Language Directorate

Annual Report 2020

Abbreviations & Credits

ABBREVIATIONS AND ACRONYMS	
BAQONDE	Boosting the Use of African Languages in Education. A Qualified Organized Nationwide Development Strategy for South Africa
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CHE	Council on Higher Education
CTL	Centre for Teaching and Learning
DHET	Department of Higher Education and Training
DSI	Department of Science and Innovation
EIS	Educational Interpreting Services
Framework	The Language Policy Framework for Public Higher Education Institutions (DHET, October 2020)
GAW	Gender Awareness Week
ICELDA	Inter-institutional Centre for Language Development and Assessment
IK/IKS	Indigenous Knowledge/Indigenous Knowledge Systems
LAW	Language Awareness Week
LD	Language Directorate
LOLT	Language of Learning and Teaching
LPHE	Language Policy for Higher Education
MAPALHE	Ministerial Advisory Panel on African Languages in Higher Education
MP	Multilingual Pedagogies
NDP	National Development Plan
NPHE	National Plan for Higher Education
NRF/DSI CIKS	National Research Foundation, Department of Science and Innovation: Centre for Indigenous Knowledge Systems
NWULP	The North-West University Language Policy
PanSALB	Pan South African Language Board
PCA	Potchefstroom College of Agriculture
SADiLaR	South African Centre for Digital Language Resources

ABBREVIATIONS AND ACRONYMS	
SCLPAS	Senate Committee for Language Planning and Advisory Services
SLP	Short learning programme
TAO	Trust vir Afrikaanse Onderwys
UCE	Unit for Continuing Education
UPSET	Understanding and Processing Language in Complex Settings
US	Stellenbosch University
USAL	University of Salamanca

CREDITS

The Language Directorate expresses its gratitude to the following persons:

1. Staff of the Language Directorate who contributed to this report:

   ○ Prof Rosemary Wildsmith-Cromarty for a subsection of Chapter 4,
   ○ Ms Monica van Zyl for a subsection of Chapter 4,
   ○ Mr Willem Botha for the photograph on page 4.

2. The various persons who contributed to the Faculty reports.
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Johan Blaauw

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FOREWORD

VICE-CHANCELLOR:

Prof Dan Kgwadi

In 2019, much of the preparatory work was carried out for the scheduled implementation of the NWU Language Policy. This work was comprehensively covered in the 2019 Annual Report of the Language Directorate, which set out the language plans of all spheres of the University. The first phase of the roll-out was planned to take place over three years, from 2020 to 2022.

Implementation duly started in 2020, with the first language-related action of the year being the successful Language Awareness Workshops for first years per faculty on each of the campuses, coordinated by Prof Susan Coetzee van Rooy, involving the development of individual so-called 'language portraits' of first-year students. This succeeded not only in raising these students' awareness of the NWU's commitment to multilingualism, but also informed them of the NWU's intended language policy roll-out from 2020 via their individual faculties' language plans, and what these plans entailed. There is an ongoing longitudinal research project on students' language portraits that will continue during coming years.

Faculties also started with the implementation of their language plans, and short learning programmes in Setswana acquisition and Multilingual Pedagogies commenced.

But as the Bible says, "Do not boast about tomorrow, for you do not know what a day may bring forth" (Proverbs 27:1), a statement that was borne out by the scourge of Covid-19 that overtook and played havoc with the NWU's planning for the implementation of its language policy and plans, impeding it in many respects. However, it also brought to the fore the adaptability and resilience of NWU staff in general, and the Language Directorate staff in particular, in meeting the new challenges that suddenly confronted them.

With the Covid-19 lockdown, the termination of contact classes and the shift to the on-line mode, in-class

educational interpreting came to an abrupt halt. This led to a shift in emphasis as regards interpreters' work. The limited translation they had done in the past (mostly of PowerPoint slides and some assessments) was expanded to translating a variety of other texts, as well as voice-overs of recorded lectures on a number of platforms. They continued to provide an essential language-support service to teaching staff and were kept as busy as when they were interpreting lectures. Relatively few interpreting staff therefore had to be repurposed to other sections of the NWU.

A seminal event for language in higher education institutions in South Africa occurred on 30 October 2020, namely the publication of The Language Policy Framework for Public Higher Education Institutions (the Framework). This is a complete revision of the 2002 Language Policy for Higher Education and it has been long in the making. As participants in the review process in the period up to 2017, when a first-revision draft was published for comment, the NWU incorporated the relevant content into its own revised language policy, which was approved by Council in 2018. We are therefore already compliant with the Framework, except in a few minor respects.

One of the aspects not covered in the 2018 NWU Language Policy is the matter of inter-institutional cooperation.

However, the NWU has for the past three years been participating in a process of establishing a cooperative project with three European and three local universities to work on promoting the use and development of the indigenous African languages as mediums of instruction in higher education. The NWU and the University of Salamanca in Spain are the lead universities in this project. It is a project funded by the European Union's **Erasmus+** programme and was approved to run from 2021 to 2023.

This project is entitled BAQONDE (the acronym derived from some of the initial letters (in bold) of the project's full name: **B**oosting the Use of **A**frican Languages in Education. A **Q**ualified **O**rganized **N**ationwide **De**velopment Strategy for South Africa). This means "to understand" in isiZulu and isiXhosa. This project slots in well with the Framework and supplements the NWU Language Policy in respect of inter-institutional cooperation, going beyond just national cooperation as required by the Framework to international cooperation in promoting the use and development of indigenous African languages.

The effective date for the Framework is 1 January 2022 and most South African universities will have to urgently revise their language policies to become compliant with the Framework before that date. The NWU, however, is not only already compliant but is actually in the vanguard of South African public higher institutions giving practical effect to the Framework.

INTRODUCTION

NWU LANGUAGE DIRECTORATE

CHAPTER 1

For the Language Directorate (LD), 2020 started off fairly normally – yet, internationally, the cloud of Covid-19 in China was already looming on the horizon, with very few countries, including South Africa, having the faintest inkling of the true magnitude of the storm that was brewing.

For the Educational Interpreting Services (EIS), much of the preparatory work for normal 2020 service delivery had already started in the preceding year, as usual, seeing that in any new year they have to hit the ground running. Two rounds of recruitment, training, selection and subsequent in-service training

of interpreters (for both classroom and residence interpreting) were held, to meet the needs that had arisen after the customary end-of-year temporary staff turnover.

Stabilisation of the timetable as usual took about two months from the start of classes, so the situation was just stabilising when the Covid-19 lockdown was imposed. At that stage, 1 099 periods per week were being interpreted (down from 1 517 in the first week of 2020 classes and approximately the same as at the end of March 2019). The busiest interpreting time slots were Monday mornings and the whole of Wednesdays.

DIRECTOR: NWU LANGUAGE DIRECTORATE

Johan Blaauw

With the Covid-19 lockdown from the end of March and the transition to online teaching, lecturers started using a variety of platforms to record their lectures. Because contact classes had been terminated, interpreters expanded their work repertoires to voice-overs, transcriptions and translations of a much wider range of study materials than they had done previously.

Both software and hardware challenges were encountered, as various new programmes had to be mastered while recording equipment to use with the software had to be found, which was virtually impossible during the initial strict lockdown. Innovative workarounds were found as interim measures and proper equipment was purchased when lockdown measures later allowed. In the past, the large number of interpreters had not all been provided with NWU hardware and software, such as computers and relevant software programs, microphones and earphones required for voice-overs, transcriptions, subtitling and translation. The LD is still in the process of catching up on this backlog and will continue to do so in 2021.

While interpreters remained fully occupied providing support services to academic staff, most of the interpreting logistics and equipment support staff, whose work related directly to contact classes, had to be repurposed elsewhere within the NWU. The remainder continued to support interpreters with work scheduling and flow, and particularly with transcriptions and terminology compilation and storage.

Although implementation of the NWU Language Policy and Faculty language plans was to some extent hampered, much was nevertheless achieved. Faculties made sincere efforts, despite limiting circumstances, to start implementing their language plans. Details on the efforts of the NWU faculties to implement their language plans are provided in Chapter 3 of this report. The LD remained involved in a facilitating and advisory role throughout. Other efforts which were more directly LD activities, such as co-presenting with the Faculty of Education the Multilingual Pedagogies short learning programme (SLP) and two Setswana and one Afrikaans acquisition SLPs (Setswana by an LD staff member and Afrikaans by a School of Languages (VC) staff member) also took place, all online. These and other specific LD activities that contributed to implementation of the language policy and plans are more fully reported on in Chapter 4.

During the course of the year, the joint application for an **Erasmus+** project was approved, for which the NWU had partnered with three European universities (University of Salamanca (USAL), Groningen University and Trinity College Dublin) and three South African universities (University of KwaZulu-Natal, Rhodes University and University of the Western Cape). This is the so-called BAQONDE project referred to in the Foreword by the Vice-Chancellor, which is aimed at promoting the use and development of indigenous SA languages as mediums of instruction in higher education.

The NWU as the lead SA partner, together with USAL as the European Union lead, during 2020 did the preparatory work for the launch of the project in February 2021. BAQONDE will be an integral part of the NWU's implementation of its language policy over the next three years, and the inter-institutional cooperation holds the potential to effect a more unified approach to promoting and developing indigenous South African languages than any single institution would be able to do on its own. This is integral to the NWU's giving effect to The Language Policy Framework for Public Higher Education Institutions (the Framework) in accordance with its language policy.

Judging by the situation at the end of 2020, the Covid-19 pandemic will last well into 2021. The second wave of infections seen elsewhere in the world had already started in South Africa as well, at the time of the preparation of this report, and all indications are that further waves and different variants are coming, while large-scale vaccination in South Africa is likely to occur only later in 2021. So tertiary institutions have to plan for the likelihood that contact classes will resume only much later in the year.

Therefore, as regards its activities in 2021, the LD has positioned itself to continue working with an emphasis on the services it has been providing since March 2020, while remaining prepared to move to the provision of contact class-related services (limited interpreting with observation of Covid-19 protocols, according to current indications) once these classes resume. As stated above, the LD will in 2021 continue the process of catching up on the backlog, in terms of the hardware and software needs of staff, enabling them to perform their tasks better.

For the moment, some remote interpreting has started on an experimental basis. With the limitations of current online meeting platforms, it has been found that the best solution is for the interpreting to be broadcast on a platform separate to the one on which the original lecture is going out (which the interpreters follow and from which they then interpret). This seems to be working fairly well for the small groups involved thus far, but teething problems may still occur, especially with larger groups.

As regards SLPs, it is foreseen that the one for multilingual pedagogies will continue, as will those for Setswana and Afrikaans acquisition. A Sesotho acquisition SLP is in the process of being acquired from another institution, as the NWU does not have the internal capacity to develop such an SLP itself. All of these have been moved to (or are being developed for) the online environment.

Overall, the LD is well positioned to continue the implementation of the NWU Language Policy. There have been some setbacks due to the pandemic, but the NWU is still at the forefront of South African tertiary education institutions in terms of having a

functionally multilingual language policy in place that is compliant with the Framework. The continuing roll-out of our policy will keep us among the leaders in the field in South Africa, enabling us to continue to contribute to the daunting national task of developing and promoting the use of our indigenous African languages as languages of teaching-learning and academic discourse at tertiary institutions.

Happier times: Interpreting Services year-end function, 2019.

(PHOTO: Willem Botha)

NATIONAL LANGUAGE-IN-EDUCATION LEGISLATION

NATIONAL LEGISLATION ON LANGUAGE IN HIGHER EDUCATION – THE 2020 LANGUAGE POLICY FRAMEWORK FOR PUBLIC HIGHER EDUCATION INSTITUTIONS AND THE NWU LANGUAGE POLICY

CHAPTER 2

In 2002, the Minister of Higher Education promulgated the Language Policy for Higher Education (LPHE). The aim of the policy was to promote multilingualism in institutional policies and practices of South African public higher education institutions.
This language policy guided language in higher education until the publication on 30 October 2020 of the Language Policy Framework for Public Higher Education Institutions ("the Framework") (see Appendix 1). TheFramework is therefore a revised version of the 2002 LPHE, and it seeks to address "the challenge of the under-development and underutilisation of official African languages at higher education institutions while simulta-neously sustaining the standard and utilisation of languages that are already developed" (Framework, Preamble).

Some years ago, the Department of Higher Education and Training (DHET) initiated the process of revising the 2002 LPHE. A draft revised LPHE was produced in 2017, which was distributed among SA higher education institutions for comment. Most institutions responded. However, after this round of comments, there was no further communication regarding the draft.

The NWU had to revise its own 2013 language policy and could not wait for a revised LPHE. However, the NWU took serious cognisance of the content and tenor of the 2017 documentin formulating its revised language policy.

The 2020 Framework states that it aims to promote and strengthen the use of all the official languages across all functional domains of public higher education, including cognitive and intellectual development.This includes scholarship, teaching and learning, and also wider communication in line with section 29(2) of the South African Constitution.

The NWU had to take stock of the extent to which its language policy complies with the Framework, the implementation date of which will be 1 January 2022. Any shortcomings identified would have to be addressed by devising and putting in place measures to rectify them, and the NWU Language Policy revised if necessary.

In the table below, salient aspects of the Framework and the NWU Language Policy (see Appendix 2) are compared.

COMPARISON: THE LANGUAGE POLICY FRAMEWORK FOR PUBLIC HIGHER EDUCATION INSTITUTIONS (DHET) AND THE NORTH-WEST UNIVERSITY LANGUAGE POLICY

The Language Policy Framework for Public Higher Education requires: (SEE APPENDIX 1 FOR FULL TEXT)	Provided for in The North-West University Language Policy: (SEE APPENDIX 2 FOR FULL TEXT)
POLICY AND LEGISLATIVE CONTEXT	
14. The policy framework must be interpreted and applied in a manner that is consistent with the following legislative frameworks and regulations: The Constitution of the Republic of South Africa, Act 108 of 1996 (Section 29(2); the Higher Education Act (No. 101 of 1997 as amended); the White Paper for Post-School Education and Training (2013); and the National Language Policy Framework (2003); the National Curriculum Statement: Curriculum and Assessment Policy Statement Grade R–12 (2010); Pan South African Language Board Act No. 59 of 1995; and the National Development Plan (NDP)*.	Point 1 INTERPRETATION AND APPLICATION affirms compliance with: 1.1 The Constitution of the Republic of South Africa,1996; 1.2 Higher Education Act, 101 of 1997; 1.3 The Statute of the North-West University (2017) ('the Statute"), and 1.4 Policies of the national government relating to language.
POLICY IMPLEMENTATION, MONITORING AND EVALUATION	
41. The policy must be supported by implementation plans which must be reviewed annually to monitor progress in terms of the requirements of the Department. 46. This policy framework will be reviewed whenever necessary, ideally within five years from the date of implementation.	3 LANGUAGE PLANS AND GUIDELINES 3.1 The University Management Committee must, in consultation with the senate adopt and implement a language plan of the NWU which is consistent with this policy and provide guidelines for the implementation thereof. 3.2 Each faculty and support department of the university must adopt and implement a language plan in consultation with the UMC and senate which is consistent with this policy and the guidelines contemplated in 3.1. 3.3 The UMC is responsible for the management and implementation of the language plans contemplated in 3.1 and 3.2. 3.4 The vice-chancellor must annually submit a progress report to council on the implementation of this policy. 3.5 The language plans and guidelines must be revised at least once every five years See also 9. LANGUAGE POLICY PRINCIPLES FOR ADMINISTRATION, WORK AND THE LINGUISTIC LANDSCAPE

The Language Policy Framework for Public Higher Education requires: (SEE APPENDIX 1 FOR FULL TEXT)	Provided for in The North-West University Language Policy: (SEE APPENDIX 2 FOR FULL TEXT)
RIGHT TO EDUCATION IN LANGUAGE OF CHOICE	
17. Section 29(2) of the Constitution accords every South African the right to receive education in the official language or languages of their choice (where practicable). 16. The Constitution of the Republic of South Africa declares that the official languages of the Republic are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.	5 POLICY STATEMENT 5.3 Within the parameters of the principle of functional multilingualism English, Setswana, Sesotho and Afrikaans are employed as official languages of the NWU; 5.4 Without diminishment of the use of English and Afrikaans, Setswana and Sesotho must be developed by the university as languages of communication and teaching and learning.
SUPPORTING LANGUAGE SERVICES	
42. Universities also should provide means to promote access and success of students by providing quality supporting language services such as translation and interpreting services. 28. Higher education institutions must assist in preparing sufficient language teachers, interpreters, translators and other language practitioners, to serve the needs of South Africa's multilingual society.	Point 8.4 provides for the provision of interpreting and translation services.
INTEGRATION OF AFRICAN LANGUAGES	
19. The National Plan for Post-School Education and Training (2020) calls for the transformation of curricula to reflect the location of knowledge and curricula in the context of the African continent. The study of African languages and literature is seen as important in this regard. 20. The White Paper for Post-School Education and Training (2013) calls for a cross-disciplinary approach that would ensure the integration of African languages into the formal programmes of institutions. Ensure that capacity is built to expand teaching of official South African languages, in particular, indigenous African languages, as well as their development as languages of literature, science and academia. 31. Continuous research must be undertaken by the institutions, to explore and document strategies for intellectualising indigenous languages for use in higher education. 32. Communication: All official internal institutional communication must be conveyed in at least two official languages other than English, as a way of cultivating a culture of multilingualism. Institutions must consider all possible options to accentuate the use of indigenous African languages in official communication and ceremonies. 29. Language of Learning and Teaching (LOLT): To adopt a flexible approach in the implementation of English as the language of learning and teaching. Necessary support must be provided to students for whom English is not their first language or mother tongue, in order to ensure academic success.	Point 4.2 This policy applies to – 4.2.1 teaching-learning, research and innovation, 4.2.2 public communication, meetings, administration, and 4.2.3 formal events associated with the NWU. Point 9 sets out general principles for integration of African languages administration, work and the linguistic landscape. Point 10 sets out particular principles for Research and Development. 11.2 sets out template for multilingualism in all University settings. 11. LANGUAGE POLICY PRINCIPLES FOR ORGANISED STUDENT LIFE Commits the university to these values, and to creating an inclusive and vibrant student environment.

The Language Policy Framework for Public Higher Education requires: (SEE APPENDIX 1 FOR FULL TEXT)	Provided for in The North-West University Language Policy: (SEE APPENDIX 2 FOR FULL TEXT)
PRINCIPLES UNDERPINNING THE POLICY FRAMEWORK	
22.1 The promotion of access and success in the academic enterprise of public higher education institutions. 22.2 The recognition and respect of the linguistic and cultural diversity that exist at South African higher education institutions. 22.3 Parity of esteem and use of all official languages as determined by constitutional and legislative imperatives. 16. "All official languages must enjoy parity of esteem and must be treated equitably," (Section 6 [1], [2] and [4] of the Founding Provisions). 30. The Constitutional values of inclusivity, social cohesion and equity of access must always be upheld in the implementation of this policy. 21.5 The nurturing of an environment where multilingualism is not seen as a problem but as a resource to facilitate cognitive development, epistemic access, inclusiveness, transformation, social cohesion and respect for all languages. 22.5 A recognition that languages are critical resources in the transmission of knowledge, cognitive development and effective participation in the knowledge economy. 22.3 Enhancing people-centeredness in addressing the interests, needs and aspirations of a wide range of language communities through ongoing dialogue and debate. 15. Must take into account the constitutional imperatives such as access, equity and inclusivity and be context sensitive in order to avoid racial discrimination, unjust exclusion, preservation of exclusivity so as to promote social cohesion and nation building. 35. Institutional culture: The creation of a receptive institutional culture which embraces linguistic diversity and promotion of a climate where people feel affirmed and empowered to realise their full potential must be supported. 36. Multilingual education should focus on proper vocational preparation of teachers for a multilingual environment, with emphasis on teaching in African languages. 37. The promotion of indigenous African languages for use in scholarship in higher education will require, amongst others, the development of dictionaries and other teaching and learning materials.	SEE: 5. POLICY STATEMENT 6. POLICY OBJECTIVES 7. MANAGEMENT AND ROLES 8. LANGUAGE POLICY PRINCIPLES FOR TEACHING-LEARNING AND ASSESSMENT 8.1.1 To enhance and optimise access and success. 8.1.2 Language rights of all people must be respected. 8.2 Multilingualism and use of African languages must contribute to the values of the NWU. 8.2.2 The development of Setswana and Sesotho to increase access and enable success. Commitment to achieve historical redress by correcting the language imbalances of the past.

The Language Policy Framework for Public Higher Education requires: (SEE APPENDIX 1 FOR FULL TEXT)	Provided for in The North-West University Language Policy: (SEE APPENDIX 2 FOR FULL TEXT)
COOPERATION (+)	
38. Institutions are encouraged to work closely with the Pan South African Language Board (PanSALB) and the Council on Higher Education (CHE) in the development of all terminology and authentication processes in all disciplines, and seek to deposit such authenticated terminology in the multidisciplinary terminology bank. 40. Institutions are strongly encouraged to develop regional partnerships and collaborative language development programmes with other universities and language bodies to avoid working in silos. This will assist in the sharing of information and data relating to language and terminology development for various disciplines.	
	13. LANGUAGE OMBUD Over and above the requirements of the Framework, the Language Policy of the NWU also makes provision for a Language Ombud to investigate all language queries and complaints.
DATE OF IMPLEMENTATION	
1 January 2022.	22 NOVEMBER 2018 (Approved by NWU Council)

* See National Development Plan, below

+ See International cooperation, below, and Appendix 3.

Discussion of comparison

National Development Plan

While the NWU Language Policy does not make specific reference to the National Development Plan (NDP), its stated goals are integrated into other NWU documents, for instance the North-West University Teaching and Learning Strategy (2021-2025), which states:

2.2 Creating a more responsive higher education system

A second force that shapes this TL Strategy is the contextual opportunities and challenges facing the South African higher education system. In terms of teaching and learning, it is particularly important to address challenges relating to the overall participation rate, with continued inequalities in terms of race and social class, high attrition and low completion rates, the need for curriculum reform, and poor articulation with other components of the post-secondary system. Key governmental initiatives to strengthen the contribution that HE makes to national development and societal transformation goals, include the following:

- *An increase in total student numbers for the public university sector, from 973 000 students in 2011 to about 1.6 million enrolments in 2030.*
- *Review/analysis and improvement on the utilisation of the opportunities provided by distance education to expand the higher education system;*
- *Further improvement of student throughput and retention rates, by enhancing the quality of teaching and learning, and further strengthening the teaching competence of academic staff.*

In answer to the above goals, the University endeavours to offer high quality teaching and learning that will be reflected in student success rates, the outcomes of external peer reviews, graduate employer feedback, student satisfaction, the employability of graduates and their entrepreneurial skills. Furthermore, in terms of sustainability, and cognisant of the NWU internal success model, responsiveness implies careful academic planning in terms of the most appropriate proportion of undergraduate/ postgraduate national and international students, major fields of study and academic programme niches, suitable modes of provision for different qualifications and student profiles, and retention of a competitive edge while remaining financially viable and market responsive.

FOOTNOTE:

Reference documents that were consulted: Inclusion in the Post-School Education and Training System (2016), the draft NQF Articulation Policy, various planning and policy documents, including the **National Development Plan 2030 (2012)**, *the White Paper for Post-School Education and Training (2013), the Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-School System (2014); the Policy Framework on Differentiation in the South African Post-School System (2014) the Policy framework for the realisation of (2016), and the Strategic Policy Framework on Disability for the Post-School Education and Training System (2018).* (Extract – emphasis added).

International Cooperation

The only current shortcoming identified in the NWULanguage Policy relates to inter-institutional cooperation with other tertiary education institutions on the development of African languages for teaching and learning.However, the NWU is a partner in a large project that fills this gap.

South African universities are familiar with European Union-funded Erasmus+ projects.The South African Erasmus+ Office has established "The development of African Languages" as a national priority for capacity-building projects.

The NWU has for the past three years been participating in a process of establishing a cooperation project with three international and three local universities to work on promoting the use and development of indigenous African languages as mediums of instruction in higher education. Lead universities in this project are the University of Salamanca in Spain and the NWU in South Africa. A project proposal was jointly submitted by the project partners to the European Union's Erasmus+ programme for their funding scheme to support activities in the fields of Education, Training, Youth and Sport. A first application in 2018-2019 was not approved, but a second one in 2019-2020 was successful.

This project is named BAQONDE (the acronym derived from some of the initial letters – in bold – of the project's full name: **B**oosting the Use of **A**frican Languages in Education. A **Q**ualified **O**rganized **N**ationwide **De**velopment Strategy for South Africa). Baqonde in isiZulu and isiXhosa means "to understand" or "to make yourself understood". The European (EU) partners are the University of Salamanca (USAL), Groningen University (GU) and Trinity College Dublin (TCD), and the South African (SA) partners are NWU (the SA coordinating institution), Rhodes University (RU), University of KwaZulu-Natal (UKZN) and University of the Western Cape (UWC).

An integral part of most language plans at NWU include terminology development. It is important that this be done uniformly on a shared platform so that all terminology can be collated into a coherent database. Fortunately, the CTexT entity in the School of Languages has experience in this regard, and the university also hosts the South African Centre for Digital Language Resources (SADiLaR), which focuses on the creation, management and distribution of digital language resources. SADiLaR is also a BAQONDE partner, its head, Prof Langa Khumalo having been part of the core group who had initiated BAQONDE.

This project therefore perfectly supplements the NWU's Language Policy in its compliance with the 2020 Framework. BAQONDE will run from 2021 to 2023.It is envisioned that, in light of the provisions of the Framework, the cooperation will be expanded to involve more SA universities, although not directly in the Erasmus+ Project BAQONDE.

Other initiatives following publication of the Framework

In the wake of the publication of the Framework, the NWU had two related interactions – the one with the Pan-South African Language Board (PanSALB) and the other with Stellenbosch University.

PanSALB request for information

PanSALB, via its provincial offices addressed a query (see Appendix 3) to all tertiary education institutions in a process to:

- *"Impress upon institutions of higher learning the importance of mother language education as a right in order to achieve and advance the Constitutional provision on the right to be taught in a language of choice where it is practically possible;*
- *Determine institutions of higher learning that have adopted language policies;*
- *Find out about the methods that institutions of higher learning have adopted to contribute to mother language education in line with the Department of Higher Education and Training's Language Policy Framework;*

- *Recognise institutions and schools that are making headway in actively promoting the use of South African official languages other than English, in education;*
- *Encourage the development of multilingual academic resources/material."*

The NWU's response covered the aspects required by PanSALB, namely

"mother language education with a focus on...: Language policies, Translation, Interpreting, Terminology development, Language(s) of teaching and subject fields, Establishment of university language unit/committee and its achievements, Human Language Technology/Apps, etc." (see Appendix 4 for the NWU response).

Interaction with Stellenbosch University

Stellenbosch University (US), as part of the process of revising its own language policy, towards the end of 2020 approached the NWU for information regarding matters relating to institutional language and language policy. As they stated in their communication, the mutual sharing of such language policy-related information could potentially form the basis of discussions on managing language diversity at these two (and possibly other) institutions.

This ties in well with the inter-institutional cooperation required by the Framework and the possible wider cooperation among local tertiary institutions forming part of and emanating from BAQONDE.

Further matters the Framework seeks to address

Not all institutions can do everything the Framework strives for. The NWU, for example, has a niche in terms of the local languages it has chosen as official NWU languages, and the other non-official languages it also offers as academic subjects. As regards "development of the historically marginalised official South African languages, as wellas the Khoi, Nama, San languages, and Sign Language"

(12.3 of the Framework), the NWU elected some years ago,as part of its niche languages,to offer South African Sign Language (SASL) as a language subject in its School of Languages on the Potchefstroom campus.

In terms of "preparing sufficient language teachers, interpreters,translators and other language practitioners, to serve the needs of a diverse SouthAfrica's multilingual society" (12.5 of the Framework), the NWU offers Language Practice as a subject on all three its campuses, thereby contributing significantly to the pool of trained language practitioners in South Africa.

Practical exposure to translation, editing and interpreting forms part of the language- practitioner training provided by the NWU. Our Vanderbijl-park campus offers training in subtitling, and the Potchefstroom campus in interpreting. Students specialising in interpreting have a unique opportunity to do a comprehensive internship in the Educational Interpreting Services (EIS) of the NWU. Some of these interns are employed in the NWU EIS once they have completed their studies.

Conclusion

There is every reason to believe that, in a combined international and national effort among tertiary institutions, implementation of the Framework has a good chance of producing favourable results in a shorter period of time than if institutions were to work on their own to address the challenges posed by the Framework.

With its already Framework-compliant language policy and its participation in BAQONDE, the NWU is ideally positioned (and fully committed) to play a leading role in these processes and make a valuable contribution as required by the Framework towards"transformation in higher education, with specific reference to universities, through enhancing the status and roles of previously marginalised South African languages to foster institutional inclusivity and social cohesion".

NWU LANGUAGE POLICY AND PLAN IMPLEMENTATION

PER FACULTY DURING 2020

CHAPTER 3

2020 was the first year of implementation of the NWU Language Policy, and specifically of the language plans by means of which this implementation was to take place. Activities in the faculties started off as per normal, with the usual interpreting and translation work required. In a few instances, plans for translation of teaching-learning material into Setswana and Sesotho were being initiated, and most importantly, presentation of the first short learning programme in Multilingual Pedagogies commenced (more about this in Chapter 4). A first intake of enthusiastic staff enrolled for and participated in it, until Covid-19 intervened.

The Covid-19 lockdown did hamper implementation efforts, yet substantial progress was nevertheless made in many instances. For this, everybody who played a role must be commended, given the demands required by the transition to the online teaching-learning mode. As can be seen below in the faculty progress reports, they all to a greater or lesser extent proceeded to implement their language plans as far as they could in the abnormal times that prevailed. Overall, the progress testifies to the commitment of the NWU to establishing a truly more multilingual environment at the University.

3.1 Faculty of Economic and Management Sciences

F-EMS: Brief report on progress with the implementation of the Language Plan

F-EMS's language plan has been structured to align with the NWU Language Policy objectives.

Covid-19 challenged our initial 2020 plans but created opportunities for other creative online and social media initiatives.

The projects with TalentPlantation are progressing well, and we will be demonstrating some prototypes during the second quarter of 2021.

Accounting Sciences produced an impressive 97 concept videos of which two were translated in Sesotho and five in Setswana, and Economic Sciences focused on developing a glossary of key concepts in most of their endeavours.

Students' feedback was very positive on the availability of concept videos and videos translated in "everyday spoken Sesotho/Setswana" or not in "deep Sesotho", as one of the students said.

Accounting Sciences (SAS)

Below is a list of the concept videos produced in 2020 as part of the School's multilingualism language plan. This list will be further expanded during 2021. Even if the language of instruction is mainly English, the concept videos in other languages are made available to students as additional learning support in their home language.

A survey amongst students to determine the effectiveness or usefulness of these concept videos were conducted, and the results are shared in graphic below.

Agricultural economics

Before lockdown, all undergraduate Agricultural Economic modules were provided in parallel sessions, where lectures were presented in Afrikaans and English with interpreters, as has been the norm. Slides and additional class notes were also provided in both English and Afrikaans, and assessments were available in both languages. Each programme module includes a MOD or e-Guide available on eFundi in Afrikaans and English to assist students with relevant concepts. Modules affected during the first semester included AECP 211 and AECP 311.

During the second semester, this process continued during lockdown except for face-to-face contact sessions with students. These were substituted with voice-over class notes and additional videos in English and Afrikaans. The ChatRoom and Message functions on eFundi were also utilised to encourage students to ask questions to provide further clarification, if needed, and to provide additional study tips, especially before and after assessments. Zoom sessions were scheduled either once a week or once every second week, depending on the specific modules. During these sessions, lecturers facilitated question and answer sessions

to those students who wanted to participate. Those mentioned earlier were applied to all modules presented during the second semester of 2020 and included AECP 121; 223; 321 and 322.

Economics

Before lockdown, all undergraduate Economic modules were provided in parallel sessions, where lectures were presented in both Afrikaans and English. Slides were also offered in Afrikaans and English, with additional YouTube concepts videos to assist with difficult concepts. A multilingual glossary list (in Afrikaans, English and Setswana) enabled students to understand key Economic concepts better.

A multilingual approach continued after the lockdown period, where students received voice-overs and slides in Afrikaans and English. Honours modules continued through the year to be offered in the language which disadvantaged no student. The ChatRoom function on eFundi was also utilised to encourage students to ask questions to clarify further if needed and provide additional study tips.

Risk Management

A glossary list with key concepts was made for all the undergraduate Risk Management modules. The glossary lists are available in English, Afrikaans, Setswana and Sesotho. The programme also created a Key Concepts document.

Videos were also made to explain key concepts; these videos are available in English, Afrikaans, Setswana and Sesotho.

Slides are currently provided on eFundi in Afrikaans and English, and class videos are also available in Afrikaans and English.

International trade

For the undergraduate International Trade modules, all class presentations, communication, and assessments were offered in English and Afrikaans. Translation services were available in all contact classes before lockdown commenced.

We used WhatsApp groups, Zoom revision sessions, eFundi messages and discussion forums to encourage students to ask questions if they did not understand specific terms and required further clarification.

PowerPoint presentations and videos were made to explain key concepts, where possible these were made available in both Afrikaans and English.

A draft glossary of terms has been developed and is in the final edit phase. This document is in English, Afrikaans, Setswana and Sesotho. The document will be sent for translation and final language editing in February 2021 and will then be deployed on all EKIP eFundi sites in Semester 1, 2021.

Table A : SAS concept video project - Semester 1 videos (summary)

	Subject	Topic	Language	Length
1	Accounting	IAS 7 Statement of cash flows	Eng	05:55
2	Accounting	IAS 7 Statement of cash flows	Afr	05:50
3	Accounting	IAS 8 Accounting Policies, Changes in Accounting Estimates and Errors	Eng	06:26
4	Accounting	IAS 8 Accounting Policies, Changes in Accounting Estimates and Errors	Afr	06:01
5	Accounting	IAS 12 Deferred tax	Eng	08:34
6	Accounting	IAS 12 Deferred tax	Afr	09:15
7	Accounting	IAS 16 PPE gross replacement value method	Eng	06:46
8	Accounting	IAS 16 PPE gross replacement value method	Afr	06:38
9	Accounting	IAS 21 Foreign exchange PART 1	Eng	05:35
10	Accounting	IAS 21 Foreign exchange PART 1	Afr	05:50
11	Accounting	IAS 21 Foreign exchange PART 2	Eng	06:02
12	Accounting	IAS 21 Foreign exchange PART 2	Afr	06:10
13	Accounting	IAS 32 Fin instruments - Presentation classification	Eng	08:35
14	Accounting	IAS 32 Fin instruments - Presentation classification	Afr	08:48
15	Accounting	IAS 36 Impairment of assets	Eng	05:52
16	Accounting	IAS 36 Impairment of assets	Afr	04:37
17	Accounting	IAS 36 Impairment of assets	Setswana	09:09
18	Accounting	IAS 38 Intangible assets	Eng	04:20
19	Accounting	IAS 38 Intangible assets	Afr	03:54
20	Accounting	IAS 40 Investment properties classification	Eng	06:34
21	Accounting	IAS 40 Investment properties classification	Afr	06:34
22	Accounting	IAS 40 Investment properties measurement	Eng	05:11
23	Accounting	IAS 40 Investment properties measurement	Afr	05:14
24	Accounting	IAS 40 Investment properties measurement	Setswana	08:23
25	Accounting	IFRS 9 Fin instruments - Measurement classification	Eng	05:01
26	Accounting	IFRS 9 Fin instruments - Measurement classification	Afr	05:12
27	Accounting	IFRS 15 Revenue	Eng	07:23
28	Accounting	IFRS 15 Revenue	Afr	07:32
29	Accounting	IFRS 16 Leases - Accounting models	Eng	05:07
30	Accounting	IFRS 16 Leases - Accounting models	Afr	05:23
31	Accounting	IFRS 16 Leases – Classification	Eng	04:47

	Subject	Topic	Language	Length
32	Accounting	IFRS 16 Leases – Classification	Afr	04:31
33	Auditing	Application controls	Eng	07:45
34	Auditing	Application controls	Afr	09:40
35	Auditing	Audit risk	Eng	06:52
36	Auditing	Audit risk	Afr	07:01
37	Auditing	Business cycles	Eng	04:39
38	Auditing	Business cycles	Afr	04:39
39	Auditing	CAATs	Eng	06:18
40	Auditing	CAATs	Afr	06:23
41	Auditing	Controls and Tests of controls	Eng	06:16
42	Auditing	Controls and Tests of controls	Afr	06:18
43	Auditing	Materiality	Eng	07:45
44	Auditing	Materiality	Afr	09:20
45	Auditing	Pre-engagement activities	Eng	05:46
46	Auditing	Pre-engagement activities	Afr	05:45
47	Auditing	Substantive procedures	Eng	04:50
48	Auditing	Substantive procedures	Afr	04:48
49	Financial Management	Intro to Financial Management	Eng	02:38
50	Financial Management	Intro to Financial Management	Afr	02:22
51	Financial Management	Time value of Money 1 of 2	Eng	05:14
52	Financial Management	Time value of Money 1 of 2	Afr	03:59
53	Financial Management	Time value of Money 2 of 2	Eng	05:40
54	Financial Management	Time value of Money 2 of 2	Afr	06:00
55	Financial Management	Valuations Video 1 Introduction	Eng	01:58
56	Financial Management	Valuations Video 1 Introduction	Afr	02:14
57	Financial Management	Valuations Video 1 Introduction	Setswana	02:35
58	Financial Management	Valuations Video 2 Debt and pref shares valuation	Eng	07:55
59	Financial Management	Valuations Video 2 Debt and pref shares valuation	Afr	07:26
60	Financial Management	Valuations Video 3 Equity valuation	Eng	02:11
61	Financial Management	Valuations Video 3 Equity valuation	Afr	02:10
62	Financial Management	Valuations Video 3 Equity valuation	Setswana	02:42
63	Financial Management	WACC 1 of 2	Eng	05:03
64	Financial Management	WACC 1 of 2	Afr	06:02
65	Financial Management	WACC 2 of 2	Eng	07:34

	Subject	Topic	Language	Length
66	Financial Management	WACC 2 of 2	Afr	07:23
67	Management Accounting	ABC terminology	Eng	08:21
68	Management Accounting	ABC terminology	Afr	08:43
69	Management Accounting	Equivalent units	Eng	03:47
70	Management Accounting	Equivalent units	Afr	03:46
71	Management Accounting	Normal and abnormal losses	Eng	08:28
72	Management Accounting	Normal and abnormal losses	Afr	08:58
73	Management Accounting	The format of the income statement	Eng	02:57
74	Management Accounting	The format of the income statement	Afr	02:57
75	Management Accounting	The format of the income statement	Sesotho	05:06
76	Management Accounting	The recovery of overheads	Eng	04:19
77	Management Accounting	The recovery of overheads	Afr	03:53
78	Taxation	Assessed losses	Eng	07:37
79	Taxation	Assessed losses	Afr	08:19
80	Taxation	Capital allowances and recoupments	Eng	05:55
81	Taxation	Capital allowances and recoupments	Afr	05:21
82	Taxation	Capital gains tax	Eng	06:56
83	Taxation	Capital gains tax	Afr	07:47
84	Taxation	Foreign Exchange	Eng	04:40
85	Taxation	Foreign Exchange	Afr	04:40
86	Taxation	General deductions	Eng	02:33
87	Taxation	General deductions	Afr	02:31
88	Taxation	Gross income	Eng	03:02
89	Taxation	Gross income	Afr	03:07
90	Taxation	Provisional Tax	Eng	04:09
91	Taxation	Provisional Tax	Afr	04:02
92	Taxation	Trading stock	Eng	06:22
93	Taxation	Trading stock	Afr	06:33
94	Taxation	Value-Added Tax	Eng	14:05
95	Taxation	Value-Added Tax	Afr	11:08
96	Taxation	Value-Added Tax	Setswana	13:38
97	Taxation	Value-Added Tax	Sesotho	13:17

Figure A : School of Accounting Sciences – Multilingual concept video project
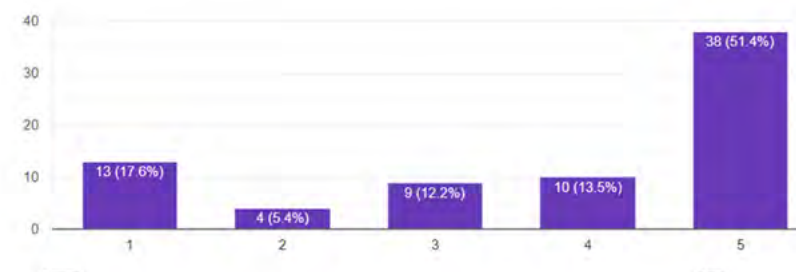Summary of survey responses - Setswana and Sesotho pilot project
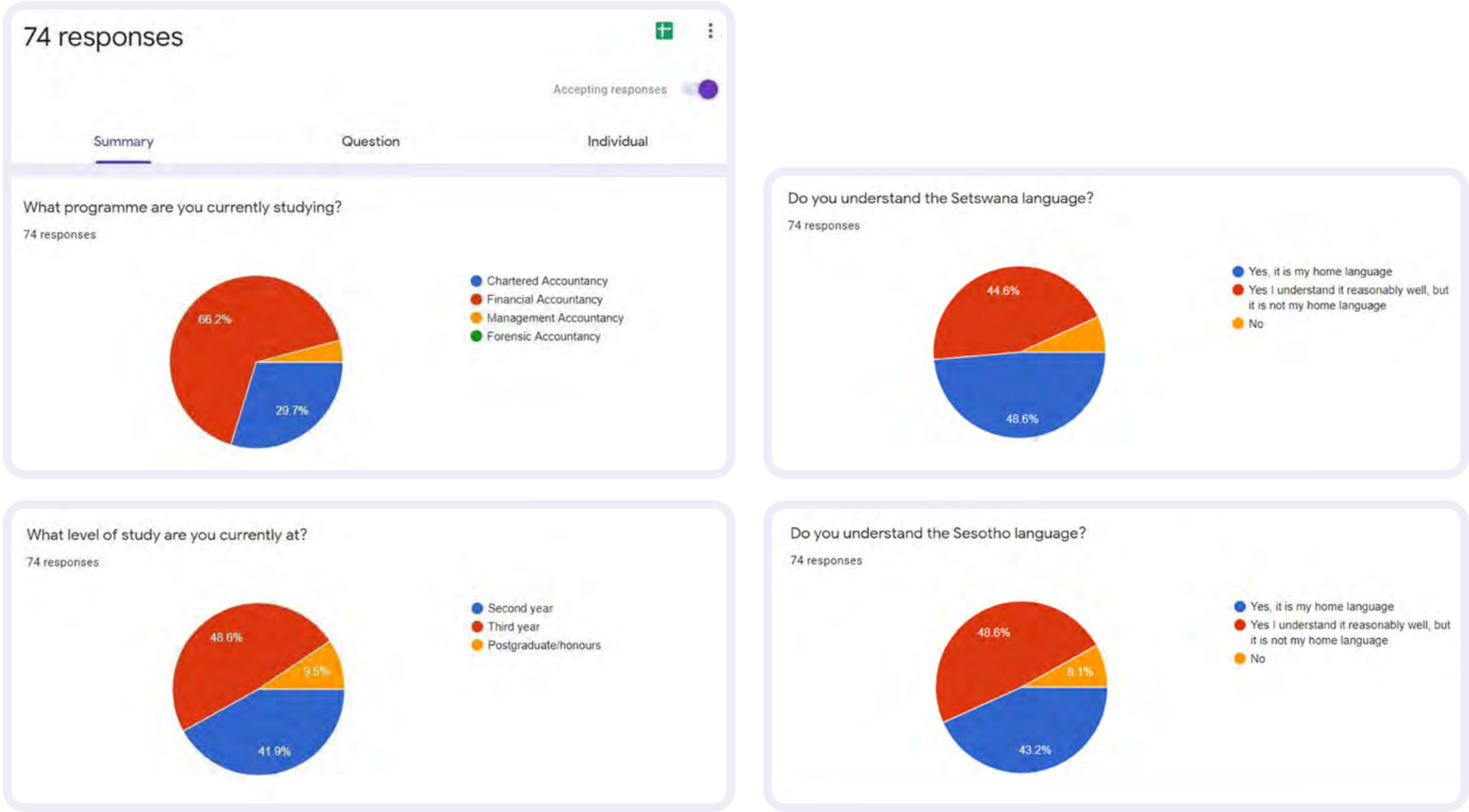
The remaining questions are not compulsory. Please motivate your answer to the previous questions, i.e. WHY do you believe concept videos in Setswana and Sesotho would be useful or not useful?

(50 responses, quoted verbatim)

They would be very useful because Sesotho is my home language and I could found the concepts that they explained very easy on the videos and I did enjoy it

Very easy to understand compared to English

I think they will be useful because some students are from rural areas where English they do it as a subject, on other subjects teachers explain in their language to make sure they understand. Some students it's not like they are stupid the language is the problem.

Useful its easy and understandable

Videos in my home language makes the subject easier to understand

This seems to be a problem for me as it is being selective. Other African students who speak other African languages and who do not under-

stand/speak Setswana and Sesotho will not benefit at all. Simply put for me it is going to result in division among Africans at the University.

Since it's a language I'm used to speaking at home, it will be easier for me to understand certain concepts.

I will have a better understanding of the concept of the module better in my home language Its more easier to understand concepts in your home language than in English

I find them useful Because its much more easier to understand as setswana i speak it daily

22

When a school content is explained to me in sesotho, it gives me a better understanding of the content being explained. Just like the afrikaans speaking students have a advantage, they can access content in both in english and Afrikaans.

Some English terms are abstract as opposed to our home language To explain certain concepts that I don't get in english

I speak, write and understand sesotho and the concepts explained were easier to comprehend, what a lovely alternative.

Being explained with my home language makes it easier to understand certain concepts I didn't understand very well in English

It is more understandable

Things become a lot easier in your home language...it feels more like a discussion with a friend For a broad explanation, they would be useful.

Personally for me it has to do with language. It is in the best interest of students to never forget their home languages and even be offered mode of learning through them. This will also make it easier for them to understand and grasp information better.

Because sometimes it's difficult to grasp the concepts using English, sometimes the terminology can be confusing but it's easier to understand and grasp when explained using Sesotho.

concepts are easier in my home language. i worked hard to understand English, but it still takes me time to process and capture information.

There aren't any videos in the setwana and sesotho folders.

Because it is my home language I will be able to grasp and understand concepts easier and faster in the same way Afrikaans students are able to understand things quicker because they learn things in their home language.

The videos in Setswana and Sesotho offer a broader understanding to the students who speak the language. In simpler terms, the concept are easier to grasp.

Some students understand things better when explained in their home language or one that they understand than English.

They would be useful as it provides better understanding of the work

They will be useful because they make it easier for us to understand the concept in our own languages.

Useful, Because I gained bit more knowledge through this explanation than English ones, it boosted my knowledge about topics that I thought I understood well with English videos

It's useful for explaining big or tricky english words on a scenario.

Sesotho is an already limited language. The videos i watched, I can't say that's sesotho. The person is speaking english but throwing in a few sotho here and there

The person does not completely speak setswsna, many words she speaks English and to it's useless

I think that concept videos in setswana and Sesotho would be useful because most people understand better in their home language and even if you know English well, sometimes some things are just so difficult to understand what they really mean or how they work when they are explained in other languages rather than your home language.

I see no need of repeating the videos over and over again because i directly understand what is being said immediately.

It will be very helpful because it allows you to learn having a question in mind and exploring your thinking abilities

At this point, it is not useful to have concept videos in setswana as for me personally, I have been taught in english my whole life and it is the learning language Im comfortable with

I have gotten used to and comfortable learning in English

Accounting degrees have a lot of board exams which are all english so using setswana and sesotho concept videos will not be useful long term

Useful because it will include all students a who understand and feel comfortable with vernac so that one can understand things that are difficult when using English

I believe it would be useful because the first language most of us knew is our african vernacular language, and therefore most concepts are easily grasped when we hear them in our language

Once you get used to understand a concept in setswana it might be difficult to translate and explain it in English especially when writing tests and exams.

Both Setswana and Sesotho resonate within me a whole lot more better than English. There are numerous nuances in both Sesotho and Setswana that enable me to better understand the concepts when explained in the two languages than in English or Afrikaans.

They use the same English words even in instances were there are substitutes in Setswana

its better to understand on first hand home language than actually translating first in your head when you make your own summaries

It's not useful... Because English is a language we have been taught from School in our career subjects. Unlike Afrikaans where each and every concept and word has a "Afrikaans" word unlike seTswana and seSotho. Even the slides are in English and the words are in English and the presenters can't use native words but English concepts. IT'S REALLY NOT THAT HELPFUL.

It would be useful because sometimes understanding English is very challenging.

I believe most of the things I listened to in sesotho have stayed in my mind as it is my everyday language.

How can the concept videos in Setswana and Sesotho be improved to better support learning?

(28 Responses, quoted verbatim)

Not to speak deep sesotho

do not speak formal setswana, speak casual setswana

Having more access to it, things sound better in your home language.

content on the video can be typed in the preferred language its ohk or me

Create more video for us,not just sample videos? More tswana words should be used

Understanding these concepts is much less stressful and made more sense in sesotho. Very helpful

They must go through the slides before they take the video because she kept pausing for a few seconds before continuing the sentence

Increase vocabulary

There are many English words borrowed in the videos and it would be better if they are translated into Sesotho (e.g Concept can be translated to "Ntlha" Or "Mohopolo", System to "Tshebetso Ya Vat e sebetsa ka tsela e lateng"). Only if there truly is no word that can be used in Sesotho its then borrowed words can be used.

They can be improved by adding examples on the videos

The voice over must be done by a person who can pronounce words clear. Not the one on FMAN valuation sample video

The voice over must sound more confident and infused. She sounds unsure.

Use everyday Setswana and Sesotho language and perhaps replace the English words used as well. Study material support translated as well

The speaker must speak like she wants to firstly. Secondly why mix English with a bit of sotho then call that sotho?? Proper sotho must be spoken or just leave it

If everything in the video is said in tshwana it might be better

I think that this videos can be improved by making sure that everything is explained in Setswana or Sesotho. For example, if the lecture still wants to say something in English, they can start by saying it in Setswana or Sesotho first and then say what in means in English for better understanding.

The speaker should not be too slow when speaking

I think it's very important to go extra mile as this will help incoming student, by also doing questions and class contact in the form of the language they will understand, it should not be limited to concept videos.

By adding english subtitles

A concept video in english accompanied with sesotho and setwana so we can go back to back between both language for a better understanding.

Make more videos

Small use of words in the place of 'over', 'multiply' etc. implimented as soon as possible

In my opinion there still has to be a lot of Development in terms of the languages from the Basic education point of view before Tertiary level.

They were very understandable, things were explained in-depth without having to look up the dictionary for meanings of words.

How else can the School of Accounting Sciences support students in a variety of languages in accordance with the university's functional multilingual language policy?

(28 responses, quoted verbatim)

It School stick to English only because it will cause barrier between student that other language are favoured compare to others

Honestly speaking the multilingual policy does not work. It does not assist in fostering a non-racial society. It divides people along racial lines. For example most of the white students go to study in Afrikaans and then all other races (mostly Black people) go study in English. This results in blacks and whites not having meaningful interactions for the same courses that they are studying. Introducing other languages such as only a few African languages will only result in Africans among themselves being divided like black and white are currently divided.

give more infomation and slides in the preferred language

Include setswana in question papers and allow us to answer in Setswana just like you do with Afrikaans

Make study guides, slides in setswana and test, exams in setswana like how in Potch they make question papers in affrikaans be allowed to answer in setswana

Are you guys serious? You guys have asked me this question for the past 3 years now and nothing has changed. We kept on saying that since the School has 3 official languages, Setswana being one of them, so classes should be conducted in all 3 languages or conducted in just English. The test should show all 3 languages, not just English and Afrikaans.

Introduce official languages in all videos

Create and post more concept videos like these ones in other modules as well

Allow for students to ask question in Setswana during lecture sessions, not only in Afrikaans to make it fair for all students

This is a great start. They could also get SI's or student assistants to explain in setswana too Use simple wording

Promoting South African languages and their beauty.

By using more relatable/local scenarios and case studies, with names in different languages Offer all 11 languages

Further implement the policy by permanently introducing the option of having contact classes in Setswana and Sesotho, just like with Afrikaans and English.

provide setswana facilitation and consultations

By creating a blog where student can ask questions in their own languages in order to understand the concept more

You cannot please everyone but it can try mitigate rather than notifying the problem of languages By linking a translating app to the videos.

The university can support by using more languages for teaching that most people are likely to understand if not all the languages .

Sesotho and Setswana student need to have options like Afrikaans speaking student where exam question paper are set to also in the language that it will be easily to comprehend and accessible to their thinking and to how they will remember concept in the exam room.

Please just have afrikaans and english separately as when reading on the computer screen, having the 2 languages next to each other just makes the reading difficult

by teaching them in a language they can most understand

we should be provided the option of using a different languages.

Have lectures that can speak setswana and sesotha as their 3rd language

The university should implement the languages in the teaching and learning modalities. That would be the best way to support students. The university will then make corrections along the way to ensure the best form of support for students.

implementing more videos on all subjects to help improve understanding

A lot of language development has to be done... E.g Asset (English) Bate (Afrikaans) ???? (seSotho & seTswana)

It can have an English version translated to other languages in order to understand the module better.

Please feel free to make any further comments or share any further information, if not addressed in any of the earlier questions:

(13 responses, quoted verbatim)

We should stick to the once we are currently using

I know this is not directly related to what the survey is about. But the university should seriously consider this multi language policy thing. Because it is not working the way the university would like to believe it is. North West university should follow what other universities have done such as the University of the Free State and the University of Pretoria in introducing a English language policy only. Simply put it is financially impossible for any university to introduce a language policy that covers every language in South Africa. And introducing only Afrikaans, English and only 2 African languages will only result in division among students the same way there is currently division because of the Afrikaans and English language policy. The vast majority of students understand English if not all of them. So the university should simply move on the a 1 language policy of English instead of trying to implement impossible and problematic things.

It would be great to have Setswana question papers

Tests and Exams should be made n setswana and answered in setswana by students

It is very sad that you guys even have to ask these questions. But I see that the university wants to improve, so please implement our suggestion and do not just '"conduct the survey"' for the sake of conducting a survey or for keeping us quite.

I am glad with the effort of trying to take other languages also

I'm honoured to be part of this study. I did not realise nor had anticipated that NWU can come up with a study that suggest adding other South African languages as a mode of delivery to students. I hope the study brings positive results.

Thank you for doing this survey. It makes me proud to be a Student here. Please re upload the videos or indicate where exactly are they

I appreciate the efforts taken by the School in this programme

They really helped me to understand more about the topic. Seriously

The university should make communication with stakeholders in language, government (Education) and Institutions like SAICA and SAIPA and CIMA.

Although I am used to English, it might as well be a challenge to only start now being taught in my home language.

3.2 Faculty of Engineering

Extract from FENG language plan submitted via Senate to Council in October 2019

The aim of this language plan to facilitate the education of engineers who will be professionally fluent in English (**exit** outcome), taking cognizance of the fact that these students **enter** our educational system from multiple multilingual and multicultural contexts. Hence, implementing deliberate interventions near the education system **entry** points in order to optimize access and success.

This will be accomplished if the following objectives can be achieved:

1. Utilize existing and planned bi- and multilingual practices of the Faculty of Natural and Agricultural Sciences (FNAS) with respect to common modules from the BEng Curricula that are presented on Potchefstroom Campus (PC).

2. Use innovative approaches and technology – in collaboration with FNAS – to transmit/capture/flip MC and VC English classroom experiences to/on PC for the other common modules from the BEng Curricula that are presented in English on Mahikeng Campus (MC) and Vanderbijlpark Campus (VC).

3. Execute multilingual pilot projects to introduce Setswana as language of tuition in first and second-year modules.

4. Over a four-year timespan (2020-2023), through individual Engineering Education research projects, increase access to a diverse student population and enhance bilingualism and multilingualism, through innovative practices and the use of technology in all engineering modules in the first year, as well as first semester of the second year.

5. When the majority of the 2020 first year intake reach their final year (2024), all final year communication (receptive and productive) will be in English only.

Phased roll-out plan (2019)

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
2020	MTHS111; APPM122; MTHS121;	(In collaboration/ consultation with FNAS) NCHE111; NCHE121; NPHY111; NCHE121; NPHY121; CMPG115	INGM111, EERI124	Each FEng School to define and manage own phased plan	Phased plan
2021			REII111, INGM121, INGB121, ENGF211, CEMI112, CEMI121; INGB122		
2022	APPM212; APPM211; NCHE211; MTHS211; MTHS223;	MTHS212; MTHS224	INGM122, WVTS211, EERI215, REII211, CEMI211, CEMI213		
2023			INGM211, CEMI211, CEMI213		
2024					All communication (receptive and productive) in English only.

Adjustment to objectives and roll-out plan as result of emergency remote teaching (ERT)

1. Objective 1 remains the same.

2. The adjustment of objective 2 is dependent on FNAS reaction to ERT.

3. **3A.**
   During 2020, most first year undergraduate engineering modules were presented completely bilingually through ERT. In doing so, re-usable multimedia learning material was created in both languages. This was accomplished through various approaches:

   3.1. Synchronous online lecturing and interpretation by NWU interpreting services (e.g., INGM121)

   3.2. Asynchronous lecture capturing and translation/ voice-overs by NWU interpreting services (e.g., EERI124)

   3.3. Duplicate creation of learning material by bilingual lecturer (e.g. INGM122).

   3B.
   Expand selected newly created bilingual learning material to Setswana.

4. Objective 4 remains the same.

5. Objective 5 remains the same.

	Objective 1	Objective 2	Objective 3A	Objective 3B	Objective 4	Objective 5
2020	MTHS111; APPM122; MTHS121;	(In collaboration/ consultation with FNAS) NCHE111; NCHE121; NPHY111; NCHE121; NPHY121; CMPG115	EERI124, REII121, INGM121, INGM122		Each FEng School to define and manage own phased plan	Phased plan
2021			INGM111, REII111, INGB121, ENGF211, CEMI112, CEMI121; INGB122	INGM122, INGB122		
2022	APPM212; APPM211; NCHE211; MTHS211; MTHS223;	MTHS212; MTHS224	WVTS211, EERI215, REII211, CEMI211, CEMI213	TBD		
2023						
2024						All communication (receptive and productive) in English only.

The 2020 budget was primarily used towards accomplishing objective 3A.

3.3 Faculty of Health Sciences

The Faculty language plan of the Faculty of Health Sciences is grounded in and based on the approved North-West University Language Policy and gives full expression to a commitment to implement the Constitutional imperatives concerning multilingualism in South Africa. The Faculty commits to multilingualism as a matter of principle to facilitate access and success for students pursuing the various health professions.

The module *Understanding the World of Health* (WVGW221) was identified to drive multilingualism and translanguaging initiatives. The module is compulsory for all students enrolled in the Faculty of Health Sciences and is presented in an interdisciplinary context. The vision of the Faculty of Health Sciences is to enable communication among professionals as a multidisciplinary approach and between professionals and those seeking healthcare, as well as treasuring the four regional languages. Additional projects were identified in the five Schools and their associated research entities to enrich the Teaching-Learning environment.

WVGW221 Pilot project

Due to the unprecedented challenges surrounding Covid-19, as well as the release of the new and aligned module outcomes and assessment criteria for all the *Understand the World* (UTW) modules in all the faculties, the WVGW 221 lecturing team, in consultation with the director of the Centre for Health Professions Education (CHPE) Prof Gerda Reitsma, agreed that the translation of existing study material in 2020 into Sesotho and Setswana will be placed on hold until the revision of the module content is completed and approved. Spending a large amount of money on the translation of study material that will definitely change during the revision of the module in 2021 does not make financial sense. The assigned funds were not used in 2020 but will be used during 2021 and early 2022.

School of Psychosocial Health and COMPRESS

A multilingual social work dictionary was developed during 2019/20 and was officially launched on 23 September 2020 during a Centre for Teaching and Learning webinar. Emeritus professor Mike Weyers coordinated the project in collaboration with Mr Johan Blaauw from the Language Directorate as a joint initiative of the Language Directorate and the lecturers of the Social Work Divisions of the School for Psychosocial Health. The Multilingual Social Work Dictionary consists of more than 800 defined social work concepts and more than 250 emotive words in English, Afrikaans, Setswana and Sesotho that can be used during interviews and counselling. Visit https://ctl-nwu.libcal.com/event/7102733 for more details. The expansion of this dictionary has already started, and it is regarded as an organic product that will be updated continuously.

School of Human Movement Sciences and PHasRec

The School of Human Movement Sciences in line with the NWULP aims to develop a multilingual glossary of terms in the field of human movement sciences. The glossary will define approximately 100 human movement science constructs (terms) in all four identified languages of the NWU and non-core constructs in English.

Due to a variety of difficulties including the impact of the pandemic, the project will commence in 2021 with Prof Andries Monyeki as manager of the project.

School of Physiology, Nutrition and Consumer Sciences, HART, CEN and OHHRI

The different entities in this School and associated research entities had existing glossaries translated comprising Afrikaans, English and Setswana words and constructs. The glossaries were updated and posted on eFundi for immediate use by students.

The glossaries will be translated into Sesotho during 2021 and made available to students via eFundi.

School of Pharmacy

The School of Pharmacy is committed to implementing a language-acquisition programme. Afrikaans and English-speaking students, through a structured programme in collaboration with the School of Languages, will acquire a level of Setswana sufficient to serve the patient population in the North-West Province. The programme will be presented in increments over the four years of the BPharm curriculum.

The first phase, directed towards first-year students, can be implemented in 2021, depending on the time restrictions posed by academic timetables. The development of the programme's 2nd year of presentation is already complete. Development of the 3rd year content will take place in 2021. The last phase for the 4th year is the practical component, with students having to demonstrate their Setswana-language proficiency.

School of Nursing Science and NuMIQ

The School of Nursing and its associated research entity had existing glossaries comprising Afrikaans, English and Sestwana phrases and constructs. These glossaries are incorporated into the manuals used during practical clinical training in hospitals and clinics.

The development of an App with phrases used in clinical facilities is envisioned for the future.

Conclusion

The different entities in the Faculty of Health Sciences are committed to embedding multilingualism in the Teaching-Learning environment.

During 2020, despite the impact of the pandemic, some entities could proceed and finalise plans committed to in 2019. The rest of the plans committed to will be addressed in 2021.

3.4 Faculty of Law

All first-year lecturers across campuses participated in the development of a glossary/lexicon of generic core legal terms. The Faculty has obtained permission to use Juta's Criminal Law glossary, and also glossaries in other legal fields which were compiled by Unisa.

The document is currently being translated by the Language Directorate and will be available to first-year students when lectures start for 2021.

An amount of R8 000 will be paid to the Language Directorate for the services rendered by the freelancers handling the Sesotho and Setswana translation.

The Short Learning Programmes (SLPs) in Multilingual Pedagogies and Language Acquisition of Setswana and Afrikaans were offered in 2019. Some first-year lecturers in the Faculty of Law, namely Mr Jean Kanamugire, Ms Lebo Motelle-Smith, Dr Braam Klaasen and Ms Stephanie Mostert participated in the Multilingual Pedagogies SLP.

Due to the disruption caused by the pandemic, the programme could not be finished in 2020, and will only be completed by the end of January 2021.

The abovementioned lectures indicated that they would attend these workshops. The Language Acquisition SLPs were not attended by the nominated lecturers due to the fact that they had to devote their time to the development of online teaching and learning materials. They will be attending the relevant course(s) in 2021.

A different group of first-year lecturers will need to attend both SLPs in 2021 (these lecturers still need to be identified).

Lecturers were informed of the availability of on-line self-learning material for Setswana on the Language Directorate website for persons not attending SLPs, but it is uncertain as to whether anybody made use of this.

The Faculty of Law had a meeting with colleagues from the Faculty of Humanities (School of Languages) regarding the development of a basic course in Setswana Skills for Law students. This course will be presented as one of the language options in the LLB and BA law programmes. It is envisaged that the basic course will be offered for the first time to law students in 2022, while a more advanced course should be offered in 2023.

The purpose of the Setswana course will be to empower law students who are non-Setswana speaks to acquire basic Setswana communication skills, which they should be able to use in typical situations which may arise within their professional environment in the legal field.

The envisaged courses will consist of two credit-bearing modules of 12 credits each, thus a total of 24 credits equating to 240 notional hours of study. The first module will be offered in the first semester of the first year and the second in the third year of the law programme. The first module will be a prerequisite module for the second.

3.5 Faculty of Natural and Agricultural Sciences

Language initiatives in this Faculty involved mostly indigenous knowledge systems (IKS).

IKS language initiatives

The IKS Centre, represented by Dr Motheo Koitsiwe, attended a two-day Multilingual Pedagogies workshop in Potchefstroom in February 2020. The IKS language and decolonisation workshop was postponed to a not-yet-determined date in 2021.

The IKS Centre, represented by Dr Koitsiwe and MIKS students Chakale Mompati and Kekana Khumo, participated in the IKS-based research, *Human Capital Development and Community Engagement in African Indigenous Science, Innovation and Technology: The Role of African Indigenous Languages and Home-Grown Philosophies* workshop.

This virtual workshop was held on 20 September 2020 and was organised by the National Research Foundation, Department of Science and Innovation:

Centre for Indigenous Knowledge Systems (NRF/DSI CIKS) at the University of KwaZulu-Natal, in partnership with the University of Namibia and the National Research Institute of Tanzania.

The IKS Centre's plans for the IKS language and decolonisation workshop was postponed to 2021, as mentioned above, due to the challenges posed by the pandemic. The exact date will be announced in due course.

An IKS Language Task Team has been established, with representatives from the Department of Setswana (Faculty of Humanities) and the IKS Centre.

3.6 Faculty of Theology

The Faculty of Theology continued during 2020 with the implementation of its language plan, as approved during 2019. According to the language plan, the implementation would take place in four phases:

• Phase 1: Facilitation of translingual-ism, providing students with the opportunity to engage in contact sessions in their language of choice (this phase may be rolled out to other modules where there is capacity). [2020]

• Phase 2: Compilation of glossaries of terms as an ongoing project (this phase may be rolled out to other modules where there is capacity). This development will have to take place in conjunction with Setswana subject specialists, language experts, and Setswana-speaking communities. [2020 onwards]

• Phase 3: Reworking of study material into Setswana. [2021]

• Phase 4: All forms of assessment available in Setswana, and also marked in the student's language of choice, where there is teaching and moderation capacity to ensure quality. [2022]

Early in 2020 we developed a more detailed plan in conjunction with the Language Directorate to facilitate the implementation of Phase 2 with more focus on student participation, aiming to identify at least 20 core concepts in each theological discipline (subject group) for inclusion in a glossary. The method includes taking cognisance of existing glossaries and the testing of concepts with first-language speakers in a class context as well as with language specialists.

Covid-19 restrictions somewhat limited the roll-out, with the plan rolling over to 2021. Selected staff members have benefitted from the Multilingual Pedagogies SLP offered by the Language Directorate in 2020 and we hope to see the fruits of that in 2021, while affording other staff members the opportunity to be involved. Looking at 2021, our experience in 2020 showed us that the implementation of the Faculty Language Plan must be approached in small steps rather than huge leaps.

3.7 Faculty of Education

Progress report on the implementation of the language plan

The impact of the severe and global Covid-19 pandemic had a serious impact on the implementation initiatives of the Faculty of Education's Language Plan, as it did in all spheres of life. Amidst the Covid-19 pandemic, which resulted in emergency remote teaching and learning, much of what had been envisaged as part of the implementation strategy for the Faculty's language plan needed to be adjusted in a very short space of time.

School directors' focus was shifted to supporting teaching staff in ensuring business continuity in an online teaching and learning modality and with a continuous assessment strategy. Students needed urgent support in terms of challenges related to internet connectivity, the availability of data, and devices to work from in continuing their studies. The sudden shift to an online teaching and learning modality resulted in many students who needed to be accommodated on platforms such as WhatsApp and Telegram. Furthermore,

the Faculty's decision to implement continuous assessment brought along additional challenges with respect to adaptation to online teaching methodologies.

Despite all these challenges, lecturers from the School of Language Education persisted to collaborate closely with the NWU Multilingual Pedagogy Project, which entails the offering of a Short Learning Programme. (See Chapter 4, Report on the SLP: Multilingual Pedagogies and the Language Awareness Week). The focus of the SLP is to train colleagues across faculties and campuses to implement strategies related to Social Justice and the meaningful inclusion of all students who come to the NWU to learn. Three flagship modules were selected in each of the BEd programme phases for the implementation of the NWU's multilingual language policy and the Faculty Language Plan. These modules are: ENFF 111 – 421: English Home Language in the Foundation

Phase; MAIP 121 – 421: Mathematics in the Intermediate Phase; BSTE 112 – 422: Business Studies in the Senior and Further Education and Training Phase. The three lecturers of these modules participated in the short course, sharing their innovative practices on different learning platforms with colleagues. Participation in the NWU Language Awareness Week was promoted and some staff members were actively involved in this initiative.

The SLPs were successfully presented and could not have been realised without the budgetary means provided. A detailed budget report is not possible at present because the SLP has not been completed (due to it having to go online because of the pandemic).

Guidelines were developed for language use in formal assessments (examinations), for contact and distance learning programmes, but were affected by the sudden and forced shift to continuous assessment and remote

online teaching and learning due to the pandemic. Other related examples of best practice that emerged were *inter alia:* the voice-overs of study material into Sesotho and Setswana (these were loaded onto the eFundi learning management platform); PowerPoint presentations with additional text in one of the African languages (Setswana at the Potchefstroom and Mahikeng Campuses and Sesotho at the Vanderbijlpark Campus); the creation and downloading onto eFundi of short videos on study units where colleagues from African languages or student assistants helped with the recordings in Setswana or Sesotho; and the identification and explanation of subject-specific vocabulary and concepts in different disciplines by using any of the two African languages that were linked to students' real life experiences. Subject-specific terminology was also explained by looking at the origin of words and by decoding these words, e.g., by breaking up the words into root words and looking at the use of morphemes. These innovative practices will be implemented on a continuous basis and shared with colleagues during Faculty meetings at the start of the new academic year. The emphasis, in the current context of the pandemic, will be on the implementation of the language plan in an online mode of delivery with limited and purposeful contact sessions in compliance with strict Covid-19 protocols.

The Faculty remains committed to giving a voice to all our students who come from (very) diverse cultural and linguistic backgrounds, and to encouraging and supporting our teaching staff in implementing pedagogies aimed at the development of the language practices of our English, Afrikaans, Sesotho and Setswana students in order for all students to participate meaningfully and professionally in education, and in society at large.

3.8 Faculty of Humanities

The Faculty of Humanities submitted two reports. Comprehensive work was done by the School of Languages in advancing implementation of the NWU Language Policy and the Faculty's plan, and they cooperated with staff from the Language Directorate as well as other faculties and support divisions in a number of these activities.

3.8.1 School of Languages

Introduction

The School of Languages in the Faculty of Humanities was tasked with the design, development and implementation of various kinds of language support to NWU students and staff in 2020. This report covers initiatives taken, finances and logistics.

Activities approved

Introducing a multilingual institution, and multilingual support, to the larger student body

The School of Languages embarked on a number of initiatives that involved students across campuses and across different fields of study. The idea behind this is to introduce students formally (e.g., as part of the curriculum) and informally, to a truly multilingual institution and to what multilingualism really means, how it is dealt with at the NWU (focusing on interpretation services, exposure to multilingual glossaries, parallel medium teaching, translanguaging, etc.) and emphasising that it should be considered an asset and not a threat or a disadvantage. Note, however, that it is not the responsibility of only the School of Languages and the Faculty of Humanities to introduce staff and students to multilingualism and its advantages; it should be an institution-wide effort. Activities include:

Workshop for first-year students: A workshop for first-year students across campuses was designed and implemented during the Reception and Orientation Programme of 2020. This initiative took place in collaboration with the office of the DVC Teaching and Learning, the Language Directorate, and the Office of Student Affairs. As part of the initiative, 56 facilitators (postgraduate students in Education and Humanities, members of the Language Directorate, and members from the office of Student Affairs) were trained to present the workshops. A total of 50 workshops were offered across the three campuses of the NWU and 5,000+ students submitted their Language Portraits to be part of a research project in Understanding and Processing Language in Complex Settings (UPSET). Generally, the workshops have been well-received by students, and lively discussions on language awareness and multilingualism followed. The ultimate purpose of the workshops was to raise students' (that of first-year students in particular)

language awareness regarding their individual multilingualism, and to inform them about the NWU Language Policy and Plans, as well as different multilingual pedagogies that students might be exposed to while studying at the NWU. Prof Susan Coetzee-Van Rooy and team took responsibility for this and it will become a standing matter on the agenda of the Reception and Orientation Programme (however, that may not be the case for the 2021 Reception and Orientation Programme due to uncertainties related to Covid-19). It is also important to note that numerous research outputs will result from this activity.
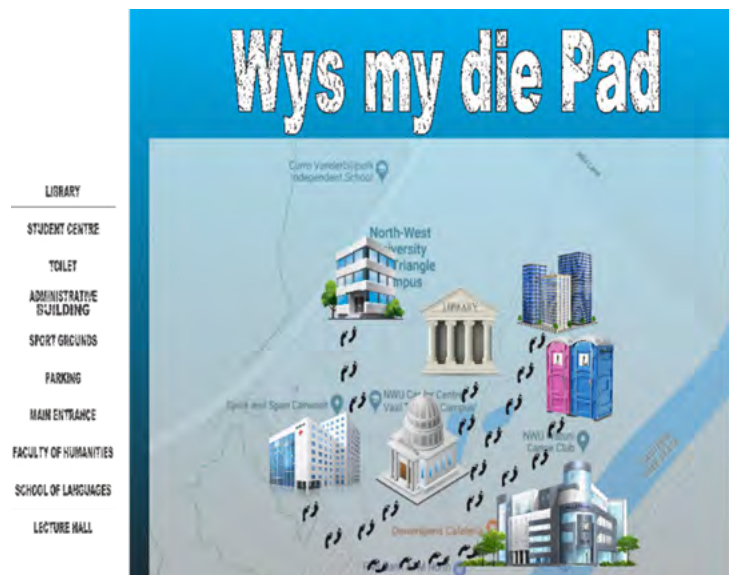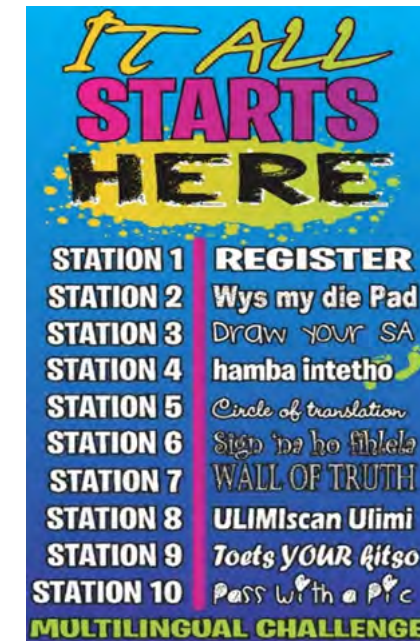
Multilingualism challenge
A multilingualism challenge has been designed by Prof Tobie van Dyk and team; it has been produced, quality assured and delivered for use on all three campuses. Since each campus has a copy of the game, it can be used simultaneously during, for example, the Reception and Orientation Programme, Open Days, Mother Language Day, and any other applicable events where

there is a need for showcasing the NWU's commitment towards multilingualism. Broadly, the game is based on the principle that South Africa is a multilingual country where the Constitution emphasises, and our people celebrate, the richness and diversity of languages. Yet language also creates conflict, poses economic challenges, and most of all, creates the need for people to master languages well enough to communicate effectively. Our vision with the game therefore was to design a proudly-NWU multilingualism challenge (based on the Multilingualism Challenge initially developed by the *Goethe-Institut South Africa*), which can be used at specific events to promote and celebrate the diverse, multilingual South African culture one can experience at the NWU.

The goals of this project are to:

○ convey a positive picture of multilingualism (emphasis on equal value of languages, in particular the official languages of the NWU);

○ motivate participants to study and appreciate languages; and

○ market the NWU School of Languages (for purposes of, for example, Open Day, Multilingualism Day, Mother Language Day).

The NWU Multilingualism Challenge consists of 10 different stations. These stations are organised in a logical and sequential manner, and the players will start at Station 1 and follow a map from station to station to complete the challenge. Each player/team will receive their NWU Multilingualism travel pass, which will be stamped as the player/team progresses through the stations. Examples of the stations include (see illustrations):

hamba intetho

Word Word Word Word Word Word Word Word Word Word

Hop to it!

IT ALL STARTS HERE

STATION 1	REGISTER
STATION 2	Wys my die Pad
STATION 3	Draw your SA
STATION 4	hamba intetho
STATION 5	Circle of translation
STATION 6	Sign pa ho fihlela
STATION 7	WALL OF TRUTH
STATION 8	ULIMIscan Ulimi
STATION 9	Toets YOUR kitso
STATION 10	Pass with a Pic

MULTILINGUAL CHALLENGE

Draw your SA

Quote
LIMPOPO
GAUTENG MPUMALANGA
NORTH WEST
QUOTE
FREE STATE
KZN
NORTHERN CAPE
Quote
EASTERN CAPE Quote
WESTERN CAPE

Wys my die Pad

LIBRARY
STUDENT CENTRE
TOILET
ADMINISTRATIVE BUILDING
SPORT GROUNDS
PARKING
MAIN ENTRANCE
FACULTY OF HUMANITIES
SCHOOL OF LANGUAGES
LECTURE HALL

Circle of translation

seTSWANA seSOTHO
ENGLISH GERMAN
AFRIKAANS DUTCH
SIGN LANGUAGE

? Guess what language

Multilingual glossaries

Multilingual glossaries for generic academic vocabulary (using the internationally accepted academic word lists by Coxhead and/or Nation as point of departure) are currently being developed by Prof Tobie van Dyk and team. The purpose of this is to serve the academic community in the official languages of the NWU. Note that it will not include subject-specific terminologies, as these reside with the Language Directorate (particularly the Interpreting Services) and discipline experts, i.e. faculties. The School of Languages and CTexT can be of support here, provided that official requests to this end are received, capacity is available and funding is provided. These glossaries will be made available to all first-year students, the Language Directorate and all faculties as and when they become available – June 2021 is foreseen as due date. This project might in part be financed by South African Centre for Digital Language Resources (SADiLaR) and Centre for Language Development and Assessment (ICELDA), which means the NWU budget might not need to be used; this is currently being negotiated. Research on the implementation and impact of these glossaries is being considered by colleagues in the School of Languages.

Here are examples of the glossaries:

English term	POS	Definition	Examples	TRANSLATED TERM	POS	TRANSLATED DEFINITION	TRANSLATED EXAMPLES
abandon	verb	to stop doing something or being involved in an activity or piece of work, especially before it is completed.	Have they just postponed this project, or abandoned it altogether?	staak	ww.	om op te hou om iets te doen of by 'n handeling of stuk werk betrokke te wees voordat dit voltooi is.	Het hulle hierdie projek net uitgestel of is dit in sy geheel gestaak?
abandon	verb	to stop having an idea or thinking in a certain way.	They abandoned their socialist principles.	laat vaar/opgee	ww.	om van 'n idee af te sien of om 'n plan te laat vaar.	Hulle het hul sosialistiese beginsels laat vaar.
abnormal	adj	something or someone who is different from what is normal, ordinary or expected, often in a way that seems strange, worrying, wrong or dangerous.	The participants in the study were referred to an ear, nose and throat specialist on the basis of abnormal middle ear measurements.	abnormaal	b.nw.	iets of iemand wat anders is as die normale of gewone de soos verwag is, dikwels op 'n manier wat vreemd, kommerwekkend, verkeerd of gevaarlik is.	Die studiedeelnemers is na 'n oor-, neus- en keelspesialis verwys op grond van abnormale middeloorafmetings.
absorb	verb	to take new information into the mind and learn and understand it.	Without any prior knowledge or a printed text at our disposal, it was difficult to absorb all the information he presented on nuclear fission.	absorbeer	ww.	om nuwe inligting in te neem, te leer en te verstaan.	Sonder enige voorafkennis of 'n gedrukte teks tot ons beskikking was dit maar moeilik om al die inligting wat hy oor kernsplyting aangebied het, te absorbeer.
absorb	verb	to hold someone's attention or interest completely.	She was completely absorbed in her book and didn't hear a word I said.	in beslag neem/verdiep in	ww.	om iemand se volle aandag of belangstelling in beslag te neem.	Sy was so verdiep in haar boek dat sy nie 'n woord gehoor het wat ek gesê het nie.
abstract	adj	existing as an idea, but not as a physical thing.	Love is regarded as an abstract idea.	abstrakte	b.nw.	'n idee, nie 'n fisiese voorwerp nie.	Die liefde word beskou as 'n abstrakte idee.
abstract	noun	a short summary.	The abstract of the article summarises the main findings.	opsomming	nw.	'n kort opsomming/samevatting.	Die opsomming van die artikel bevat die hoofbevindinge.
accelerate	verb	to make a process happen faster or sooner than expected.	Game-based learning can accelerate the transfer and application of knowledge.	versnel	ww.	om 'n proses vinniger of gouer as wat verwag word, te laat plaasvind.	Leer wat op spel gebaseer is, kan die oordrag en toepassing van kennis versnel.
accept	verb	to believe something to be true.	Jim Martin accepted Halliday's ideas on Systemic Functional Grammar.	aanvaar	ww.	om te glo dat iets waar is.	Jim Martin het Halliday se idees oor Sistemiese Funksionele Grammatika aanvaar.
accept	verb	to agree with or approve of someone or something.	The head of the department accepted his resignation.	aanvaar	ww.	om saam te stem met iemand oor iets.	Die departementshoof het haar bedanking aanvaar.
acceptable	adj	that people can agree with or accept.	Cohabitation has become more socially acceptable today.	aanvaarbaar	b.nw.	mense kan hiermee saamstem of dit aanvaar.	Saamwoon het sosiaal aanvaarbaar geword in moderne gemeenskappe.
acceptable	adj	that can be allowed.	These noise levels are acceptable within the office.	aanvaarbaar	b.nw.	wat toegelaat kan word.	Hierdie geraasvlakke is aanvaarbaar in die kantoor.
access	noun	the opportunity to use or gain entry to a place or a building.	The only access to the laboratory is through that door.	toegang	nw.	die geleentheid om toegang tot 'n plek of gebou te verkry.	Die enigste toegang tot die laboratorium is deur daardie deur.
access	verb	the right, privilege or opportunity to use	Students must have access to a good library	toegang hê/kry	ww.	die reg, voorreg of geleentheid om iets te kry of	Studente moet toegang hê tot 'n goeie biblioteek

English – Afrikaans

E1112   kakanyotheo

English term	POS	Definition	Examples	TRANSLATED TERM	POS	TRANSLATED DEFINITION	TRANSLATED EXAMPLES
abandon	verb	to stop doing something or being involved in an activity or piece of work, especially before it is completed.	Have they just postponed this project, or abandoned it altogether?	tlogela	verb	go emisa go dira sengwe kgotsa go tsaya karolo mo tirwaneng kgotsa karolwana ya tiro, segolo thata pele ga e konosediwa.	A ba buseditse porojeke e kwa morago fela, kgotsa a ba e tlogela gotlhelele?
abandon	verb	to stop having an idea or thinking in a certain way.	They abandoned their socialist principles.	latlha	verb	go emisa go nna le kakanyo kgotsa go emisa go nagana ka tsela e e rileng.	Ba ne ba ba latlha melawanatheo ya bone ya bososialise.
abnormal	adj	something or someone who is different from what is normal, ordinary or expected, often in a way that seems strange, worrying, wrong or dangerous.	The participants in the study were referred to an ear, nose and throat specialist on the basis of abnormal middle ear measurements.	-sa tlwaelesegang	adj	sengwe kgotsa mongwe yo o farologaneng le sengwe sa gale, se se tlwaelegileng kgotsa se se solofetsweng, gantsi ka tsela e e bonalang e le e e makatsang, e e tshwenyang, e e fosagetseng kgotsa e e kotsi.	Batsayakarolo mo thutopatlisisong ba rometswe kwa go mankge wa ditsebe, dinko le mometso ka lebaka la ditekanyetso tse di sa tlwaelesegang tsa tsebegare.
absorb	verb	to take new information into the mind and learn and understand it.	Without any prior knowledge or a printed text at our disposal, it was difficult to absorb all the information he presented on nuclear fission.	ithuta	verb	go tsenya tshedimosetso e ntšhwa mo mogopolong, go e ithuta le go e tlhaloganya.	Kwa ntle ga kitso epe ya pele kgotsa sekwalwa se se gatisitsweng se re ka kgonang go se dirisa, go ne go se bonolo go ithuta tshedimosetso yotlhe e a neng a e tlhagisa ka go arogana ga nyutlelia.
absorb	verb	to hold someone's attention or interest completely.	She was completely absorbed in her book and didn't hear a word I said.	ngoka kgatlhego	verb	go tshola mongwe a na le kgatlhegelo ya sengwe ka gotlhe.	Buka e ne ngokile kgatlhego gotlhelele mme a sa kgone go utlwa lefoko le ke le buang.

Academic words   Sheet1

English – Setswana

Videos augmenting existing academic-writing support

Academic writing is an issue that all students struggle with, regardless of home language, additional languages, field of study, other biographical data such as race and gender, socio-economic status, previous schooling, etc. Prof Tobie van Dyk, with team members from the Academic Literacy environment and the Writing Centre, designed and have started developing supplementary videos to augment existing academic-writing support to students in all fields of study and at all levels of study. These videos will be made available in the four official languages of the NWU by means of voice-overs and can be accessed via the Writing Centres and Academic Literacy modules. This project might be financed in part by SADiLaR and ICELDA, and the NWU budget possibly need not be used; this is currently being negotiated. Research on the implementation and impact of this kind of online support is being considered by colleagues in the School of Languages, the Writing Centre in particular. Here are screen shots of, firstly, a worksheet (available in English only) and a series

of static video screen shots (text on screen in English only, but voice-overs in all official NWU languages) for the topic *Searching for Information*:

Worksheet: Searching for information

Write It

Being selective

In an academic context, the information you use when writing needs to be credible. Finding **reliable sources** of information online can be time consuming. This topic deals with strategies for finding credible information in an efficient manner.

NON-ACADEMIC search engines

Google
- can be compared to a sociable individual
- invites everyone with a story to tell, no matter who you are
    Example:
    Google search "global warming"
    ➢ large number of results
    ➢ results by popular websites such as Wikipedia
    → open source – anyone can add or change content
- Before using a source from Google, CHECK if it is
    ➢ legitimate (approved & justifiable)
    ➢ reliable (attested & trustworthy)
    ➢ credible (dependable & reputable)
    ➢ and applicable (relevant & suitable)
    → This takes too much time – use academic search engines

ACADEMIC search engines
- can be compared to a selective individual
- small, intimate get togethers, invitation only
- lists sources usually peer-reviewed or quality assured
    Examples of academic search engines:
    ➢ Google Scholar
    ➢ Academic Search Premier
- has benefits
    Sources are
    ➢ legitimate,
    ➢ reliable,
    ➢ credible.
    Example: *Google Scholar search "global warming"*
    ➢ fewer results
    ➢ suitable for use in an academic context

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#03 SEARCHING FOR INFORMATION

ACADEMIC vs NON-ACADEMIC SEARCH ENGINES

- Google
    ➢ not suitable for academic purposes
    ➢ not efficient
- Google scholar
   ➢ suitable for academic purposes
    ➢ efficient

MY PERSONAL FOCUS

What I should focus on:

....
....
....
....
....
....
....
....
....
....
....
....
....
....

Name:

03 Searching for information

- Wikipedia
- Blogs
- e-resources

But is this **credible academic information?**

Write It

Benefits of using
Google Scholar:
1. It is legitimate
2. It is reliable
3. It is credible

Let's
recap

1. Google sources - usually not suitable for academic purposes
2. Academic search engines are more efficient
   Google Scholar sources - suitable for academic purposes
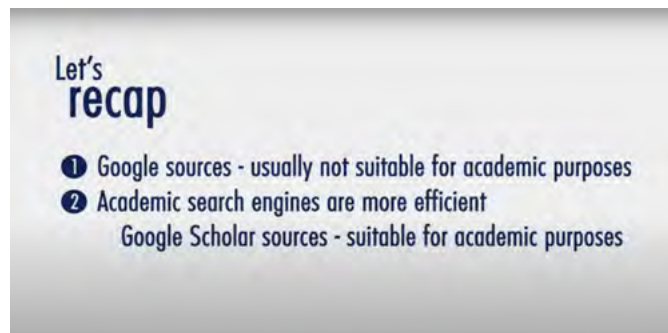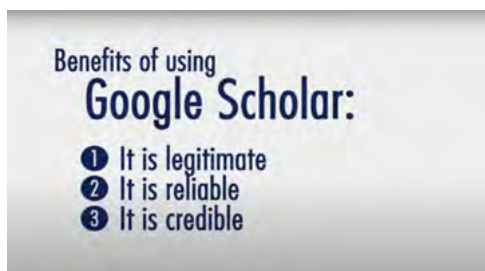
Multilingual assessments

A small-scale investigation into multilingual assessment was initially proposed, but since Covid-19 brought about several challenges, especially in terms of a move from more traditional assessment practices to continuous-assessment practices, it was decided to not continue with this investigation as a School of Languages focus area. A further reason for this is that the principle of multilingual assessment on an informal basis was introduced to and accepted by all involved in SCLPAS. This will probably result in a number of smaller multilingual assessment initiatives across faculties. It is proposed that a mechanism should be established to gather information about the implementation of multilingual informal formative assessment to document best practices at the NWU – an inventory where multilingual assessments can be recorded is advisable (the Language Directorate or each Faculty can take responsibility for this).

In total, a budget of R399 450 has been granted for the above. Currently all endeavours are underway as planned and no serious challenges are experienced. As soon as contracts have been signed with SADiLaR and ICELDA, an amended (i.e., decreased) budget will be presented to the Language Directorate and the Faculty of Humanities, who oversee financial matters. Multilingual assessment no longer being a School of Languages' responsibility only, will also influence the budget. Progress can be considered as satisfactory at this stage. All design and developmental work is underway and/or completed, and Covid-19 has had limited-to-no effect on teams working on these projects.

Short Learning Programmes for staff

The School of Languages offers a number of Short Learning Programmes to staff, students and the general public as part of its 3rd stream income initiatives. These are managed by the Unit for Continuing Education (UCE). It was decided to make some of these available, free of charge, to staff of the NWU in order to equip them with basic and intermediate language and communication skills in the official languages of the NWU. Details of the SLPs are as follows:

SLP	Campus	Date	Comments
Afrikaans			
Afrikaans for Beginners	PC	Semester 1, 2020	Intake 1a – not possible due to SLP being offered in contact mode only. Methodology underpinning this specific language acquisition course is that of suggestopedia which involves using rhymes, songs and games – this is not possible in online mode since emphasis is on interaction and collaborative learning. A multimodal approach has been investigated and an online platform (using eFundi) has been designed by staff on PC; it is currently under development, also by staff on PC. Note that this will be used for both our acquisition module and our SLP - similar to the approach followed with Setswana – see below.
Afrikaans for Beginners	VC	Semester 1, 2020	Intake 1b – not possible due to SLP being offered in contact mode only. Methodology underpinning this specific language acquisition course is that of suggestopedia which involves using rhymes, songs and games – this is not possible in online mode since emphasis is on interaction and collaborative learning. A multimodal approach has been investigated and an online platform (using eFundi) has been designed by staff on PC; it is currently under development, also by staff on PC. Note that this will be used for both our acquisition module and our SLP - similar to the approach followed with Setswana – see below.
Afrikaans for Beginners	PC	Semester 2, 2020	The Afrikaans SLP is currently marketed to be presented in contact mode (adherence to all COVID 19 protocols will occur).
Afrikaans for Beginners	VC	Semester 2, 2020	The Afrikaans SLP is currently marketed to be presented in contact mode (adherence to all COVID 19 protocols will occur).
Afrikaans on Intermediate level	NA	NA	Course already designed and developed by staff on PC, and ready for implementation in 2021, but in contact mode only. A multimodal approach is currently under investigation; if the outcome of this is positive, it will require a further 6-12 months to develop.
Setswana			
Setswana for Beginners	PC, MC and VC	Semester 1, 2020	Intake 1 – two contact sessions only until Lockdown; no further contact sessions due to SLP being offered in contact mode only. Materials reworked during first semester for use in second semester, using Zoom as platform for teaching and learning.
Setswana for Beginners	PC, MC and VC	Semester 1, 2020	Intake 2 – not possible due to SLP being offered in contact mode only. Materials reworked during first semester for use in second semester, using Zoom as platform for teaching and learning

Notes on table:

- Language acquisition occurs best in natural environments and online teaching and learning is not advisable. Multimodal teaching and learning is a possibility, but also not advisable. The School of Languages, however, committed itself towards the redesign and implementation of at least one of the above SLPs in multimodal format, for implementation 2021.

- The methodology underlying some of the SLPs is that of suggestopedia, which involves using rhymes, songs and games – this is not possible in multimodal or online mode. It seems as if songs, rhymes and especially games could work well in online format as they could provide further opportunities for language acquisition. However, this will require a complete redesign of the entire SLP, involving language teachers, instructional designers and software developers. Moreover, many of the activities are group activities where students are required to learn from each other, by for example collab-

SLP	Campus	Date	Comments
Setswana for Beginners	PC, MC and VC	Semester 2, 2020	First SLP completed using Zoom as platform for teaching and learning. A second SLP is currently presented, also using Zoom as platform for teaching and learning. A maximum of 20 participants, across campuses, accommodated per SLP.
Setswana for Beginners	PC, MC and VC	Semesters 1 & 2, 2021	A new Setswana SLP Online is currently under development (the complete first year Setswana acquisition module is currently redesigned and packaged on eFundi; we expect it to be completed towards the end of 2020 provided that CTL has the capacity to continue supporting us; this material will also be used in a multimodal design of our SLP to be implemented in 2021). Setswana SLP Educational Videos (in agreement with the Setswana Department a portion of the amount granted to us to advance multilingualism has been set aside for the design and development of educational videos also to be included in our SLPs, and our modules; this still needs to be designed and produced and if everything goes according to plan, it should be completed in 2021).
Setswana on Intermediate level	NA	NA	Approval from SCAS granted to continue with development of SLP, aiming for completion of design and development, and implementation 2021, Semester 2 (provided ample budget and capacity is available in 2021).
Sesotho			
Sesotho for Beginners	NA	NA	Approval from SCAS granted to continue with development of SLP. No design or development work initiated due to lack of capacity and technical ability in the School of Languages. Contracting external service providers for this is currently under investigation. The aim remains to complete the design and development of this SLP, and implement during Semester 2 of 2021 (provided ample budget and capacity are available in 2021).

orating in games, sharing tips, and working in pairs or groups – in a real-time and online format this usually presents numerous problems. The costs and time frames involved in this (for more than one language) are exorbitant and it was decided that this is not feasible, affordable or sustainable as it will require consistent updating. A multimodal approach seems to be the only workable and informed solution and is currently under investigation and/or development; if the outcome of this is positive, it will require a further 6-12 months to develop.

- Budget for redesigning SLPs in multi-modal or online format is not necessarily available. However, a portion of the budget provided for SLPs can be redistributed for multimodal and/or online- materials development.

- Capacity for redesigning SLPs in the School of Languages is limited/non-existent (note for example the comments on Sesotho above). All course developers and presenters are external contractors and not permanent employees of the NWU. They need to be remunerated additionally for redesigning SLPs. Instructional designers, familiar with eFundi and the design of online materials, would also need to be involved and remunerated. A few staff members in the permanent employ of the University might be able to assist with this, but it will be considered as work completed after hours and they will have to be remunerated. Since budget is, however, seemingly not an issue (note the previous bullet point), capacity in terms of time to work on this project is also an issue – this, unfortunately, cannot be determined solely by the NWU; it needs to be negotiated with contractors.

- Integration of Setswana/Afrikaans/Sesotho in the multilingual pedagogies SLPs, offered by the Faculty of Education, is advisable. This, however, also needs to be thoroughly negotiated and planned.

- In total, a budget of R800 000 has been granted for the above (i.e., R100 000/SLP). No funds have been paid out at the time of writing and these could be transferred to 2021, or the second semester of 2020, or used for purposes of redesigning SLPs.

- Progress can be considered as partly satisfactory at this stage – see notes on table above. The reason for this is that Covid-19 brought almost all activities around continuation (Setswana) or implementation (Afrikaans) to a complete standstill. As noted above, all SLPs have been designed but will have to be redesigned if the necessary capacity in terms of time and expertise can be sourced.

Involvement in other initiatives

During the course of 2020, a staff member in the School of Languages participated in the SLP on Multilingual Pedagogies as presented by the Faculty of Education. She teaches modules in English linguistics and Language Practice (theoretical perspectives on translation practice) – the former focuses on teaching specific constructs within the English language, while the latter focuses on having students understand the linguistic theories that underpin translation and translation studies and necessitates speaking to universal as well as language-specific constructs in translation. This lecturer has been incorporating multilingual practices in her classroom for some time, but she found the workshop on multilingual pedagogies very insightful.

The Multilingual Pedagogies workshop reminded her that while most students have Basic Interpersonal Communication Skills (BICS), they do not necessarily have Cognitive Academic Language Proficiency (CALP). She is therefore now attempting to make a more concerted effort to ensure that students understand all terminology (e.g., words like dichotomy) and not only subject-specific terminology (e.g., equivalence). The workshop also provided her with practical skills to facilitate multilingualism in her contact sessions. She implements a range of strategies in her classroom, of which the following are some examples:

Apart from giving students the opportunity to engage in classroom discussions in their mother tongue, she also makes use of language corpora (both the corpora and the tools used to look at corpora) in her classes. Not only does this give the students the opportunity to work with authentic examples of language use, it also empowers them with the skills to become independent learners. When explaining linguistic structures to students (e.g., the structure of the noun phrase and expressing possession or aspect in a language), she always tries to include examples of similar structures in Sesotho and Afrikaans.

When contrasting the English structure with the Afrikaans or Sesotho structure, students know exactly how the structure is realised in their mother tongue and how it differs from the English structure. For her examples (in this and other strategies), she has liaised with colleagues for language support within the subject group for Language Practice as well as with colleagues in the Language Directorate.

3.8.2 School of Communication

COMS 123 language pilot

For the COMS 123 language pilot it was decided to use a staggered approach to phase in the pilot. Thus for 2020 it was decided to only make use of a translated study guide and glossary of terms. The COMS 123 slides were translated into both Sesotho and Setswana, but it was decided to only implement these in 2021 to allow enough time for translation and checking. Using a staggered approach also allowed the team involved to manage students' expectations regarding the language pilot without compromising quality.

An issue encountered was that students expected lecturers to translate all study material. For example, the study units were divided among the different lecturers in the COMS 123 module and each lecturer was responsible for creating videos to teach the content online via eFundi. On the Potchefstroom campus, students requested that the videos be in Afrikaans. This was problematic as different lecturers on the various campuses were responsible for a specific aspect of the module content and did not necessarily speak the requested language. They were not aware of the services in this regard offered by the LD.

Way ahead in 2021

The services of the LD will be more fully utilised to overcome some of the shortcomings experienced in 2020. It is planned during 2021 to translate and quality check the COMS 123 eFundi site as well as the COMS 123 module assignments. The site and assignments will then be made available to students in 2022.

One of the concerns is that students may think translated assignments imply that lecturers will be able to mark assignments written in the students' language of choice, so during piloting it will be explained clearly that the purpose of the translated assignments initially is to assist students in better comprehending the assignments – so misunderstandings and possible incorrect expectations will be proactively managed. Affording students the opportunity to submit assignments in official languages of the NWU besides English will be piloted in a next phase. The priority is first to translate all study material in the pilot project.

The appointment of multilingual mentors or supplemental instructors will be investigated in consultation with the Centre for Teaching and Learning (CTL), in order to assist students using the translated material with any queries they may have. Such support can minimise confusion regarding subject content, while simultaneously providing lecturers with feedback to improve the quality of students' experiences of the translated content.

Translated material will also go through a process of quality assurance. Not all COMS colleagues speak Sesotho or Setswana, which makes it problematic

for the translated material to be checked by subject specialists. It was for example possible to have the translated content of COMS 123 in Setswana checked by a Setswana-speaking lecturer teaching COMS. But there was nobody to quality-check the Sesotho translation. The possibility of putting in place a quality-control system for subject-content of material translated into all the languages, will investigated.

The staff are investigating the possibility of piloting this project in African languages besides Setswana and Sesotho, as students are from different provinces and speak different languages. The Language Directorate will be approached for assistance in this regard.

It is proposed that the Faculty determine the language profiles of students in each course to ensure there is adequate return on investment on multilingualism in the pilot; and it is further proposed that measurement tools be designed to ensure that the envisioned outcomes are achieved through this pilot.

Student experiences of the translated material were not measured. It is proposed that the faculty devise a questionnaire to circulate at the end of each semester to determine the success of the language pilot as a whole. The Faculty needs to measure success in terms of consistent criteria, even though different approaches may be followed in carrying out the pilot project.

LANGUAGE DIRECTORATE AND RELATED ACTIVITIES

CONTRIBUTING TO IMPLEMENTATION OF THE LANGUAGE POLICY AND PLANS

CHAPTER 4

This chapter covers a variety of language policy and plan-related activities in which the Language Directorate (LD) was involved in during the course of the year, either directly or in the form of assistance to faculty efforts. Besides the variety of work produced by the interpreters and translators in the LD, there were language-awareness workshops for first years, language awareness and multilingual pedagogies short learning programmes and the Language Awareness Week activities.

4.1 Work produced by Language Directorate staff

During most of the first quarter of 2020, LD staff provided language services as normal, with the Educational Interpreting Services (EIS) interpreting some 1 100 periods per week by the end of March. Residence meetings were also interpreted, with a large team of student interpreters doing language facilitation in the residences. As usual, interpreters also continuously updated terminology lists in modules they interpreted. Besides the academic and residence interpreting, translation and interpreting, editing and language advisory work for the academic, administrative and student life environments continued as well.

When the Covid-19 lockdown came and contact classes had to be terminated, a rapid transition to providing a new range of language services by the EIS was necessitated as the language assistance needs of lecturers changed. This involved significant adjustment and repurposing of staff, with new skills having to be acquired and a range of software that had to be mastered.

After the transition of EIS staff to their new roles of general language practitioners, a total of 3 746 tasks/ activities for example were logged for the second semester. Administration, correspondence, meetings and reports constituted 1 163 of these activities, while slide show and other translations, video and slideshow voice-overs, transcriptions of recordings and quality control of peers' work comprised 1 366 activities; work on terminology lists made up 153 of these tasks, and 76 training activities took place (self or peer training). Miscellaneous activities such as consultations on language and translation, cooperation with the Centre for Teaching and Learning on marketing activities of the LD and the EIS in particular as well as miscellaneous other language practice- and language management-related activities also took place. The sections that follow focus specifically on reskilling of EIS staff necessitated by the termination of contact classes.

4.2 Skills acquired and programs mastered by EIS staff

This section sets out the various skills acquired and programs mastered by the interpreters in the Educational Interpreting Services (EIS) of the LD since March 2020. It quantifies the skills and programs/platforms mastered, the volumes of work produced using these skills and programs/platforms, and how they were acquired. Furthermore, training needs as well as equipment and software needs in order to produce work of optimal quality are identified.

4.2.1. Skills mastered during the year

The work of the EIS changed rapidly due to the Covid-19 situation and interpreters equally rapidly had to develop the required skills to cope with the change in work requirements from the end of March 2020. The skills acquired can be consolidated into eight overarching skills sets, namely **audio production, computer coding, presentation production, software proficiency, text editing, transcrip-**tion **proficiency, video production** and **website administration.** A total of 56 programs were used to meet these requirements (see Figure 1 and Figure 2 below for the percentage of the total work involving each skills set and the percentage of work produced per skills set).

4.2.2. Methods utilised to acquire skills

Interpreters utilised various learning methods to acquire the required skills. These methods included **NWU courses, online learning, peer training** (involving virtual training meetings, discussion groups utilising social media platforms, self-produced videos, etc.) and **self-learning** and comprised 4,6%, 26,5%, 32,4% and 36,5% respectively, as illustrated in Figure 3. It is clear that very little training (less than 5%) was provided by the NWU itself and that other sources had to be found by staff to master the skills required.
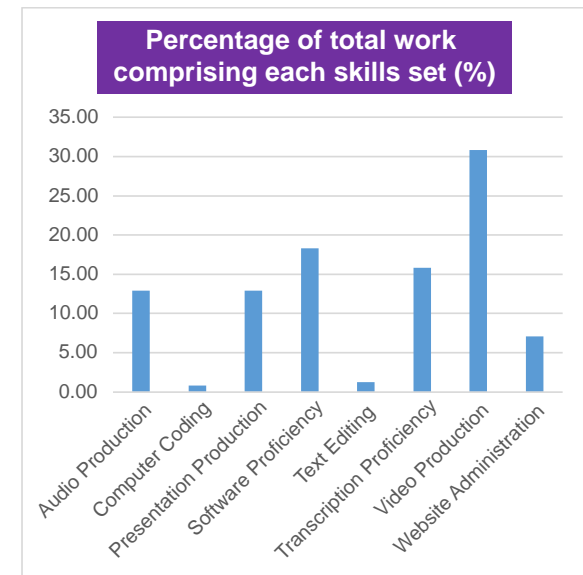

Figure 1: Percentage of total work comprising each skill set

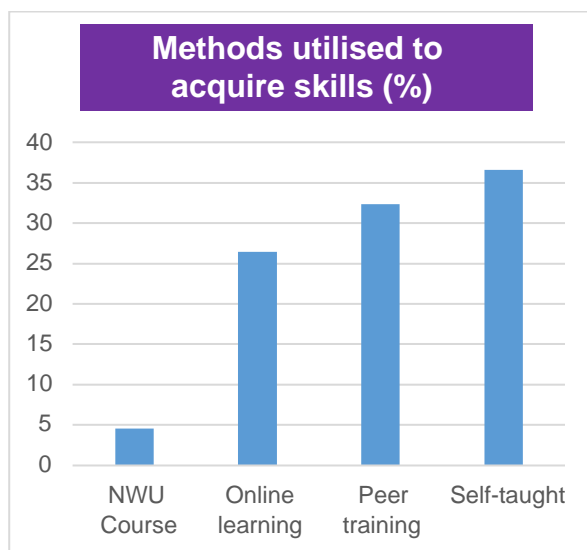**Figure 2:** Quantity of work produced per skill set

Figure 3: Methods utilised to acquire skills

4.2.3. Output units produced during 2020

During the course of 2020, 2 963 output units were produced, comprising inter alia 12,9% involving **audio production**, 0,8% **computer coding**, 12,9% **presentation production**, 18,3% **software proficiency**, 1,3% **text editing**, 15,8% **transcription**, 30,8% **video production** and 7,1% **website administration**.

Programs used to produce output units

The required skills sets utilised a variety of programs or platforms. In some instances these were determined by NWU platforms in place and/or lecturing staff preferences, and in other instances EIS staff themselves had to find solutions to deal with work requests.

• Audio productions involved **Audacity Microsoft PowerPoint** and **Wave Pad Sound Editor**.

• Computer coding involved **Overleaf Online LaTex Editor**.

• Presentations involved **Microsoft PowerPoint** and **Wave Pad Sound Editor**.

• Software proficiency was developed in 19 different programs, the three most frequent programs used being **Microsoft Excel**, **NWU Google Drive** and **Zoom**.

• Text editing was done in **Adobe Acrobat Pro** and **Microsoft Word**.

• Transcriptions involved **Express Scribe Transcription Software** and **Audacity.**

• Video production programs most often involved were **Panopto**, **Screen-cast-o-matic** and **Olive** (opensource software).

• Website administration was done in **eFundi**, **Zoom** and **Microsoft Teams**.

4.2.4. Positive, neutral and negative feedback regarding programs

There was positive, neutral, and negative feedback from interpreters for each of the above-mentioned programs.

4.2.5. Further training envisioned

As is evident from the information in the table above and other feedback from interpreters, further training is required or can be recommended in the following programs:

- **Audacity** to improve **audio production** and **transcription proficiency**.

- **Overleaf Online LaTeX Editor** to improve **computer coding skills**.

- **Microsoft PowerPoint** and **Wave Pad Sound Editor** to improve **production of presentations** and of **audio recordings**.

- **Adobe Acrobat Pro** and **Microsoft Word** to improve **text editing skills**.

Name of Program	Positive feedback percentage	Neutral feedback percentage	Negative feedback percentage
Audacity	66,66%		33,33%
Microsoft PowerPoint	25%	75%	
Wave Pad Sound Editor	No feedback was received. The program is however utilized by 9,67% of interpreters.		
Overleaf Online LaTeX Editor		100%	
Microsoft Excel		100%	
NWU Google Drive		100%	
Zoom	No feedback was received. However, the program is used by 35,29% of interpreters.		
Adobe Acrobat Pro	100%		
Microsoft Word	No feedback was received. The program is however used by 33,33% of interpreters.		
Express Scribe Transcription Software	No feedback was received. However, the program is used by 39,47% of interpreters.		
Panopto	38,5%	12,5%	50%
Screencast-o-matic		100%	
Olive (opensource software)		100%	
eFundi	100%		
Microsoft Teams	100%		

Figure 4: Feedback from interpreters

There is also a variety other text-editing software available that may be explored.

- **Express Scribe Transcription Software** for **transcription proficiency**.

- **Screencast-o-matic and Olive for video production.**

- **eFundi**, **Microsoft Teams** and **Zoom** for **website administration**.

- **Microsoft Excel**, **NWU Google Drive** and **Zoom** to improve use of these platforms.

- **Omega T** computer-assisted translation memory tool (open-source freeware) for efficient, consistent and faster translations.

4.2.6. Equipment and licensing needs identified by interpreters

Equipment most frequently identified as lacking by interpreters were **headphones**, **microphones and dictaphones**. Licensed versions of **Transcribe**, **Audacity** and **Olive** were requested, because use of the free versions was limited. Hardware and software licence purchases are either in process or being investigated.

There is a growing need for remote online interpreting and various options are being explored, the most viable currently being the Zoom Education version that has a channel on which an interpreted version can be broadcast, while the original goes out on a separate channel.

4.2.7. Conclusion

From the above it is apparent that interpreting staff themselves mostly had to rapidly develop skills required to keep pace with what has at times been described as the "emergency transition to online teaching-learning". The focus going forward can now be on refinement of the skills acquired.

Additional areas of focus are training of interpreters in translation skills (quite different from interpreting), with the focus on mostly Afrikaans language skills, as significantly more translation into Afrikaans is required than previously, when much of the EIS work was into English. This was a gradual shift occurring in the case of interpreting over time, but which significantly accelerated with the transition to online teaching-learning, when at first the default language option exercised by teaching staff was English.

4.3 Terminography redesign in EIS

In the past, interpreters individually and for their own purposes designed and kept terminology lists for each module they interpreted. Although these lists were pooled and kept on Share, where they were accessible by all interpreters (in case interpreters quickly had to fill in for one another in emergencies), the format was not uniform. Lists, for example, were kept in Word or Excel according to the choice of the interpreter for the module, and lists were not alphabetised.

With the move away from Share, which the NWU was terminating, it was decided to design a uniform terminology template and to host all terminology lists on NWU Nextcloud. All interpreters now have a complete list of all interpreted modules in the form of links in an Excel document from where they can access any module's terminology list to consult and update it. Updates are done in real time and newly updated lists are available within 30 seconds of the update. Updates are

automatically alphabetised per language combination (e.g., after an English-Afrikaans input, the alphabetised English-Afrikaans list will accordingly be correctly updated, as well as the Afrikaans-English list). This template will be used for all terminology lists created in the various NWU language combinations.

4.4 Language-awareness workshops for first years

Prof Susan Coetzee van Rooy arranged a total of 50 language-awareness workshops for first years, offered as a joint initiative with the office of the DVC Teaching and Learning, the LD and the Student Affairs Office, involving the training of 56 facilitators and resulting in more than 5,000 student language portraits handed in, to be used as part of an ongoing research project.

The workshops resulted in lively discussions of language and multilingualism matters, particularly at the

NWU as contained in its Language Policy and Faculty Language Plans, thus raising student awareness in a way that had not been achieved before. It also prepared them for multilingual pedagogies that they would be encountering in some of their classes.

A multitude of research opportunities can flow from these efforts. The intention is to present the workshops annually so as to enable longitudinal studies. With the Covid-19 situation, the possibility was being investigated

of taking the workshops online, which is an exciting prospect, as it will be much more cost-effective than offering contact workshops in all the faculties and in the other spheres of student life on all three campuses.

For more information on these workshops, please refer to the School of Languages report (3.8.1) under the Faculty of Humanities section in Chapter 3 of this report.

4.5 Report on the Multilingual Pedagogies short learning programme and the Language Awareness Week

In order to address the requirements for the use of all four official languages in the teaching and learning enterprise, a short learning programme (SLP) on Multilingual Pedagogies (MP) was designed for implementation in 2020 in to enable staff from every Faculty to implement some degree of multilingualism in their lectures. The SLP was designed as a suite of five workshops and intended to be incremental and participatory in the sense that the input, concerns and needs of the target group of lecturers would be factored into the design of subsequent workshops. The planned suite of workshops is as follows:

Workshop 1: Introduction to Multilingual Pedagogies and theory behind them

Workshop 2: Deepening understanding: deconstructing concepts

Workshop 3: Analysis of video vignettes

Workshop 4: Scaffolding assignments

Workshop 5: Assessment (Exams)

It was envisaged that recording of lectures, reflection and coaching would be taking place between workshops over the year, with workshop staff liaising with lecturers during the implementation of various multilingual strategies. This would also include the two newly-appointed Language in Education lecturers. Student Facilitators (SFs) would be trained to help support lecturers in lectures, tutorials and assignments. However, this envisaged process was interrupted by the national lockdown.

The first workshop took place over two days from 18 to 19 February 2020. It was designed and presented by Applied Linguists and Language Education specialists from the School of Languages in the Faculty of Education Sciences. The following inputs and activities formed the basis of the workshop:

- Language History Questionnaire (languages spoken, functions, opinions)
- Language Portraits
- Introduction to Faculty Language Plans
- Relevance of the NWU Language Policy to lecturers' work
- Introduction to the NWU multilingual profile of NWU students and their language portraits
- Input on additive versus subtractive bilingualism and BICS and CALP
- Input on multilingual pedagogies in relation to semantic mapping, etymology and morphology
- Input on relevant and appropriate types of questioning behaviour for multilingual pedagogies
- Activity: applying multilingual pedagogies to identified concepts
- Feedback and guidelines for implementation in lectures

Lecturers from the following Faculties formed the first cohort of workshop participants on this course: Law; Engineering; Humanities; Health Sciences; Natural Sciences; Education; Theology and Economic and Management Sciences. Lecturers from these faculties taught the following modules: Environmental Law; Constitutional Law; Business Law; Language Skills in a Legal Context; Chemical and Minerals Processing; Linguistics; Language Practice; Literature and Translation Studies; Consumer Sciences; Nutrition; Psychology; Pharmacy Practices; Exercise Physiology; Psychiatric Nursing; Nursing; Recreation Science; Positive Psychology; Information Security; Computer Science and Information Systems; Business Management and Entrepreneurship; Languages in Education (Setswana Home Language and English Home and Additional Languages); Business Studies for Education; Mathematics Education; Practical Theology and Pastoral Care, and New Testament Studies.

There were 30 lecturers in total who enrolled for the SLP and who attended the first workshop, of whom 22 were Afrikaans speakers, three were Sesotho speakers, three were Setswana speakers, one was an English-speaker and one a Kinyarwanda speaker.

All workshop activities were video-recorded by a CTL video team. These recordings have been edited and are available as a resource on the eFundi site. We were obliged to take the course online earlier than expected due to Covid-19. We created an online platform for the course which is an eFundi site named "Multilingual Pedagogies". The Multilingual Pedagogies SLP facilitator team and all the participants on the SLP have access to the site, which also has a dedicated administrator. Categories include lessons, assignments, resources, research, forums and chat rooms. We have also required all participants to submit the strategies they use under the category "Training" and "Concept Development" to share with all participants.

Assignments

In order to ensure participation and engagement from the participants, we invited them to complete the assignments that we put up on eFundi. The assignments corresponded to each workshop/unit, and consisted of tests or quizzes and longer assignments. All these will contribute towards a Portfolio of Multilingual Pedagogies, which will provide the evidence that participants have engaged productively with this course.

The MP team used the video recordings of the presentations given in Workshop 1 for revision and to design tasks around these presentations. The content of the presentations for Workshop 1 also formed the content of Workshop 2 where the focus was on Etymology, Morphology and Semantic Mapping. Participants were asked to design strategies for Multilingual Pedagogies using these resources for their online teaching. We also posted the set of guidelines for implementation of strategies that we handed out to participants during the first workshop.

Some participants did initiate the use of multilingual strategies in their classes. For an example of how a lecturer who has been incorporating multilingual practices in her classroom for some time has found the Multilingual Pedagogies SLP insightful and of assistance in enhancing her practices, please refer to the School of Languages report (3.8.1) under the Faculty of Humanities section in Chapter 3 of this report.

Workshops

We have now four workshops forming part of the online SLP. Workshops 1 and 2 have been described above. Workshop 3 is on Assessment and Workshops 4 and 5 on showcasing strategies have been merged into Workshop 4, which will take place in January 2021.

eFundi site visits

Site visits tend to correspond with engagement with the assignments, with the highest number of visits from participants who completed three or four assignments. In Figure 5, we can see that the main engagement with the eFundi site took place in August, September and October, which were the months when assignments were either opened for access on the site, extended or closed. Most staff who did the assignments handed them in by the deadline of 16 October, which had been extended by a few months to ease pressure on staff. In spite of this, many staff mentioned that they could not deal with the extra pressure of the course and, especially, the assessments, even though we had allowed adequate time for staff to complete them. Although the final workshops and assignments have been extended to January 2021, many staff feel that Covid-19 has placed them under tremendous pressure and, because of this, they feel that they should be given a chance to start again with the SLP during the next year.

According to the overview of the site provided in Figure 6, there are six people (13%) who have never visited the eFundi site and 88% who have visited the site at least once. However, since the onset of online remote teaching, three members have officially withdrawn from the course. They come from the School of Computer Science and Information Systems, Faculty of Health Sciences and the School of Languages, Faculty of Humanities. This would leave us with 30 original members plus three additional members, which would bring the number of staff still registered for the SLP to 33.
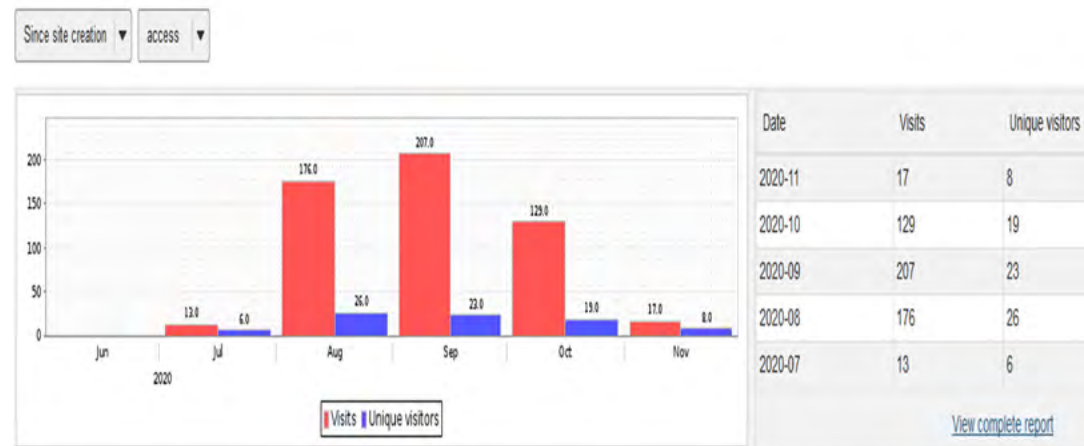

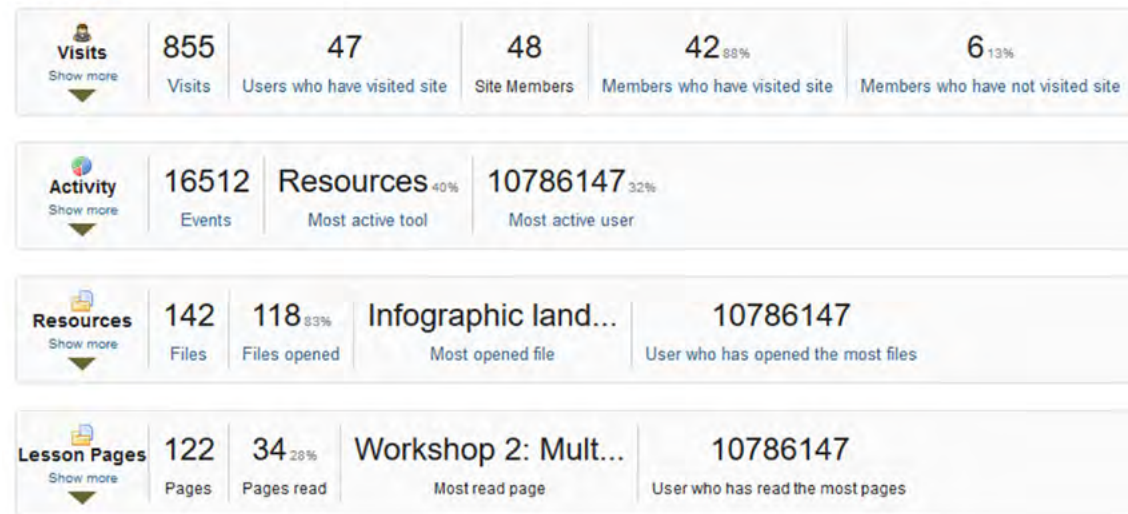**Figure 5:** eFundi site visits since site creation

Figure 6: Overview of site activity since inception

The post-workshops evaluation questionnaires are still being processed and analysed. This will give us qualitative data regarding participants' perceptions and experience of the Multilingual Pedagogies SLP. It will also provide us with insights into how the eFundi platform was experienced and into the online SLP in general. These reports will not be available until March 2021.

The MP team responsible for the course have worked very hard to transform the SLP into an online course, whilst at the same time trying not to put too much pressure on lecturers struggling with remote teaching. In part, we have succeeded in creating an online-course offering. However, we lost the affordances of contact teaching where the participants were supposed to try out suggested MPs in between workshops. Once the evaluation questionnaires have been analysed, we should be in a better position to understand what worked well, what did not work, and how to move forward in terms of revising the course.

Language Awareness Week/Gender Awareness Week: Final session on Multilingual Pedagogies

The final session of the combined Language Awareness Week (LAW) and Gender Awareness Week (GAW) was allocated to multilingual pedagogies (MP), hosted live online by Prof Rosemary Wildsmith-Cromarty. The session began with pre-recorded responses by experts to a series of questions on multilingual pedagogies and translanguaging. At the end of the first session, the host moved the proceedings to a panel discussion, which included the MP presenters' team. The panel addressed questions posed on the chat function during the pre-recorded portion of the session.

The next part of the event highlighted multilingual strategies used by academics in both the USA and SA.

It began with pre-recorded video showcasing strategies from the School of Accounting Sciences at NWU. It then moved to the USA with an account of the strategies used at La Guardia College, CUNY and the University of Texas. Prof Susan Coetzee Van Rooy then concluded the LAW event.

According to feedback from both participants and the hosting platform, Millennium, the event had been well received and attended by both inter-national and local (South African) participants.

For more detailed information on the MP SLP, please refer to the Faculty of Education report as contained in Section 3.7 of Chapter 3 of this report.

4.6 Language acquisition SLPs

Some planned language acquisition SLPs could not take place because they had been designed with contact classes in mind, while others were able to make the transition to distance-mode teaching-learning later on in the year. SLPs that took place, were two contact Setswana for Beginners SLPs (one completed and the other not because it was interrupted by the Covid-19 lockdown), one Afrikaans for Beginners SLP in the distance mode towards the end of the year and two distance-mode Setswana for Beginners SLPs in the second semester. Very favourable feedback was received on these SLPs,

so language acquisition SLPs presented remotely have been proven quite viable and will be used increasingly going forward.

A Sesotho for Beginners SLP could not be developed internally because of a lack of capacity and contracting in an external provider is currently being negotiated.

For more information on language acquisition SLPs, please refer to the School of Languages report (3.8.1) under the Faculty of Humanities section in Chapter 3 of this report.

4.7 Language queries and complaints

As part of the LD's services, language queries in the various NWU languages regarding signage, business cards, electronic e-mail signatures, dissertation and thesis titles, and grammatical and spelling problems, etc. were regularly received and dealt with. Often, internal and external experts had to be consulted to resolve queries.

The language ombud function is also situated in the LD. Where interpreting hitches arose, these were usually quickly resolved within the EIS itself, mostly proactively, and none needed to be escalated to the language ombud.

However, some complaints that had been addressed directly to the DVC T-L were dealt with, such as:

- A complaint by the Potchefstroom Student Campus Council about the default use of English as language of communication and teaching-learning in some instances during the initiation of the lockdown. The response to the

complaint drafted by the DVC T-L in consultation with the LD concluded as follows: "As we become accustomed to the new normal, fuller justice will progressively be done to our multilingual language policy, and in particular to the implementation of multilingual pedagogies so that Setswana and Sesotho will increasingly come into their own as languages of academic discourse. The current difficult times must not let us lose sight of this ultimate objective." Practical effect has increasingly been given to this commitment during the course of the year.

- An anonymous complaint by a student(s) enrolled for the modules SKRK211 and SKRK221 demanding English as medium of instruction despite the fact that the calendar ("yearbook") states the clear proviso that "students should be fluent in Afrikaans in order to register for these modules". The Creative Writing subject group in consultation with

the LD drafted a response setting out the extensive provisions made for students preferring English, encompassing a wide range of supportive measures, despite the yearbook stipulation of Afrikaans as a prerequisite.

- A response was also drafted by the DVC T-L and the LD to a rambling and rather incoherent Facebook post by a student making many incorrect and some patently false statements and assumptions regarding the NWU Language Policy and plans and their implementation. One part of the post in effect accused the NWU of paying lip service to the promotion of the NWU's official indigenous African languages, hence the response concluded as follows: "...the NWU can assure all its stakeholders that, despite the setbacks of 2020, it is making substantial progress in advancing multilingualism, and in particular in advancing the development of Setswana and Sesotho as mediums of teaching and learning".

The year mostly did not pose insurmountable challenges to the University's striving and commitment to have true multilingualism come into its own at the NWU, despite the severe complications arising from the pandemic and the resulting lockdown.

4.8 Other language policy-related activities

Prof Susan Coetzee van Rooy, in particular, was involved in a number of activities that contributed to showcasing the NWU's language policy and related matters internationally.

Guest lecture

On 27 October 2020, Prof Coetzee van Rooy gave a guest lecture to the postgraduate students of Prof Sinfree Makoni at Penn State University in the USA. The title of the presentation was: The multilingual language policy of the

North-West University (NWU) in South Africa: A step in the direction of decolonization. The presentation was received well and the students from various contexts across the world were very interested in the multilingual approach in the formal education domain at the NWU.

Colloquium on Multilingual Assessment

On 28 November 2020, Prof Coetzee van Rooy was an invited participant (one of only 10) in an international colloquium on multilingual assessment, jointly held by the University of Education in Heidelberg, Germany, and the University of the Western Cape (UWC). She made two presentations to this closed group of experts, convened on the South African side by Prof Bassey Antia of UWC to discuss multilingual assessment. The titles of her presentations were:

a) *University students' multilingual repertoires: Descriptions, rationales and implications for conceptualizing multilingualism in assessment*.

This paper was a synthesis of her studies on the nature of Multilingual Repertoires at the NWU over time and her thinking about the implementation of multilingual assessment aligned with what is known about these repertoires.

b) *Perceptions of multilingual assessment: Data from the NWU's 2018 language audit.*

In this paper, Prof Coetzee van Rooy used the data for the questions related to assessment in the NWU 2018 language audit, comprising the perceptions of real students about multilingual assessment.

Resulting from this colloquium, Prof Antia is creating an interest group, which includes Prof Coetzee van Rooy, to write a position paper on multilingual assessment.

4.9 Language policy implementation in other spheres of University life

In the student life environment, language and language policy and plan awareness-raising actions were held (covered in Chapter 3 and this chapter), while in the administrative environment, the LD continued to provide the language support it normally provides to administrative departments. It is foreseen that in 2021 advances will be made in deepening multilingualism in the University's various spheres of activity.

THIRD INCOME STREAM GENERATION

COMMUNITY ENGAGEMENT AND THIRD INCOME STREAM GENERATION BY THE LANGUAGE DIRECTORATE

CHAPTER 5

As part of its third income stream generation, the LD is also involved in community engagement projects where some costs are recovered. Two such sources of third income stream funds in the LD are the educational interpreting services (EIS) provided at the Potchefstroom College of Agriculture (PCA) and ad hoc simultaneous interpreting services to agricultural and other institutions. Interpreting services to institutions external to the NWU always involve a community engagement element, specifically in terms of the promotion of the use of languages other than English.

The LD also receives a substantial sponsorship from the Sponsorship from the "Trust vir Afrikaanse Onderwys" or "TAO" (English "Trust for Afrikaans Education") linked to an element of its own internal interpreting services.

5.1 Educational interpreting services at Potchefstroom College of Agriculture

The EIS at PCA has contributed in no small way to the College's ability to maintain its bilingual offering of English and Afrikaans classes, a major attracting force for students, particularly Afrikaans-preferring students who have limited options in terms of agricultural colleges they can attend.

The LD was appointed initially on successive annual and later on triennial contracts to interpret all first- and second-year classes at PCA since 2008. Its current appointment runs out at the end of 2021. There is an extensive bidding process that has to be gone through every third year. The NWU has been the successful bidder for the last three consecutive terms. Costs are recovered in full plus some income is earned from this contract, but because of its community engagement contribution in terms of the promotion of multilingualism it is not primarily profit-oriented.

The PCA has always resorted under the North West Provincial Department of Agriculture and Rural Development but is currently in the process of being moved to the National Department of Education. This may have an impact on PCA's language policy, which will probably have to be amended to comply with the prescripts of the Language Policy Framework for Public Higher Education Institutions discussed earlier in this report. PCA may be obliged going forward to include indigenous African languages such as Setswana and Sesotho in its medium-of-instruction offering, and the NWU is ideally positioned to assist in such an enterprise.

The LD is in consultation with the management of PCA to advise on this matter.

5.2 Ad hoc simultaneous interpreting services to other institutions

Owing to NWU's expertise in the field, it has over the years provided interpreting services for church services and church administration meetings, the North West Department of Sport, Arts and Culture, the Pan South African Language Board and agricultural associations such as Potatoes SA and Grain SA.

These interpreting services normally involve indigenous African languages, mostly Setswana in the case of provincial events. In the case of interpreting at agricultural board meetings, conferences, congresses and symposia, the interpreting services offering has varied from bilingual English to Afrikaans, and vice versa, to the provision at the 2020 Annual Congress of Grain SA of interpreting involving Setswana, Sesotho, isiZilu and isiXhosa, in addition to Afrikaans and English, in plenaries as well as in breakaway sessions – a first for any agricultural association in South

5.3 Trust vir Afrikaanse Onderwys (TAO) sponsorship

Africa. It was regarded as so successful in bridging language barriers in the association that it will most likely be done on the same scale again in 2021, Covid-19 allowing.

These interpreting services have contributed significantly to expansion of multilingualism in formal events.

The TAO's origins go back to the 1930s, when role-players in the Afrikaans press established a fund that subsequently became a trust, the Dagbreek Trust, established to promote Afrikaans. This Trust then established a separate entity, the TAO, which is specifically aimed at promoting and preserving the use of Afrikaans in education.

Soon after the introduction of EIS at the NWU, starting in the Engineering Faculty, the Dagbreek Trust started sponsoring

EIS in the Engineering Faculty, specifically the purchase of interpreting equipment, and subsequently EIS generally in the Faculty, which became known as the Engineering Interpreting Project. The Dagbreek Trust and subsequently the TAO continued to generously sponsor this project, initially for R700 000 per year, which was then increased to R1 million, and in 2020 had to be reduced again to a still very generous R700 000, owing to the constrained financial environment of 2020.

FINAL WORD

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING

Prof Robert J. Balfour

In 2019, as we prepared the first of these annual reports, we could not have imagined that the year ahead would be so troubled owing to Covid-19. And yet it was despite the disruptions of that year, that we were able to remain true to the spirit of the new Language Policy, to continue to work towards those ambitious aspirations of developing multilingual pedagogies and African language short learning programmes, to be made available for the staff of the NWU. The University, as a publicly funded institution, welcomes the opportunity to enhance and deepen its engagement with multilingualism and recognises that sound finance and resource planning lay the foundations for the realisation of our Language Policy aspirations.

Despite Covid-19, our languages should still function not only as the means through which learning occurs and develops, or the means through which citizens participate in our democracy, but also as critical elements of identity.

This Annual Report represents the cumulative energy of the Language Directorate and staff within our support services and faculties who have taken up the challenge to deepen NWU's commitment to multilingualism, even during an unprecedented National Disaster.

For the Directorate, 2021 will be a year of consolidation and enhancement of the new skills acquired by the interpreting staff from March 2021. The LD has taken stock of shortcomings that exist (mostly because of the rush with which some skills had to be acquired, almost exclusively by self-learning) and will be working on supplementing these. The LD also requires software that can be used for remote interpreting of broadcast lectures, which is being investigated.

2021 will be the first year of imple-mentation of the EU-funded Erasmus+ project entitled BAQONDE, which involves an international consortium

of three European and four South African universities (NWU is the SA lead university and is represented by Johan Blaauw and Professor Rosemary Wildsmith-Cromarty). This project will contribute to the partner institutions' compliance with the Language Policy Framework for Public Higher Institutions (30 October 2020) of the National Department of Higher Education and Training, in order to promote and develop indigenous African languages as mediums of instruction in tertiary education. It is foreseen that BAQONDE's base of inter-institutional cooperation will be rapidly expanded to include more local higher education institutions, who all have to comply with the Language Policy Framework from 1 January 2022.

Language Policy and Planning Monitoring and Evaluation Coordinator, Prof Wildsmith-Cromarty, is guest-editing, together with international colleagues, two Special Editions for two international journals. The first special issue has the theme: African languages in public spaces: opportunities and challenges, and is to be guest-edited by Rosemary Wildsmith-Cromarty (NWU), Colin Reilly (University of Essex, UK) and Seraphin Kamdem (SOAS, University of London). Publication is to be in the Journal of Multilingual and Multicultural Development.

The second special issue has the theme Linguistic inequality and access to education: Curricular strategies from South Africa and the United States, and is to be guest-edited by Andrea Parmegiani (CUNY) and Prof Wildsmith-Cromarty (NWU). Publication is to be in the journal Language, Culture and Curriculum.

Both of these special issues are directly relevant to the NWU's work on language policy implementation. Prof Wildsmith-Cromarty together with the members of the Multilingual Pedagogies SLP team of presenters will also be contributing an article that has been tentatively accepted.

The online Multilingual Pedagogies Short Learning Programme will be revised and presented again during 2021, while 2021 is also the official year to start the process of review of the NWU Language Policy, approved by Council in November 2018 and marked for review during 2021. A replacement Director for the Language Directorate will also be appointed during the year. This position will be closely mentored by the current Director for purposes of consistency and continuity.

APPENDICES

THE LANGUAGE POLICY FRAMEWORK FOR PUBLIC HIGHER EDUCATION

The Language Policy Framework for Public Higher Education Institutions, determined in terms of Section 27(2) of The Higher Education Act, 101 of 1997 (as amended) July 2020 . (GOVERNMENT GAZETTE, 30 OCTOBER 2020).

Preamble

The Minister of Education developed and promulgated the Language Policy for Higher Education in 2002. The aim of the policy was to promote multilingualism in institutional policies and practices of South African public higher education institutions.

Since the promulgation of the Language Policy for Higher Education there have been various initiatives on the part of the Department of Higher Education and Training (hereafter the Department) to monitor progress and assess the extent to which institutional practices are in line with national policy. The most recent initiative is the Ministerial Advisory Panel on the Development of African Languages in Higher Education (MAPALHE) established in 2012, whose work resulted in the "Report on the Use of African Languages as Mediums of Instruction in Higher Education" (2015). From this report and others before it, it is apparent that there has been little progress made in exploring and exploiting the potential of African languages in facilitating access and success in higher education institutions.

This policy framework is therefore a review of the 2002 "Language Policy for Higher Education" and it seeks to address the challenge of the underdevelopment and underutilisation of official African languages

at higher education institutions whilst simultaneously sustaining the standard and utilisation of languages that are already developed.

Drawing from the principles and values of the Constitution of the Republic of South Africa (1996), as well as the relationship between language and cognition in the learning process, the revised Language Policy Framework for Higher Education seeks to promote multilingualism as a strategy to facilitate meaningful access and participation by university communities (students and staff) in various university activities, including cognitive and intellectual development. The policy framework aims to promote and strengthen the use of all official languages across all functional domains of public higher education including scholarship; teaching and learning; as well as wider communication in line with Section 29(2) of the South African Constitution.

Acronyms

ACRONYMS	DEFINITIONS
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
HEMIS	Higher Education Management Information Systems
HEQF	Higher Education Qualification Framework
LOLT	Language of Learning and Teaching
LPHE	Language Policy for Higher Education
MAPALHE	Ministerial Advisory Panel on African Languages in Higher Education
NDP	National Development Plan
NPHE	National Plan for Higher Education
PanSALB	Pan South African Language Board
PSET	Post-School Education and Training

Definition of Terms

TERMS	DEFINITION
Academic language	The language used in teaching and learning, knowledge production and dissemination. It includes, for example, discipline-specific vocabulary, grammar and punctuation, argumentation and discourse, and applications of rhetorical conventions and devices that are typical for a content area.
Access	Affordance, by a higher education institution, of the opportunity to students to register for, and pursue education and training; or of the opportunity to staff members to work in the institution.
Collaborative partnerships	The working together of two or more people or institutions in reaching a specific goal.
Higher Education	It means all learning programmes leading to a qualification that meets the requirements of the Higher Education Qualification Framework (HEQF).
Higher Education institution	Any institution that provides higher education on a full-time, part-time or distance basis and is established and declared as a public higher education institution in terms of the Higher Education Act, 1997 (Act No. 101 of 1997).
Multilingualism	The effective use of multiple languages either by an individual or by a community.
Inclusivity	An expressed policy intent on, or practice of, embracing diversity and bringing people from various backgrounds into the fold at different levels institutionally, into groups and individually.
Indigenous languages	Languages that have their heritage roots in Africa (also referred to as African languages in literature and some policy documents) and that belong to the Southern Bantu language family, where 'Bantu' is used purely as a linguistic term. An indigenous language is a language that is native to a region or country and spoken by indigenous people.
Language(s) of Learning and Teaching	A language or languages used to teach or instruct learners or students in an educational environment.
Language of scholarship	A language used in an academic setting for knowledge production and dissemination, as well as for technology transfer.
Official South African languages	This refers to the eleven official languages of South Africa as specified in the Constitution of the Republic of South Africa (i.e. Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, isiZulu, and English).
Scientific Language	The language used by scientists to communicate their scholarly work or research findings.
Social cohesion	The degree or extent to which a society is integrated, united and functional, providing an environment in which its citizens can live harmoniously and flourish.

Introduction

1. Language continues to be a barrier to access and success for many students at South African higher education institutions. Despite their status as official languages, indigenous languages have in the past and at present, structurally not been afforded the official space to function as academic and scientific languages.

2. South African higher education institutions are therefore confronted with the challenge of ensuring the development of a multilingual environment in which all official South African languages, particularly those which have been historically marginalised, are afforded space to develop as languages of scholarship, research as well as teaching and learning.

3. The persistent underdevelopment and undervaluing of indigenous languages should not be allowed if public higher education institutions are to meet the diverse linguistic needs of their student population. Conditions must therefore, be created for the development and strengthening of indigenous languages as languages of meaningful academic discourse, as well as sources of knowledge in the different disciplines of higher education.

Background

4. In 2002, the Department of Education (DoE) developed and promulgated the Language Policy for Higher Education (LPHE) The aim of the policy was to promote multilingualism in institutional policies and practices.

5. Following the promulgation of the Language Policy for Higher Education, a number of initiatives were introduced by the Ministry of Education (later, Higher Education and Training) to assess the status of indigenous languages at public higher education institutions, and map out the interventions required to strengthen the development and use of these languages.

6. The most recent was the Ministerial Advisory Panel on African Languages in Higher Education (MAPALHE) established in 2012 to assess existing institutional language policies and their level of implementation at universities, and advise the Minister on how indigenous languages could be strengthened. The Panel's report was published in 2015, and one of the recommendations was a call for the review of the 2002 Language Policy for Higher Education (LPHE). The report indicated that the policy has limitations which impede effective implementation by universities. Some of the limitations cited include lack of enforceable mechanisms built into the policy; lack of funding or incentives by government to support the implementation of the policy; as well as lack of clear directives within the policy on how multilingualism is to be realised within higher education institutions.

7. The report also raised concerns that the language and concepts utilised in the policy were obsolete, and not in line with new developments in the Post-School Education and Training (PSET) system introduced in 2009, following the split of the former Department of Education into the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET).

8. Lack of alignment with the curriculum and language policy of the DBE was also cited as a major hurdle for the development and use of indigenous languages at university level. There was therefore a call for partnership and collaboration between the Department and DBE to ensure systemic development of indigenous languages, from school level up to tertiary level.

9. Finally, partnerships between universities (as custodians of scholarship) in the development of languages were underscored, and support for African language departments at universities was also highlighted as critical.

10. This policy framework therefore seeks to address the above-mentioned challenges and it replaces the Language Policy for Higher Education (2002).

Purpose

11. The purpose of the policy framework is to:

11.1. provide a framework for the development and strengthening of indigenous languages as languages of scholarship,teaching and learning and communication at higher education institutions;

11.2. provide guidelines for the development, implementation, monitoring and evaluation of institutional language policies;

11.3. contribute to transformation in higher education with specific reference to universities through enhancing the status and roles of previously marginalised South African languages to foster institutional inclusivity and social cohesion

12. The policy framework therefore seeks to address the following:

12.1. The language of teaching and learning at public higher education institutions, bearing in mind the fundamental right of persons to receive education in the official language or languages of their choice in public education institutions, where it is reasonably practicable to do so, and the duty of the state to ensure effective access to and implementation of this right (section 29(2) of the Constitution of the Republic of South Africa, 1996);

12.2. The language or languages of official communication within higher education institutions;

12.3. The role of higher education in promoting, and creating conditions for the development of historically marginalised official South African languages, as well as the Khoi, Nama, San languages, and Sign Language;

12.4. The right of every person to use the language and participate in the cultural life of his or her choice within an education institution;

12.5. The role of higher education in preparing sufficient language teachers, interpreters, translators and other language practitioners, to serve the needs of a diverse South Africa's multilingual society.

Scope of application of the Policy Framework

13. The Policy framework applies to all public higher education institutions in South Africa. However, private higher education institutions, in their teaching, learning and other education activities must ensure that they do so in a manner that is consistent with the Constitution of the Republic of South Africa, 1996 as well as the Higher Education Act, No. 101 of 1997 (as amended).

Policy and Legislative Context

14. The policy framework must be interpreted and applied in a manner that is consistent with the following legislative frame works and regulations the Constitution of the Republic of South Africa, Act 108 of 1996 (Section 29(2); the Higher Education Act (No. 101 of 1997 as amended); the White Paper

for Post-School Education and Training (2013); and the National Language Policy Framework (2003); the National Curriculum Statement: Curriculum and Assessment Policy Statement Grade R–12 (2010); Pan South African Language Board Act No. 59 of 1995; and the National Development Plan (NDP).

15. The language policies of both public and private higher education institutions must take into account the constitutional imperatives such as access, equity and inclusivity and be context sensitive in order to avoid racial discrimination, unjust exclusion, preservation of exclusivity so as to promote social cohesion and nation building in all institutions of learning.

16. The Constitution of the Republic of South Africa declares that the official languages of the Republic are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. It thus places an obligation on the state to take practical and positive measures to develop, elevate the status and advance the use of indigenous

languages, recognising their historically diminished use and status in order to achieve the aspiration of Section 29(2) of the Constitution and ultimately ensure that "all official languages must enjoy parity of esteem and must be treated equitably," (Section 6 [1], [2] and [4] of the Founding Provisions).

17. Section 29(2) of the Constitution accords every South Africa the right to receive education in the official language or languages of their choice in public institutions where that education is reasonably practicable. It states that in order to ensure the effective access to, and implementation of this right, all reasonable educational alternatives must be considered, taking into account equity and practicability.

18. Section 27(2) of the Higher Education Act (No. 101 of 1997 as amended), provides that, subject to the policy determined by the Minister, the councils of public higher education institutions, with the concurrence of their senates, must determine the language policy of a higher education institution and must publish and make

such policy available on request.

19. The National Plan for Post-School Education and Training (2020), amongst others, calls for the transformation of curricula to reflect the location of knowledge and curricula in the context of the African continent. The study of African languages and literature is seen as important in this regard.

20. Similarly, the White Paper for Post-School Education and Training (2013) calls for a cross-disciplinary approach that would ensure the integration of African languages into the formal programmes of institutions. To achieve this goal, targeted support and the strengthening of African-language departments at universities in line with areas of regional strength are encouraged. This is in order to ensure that capacity is built to expand teaching of official South African languages, in particular, indigenous African languages, as well as their development as languages of literature, science and academia.

Values

21. This policy framework is guided by the following values which are foregrounded by constitutional and legislative imperatives:

21.1. The need for higher education to value all indigenous languages as sources of knowledge, capable of informing learning of the different disciplines in higher education;

21.2. The value of collaborative partnerships to promote multilingualism;

21.3. Commitment to the promotion of language equity; equality and fairness;

21.4. Commitment to the development and promotion of indigenous languages to redress past injustices;

21.5. The nurturing of an environment where multilingualism is not seen as a problem but as a resource to facilitate cognitive development, epistemic access, inclusiveness, transformation, social cohesion and respect for all languages;

21.6. The promotion of human dignity;

21.7. A stance against the use of any language for the purposes of exploitation, exclusion, domination and discrimination; and

21.8. The creation of a receptive institutional culture at universities.

Principles underpinning the Policy Framework

22. The Language Policy Framework for Higher Education Institutions is embedded within the following principles which must guide the interpretation and application of this policy:

22.1. The promotion of access and success in the academic enterprise of public higher education institutions;

22.2. The recognition and respect of the linguistic and cultural diversity that exist at South African higher education institutions;

22.3. Parity of esteem and use of all official languages as determined by constitutional and legislative imperatives;

22.4. The nurturing of an environment where multilingualism is not seen as a problem but as a resource to facilitate cognitive development, epistemic access, inclusiveness, transformation, social cohesion and respect for all languages;

22.5. A recognition that languages are critical resources in the transmission of knowledge, cognitive development and effective participation in the knowledge economy; and

22.6. Enhancing people-centeredness in addressing the interests, needs and aspirations of a wide range of language communities through ongoing dialogue and debate.

Policy Statement

23. This policy framework recognises the important role of higher education in the promotion of multilingualism for social, cultural, intellectual and economic development.

24. All institutions must develop strategies, policies and implementation plans for promoting multilingualism as defined by this policy framework. Such plans must indicate at least two official languages, other than the medium of instruction or language of teaching and learning, for development for scholarly discourse as well as official communication.

25. This policy framework commits to the development and study of all official South African languages especially those which were historically marginalised, including the Khoi, Nama and San languages. Institutions are required to develop language plans and strategies indicating mechanisms they will put in place to enhance the development and promotion of indigenous African languages as centres of research and scholarship.

26. The policy framework recognises the need to develop competencies and capacity in South African sign language consistent with the use of Official Languages Act, 2012 (Act No.12 of 2012).

27. In relation to other international languages, this policy framework enjoins institutions to include in their language policies and plans, programmes that encourage the study of international languages, in particular, those languages that are important for the promotion of South Africa's cultural, trade and diplomatic relations. However, priority should be given to historically marginalised South African languages, particularly those granted official status by the Constitution of the Republic.

28. Higher education institutions must assist in preparing sufficient language teachers, interpreters, translators and other language practitioners, to serve the needs of South Africa's multilingual society.

Domains of use of the languages

29. Language of Learning and Teaching (LOLT): Recognising the defacto status of English as the language of learning and teaching across South African higher education institutions, this policy calls upon universities to adopt a flexible approach in the implementation of English as the language of learning and teaching. Necessary support must be provided to students for whom English is not their first language or mother tongue, in order to ensure academic success.

30. Where demonstrable competencies have been established in one or more languages other than English, such competencies and initiatives should not be impeded, but rather, nurtured and encouraged as long as they do not serve as barriers of access to speakers of other languages. The Constitutional values of inclusivity, social cohesion and equity of access must always be upheld in the implementation of this policy.

31. Scholarship, Teaching and Learning: higher education institutions must demonstrate in their language plans the investment they have made or will make in the development of official languages into languages of teaching and learning, scholarship and research. This is in addition to the LOTL. The plans must also reflect on ways and mechanisms to strengthen African Language Departments. Continuous research must be undertaken by the institutions, to explore and document strategies for intellectualising indigenous languages for use in higher education

32. Communication: All official internal institutional communication must be conveyed in at least two official languages other than English, as a way of cultivating a culture of multilingualism. Institutions must consider all possible options to accentuate the use of indigenous African languages in official communication and ceremonies.

Enablers

33. Institutional language policy and plans: Institutions must develop or revise their language policies and plans to accord greater importance to indigenous African languages for purposes of teaching and learning, scholarship, communication and administrative use. The policies and plans must indicate strategies that the universities will adopt to promote multilingualism.

34. Collaborative programmes: Institutions are strongly encouraged foster trans-institutional and inter-institutional collaborations in the development and strengthening of official African languages. The focus of such programmes should be on strategies that could be adopted in higher education to achieve quality education for all students, as well as to promote multilingualism.

35. Institutional culture: The creation of a receptive institutional culture which embraces linguistic diversity and promotion of a climate where people feel affirmed and empowered to realise their full potential must be supported.

Collaborations and partnerships

36. The Department will work in partnership with relevant government departments, in particular, the DBE, to rally support for meaningful multilingual education embracing all indigenous African languages starting from school level. Multilingual education should focus on proper vocational preparation of teachers for a multilingual environment, with emphasis on teaching in African languages.

37. The promotion of indigenous African languages for use in scholarship in higher education will require, amongst others, the development of dictionaries and other teaching and learning materials. The Department will work with other relevant government departments and entities to create or strengthen existing open-source multidisciplinary terminology bank to be accessed and used as a teaching and learning resource by all higher education institutions.

38. Institutions are encouraged to work closely with the Pan South African Language Board (PanSALB) and the Council on Higher Education (CHE) in

the development of all terminology and authentication processes in all disciplines, and seek to deposit such authenticated terminology in the multi-disciplinary terminology bank.

39. Institutions must establish or strengthen (if existing) centres for Language Development to undertake relevant research required with respect to each of the official languages. These centres must be encouraged to enter into collaborative programmes with other relevant national language development bodies.

40. Institutions are strongly encouraged to develop regional partnerships and collaborative language development programmes with other universities and language bodies to avoid working in silos. This will assist in the sharing of information and data relating to language and terminology development for various disciplines.

Policy implementation, monitoring and evaluation

41. Institutions are required to develop or revise their language policies to ensure alignment with this policy framework. The policies must be supported by implementation plans which must be reviewed annually to monitor progress in terms of the requirements of the Department. The plans are to be submitted to the Department on or before a set deadline. The plans must also be responsive to the needs of developing competencies and capacity in languages which they use in the different domains. This is to ensure that language proficiency is not used as a means of excluding potential students from any university in South Africa.

42. Institutions are required to report annually to the Department on progress made in implementing their language policies and language development plans. Resources and capacity to implement these policies and plans must be made available and be

supported. These include information technology infrastructure relating to language development and preservation. Universities also should provide means to promote access and success of students by providing quality supporting language services such as translation and interpreting services.

43. The Department will establish and implement a funding model to enable the implementation of this Policy framework. The model will require universities to submit language development plans for approval by the Department before funding could be made available. The evaluation criteria for institutional plans will be outlined in the implementation guidelines that the Department will develop and share with the universities. Institutions will have the opportunity to revise and submit in the following year (n+1) plans which were not approved during the year of assessment.

44. The Department will monitor the impact of language policy in higher education, to establish whether or not policy implementation is achieving desired results. This will include the collection and analysis of relevant data through the Higher Education Management Information System (HEMIS). The Department will occasionally conduct impact assessment studies to evaluate policy responsiveness to the identified challenges.

45. The Department will develop and implement a monitoring instrument, with indicators that will form part of the monitoring process. Where appropriate, institutional visits will also form part of the regular monitoring exercise to address the challenges hampering the implementation of short and long term language development programmes.

Review of the policy framework

46. This policy framework will be reviewed whenever necessary, ideally within five years from the date of implementation.

Date of implementation of the policy framework

47. The policy framework is effective from 01 January 2022.

APPENDIX 2

LANGUAGE POLICY OF THE NWU

Against the background of the dream to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care, the Council of the North-West University (NWU) has adopted this language policy on 22 November 2018 to pursue, accommodate and provide a fair and functionally multilingual language environment across all components of the university.

1. INTERPRETATION AND APPLICATION

This policy must be interpreted and applied in a manner consistent with the –

1.1. Constitution of the Republic of South Africa,1996;

1.2. Higher Education Act, 101 of 1997;

1.3. Statute of the North-West University (2017) ('the Statute"); and

1.4. Policies of the national government relating to language having a binding effect on the higher education sector.

2. DEFINITIONS

In this policy and related documents, specifically those referred to in paragraph 3 –

"flagship programme" refers to an identified academic programme of the university in which the development and implementation of an African language as language of teaching and learning has been designated.

"functional multilingualism" means that the choice of a particular language in a particular situation is determined by the situation or context in which it is used.

"intellectualisation of multilingualism" refers to a language planning programme whereby the different languages used at the NWU are developed and implemented to be as languages for administrative, teaching and research purposes, but in particular to measures designed to ensure the scholarly use of the languages in such a way that it fosters the academic self-respect and values regardless of their language preferences.

"multilingual" refers to the use of two or preferably more languages, referred to as "societal multilingualism", and the ability to use two or more languages, referred to as "individual multilingualism".

"target language" refers to the language identified by the university to be acquired, learned and developed.

"translanguaging" means that, in the teaching and learning situation, various languages are used to explore key concepts with a view to making this clear and understandable to the learners in their own languages, as well as learning new insights arising from the interpretation of the concept in the target language.

3. LANGUAGE PLANS AND GUIDELINES

3.1. The University Management Committee (UMC) must, in consultation with the senate adopt and implement a language plan of the NWU which is consistent with this policy and provide guidelines for the implementation thereof.

3.2. Each faculty and support department of the university must adopt and implement a language plan in consultation with the UMC and senate which

is consistent with this policy and the guidelines contemplated in 3.1.

3.3. The UMC is responsible for the management and implementation of the language plans contemplated in 3.1 and 3.2.

3.4. The vice-chancellor must annually submit a progress report to council on the implementation of this policy.

3.5. The language plans and guidelines must be revised at least once every five years.

4. PURPOSE AND SCOPE OF THE POLICY

4.1. The purpose of this policy is to provide for a deepening engagement with multilingualism at the NWU.

4.2. This policy applies to –

4.2.1. teaching-learning, research and innovation,

4.2.2. public communication, meetings, administration, and

4.2.3. formal events associated with the NWU.

5. POLICY STATEMENT

It is the policy of the NWU –

5.1. to provide a consistent and constructive set of guidelines to implement a language policy and plans in compliance with paragraph 7(6) of the Statute;

5.2. that the language plans and guidelines associated with this policy must give expression to a commitment to the implementation of the constitutional provisions concerning multilingualism in South Africa;

5.3. that, within the parameters of the principle of functional multilingualism English, Setswana, Sesotho and Afrikaans are employed as official languages of the NW U;

5.4. that, without diminishment of the use of English and Afrikaans, Setswana and Sesotho must be developed by the university as languages of communication and teaching and learning, and

5.5. that the intellectualisation of multilingualism must be viewed as a development concept that needs to be given effect to in an organised and organic manner.

6. POLICY OBJECTIVES

The language plans and guidelines contemplated in paragraph three must be designed to bring about a language management environment in which –

6.1. the language realities at the different campuses are continuously taken into account for practical implementation purposes;

6.2. sensitivity is shown towards the language preferences, language needs and language expectations of individuals and groups that have an interest in the institution;

6.3. the language plans and guidelines remain aligned with the demands of the macro-environment in which the university functions; and

6.4. the regional languages that are used at the campuses of the NW U (English, Afrikaans, Setswana and Sesotho) are regarded as national assets, and where implementable and measurable, contributions are made towards the use of these languages as languages of higher education and administration.

7. MANAGEMENT AND ROLES

7.1. The UMC is responsible for the resourcing, coordination, monitoring and implementation of this policy.

7.2. Flagship programmes are monitored by the respective faculty boards.

7.3. The Senate Committee for Language Planning and Advisory Services must coordinate and synergise activities in pursuit of the intellectualisation of multilingualism in the domains of teaching and learning and research and must provide expert advice on the development and implementation of planning associated with teaching-learning and research and development as reflected in the language plans and guidelines contemplated in paragraph 3.

7.4. The Language Directorate has the mandate to monitor and assess the overall quality of language usage at the NWU, and to devise appropriate procedures for ensuring an appropriate standard for the quality of language usage at the NWU.

8. LANGUAGE POLICY PRINCIPLES FOR TEACHING-LEARNING AND ASSESSMENT

8.1. General principles

8.1.1. The primary premise of this policy for teaching-learning and assessment is to enhance and optimise access and success and to determine the way in which the university implements functional multilingualism in the teaching and learning environment across all campuses.

8.1.2. Not only the language rights of all people concerned must be respected, but the university must prepare citizens for a contemporary South Africa also with a view to enabling full participation in the South African professional and social environments.

8.1.3. In the teaching-learning environment the university must ensure that the following parameters are accounted for in a flexible and accommodating way:

- language needs within each of the eight faculties across the university campuses;
- different markets served by the modes of delivery and teaching programmes; and
- available infrastructural capacity, including finance and staff.

8.2. Language policy statement for teaching-learning and assessment

8.2.1. Multilingualism and the development and use of African languages in higher education must contribute to the values of the NWU concerning inclusion and also to the quality of selected degree programmes.

8.2.2. The development of Setswana and Sesotho particularly with a view to increasing access and enabling success through the use of these languages, must contribute to student academic success, as well as development, and must add value to graduate attributes particularly for professionally oriented programmes offered by the NWU.

8.3. Principles for the provision for language of instruction

8.3.1. Where it is a requirement of a statutory or professional accreditation body, a faculty may designate a language of instruction in any given academic year, programme, or module to apply to all campuses.

8.3.2. Where more than one language of instruction is prescribed, or choices between the four university languages are enabled, compliance with the law and the commitment to achieve historical redress by correcting the language imbalances of the past must be kept in mind.

8.3.3. A faculty may, subject to the approval of senate, prescribe a specific language of instruction in selected modules if it is justified on the grounds of being necessary for the realisation of the stated attributes of the graduates of the faculty concerned, and in such cases this may apply to all campuses.

8.3.4. Provision for designating a language of instruction may be made by a faculty, recognising where the demands of the field or market into which graduates will most likely seek employment require that a language or languages be used competently, and in such cases differentiation between campuses may be possible on the basis that some degree programmes cater for different language-specific markets.

8.4. Principles for the provision of interpreting and translation services

Provision for translation and interpreting services may be made by a faculty in coordination with the Senate Committee for Language Planning and Advisory Services and the Language Directorate towards the realisation of multilingualism in its language plan where –;

8.4.1. it is necessary to operationalise the university's functional multilingual policy;

8.4.2. it enables the student to succeed in the transition from school to university life;

8.4.3. on the basis of the need for alignment of programmes between campuses, parallel medium is not advisable for reasons of diversity, capacity, or where it impacts on alignment to the extent that contact and study hours come to differ within the same programme offered across the three campuses, and where

8.4.4. on the basis of a need for inclusion, there are grounds to use interpreting to access more than one language in the teaching-learning environment, in particular also SASL, with adequate advance notice;

8.5. Principles for the provision of parallel medium of instruction

8.5.1. Provision for parallel medium of instruction may be made where –

8.5.1.1. class size justifies the need to split classes, and where celebrating and embracing diversity can be attained in other ways;

8.5.1.2. capacity of staffing exists and access to a language will support student success, and where

8.5.1.3. sufficient classroom space is available.

8.5.2. Where provision of parallel medium of instruction is used, specific interventions are required to ensure integration of the student population attending classes in parallel medium contexts.

8.6. Principles for the provision of translanguaging in teaching-learning environments

Provision for translanguaging may be made where –

8.6.1. staff have been trained adequately in the principles of multilingual pedagogies;
8.6.2. students have been identified, trained by staff and are willing to act as facilitators in the class in normal (non-flagship) programmes of the university;
8.6.3. adequate multilingual study-guides and materials have been developed in normal programmes of the university to support and extend language learning in the relevant languages as made relevant in selected modules in the programme, and
8.6.4. in flagship programmes of the university facilitators have been appointed and staff as well as facilitators have been trained adequately.

8.7. Principles for the provision of flagship African language programme development

8.7.1. Provision for the designation of flagship programmes per faculty may be made where –

8.7.1.1. it is evident that the field, market and employers will find merit in graduates who are multilingual in an African language in addition to either English or Afrikaans;
8.7.1.2. consultation with the faculty has been undertaken, and support obtained from the faculty board, and
8.7.1.3. adequate planning has been done in consultation with the Finance Department for strategic budgetary provision.

8.7.2. Where, subject to the approval of the UMC, a faculty is for well-motivated reasons not able to identify a flagship programme, provision may be made for the identification of either an additional language-stream consisting of modules in sequence from year 1-3 of the curriculum, or select common modules in which Setswana or Sesotho are identified as languages to be used and developed within the programme.

9. LANGUAGE POLICY PRINCIPLES FOR ADMINISTRATION, WORK AND THE LINGUISTIC LANDSCAPE

9.1. General principles

9.1.1. The functionally multilingual approach must serve as guiding principle.
9.1.2. The diverse linguistic realities at the different operating levels of the university as well as sensitivity towards the language preferences of internal and external stakeholders must be directional for the way in which the official languages are employed as working languages, languages of administration, internal and external communication and the linguistic landscape.
9.1.3. The determination of language choice for internal and external communication must take the following factors into consideration:

• the situation and context of communication;
• the purpose and future pathway of the communication, and
• the language needs and levels of language proficiency of interlocutors.

9.1.4. The implementation of functional multilingualism for working, administrative and linguistic landscape purposes must take place in a systematic and purposeful manner.
9.1.5. By means of a consultative process, and taking due account of the language realities of the NWU, strategies must be continually lobbied and structures put in place to implement functional multilingualism as optimally as possible within the workplace.
9.1.6. External and corporate communication must take place in the official languages of the NWU, determined by the purpose of the communicative event, language needs and language competencies of the audience.

9.2. Principles for the provision of multilingualism in formal communication, meetings and events

9.2.1. Provision for translation and interpreting for events and meetings may be made where the convening authority has ascertained that such need exists in terms of the diversity of the audience, and has communicated this in advance of the event or meeting to the Language Directorate.
9.2.2. Approval of the designation of a common language for meetings of statutory bodies of the university is made by the UMC in accordance with this policy.
9.2.3. Provision for translation and interpreting of both internal and external formal communication by the university is made by the Language Directorate in support of the four languages of the NWU and also in support of sign language where the need arises.

10. LANGUAGE POLICY PRINCIPLES FOR RESEARCH AND DEVELOPMENT

10.1. Researchers must be encouraged to publish their research results in languages accessible to scholarly peers nationally and internationally.

10.2. The choice of language of publication is the prerogative of the researcher, but researchers must be encouraged to take variables such as the purpose of the research report, the putative readership and the target audience into account.

10.3. In the quest for creative solutions in a national contribution towards the intellectualisation of multilingualism, continuous efforts must be made to make research outputs available in more languages.

10.4. Master's and doctoral research titles and key words, and master's and doctoral abstracts must be provided in three of the official languages of the NWU.

11. LANGUAGE POLICY PRINCIPLES FOR ORGANISED STUDENT LIFE

11.1. General principles

11.1.1. The linguistic diversity of students of the NWU must be regarded as an asset and indispensable for the establishment of an inclusive and vibrant student environment.

11.1.2. The NWU must equip students with the necessary language skills to enable them to enter into professional careers.

11.1.3. The university must enable optimal access of students to full participation in student life.

11.1.4. Sensitivity for language preference in vertical and horizontal communication on all campuses must be promoted.

11.1.5. Opportunities must be created to assist students in constructive ways to hone and improve their professional language skills.

11.2. Language planning principles

11.2.1. Provision must be made for the use of the languages of the NWU in organised student life with the explicit purpose of promoting the multilingualism of the university through the use of multilingual approaches in meetings, events and student life communication.

11.2.2. The designation of a common language for communication may be agreed upon within specific contexts, including residences, committees, societies, and events, provided that provision for the multilingualism of the audience is anticipated, either in terms of the language capacities of members of the group to understand or help understand each other, or in terms of the support requested from the Language Directorate.

12. PRINCIPLES FOR LANGUAGE ACQUISITION, LANGUAGE IMPROVEMENT AND QUALITY OF LANGUAGE USAGE

12.1. Structures aimed at the improvement of individual multilingual skills and translanguaging pedagogic abilities must be established and maintained across the NWU within the academic, administrative and student environments in support of enhancing the multilingual competencies of employees and students.

12.2. Considering the importance of the quality of spoken and written language usage, a set of practical guidelines must be established to guide and gauge language standards maintained in the university.

12.3. Employees and students must be encouraged to broaden their multilingual skills in order to function effectively in different contexts.

12.4. Front-line employees at all service points are required to be functionally multilingual.

12.5. Awareness raising must take place and workshop opportunities and funding for research projects that investigate the development of functionally multilingual and translanguaging pedagogies must be made available annually to encourage academic employees to hone their teaching and learning approaches for a linguistically diverse student population.

12.6. Language editing and translation services must be offered by the Language Directorate and employees must be encouraged to make use of these services.

13. LANGUAGE OMBUD

13.1. The UMC must establish a University Language Ombud (ULO).

13.2. The office of the ULO must provide an accessible reporting point for all employees and students of the university for language queries, complaints and issues.

13.3. The ULO must investigate all language queries and complaints and make recommendations to the UMC for addressing language issues that arise.

13.4. The ULO must represent the linguistic interests of the university community by proactively promoting the language policy.

APPENDIX 3

NWU RESPONSE TO PAN SOUTH AFRICAN LANGUAGE BOARD

LANGUAGE IN EDUCATION MONITORING TOOL
2020/21 FINANCIAL YEAR

INSTITUTION OF HIGHER LEARNING	Name	Does the institution have a language policy?	What languages are used for teaching, learning and correspondence?	Does the institution have a language unit or language committee?	Does the institution have translation and interpreting services and for what languages?	Has the institution developed any terminology lists or human language applications?	What are the institution's plans to promote mother language education?
	North-West University	Yes (included)	The NWU in terms of its Language Policy has four university languages, English, Afrikaans, Setswana and Sesotho, but as part of its multilingual pedagogies approach, will utilise any SA language to achieve learning.	Yes. As multi-lingualism is a predominant matter in teaching-learning and Senate is the regulating body in that sphere, there is a Senate Committee for Language Planning and Advisory Services (SCLPAS).	Yes, English, Afrikaans, Setswana and Sesotho (some still very limited, but in development). Deaf persons can be assisted with SA Sign Language (SASL) interpreting if the need arises.	Yes, the Centre for Text Technology (CTexT) has done so, as well as the Language Directorate itself. NWU also hosts the South African Centre for Digital Language Resources SADiLaR), which focuses on the creation, management and distribution of digital language resources.	Included please find: 1. NWU's Language Policy 2. NWU Language Directorate 2019 Annual Report inter alia containing individual Faculty Language Plans and other information relating to policy implementation

Please elaborate on the questions above on how you are contributing to mother language education / multilingualism and provide any other additional comments:

1. Language policy

Against the background of the dream to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care, the Council of the North-West University (NWU) adopted its revised language policy on 22 November 2018 (being the third iteration of the NWU's language policy which was first introduced in 2007) to pursue, accommodate and provide a fair and functionally multilingual language environment across all components of the university.

The North-West University's Revised Language Policy statement as highlighted in the policy indicates that it is the NWU's policy:

- to provide a consistent and constructive set of guidelines to implement a language policy and plans in compliance with paragraph 7(6) of the Statute;

- that the language plans and guidelines associated with this policy must give expression to a commitment to the implementation of the constitutional provisions concerning multilingualism in South Africa;

- that, within the parameters of the principle of functional multilingualism English, Setswana, Sesotho and Afrikaans are employed as official languages of the NWU

- that, without diminishment of the use of English and Afrikaans, Setswana and Sesotho must be developed by the university as languages of communication and teaching and learning, and

- that the intellectualisation of multilingualism must be viewed as a development concept that needs to be given effect to in an organised and organic manner.

2. Translation

The Language Directorate Annual Report (2019), Chapter 3 (Section 8.4) addresses the North-West University's provision of Interpreting and Translation services. It states:

8.4 Provision for translation and interpreting services may be made by a faculty in coordination with the Senate Committee for Language Planning and Advisory Services and the Language Directorate towards the realisation of multilingualism in its language plan where-–

- it is necessary to operationalise the university's functional multilingual policy

- it enables the student to succeed in the transition from school to university life;

- on the basis of the need for alignment of programmes between campuses, parallel medium is not advisable for reasons of diversity, capacity, or where it impacts on alignment to the extent that contact and study hours come to differ within the same programme offered across the three campuses, and where

- on the basis of a need for inclusion, there are grounds to use interpreting to access more than one language in the teaching-learning environment, in particular also SASL [South African Sign Language], with adequate advance notice.

3. Interpreting

See above under 2. Translation on both Translation and Interpreting at the North-West University. The NWU is the leader in large-scale educational interpreting world-wide since 2004. There is no other educational interpreting service of the same scale anywhere in the world. Using pre-Covid 2019 figures, NWU was inter-preting 30 000+ periods in more than 1 200 modules for the year. In addition to academic lecture interpreting, inter-preting was also provided at a variety of other University functions. Furthermore, an academic interpreting service has been provided externally at the Potchefstroom College of Agriculture since 2008. NWU also interpreted for community organisa-tions and the broader NWU stakeholder community (among others for PanSALB North West and the North West Provin-cial Language Services) as part of NWU's community engagement activities.

4. Terminology Development

The Language Directorate (LD) is itself extensively involved in terminology collection per module in the Interpreting Services as part of interpreting service, while it also participates in collecting and assisting in the translation of terminology initiated in the various faculties as part of their efforts towards establishing a multilingual teach-learning environment.

Work by the Faculty of Law is on-going on a legal lexicon, and the School of Social Work has compiled a Multilingual Social Work Dictionary, the first issue of which has been published and which is in the process of being expanded. A core ter-minology of a first-year Communication Studies module has also been compiled and translated into Setswana, and all the rest of the study material in the current on-line teaching environment is in the process of being made available in the four NWU languages.

The LD also participates with CTexT in terminology work, and the presence of SADiLaR at NWU positions it well for the terminology development to take place, enabling NWU not only to draw on broad national databases but also to contribute significantly to extending them.

5. Language(s) of teaching

Two noteworthy aspects of the NWU Language Policy as regards teaching-learning are covered in 8.6 and 8.7 of the Policy. They are so important that they are quoted here and not just included by reference to the NWU Language Policy document:

8.6 Principles for the provision of translanguaging in teaching-learning environments
Provision for translanguaging may be made where –

8.6.1 staff have been trained adequately in the principles of multilingual pedago-gies;

8.6.2 students have been identified, trained by staff and are willing to act as facilitators in the class in normal (non-flagship) programmes of the uni-versity;

8.6.3 adequate multilingual study-guides and materials have been developed in normal programmes of the university to support and extend language learning in the relevant languages as made relevant in

selected modules in the programme, and

8.6.4 in flagship programmes of the university facilitators have been appointed and staff as well as facilitators have been trained adequately.

8.7 Principles for the provision of flagship African language programme development

8.7.1 Provision for the designation of flagship programmes per faculty may be made where –

8.7.1.1 it is evident that the field, market and employers will find merit in graduates who are multilingual in an African language in addition to either English or Afrikaans;

8.7.1.2 consultation with the faculty has been undertaken, and support obtained from the faculty board, and

8.7.1.3 adequate planning has been done in consultation with the Finance Department for strategic budgetary provision.

8.7.2 Where, subject to the approval of the UMC, a faculty is for well-motivated

reasons not able to identify a flagship programme, provision may be made for the identification of either an additional language-stream consisting of modules in sequence from year 1-3 of the curriculum, or selected common modules in which Setswana or Sesotho are identified as languages to be used and developed within the programme.

Translanguaging and multilingual pedagogies referred to in 8.6 above are exciting new teaching-learning methodologies in which NWU is investing quite heavily. A two-pronged approach is being followed in regard to 8.6 and 8.7 above:

1. The first prong is a short learning programme (SLP) in multilingual pedagogies, which is a three-year training course for lecturers to master the use of multilingual pedagogies (including translanguaging) in lectures, i.e., to teach multilingually:

In order to address the requirements for the use of all four official languages in the teaching and learning enterprise, a short learning programme on Multilingual Pedagogies (MP) was designed for implementation in 2020

in order to enable staff from every Faculty to implement some degree of multilingualism in their lectures. This SLP consists of a suite of five workshops, which will be incremental and participatory in the sense that the input, concerns and needs of the target group of lecturers will be factored into the design of subsequent workshops (Appendix 1). The planned suite of workshops are as follows:

Workshop 1: Introduction to Multilingual Pedagogies and Theory behind them
Workshop 2: Deepening understanding: deconstructing concepts
Workshop 3: Analysis of video vignettes
Workshop 4: Scaffolding assignments
Workshop 5: Assessment (Exams)

Recording of lectures, reflection and coaching would take place between workshops over the year, with workshop staff liaising with lecturers during the implementation of various multilingual strategies. Student Facilitators (SFs) would be trained to help support lecturers in lectures, tutorials and assignments. However, shortly after the first contact workshop had taken place, Covid-19 arrived and caused an enforced lockdown.

As a consequence, the entire course moved to an online environment. The first course is now complete online.

Lecturers from the following Faculties formed the first cohort of workshop participants on this course: Law; Engineering; Humanities; Health Sciences; Natural Sciences; Education; Theology and Economic and Management Sciences. Thus a wide variety of subjects were represented with lecturers from these faculties teaching the following modules: Environmental Law; Constitutional Law; Business Law; Language Skills in a Legal Context; Chemical and Minerals Processing; Linguistics; Language Practice; Literature and Translation Studies; Consumer Sciences; Nutrition; Psychology; Pharmacy Practices; Exercise Physiology; Psychiatric Nursing; Nursing; Recreation Science; Positive Psychology; Information Security; Computer Science and Information Systems; Business Management and Entrepreneurship; Languages in Education (Setswana Home Language and English Home and Additional Languages); Business Studies for Education; Mathematics Education; Practical Theology and Pastoral Care and New Testament Studies.

2. The second prong consists of language acquisition SLPs for staff (also to be rolled out in due course to students, once tertiary education has "normalised" post-Covid) so as to acquire a working knowledge of other NWU languages. In 2020 three Setswana and one Afrikaans language acquisition SLP will have been presented. During 2021, Sesotho language acquisition SLPs will be added, as well as English proficiency SLPs.

6. Establishment of a university language unit/committee and its achievements

The NWU Language Directorate has been in existence since the establishment by the 2004 merger of a number of forerunner institutions of the North-West University. The NWU Interpreting Services were also introduced in that year.

Functional multilingualism has been the foundation of NWU's Language policy since inception and NWU has showed its commitment to this cause by investing substantially in the implementation of its language policy annually (see LD Annual Report for budget information).

The Language Directorate was awarded with a PanSALB multilingualism award in 2009/10 for its effective work in promoting multilingualism in translation and interpreting.

7. Human language technology / apps

CTexT on its website says about itself: "The Centre for Text Technology (CTexT) is a research and development centre at the Potchefstroom Campus of the North-West University. CTexT does research on human language technology and develops language technology products for the South African languages."

The NWU Language Directorate has access to CTexT's resources and co-operates with CTexT in adding to these resources.

SADiLaR's website says: "The South African Centre for Digital Language Resources (SADiLaR) is a national centre supported

by the Department of Science and Innovation (DSI) as part of the new South African Research Infrastructure Roadmap (SARIR)."

SADiLaR is hosted on NWU's Potchefstroom campus and like all tertiary institutions in South Africa, NWU also has access to its digital resources.

The Faculty of Economic and Management Sciences has developed a mobile terminology app in their field for students to use on their phones. It has been used for some time and will be upgraded and its language range expanded. More multilingual terminology mobile apps are envisioned, for example by some schools in the Health Sciences Faculty.