados, J., Camacho-Collados, M. (2017). Applying automatic text-based detection of deceptive language to police reports: Extracting behavioral patterns from a multi-step classification model to understand how we lie to the police. *Journal of Knowledge Based Systems*, 149, 155-168
- Seliger, H.W. & Shohamy, E. (1989). *Second language research methods*. London: Oxford University Press.
- South African Police Services Department. (2016). *Draft Language Policy of the South African Police Service*. SAPS Department. Pretoria.
- Stevens, G.P. (2005). *Training and selection of police officers: Toward a community police model*. Unpublished doctoral thesis. Pretoria: University of South Africa.
- Taylor, S., Rizvi, F., Lingard, R., & Henry, M. (1997). *Educational Policy and the Politics of Change*. Psychology Press.
- Vaismoradi, M., Turunen, H., Bondas, T. (2013). Content analysis and thematic analysis: implications for conducting a qualitative descriptive study. *Nurs. Health Sci.* 15 (3), 398–405.
- Van Der Merwe, C (2016). Analyzing university language policies in South Africa: critical discourse and policy analysis frameworks. Unpublished MA dissertation, University of the Western Cape.
- Webb V. (1999). Multilingualism in democratic South Africa: the over-estimation of language policy. *International Journal of Educational Development*, 19(4), 351–366.
- Willig, C. (2015). Discourse Analysis. In J.A. Smith (Ed.). *Qualitative Psychology: A Practical Guide to Research Methods*. 3rd edition. California, NH: SAGE Publications Inc., 143-167.
- Wissink, H., & Cloete, F. (2000). Improving public policy. Pretoria: Van Schaik, 3-23.
- Womack, M. M., & Finley, H. H. (1986). *Communication--a Unique Significance for Law Enforcement*. CC Thomas.