

# Language Directorate



Annual Report 2021

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# ABBREVIATIONS AND ACRONYMS

ABBREVIATIONS AND ACRONYMS	
ADR	Audit data report
ALDUs	African Language Development Units
BAQONDE	Boosting the Use of African Languages in Education. A Qualified Organized Nationwide Development Strategy for South Africa
CHE	Council on Higher Education
COPAL	Community of Practice for the Teaching and Learning of African Languages
CTL	Centre for Teaching and Learning
DHET	Department of Higher Education and Training
DSI	Department of Science and Innovation
EIS	Educational Interpreting Services
eFundi	NWU's online learning management system
ECLM	Ethics committee for language matters
ERT	Emergency remote teaching
Framework	The Language Policy Framework for Public Higher Education Institutions (DHET, October 2020)
ICELDA	Inter-institutional Centre for Language Development and Assessment
IK/IKS	Indigenous Knowledge/ Indigenous Knowledge Systems
IPGW	Inter-professional group work
LAW	Language Awareness Week
LD	Language Directorate (also 'the Directorate')
LOLT	Language of Learning and Teaching
LPHE	Language Policy for Higher Education
LPME/LPM&E	Language Planning, Monitoring and Evaluation

ABBREVIATIONS AND ACRONYMS	
LPTT	Language Policy Task Team
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
SASL	SA Sign Language
SCLPAS	Senate Committee for Language Planning and Advisory Services
SLP	Short learning programme
SCS	Statistical Consultation Services
TAO	Trust vir Afrikaanse Onderwys
UCE	Unit for Continuing Education
UPSET	Understanding and Processing Language in Complex Settings
US	Stellenbosch University
USAf	Universities South Africa
USAL	University of Salamanca

# FOREWORD



**NWU VICE-CHANCELLOR:**

Prof Dan Kgwadi

The North-West University (NWU) is home to people from various ethnic groups, backgrounds and countries. Despite the challenges, we draw on our country's experiences and successes in our work towards our shared organisational culture. Our University has a long tradition of inclusivity, diversity, and an ethic of care. We remain convinced that these features need our continued dedication, commitment and investment since they play a crucial role in the drive towards academic access and success. We have also embraced multilingualism to enrich our academic and non-academic offerings in our quest for academic excellence and sustainability. We must continue to harness the experiences and potential that all our staff and students bring to the NWU. This will, without doubt, ensure that we remain relevant in terms of our responsiveness to the circumstances and needs of our stakeholders.

We acknowledge that much remains to be done to improve inclusivity, diversity and social justice and to ensure that our multilingual policy is fully institutionalised and practised across all relevant areas. We will continue to invest in the development and full institutionalisation of our languages, especially Setswana, Sesotho, Afrikaans and English as official languages that we have selected for practice in academic and non-academic areas across the NWU. We are aware that Setswana and Sesotho need more focus in terms of resources allocation, and we are working hard to ensure equity of provision. For example, we have prioritised the recruitment and retention of academic and support staff for these languages across our campuses.

Higher education institutions have a responsibility to generate relevant and crucial knowledge for the development

and growth of the economy and society. Moreover, considering our country's history and the challenges faced by the basic education system, multilingualism and concepts such as language triangulation are critical to ensure access and success for all our students. To this end, we are responsible for developing our languages and integrating them into research and teaching-learning programmes.

We will continue to work with stakeholders in the education and related sectors to develop and advance multilingualism. Together with these stakeholders, we will invest in developing scientific and other relevant Setswana and Sesotho terminology to ensure the production and distribution of teaching and learning materials in these languages.

I invite you, the reader, to peruse our Language Directorate annual report, which accounts for activities and achievements during 2021.

# ACKNOWLEDGEMENTS

**The Language Directorate expresses its gratitude to the following persons:**

1. Profs Kgwadi and Balfour for the Foreword and the Final Word respectively.
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  - Prof Rosemary Wildsmith-Cromarty for Chapter 3, and all faculty staff who had contributed to the faculty reports in that chapter.
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# INTRODUCTION

NWU Language Directorate

## CHAPTER 1

The annual report of the Language Directorate is written at a time when the Directorate is undergoing a leadership transition. Change management has been a fascinating experience for all of us. In the midst of it, the Directorate must ensure that the journey towards multilingualism becomes a reality at the NWU. It is also important that we accommodate and provide fair and functional multilingual language-facilitation services across the University. The objective of the annual report is to keep various NWU management and governance organisations informed about the Directorate's operations in 2021.

Starting in 2020 and continuing in 2021, we have had to adapt our services to cater for remote teaching and learning environments. We have never before had to work this way, and it made us increasingly creative in our service offerings.

The second year of Covid and its effects proved that innovation and creativity could take us to greater heights. Zoom interpreting and recording services were provided to lecturers. However, given the abruptness of the Covid-19 situation, the Directorate had to prepare adequately for this transition and was forced to build emergency remote interpreting



**DIRECTOR: NWU LANGUAGE  
DIRECTORATE**

Dr Keaobaka Seshoka

systems almost immediately. Interpreting services resumed significantly, with some classes via Zoom and others in contact mode.

In addition, the translation services of the Directorate continued apace. Much of the Directorate's work still consisted of translations and lecture slides in PowerPoint and other media, handouts and other documents, assessments, quizzes, and translations for eFundi module sites. In addition, voice-overs were done of recorded audio (various formats) and video (also multiple forms). Transcriptions were done of slideshow and video recordings, as well as of recorded lectures.

Although there was an increase in interpreting, there has been no reduction in translation, editing, voice-over and other activities necessitated by remote teaching-learning. Interpreting services and translation staff have managed to meet language-services demands.

The Directorate hosted a successful Language Awareness Week (LAW) celebration in collaboration with the Faculty of Education and other partners. LAW celebrated the linguistic diversity of the North-West University. It proved that the NWU is proud of its multilingualism. It also showed that the multilingual nature of the University is a valuable resource that must always be harnessed.

The Multilingual Pedagogies SLP on eFundi has continued from 2020, to allow participants to complete this year if they had been unable to do so last year. In addition, the redevelopment of the SLP for online presentation on Moodle is far advanced.

Despite the impact of Covid-19, the Directorate concluded a successful language audit. The audit was conducted as part of the NWU Language Policy review cycle. It has to be repeated regularly to ensure that relevant information informs the

regular revision of this policy. It was also done to determine staff and students' language attitudes and needs. This was done in the form of a language audit survey consisting of a questionnaire with two versions - one for undergraduate and honours students, and one for postgraduate students, academic and support staff at the NWU. The 2021 NWU Language Audit processes enabled the Directorate to be informed on the language needs and development at the NWU.

A stakeholder-consultation process followed the audit process. It is part of the normal audit processes to allow us to perform a reliable language-measurement action. As part of the consultation process for the Language Policy review, the Directorate hosted a stakeholder information and consultation colloquium. The purpose was to give feedback on the language audit survey and to receive input for the review process from various stakeholder constituencies.



The information from the stakeholders was comprehensive and will assist the Directorate in implementing data-based language solutions.

The audit findings have shown us an appetite for multilingual teaching and learning. They have also shown that, at the NWU as a whole, there is clear support for multilingual approaches. An essential factor to note is that the additive multilingual approach taken by the NWU (based on previous and current language audits and alignment with the legal frameworks for language policies in HE) is providing opportunities for the development of Setswana and Sesotho as academic languages used in higher education as well as the continued use of English and Afrikaans. However, it has also revealed that collaborative efforts are needed towards achieving equity among the four official NWU languages. The audit findings will assist in the Language Policy review.

Multilingualism should be viewed as a resource rather than a problem. Our languages remain a critical factor in academic success, and languages also function as the primary means through which learning occurs and develops. Therefore, the NWU is striving towards becoming as visibly and practically multilingual as possible. The NWU policy is solid and provides insight into the University's commitment to promoting multilingualism in teaching and learning programmes and its overall environment. This annual report will cover in detail all the activities of the Directorate.



# NATIONAL LANGUAGE-IN- EDUCATION LEGISLATION

and the NWU Language Policy

## CHAPTER 2

### 2.1 Developments in implementing the Language Policy Framework for Public Higher Education Institutions

South Africa is a linguistically and culturally diverse society, and our higher education sector reflects this diversity. The Language Policy Framework for Public Higher Education Institutions (the “Framework”), published in October

2020 (Appendix 1), has re-ignited the multilingualism debate in higher education. Public universities have developed language policies, some of which have been challenged in court. Others have been criticised for being

‘only on paper’, with no actual implementation strategies. Be that as it may, the Framework should be harnessed as a tool for our public universities’ transformation and social inclusion.

The language issue has been brought to the forefront by the Framework. Its focal points ensure that the imperatives of multilingualism, transformation and decolonisation are realised throughout higher education. The Framework is being used to revise the 2018 NWU Language Policy. This Language Policy was established in such a way as to meet the University's multilingual demands. It also expands the NWU's already multilingual offering to include more teaching and learning languages, particularly indigenous African languages, through translation and interpreting into the institution's four official languages. Setswana and Sesotho, in addition to Afrikaans and English, are the languages that the 2018 Language Policy has introduced on a larger scale.

As a result, the NWU Language Policy has been given effect by generating plans in each of the faculties and in other university environments to support the University's commitment to implement language planning in

conjunction with leadership structures, such as the University Management Committee, the Senate Committee for Language Policy and Advisory Services, and the Senate, as well as deans and faculty managements. The policy outlines several prerogatives and timelines for overall progress with implementation. Nonetheless, in the situations where the languages are used most frequently, faculties themselves assume responsibility. We utilise a staged approach at the NWU to guarantee that the Policy is implemented in the form of the above-mentioned Plans. Multilingualism and the potential role of indigenous African languages in enhancing access and achievement in higher education are addressed in the Framework.

These issues were also highlighted at an online language colloquium, which was hosted by Stellenbosch University (SU) under the auspices of Universities South Africa (USAf) and which was a joint project with USAf's Community of Practice for the Teaching and Learning

of African Languages (COPAL). Professor Robert Balfour, Deputy Vice-Chancellor: Teaching and Learning at the NWU and Dr Keabaka Seshoka, Director of the University's Language Directorate, discussed the transformation brought about by NWU's Language Policy, its delivery, and the impact it has had on the institution, staff and students. This gave everyone an overview of what had been done at the NWU to date, within the multilingualism and linguistic transformation project, especially in compliance with the Framework.

NWU's planned educational benefit of multilingualism makes it stand out. Access to languages ensures students' success. The language realities at our different campuses are continuously considered for practical implementation purposes. It is done to ensure that the NWU properly frames its strategies and plans for implementing its language policy. We also ensure that we work with faculties to build our university's capacity to achieve this outcome. However, we have made significant



progress regarding this challenge by working with and supporting South Africa's university system through our language management strategy.

The release of the Framework gives a huge opportunity to strengthen our University's position in pursuing and providing a functional, accessible and equitable multilingual environment across all of the University's components. It is one of the tools that will aid in the linguistic change of our institution. As a result, the importance of language in all these change interventions cannot be overstated. The issue of elevating the visibility of our African languages must become an institutional imperative. The NWU is working toward an updated language policy that with an expanded emphasis on multilingualism and fairness. Multilingualism is essential for fostering a sense of shared national identity.

The Language Directorate's end-of-year function.





## 2.2 Progress with the revision of the 2018 NWU Language Policy

(See the 2018 Language Policy currently under review, Appendix 2)

### Introduction

Much was accomplished during the course of the year regarding the ongoing language policy review process. The process was started towards the end of February 2021 with preparatory work on the proposed schedule for the language audit, to be submitted to the Senate Committee for Language Planning and Advisory Services (SCLPAS) at its 20 April 2021 meeting. This involved inter alia work on the questionnaires to be used in the language audit survey and the research project application and ethics clearance processes to be followed.

### Schedule

The scheduled steps followed were the following:

- |   |
|---|
| 1. Consulting on the proposed schedule with SCLPAS, for amendment and recommendation to Senate for approval; and submitting to SCLPAS a request for a mandate to nominate an Interim Working Committee to coordinate the revision of the language policy and related processes.   |
| 2. Drafting and submission of a subproject application for the language audit (as in 2018 audit process) under the broader UPSET project (Understanding and Processing Language in Complex Settings) in the Vanderbijlpark Campus School of Languages, which runs until 2023.   |
| 3. Consulting the schedule with/submission of the schedule to Senate for approval. Approved at Senate meeting of 26 May 2021.   |
| 4. Preparing and consulting draft of audit survey questionnaires (based on 2018 questionnaires) with Statistical Consultation Services (SCS).   |
| 5. Consulting IT on a suitable survey instrument to use on eFundi, bearing in mind data security and preventing double completion of surveys. Because of the matter of eFundi overload raised by the Centre for Teaching and Learning (CTL), eFundi would not be used. Survey Analytics had been used for the 2018 language audit; therefore it was decided to use the instrument that had replaced it, Question Pro. |

6. Finalisation of first draft of audit questionnaires based on SCS input.
7. Drafting of ethics application for the language audit (including draft survey questionnaires). Submission was tabled at the Ethics Committee for Language Matters (ECLM) meeting of 2021-05-05.
8. Approval of language audit ethics application.
9. Submission for gatekeeper approval of research project.
10. Gatekeeper approval obtained.
11. Preparation for launch of survey: <ul style="list-style-type: none"> <li>• Translation of audit questionnaires into official NWU languages and processing of language audit questionnaires into electronic format in readiness for electronic survey.</li> <li>• Announcing upcoming language audit survey on eFundi to staff and students via various media.</li> <li>• Launch of language audit survey.</li> </ul>
12. The language audit survey was duly completed.
13. Language audit data (quantitative and qualitative) were obtained from the survey instrument. A draft report of the quantitative data was prepared.
14. Both quantitative and qualitative responses were analysed, the latter by means of the Atlas Ti instrument, and a draft report compiled with the assistance of a team of experienced coders (two of whom had previously in 2018 also assisted with the qualitative data analysis and reporting using Atlas Ti), led and coordinated by Prof Susan Coetzee-Van Rooy.
15. Draft audit data report (ADR) prepared in time for stakeholder consultations (see 16. below).

16. Draft language ADR submitted to, consulted on, and input obtained from NWU structures: <ul style="list-style-type: none"> <li>• Student leadership, on 26 October 2021 (Student Representative Council and Campus Student Representative Councils, none of whom could attend the Stakeholder Colloquium on 28 October 2021 because of student representative councils' election processes).</li> <li>• Stakeholder Information and Consultation Colloquium arranged on 28 October 2021.</li> <li>• NWU Convocation on 29 October 2021.</li> </ul> <p><b>Note:</b> Further stakeholder consultations (including with new student leadership) may be scheduled in February 2022; the need for this is to be determined by the Language Policy Task Team (LPTT) (appointed by SCLPAS round robin on 21 October 2021).</p>
17. Compilation of 2021 Language Directorate Annual Report started, incorporating: <ul style="list-style-type: none"> <li>• Progress report on the implementation of the language policy and plans;</li> <li>• Language audit data; and</li> <li>• Feedback from consulting structures on the ADR.</li> </ul>
18. Progress report on the promotion of Setswana and Sesotho at the NWU drafted for and submitted to 16 November NWU Council meeting.
19. Draft ADR updated and submitted to the LPTT, incorporating stakeholder feedback obtained (for the current draft ADR, see Appendix 3). <p><b>Note:</b> A draft revised NWU Language Policy will be submitted to and discussed at the first LPTT meeting in 2022.</p>

## Further process

The following steps in the language policy review process are scheduled for 2022:

1. Submission of final draft LD Annual Report to the first SCLPAS meeting in 2022, to be considered for amendment and approval.
2. Recommendation of SCLPAS-approved version of the LD Annual Report, to be submitted for approval to the first Senate meeting in 2022.
3. Further detailed scheduling of policy-revision process up to finalised policy for submission to the relevant structures by the LPTT at its first meeting in 2022.
4. LD Annual Report submitted to first Senate meeting of 2022, for approval and recommendation for submission to Council.
5. LD Annual Report submitted for approval to first Council meeting of 2022.

## Stakeholder feedback on the ADR

During the above stakeholder consultations, the following input was received from the 2021 student leadership, the Stakeholder Information and Consultation Colloquium (the Colloquium) and the NWU Convocation; where relevant, responses from the LD to the input are added in square brackets:

### 1. The 2021 student leadership indicated in their feedback:

- Support for the audit findings that students and staff predominantly favour multilingualism in all spheres of university life at NWU.
- Support for audit findings that the use of Setswana and Sesotho as languages of teaching-learning and of social interaction must be promoted.
- Support for the audit findings that staff and students request the offering of short non-credit-bearing language-acquisition courses in Setswana, Sesotho, English, Afrikaans, isiZulu and isiXhosa.
- A request that language-acquisition courses should be free of charge.  
[These are already offered free of charge, with the cost being carried from a strategic budget for language policy and plan implementation provided by the NWU].

- Support that language policy and plan implementation should be managed and monitored to ensure practical progress.  
[Systems for this are in place and have been operating since 2020, forming part of the tasks of the position in the LD responsible for Language Planning, Monitoring and Evaluation (LPME), the current incumbent being Prof Rosemary Cromarty – see Chapter 3 and parts of Chapter 4 for her reports on LPPME matters]

## **2. Feedback from the Colloquium was as follows:**

- Rigorous implementation of language plans regarding Setswana and Sesotho in faculties should be encouraged.  
[Faculty Language Plans do exactly this, in place and being implemented since 2020]
- Development and implementation of language plans across all faculties in the NWU campuses should be encouraged.  
[Also covered by Faculty Language Plans]
- Enhancement and optimisation of other official languages of the NWU as enablers of academic access and success should be encouraged.  
[Covered by Faculty and other Language Plans, e.g., for Student Life and for Administration]
- Challenges and implementation barriers of NWU Language Policy should be identified and strategies to deal with these should be devised.
- Multilingual approaches to teaching and learning should be encouraged at the NWU.  
[Covered by Multilingual Pedagogies Short Learning Programme for lecturers, offered since 2020, going fully online in 2022]
- More needs to be done towards achieving equity and parity of esteem of all official languages of NWU.
- Intellectualisation of official languages should be taken seriously.  
[Also covered by Faculty Language Plans, indicating seriousness with which the matter is approached]
- Strategies to include SA Sign Language (SASL) should be looked into.  
[This has to be done when required. In the past, the LD for seven years had one or more SASL interpreters in its service; for three of these years, SASL educational interpreting was done for a deaf student who completed a BLaw degree. Currently freelancers are used when required, as there is no demand justifying appointment of a full-time SASL interpreter]
- Inter-institutional collaboration should be taken seriously in the development of other indigenous languages.  
[The BAQONDE project will assist in this, where relevant]



### 3. In its feedback the NWU Convocation:

- Was positive and supportive of the language audit findings overall.
- Indicated one conclusion on a slide of the PowerPoint presentation which did not accurately reflect the audit findings. This correction was effected in the draft ADR and the slide show (with a view to future use of the slideshow).

The feedback from the stakeholders has been reported to the LPTT for consideration and discussion during its first meeting of 2022 and will be included in further drafts of the ADR where relevant. The feedback will also be incorporated into the revised version of the NWU Language Policy where the LPTT so decides.

## The way ahead in 2022

The steps in the language policy review process still to follow in 2022 (set out above) will be managed by the LD under the direction of the LPTT. Scheduling will be done by the LPTT and submitted to SCLPAS, Senate and the UMC for approval, but will consist of rather routine steps towards conclusion of the revision of the NWU Language Policy and submitting final drafts for discussion and amendment as required to all the relevant NWU hierarchical structures, up to final discussion, amendment where required and eventual approval by Council.



## 2.3 Progress with the EU-Erasmus+ BAQONDE project

### Background

BAQONDE is an 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 **D**evelopment Strategy for South Africa). This project slots in well with the Language Policy Framework for Public Higher Education Institutions (the "Framework") referred to before, and supplements the NWU Language Policy in respect of inter-institutional cooperation. In fact, it extends beyond just national cooperation, as required

by the Framework, to international cooperation in promoting the use and development of indigenous African languages as mediums of instruction in higher education.

The NWU is partnered in this project 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.

USAL is the overall project lead institution (the project director being Dr Pedro Alvarez Mosquera) and the NWU is the SA lead partner. During 2020, the preparatory work for the launch of the project in February 2021 was done by these two institutions. Since the official launch, all the partner institutions have been on board and have been contributing extensively towards realising the objectives of the project.

### BAQONDE and the NWU Language Policy

BAQONDE is an integral part of the NWU's implementation of its language policy over the next three years, and the inter-institutional cooperation

made possible by the project holds the potential to establish a more unified approach to promoting and developing indigenous South African languages,

more so than any single institution would be able to do on its own. This is integral to the NWU's giving effect to the Framework.

## The BAQONDE work packages

The project is divided into so-called work packages (WPs), and the focus during this first year of the three-year project has primarily been on implementing Work Package 1 (WP1 – Preparation), in which NWU is the lead partner (headed by the former LD Director Johan Blaauw), while some aspects of the other WPs were also covered. Some work packages like WP1 are finite, while others are continuous throughout the project. NWU is also the supporting partner for WP2 (Development of multilingual teaching skills for lecturers), with UKZN as the lead partner for that work package.

The following preparatory matters were dealt with as part of WP1:

1. Establishment of African Language Development Units (ALDUs) within each of the South African partner institutions, together with corresponding structures, where required. At NWU, the Language Directorate serves as its ALDU;
2. Purchase and installation of equipment (there were some delays because of the world-wide silicon chip shortage and other factors, but partners succeeded in acquiring most of their equipment);
3. Harmonisation of efforts among SA partners;
4. Needs analysis for WP2, WP3 and WP5 and development of training/outreach strategies. This included identifying specific needs in the production of digital materials/resources in indigenous black South African languages;
5. Establishing a BAQONDE website, a BAQONDE intranet for the partner institutions, and a Facebook page; and
6. Establishing a repository of multilingual teaching-learning resources, which will be populated over the course of the project, called the Polokelo.
7. Marketing/awareness-raising regarding BAQONDE

The last-mentioned matter requires elucidation. As part of the European Union requirements for Erasmus+ projects, extensive dissemination of information regarding such projects has to take place – the EU’s way of getting publicity for the capacity-building work it does through its sponsorship of such projects. In parallel to the WP1 work, extensive efforts were therefore made by the partner institutions to disseminate information on BAQONDE and showcase it in the printed media, on radio and on social media. Each partner institution has a member represented in the Dissemination Committee, which carries the overall responsibility for dissemination activities. Similarly, there is a Quality Control Committee, also comprising a representative of each of the partners.

Besides Mr Blaauw as head of the South African partnership, Prof Rosemary Wildsmith-Cromarty is a member of

both the dissemination and the quality control committees. These are the only two NWU staff currently working on BAQONDE, apart from a financial officer, who deals with project finances on the NWU system.

Dissemination work, quality assurance, monitoring and financial reporting to the EU were continuous activities throughout the year. Furthermore, two extensive reports were produced by the NWU as part of WP1.

The first report covered harmonisation of efforts among the South African partner institutions, ensuring that duplication will be minimised and that the institutions can collaborate maximally to supplement each other's efforts. The review, forming part of the report, determined the existing conditions for carrying out the training sessions/production of multilingual materials in each of the ALDUs. The

review also involved an extensive SWOT analysis of the SA partner institutions, resulting in a comparative matrix laying the foundation for further decisions and recommendations. An important further objective of the report was to serve as input to elaborate training aspects as part of WP2. This report constituted the achievement of an important first BAQONDE milestone.

The second report flowed from the harmonisation report, with the comparative matrix in particular serving as important input to arrive at a needs analysis among the SA partners as to equipment, strategies and training. This report gives direction for the project implementation over the remaining time span of the project.

BAQONDE also featured as part of the NWU's Language Awareness Week (LAW) activities, under Prof Wildsmith-Cromarty, during the concluding

session on the Friday of the LAW. The topic was BAQONDE and Multilingualism. Members of BAQONDE partner institutions provided input on the aims, vision and projected work of BAQONDE. The session formed a successful conclusion to the LAW, with a high degree of interest and participation.

With the 2021 preparatory phase now having been completed, the work of giving practical effect to the capacity-building objectives of BAQONDE will enjoy preference during 2022. This will consist of development of training and teaching-learning material and the training of lecturing staff of the SA partner institutions in teaching multilingually, so as to provide them with adequate competences and resources to manage multilingualism in their teaching contexts. This training will take place locally and abroad, involving relevant local and EU partner expertise.



# NWU LANGUAGE POLICY AND PLAN IMPLEMENTATION

per Faculty

## CHAPTER 3

### 3.1 Introduction

The monitoring and evaluation function of the Language Directorate (LD) covers the activities of the various sectors of the University (faculties as well as support units) regarding the implementation of their Language Plans as scrutinised first at Senate Committee for Language Planning and Advisory Services (SCLPAS) and then approved by Senate. Implementation was expected to start in 2020. However, when Covid-19 lockdowns commenced in March 2020, University staff were obliged to move to emergency remote teaching (ERT), which massively

delayed implementation according to plan. This means that 2021 has been the first full year of implementation and, in spite of Covid-19 and heavy workloads as a result of online teaching and extra support for students, a great deal has been accomplished.

This chapter presents updates on the implementation of the faculties' language plans from January to December 2021.

## 3.2 Research Methodology

The first round of monitoring and evaluation for 2021 took place from January to March. A questionnaire was circulated to faculties asking them what they had achieved the previous year (2020) in terms of the implementation of their faculty language plans; their intentions for implementation in 2021; how they had adapted their plans to the current teaching and learning situation; and what type of support they would need. Findings showed that implementation of multilingualism had taken place mainly bilingually in Afrikaans and English and that it needed to be broadened to include the African languages. Faculties also indicated that their greatest need was for translation services for the African languages.

Based on these responses, a template was designed by the Language Planning Monitoring and Evaluation (LPME) coordinator for the next report, which could be used by faculties and the schools within them to update areas where implementation was taking place. The template was focused only on developments in Sesotho and Setswana. The template covered appointment of Sesotho and Setswana-speaking lecturers and tutors; provision of supplemental instruction in the African languages; identification of flagship modules for the pilot; development of glossaries; translation of study guides; development of other resources for teaching such as PowerPoint slides with voice-overs; subtitling; educational videos with voice-overs and number of their staff attending the SLPs. The LPME coordinator then populated the templates with all the data that had been submitted by the faculties on their language plans. She consulted both the 2019 and 2020

Language Directorate Annual Reports and extracted the data that had been submitted by the faculties. She then sent the Excel sheets to each faculty, asking them to check the accuracy of the information, only in relation to the African languages, and to add, delete or modify as they deemed fit.

The LD then held meetings with every faculty to discuss and confirm the information in the templates. Core teams were created in these meetings that would oversee the implementation of their Faculty Language Plan and liaise directly with the LD. It was also suggested that faculties conduct their own internal monitoring and evaluation at the end of each semester in order to monitor students' and lecturers' experiences of the implementation of multilingualism in teaching and learning.

This led to the design of a faculty internal research instrument that would yield data across schools and faculties. The data could be used for improvement in implementation and also to keep track of implementation processes. The research instrument will be used at the end of each semester by all faculties. For the final report of 2021, the templates were returned to faculties with a request to update them with further information on implementation. This information informed the report and revealed how faculties were making serious attempts to move forward with their language plans.

The following section will cover what faculties have achieved in terms of language plan implementation.

### 3.3 Implementation of Faculty Language Plans

Activities	FEMS	FEDU	FENG	FHUM	FNAS	FTHE	FLAW	FHSS	TOTAL
Flagship modules	√√	√√√	√	√√	√√√	√√		√√√√√√	7
Other Modules	√	√		√				√	4
Glossaries	√√√	√√	√	√√√		√	√√	√√	7
Study Guides				√					1
PowerPoint Slides	√	√		√				√	4
Videos	√√			√					2
APPS Other	√	√√							2
Trans-linguaging		√		√					2
Tutors/Supplemental Instructors	√			√			√		3
SLPs Languages	√		√		√		√	√	5
SLP MP	√	√	√	√	√	√	√	√	8

**Table 1:** Faculty Achievements

The number of ticks (√) in the boxes indicate the number of schools in each faculty that are engaging with the various activities. These activities are at various stages of development and at various levels, as some schools within faculties have identified modules at first, second and third year. The LD, however, has advised faculties to begin with a focus on one or two modules at first-year level, in order to pilot the implementation, after which they could move on to higher levels.

In terms of flagship modules, seven faculties have already identified them, sometimes more than one across schools in the faculty. Some schools within faculties have also identified other modules to engage with. Seven faculties have developed (or are in the process of developing) glossaries that include the African languages. Only one faculty

is attempting to translate study guides at this stage; the translation process for this is quite demanding and glossaries need to be fully developed first. Four faculties have produced PowerPoint slides with voice-overs and two have produced educational videos with voice-overs or subtitles. Two faculties have developed other resources such as wheel charts, WhatsApp groups for discussions, and problem-solving apps. Two faculties are attempting to use translanguaging in their online teaching with the help of other students for translation. Three faculties have appointed tutors or supplementary instructors who can help translate into the African languages. Finally, staff from five faculties have attended the language acquisition SLPs, and all eight faculties sent representatives to the Multilingual Pedagogies SLP.

Therefore most, if not all, faculties have engaged with their language plans this year, after the delay last year. This engagement gathered momentum after mid-year meetings with the LPME function of the LD.

## Faculty of Economic and Management Sciences

Twelve flagship projects have been identified for this Faculty. Two glossaries have been developed: one for Economic Sciences and one for Management Sciences. In Economic Sciences, students help create definitions of core concepts in the African languages. The School of Accounting Sciences has 18 concept videos in Sesotho and 15 in Setswana. Both students and staff were enlisted to translate the videos as they wanted language that was familiar to the students. Internal feedback from students about this initiative was overwhelmingly positive. The School of Industrial Psychology & Human Resource Management is developing its own tutorial videos with avatars. PowerPoint slides can be converted into an animation format, especially for online learning. The Business School is also developing PowerPoint slides with voice-overs. In terms of the development of other resources, the School of Accounting Sciences has developed the Isikhukhulumayo mobile application in Setswana and Sesotho.

In terms of African-language teaching support, tutors have been appointed on all three campuses but in a general capacity. However, as they speak African languages, they are in a position to help other students in their own languages.

In all six schools in the Faculty, Setswana- and Sesotho-speaking staff have been appointed on all three campuses. These staff members will help with validation and translation of terms. There are 24 in total. Staff at the Business School informally help each other. Tourism Management focuses mainly on promoting English. To date, 14 staff members from the Faculty have attended language acquisition SLPs and two staff members have attended the Multilingual Pedagogies SLP.

In relation to research, the Faculty plans to pilot an avatar in one pilot school in order to explain concepts in different languages. The School of Industrial Psychology needs a survey of all first-year students as they feel

that English might be more important to them. There is thus a need for an internal Faculty monitoring and evaluation system.

In terms of challenges, students in the first and second year seem to find some of the content useful, but students in the third year prefer English because of its importance as a language of business. Staff also feel that students did not study in these languages at school, which makes it harder for them to suddenly switch to their home languages. The entry examinations to CA are available only in English, and staff and students therefore feel that the use of different languages restrict understanding rather than complement teaching and learning. The Schools of Accounting Sciences, Economic Sciences and Business School need more funding for concept videos and the School of Industrial Psychology and Human Resource Management require funding for glossaries.



## Faculty of Engineering

The lecturers involved with the flagship module INGM122 (Material Science) developed a list of core terms. They have the glossary translation into Setswana, provided by the LD. The next step is to ask students to provide their own translations and terms, thereby activating their own conceptualisations. They need to first understand the original before reformulating the terms in a different language. They envisage discussing *one* term per class, to build a Setswana glossary and thereby enhance the subject discipline. The LD pointed out that even where paraphrasing is used because equivalent scientific terms do not exist, a scientific discourse can still be created in that African language without having to borrow extensively. The next step is to actively engage with students for translation. In the process, terms might be developed by the students themselves, both from the paraphrasing and the original English, all of which can contribute to deeper and better learning. If the focus is truly on student learning, then students need to help develop the terms. In the

process, students widen and deepen their knowledge of the subject itself, especially through associated or related terms that do not cover the complete meaning of the English term. It is in such discussions that you begin to build the academic discourse that is part of the “intellectualisation” process.

This is a focus of research that needs to be continuously monitored because it is extremely valuable. It allows us to see how translations are received by students and whether, in the end, translations truly facilitate learning. We have two aspects of our language policy: use the African languages to help students learn, and contribute to the “intellectualisation” of the African languages. Sometimes these two goals cannot be merged at the beginning, especially if the “intellectualisation” process stymies the “facilitating student understanding” process because of unfamiliar, coined terms carried out by language boards/bodies and imposed from the top down. The one should gradually and organically lead into the

other and eventually merge together but the process should be participatory and done from the ground up. In the process of finding African-language equivalents for concepts in various subject disciplines, students will find their learning becoming deeper and more self-directed.

Finding a word that is an accurate translation of core terms is only part of the process. For instance, the technical meaning of the term “tensile strength” is not evident from the word itself. In order to understand what “tensile strength” is, you need to know what the respective meanings are for “force” and “cross-sectional” area. There will be a whole mind map of related terms rooted in the familiar that will form a bridge between the familiar language/world and the “technical” or new world. The people involved in this process should be Setswana-speaking students and should also include students who have already completed the module. The discussions need to take place during dedicated sessions, and they

should start with the glossary of terms already translated. Subject specialists need to work together with language specialists, especially for the translation of specific discourses. The translation of technical language for PowerPoint slides still needs to be done with voice-overs in the African languages.

The Faculty of Engineering feels that using students for translating and translanguaging will create more student-centred pedagogies, which can be helpful in tutorials, especially if lectures are predominantly in English. It could also lead to the development of higher order thinking and better problem-solving skills. Such an approach (where students participate in the development of terms) has the potential to eliminate rote learning and promote higher order thinking. Concepts have been described as pieces of information in a rich network of relationships. These relationships can ideally be formed during tutorials and Setswana-speaking student assistants would be ideal in helping students to build these relationships.

Two staff members attended the language acquisition SLPs and one attended the Multilingual Pedagogies SLP.

The Faculty of Engineering plans to set up an interest group of people working on the implementation of the language plan which could meet monthly. This would naturally include the Task Team and other interested parties and could well lead to joint research projects across schools. For this Faculty, this multilingual initiative needs to be framed as “Research & Implementation”, as continuous research needs to be an integral part of implementation in order to generate the required evidence. Continuous student feedback on the Faculty’s implementation efforts is important for the following reasons:

- Implementation has to be multi-layered,
- Data is needed from the implementation effect,
- Implementation should be customized according to research evidence,
- Scaffolding is important – start small,

- Start with a small pilot that can produce evidence, and
- Each faculty needs their own internal monitoring and evaluation function, which can link directly to the LPME in the LD.

As part of the above, research could be continuous regarding the following:

- Analysis of take-up with concept videos,
- Concept tests taken, and
- Student feedback via questionnaires.

One of the Engineering lecturers is doing his PhD on multilingualism versus translanguaging linked to higher order thinking and problem-solving. Insights from this research will benefit the language plan of the Faculty of Engineering, especially as he is involved in the flagship project.

Support required by this Faculty is funding for voice-overs, transcription and artists, and interpretation services and teaching assistants.

## Faculty of Health Sciences

This Faculty has one cross-disciplinary flagship module i.e. WVGW221. The glossary will be gradually developed alongside the translation of the study guides for this module. The electronic learning environment (eFundi) will be in English, to be translated later when possible. There is also an electronic Social Work Dictionary, and a glossary for Psychology is in the process of being expanded to include Setswana. It has been compiled by the University and quality checked.

Every school has a lexicon servicing a group of modules that are generic across disciplines. Physiology, for example, needs to translate the Latin terms, especially Physiology and Anatomy, into English, Setswana and Afrikaans. Psychosocial Health still has funds available for developing their glossary.

Seven staff members have attended an SLP for language acquisition. The Faculty is also planning a vocational language course for students, which is to be integrated into their degree as

students need to use the language in clinical settings. In this Faculty, these are linked to the Pharmacy practicals. In Year 1 students learn general terms. In Year 2 they learn terms and phrases specific to pharmacy. By Year 4 they should be fairly fluent for the purposes of their workplace. Unfortunately, practicals could not take place because of Covid-19. There is apparently funding left over for implementing the Setswana course for Pharmacy. Ten staff members attended the Multilingual Pedagogies SLP.

The Faculty of Health Sciences requires support from the LD and Humanities Faculty for translation and quality assurance of assessments into Sesotho/ Setswana. The Schools of Human Movement Sciences, Physiology, and Nutrition require funding for glossary translation into Setswana and Sesotho and also support for translation of the flagship module WVGW. Funding is also required for staff to attend language courses.



At the beginning of the second semester, lecturers asked students to complete a survey on multilingualism and its implementation. Figures 1 and 2 below provide insight into the language diversity and preferred language of learning in the module WVGW 221.

The flagship module, WVGW, is fully aligned, which implies that all second-year students registered in the Faculty of Health Sciences from all three campuses work and learn collaboratively on the module site. Learning is facilitated by a multi-disciplinary lecturing team from all three campuses, as the Faculty

has a diverse group of students speaking different languages (Figure 1).

The module is facilitated in English and the rationale behind this is that lecturers make use of various collaborative learning spaces e.g., Q&A forums, weekly Open Hour discussion sessions, Inter-professional group work (IPGW), etc. On these platforms, students from all three campuses get the opportunity to engage with each other and learn from, with, and about each other. English is also used in the health-care environment and students need the opportunity to practise

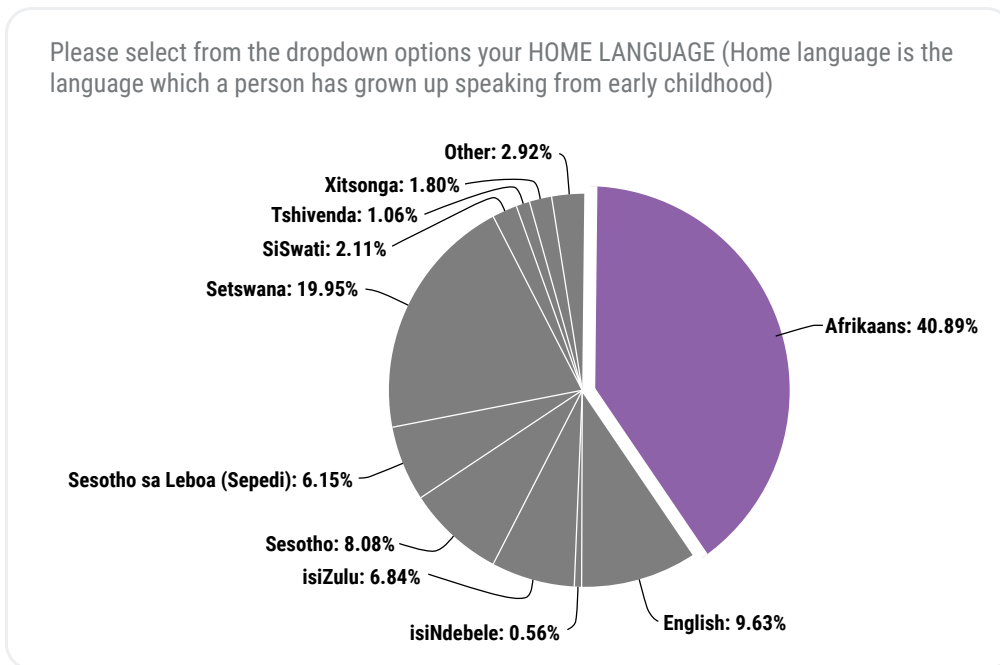


Figure 1: Home language

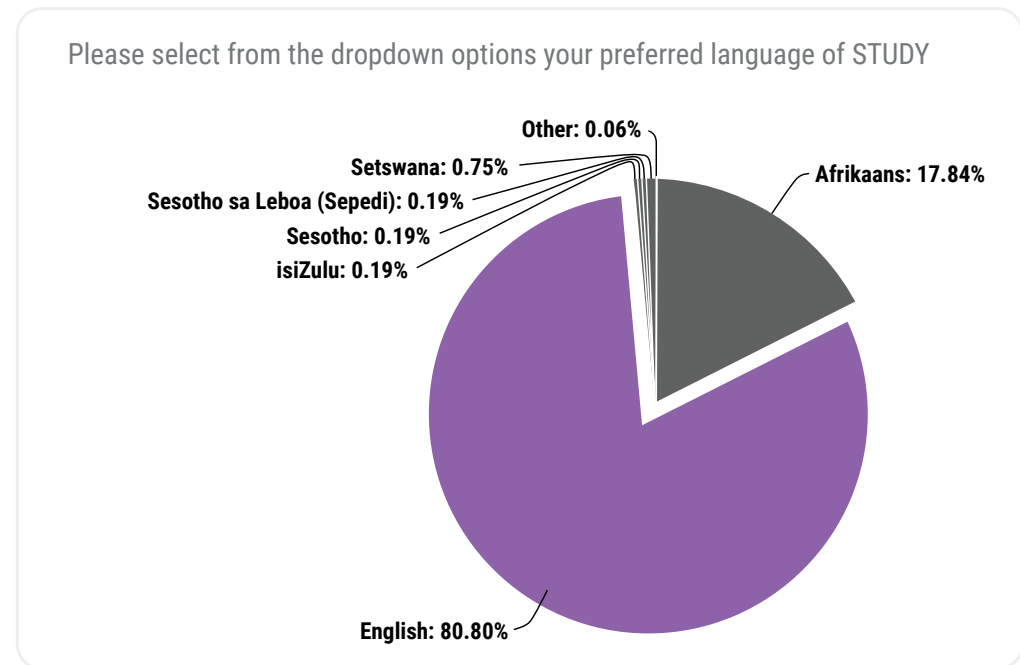


Figure 2: Preferred language for learning



their communication skills within a safe environment. Although English is used within these collaborative spaces, students are invited and encouraged to engage on these platforms in a language they are comfortable with. The lecturers translate the comment and/or question into English so that everyone can benefit from the engagement, the question(s), comments, insights and the lecturing team's response(s). Examples of how this is done are available on the collaborative and shared Question and Answer platform.

Assessment consists of five 10-point multiple-choice tests and three IPGW activities. During the IPGW, students work in diverse, intercampus and inter-professional groups to complete three activities. Due to the collaborative nature of the IPGW and depending on the profile of the group, we recommend the use of English as language of communication. However, if all the students within the group speak the same language, they are encouraged to complete the IPGW activities in the language that the group decides on. It is essential to provide opportunities

where students can get the opportunity to practise the inter-professional communication and collaborative skills that will be expected of graduates when entering the world of work.

Students are also requested to continuously reflect, provide feedback, and share comments with the lecturing team. These reflections are continuously monitored to address any immediate issues and student needs. Students' responses on the use of English as language of facilitation are positive, with only four students requesting additional support with the translation of a question. These individual requests were addressed.

WVGW 221 is part of the translanguaging initiative in the Faculty of Health Sciences. It is currently being revised, and as part of this process, new content will be presented and assessed in English, Afrikaans, Setswana and Sesotho next year.



## Faculty of Law

The aim of the Law programmes is to prepare students for entry into legal practice. The Legal Practice Council requires that all admission examinations of both the attorney and advocate professions must be written in English. It is a reality of the legal profession that English is the official language of record used in our courts of law, in legal documents, and also in communication between legal representatives.

The present Faculty Management is of the opinion that student support in languages other than English would benefit our students more than would a translated study guide, as all examinations will eventually be conducted in English (as legislated). The appointment of student assistants, tutors and facilitators who are home-language speakers of Setswana, Sesotho and Afrikaans, should be a priority. Our present student support team reports that students prefer academic interventions to be conducted in English. However, the availability

of multilingual tutors or facilitators can only be beneficial for students. All current tutors and facilitators recommend the compilation and publication of the glossary/lexicon, to support learning.

It was decided that the development of a flagship module such as LLB IV elective, will be discussed with appropriate lecturers during the mid-year performance appraisal. The target date for implementation is 2023. All first-year module lexicons have been compiled and translated. These are currently being vetted for legal/technical accuracy, including the Sesotho lexicons, and the Setswana and Afrikaans translations. The aim is that lists will be included in the 2022 first-year study guides.

Lecturers in all second-year modules were requested to submit terminology lists by the end of September 2021, so that these could be translated and checked in time for inclusion in 2023

study guides. Third- and fourth-year lexicons will follow in 2024 and 2025.

The Faculty is very excited about this project, as it is envisaged that it may result in the publication of the first legal dictionary in four of the 11 official languages of South Africa.

At this stage there may well be challenges regarding quality control of translated study guides, as the academic staff are not conversant with legal terminology in either Setswana or Sesotho, even if they are first language speakers. Most of the modules do not have a lecturer who can speak Setswana or Sesotho. The lecturing staff is diverse in race, gender, nationality and language. Responsibility for quality control should preferably rest with the subject expert or module owner – and, in this case, that cannot be provided at this stage.

At present, the Faculty has a staff-student ratio of 1:30, which indicates



that academics do not have any spare capacity. Academics are required to teach, and do research and community work, which they do commendably. All study material in the Faculty is available in English. Since March 2020, the Faculty has started lecturing in English, due to the demands and constraints of online presentation during the Covid-19 pandemic. Online assessments are conducted in English. However, online platforms are not suitable for quiz questions posed in more than one language. Quality control of questions and answers in any language other than English is also not possible, as set out above.

At this stage, lecturing any module in any language other than English is not possible, given our circumstances. Although we will investigate options in this regard once the NWU returns to normal contact teaching, it is not viable at present.

Regarding the SLP for language acquisition, the Faculty previously committed to the development of African-language modules for law

students that will enable them to effectively consult with a client or witness in either Setswana or Sesotho. A meeting was held with representatives from the School for Languages, and it was agreed that:

- Due to constraints in the School for Languages, the Setswana modules will be developed first, followed by the Sesotho modules.
- Target date for implementation for Setswana modules will be 2023.
- The credit-bearing modules will be offered as one of the sets of non-law electives in the third year of the mainstream LLB curriculum.
- Semester 1 will comprise an introduction to spoken Setswana/Sesotho and Semester 2 will focus on legal terminology.

Follow-up meetings to discuss the following will be scheduled:

- Admission requirements and bars, as the first semester module will not add any value for first-language speakers whereas the second semester module may; and

- Roll-out on all campuses.

Three staff members from this Faculty joined the SLP for Multilingual Pedagogies.

The Faculty of Law established its core team and had a constructive meeting with the LD on 20 September 2021. The Faculty team is now happy with the translated lexicons which have been uploaded to the Teams workspace. This terminology may now be used in the study guides. The lexicon is generic in the sense that it cuts across modules and provides action words and terms that appear in more than one module. This should prove helpful in translating the Module Outcome Content at first-year level, and skills required. The four modules at this level are: Law of Persons, Introduction to Law, History of Law, and Family Law. The guides in English need to be uploaded to eFundi so guides in other languages would need to be uploaded as well, which involves a lot of work and time. One of the key questions asked by the LD was whether others could have access to the lexicons, as they need to work with them.

## Faculty of Natural and Agricultural Sciences

Flagship modules include PLKN213 (Setswana) and GEOG 211 (Setswana), with Setswana lecturers appointed, and BIKS 111 (Setswana). Study guides and other materials have been developed for these modules. Computer Sciences CMPG 313 (AI) has a study guide in Setswana. The Faculty is working on one in Sesotho and they are also working on an Honours module. Work had begun on a study guide in Sesotho for their flagship module. In addition, three Setswana lecturers have been appointed on the Potchefstroom campus, four on Mahikeng campus, and three on the Vaal campus. No Sesotho lecturers had yet been appointed in SCSIS.

Ten FNAS staff members have already attended a language acquisition SLP and some staff have attended the Multilingual Pedagogies SLP.

Computer Sciences proposes to create a research team responsible for the internal monitoring and evaluation function of the Faculty. Indigenous

Knowledge Systems (IKS) already has a research team in collaboration with UKZN and UNAM. They are also working together with the Department of Science and Innovation to use science and technology to promote indigenous languages and to conduct research into traditional medicine.

When asked about the challenges they face in relation to language-plan implementation, the School of Physics and Chemistry felt that terminology development needs to take place before the African languages can be used in class. They also felt that the languages of instruction used at school level should be continued at tertiary level, as students are more familiar with them as languages of learning. In addition, if core terms are not readily available in the African languages, one can begin with paraphrase of the English or Afrikaans meaning (simplification) which can then be translated into the African languages, i.e. using paraphrasing (scaffolding). This will contribute to understanding for the students.





Terminology may then be super-imposed on the paraphrases in discussion with students, language specialists and subject specialists.

Support required from the LD for the Schools of Physics & Chemistry includes translations into Setswana and Sesotho, and help from CTL with Study Guides and using translanguaging in their teaching. Biological Sciences need help with translation and interpreting into Setswana. Their budget has to cover terminology development for four modules; translation of study guides; and interpreting services in lectures.

The Teaching and Learning Committee decided at a recent meeting that there were a few flagship modules for which material is already available in Setswana. These modules have at least one lecturer who speaks Setswana and who has been able to do the translation. However, it did not have the budget to translate one or two large flagship modules fully, and also felt that such translated modules would add “little true academic value” at this stage, other than policy compliance. It was proposed

instead that they use the available resources to compile a glossary of important terms, with short definitions, for all four official languages at the NWU, for each module presented by FNAS at first-year level. These would be useful academic tools for students and full translations of all modules, including study guides and PowerPoint presentations, may flow from this initiative. They will thus follow a phased approach in line with the resources available to them. The LD will help with the translation of the glossaries and the current budget should be sufficient to cover this.



## Faculty of Theology

Theology has common modules across sub-disciplines, such as the Old Testament (OTES 112 and 122) and Semitic Languages (SEMT 112 and 122). These are the flagship modules for the Faculty. Two African language-speaking lecturers have been appointed to help with this project and they will be working from a corpus. Terminology development is underway for this. The project has been launched in all subject groups in the Faculty. There is already available a glossary of Bible translations.

A competition was organised which aimed to motivate students with terminology development; 10 to 20 concepts were drawn from eight modules, and students were required to translate them into Sesotho, Setswana, isiZulu, isiXhosa, Afrikaans, English or any other African language (if the core term is Greek or Latin). The translations were quality assured by the LD. The first iteration began in the second semester of 2021. The glossary provided a basis for multilingual teaching. There were prizes for students for the best

translations. This is a bottom-up, user-friendly approach that can be extended quite easily to other faculties. Student reactions have been mixed – both positive and negative. Lecturers were also involved in the competition. Discussing problematic terms with students is essential. The lecturers who designed the competition used some of the ideas they had learned from the Multilingual Pedagogies SLP. The competition project for glossary development has been completed and the terms were assessed by the LD with the aim of determining the most appropriate terms. Prizes were allocated to the first, second and third best suggestions for terminology.

Two staff members from this Faculty attended language acquisition SLPs and three members attended the Multilingual Pedagogies SLP.

The Faculty of Theology would like to conduct student surveys on a regular basis to monitor how students are responding to the LP implementation.

One of the challenges experienced by the Faculty is that of congregants not wishing to worship in their African languages. Students therefore prefer English as their language of instruction at tertiary level.

Support required for the Faculty of Theology includes language specialists to check terminology, training for staff and students to facilitate translanguaging, interpreting and translation in all three languages for study material and assessments.

# Faculty of Education

The following Schools have identified flagship modules: Language Education - ENFF 111 (Setswana/Sesotho) and ENFF 121 (Setswana/Sesotho). Science and Technology and Maths - MAIP 121 – Semester 2 on VC campus (Sesotho); MAIP 211. Commerce and Social Studies – BSTE 112 (Setswana/Sesotho) and BSTE 122 (Setswana/Sesotho). Mathematics, especially, has included Sesotho in their materials and their teaching, especially on the Vaal campus.

The School of Language Education is creating terminology lists through semantic mapping, one of the strategies shared in the Multilingual Pedagogies SLP. The School of Commerce and Social Studies uses a google spreadsheet where terms are listed. Students add to the list, define the terms in their own words and then translate their definition into another language, i.e., what does the concept mean to them? This list is constantly updated. The list is linked to eFundi on the spreadsheet. An entire test was translated into Sesotho by Maths tutors. This was quality checked

by the Maths and Stats Centre. In terms of other resources, the School of Language Education uses PowerPoint slides with voice-overs in both Afrikaans and Setswana. They also use wheel charts with phonetic symbols, as well as Telegram with voice notes in different languages.

Maths, Science & Technology Education on the Vaal campus has established a WhatsApp group to lead discussion in Sesotho, which helps with student buy-in. There is also a list of FAQs in Sesotho which are facilitated and monitored by two student mentors.

In terms of the use of different languages for learning and teaching, students support each other in the various languages online, which then becomes self-directed learning. Mathematics has a Language Contract agreement with students which has been adapted to Sesotho. Students are Sesotho and Setswana speakers and are also strong mathematically, especially in problem-solving when using their

own languages. They translate for other students thus becoming agents for social change.

In terms of appointment of African language-speaking staff, there is a new lecturer on the Vaal campus in English for Education who speaks Setswana, Sesotho, Sepedi, isiZulu, isiXhosa, Afrikaans and English. She will start her MEd in 2022 with a focus on bi/multilingual lecturers' utilisation of their own language repertoires in teaching. The Faculty remains committed to transformation and prioritises the appointment of African-language speakers in each available academic or support position that becomes vacant.

Eleven staff members have taken the SLP for language acquisition and two successfully completed the Multilingual Pedagogies SLP.

Support is required for translation into Sesotho and Setswana of programmes on the University website. Two colleagues who completed the

Multilingual Pedagogies SLP shared ideas for implementation in teaching and learning at the faculty forum for T&L on 8 November 2021. Academics from FEDU were invited to attend the forum, which was hosted by the Deputy Dean T&L. The session on Multilingual Pedagogies was facilitated by presenters of the SLP, Drs Kaiser and Dlavane. The utilisation of AL in T&L was discussed at the Faculty Management Committee meeting on 25 November. School directors were urged to discuss enrolment in the Multilingual Pedagogies SLP with staff in their schools and the template used to report on the use of AL in teaching and learning, was shared with them. They took note of the fact that the Faculty Language Plan needed to be implemented more aggressively in 2022 and that regular reports would be required from each school director. The Faculty Language Plan will again be discussed at the first Teaching and Learning Committee meeting in 2022.





## Faculty of Humanities

Three Schools in this Faculty have identified flagship modules. The School of Communication decided to use a staggered approach to phase in the pilot for their selected module: COMS123. In 2020, it was decided to make use of translated study guides and a glossary of terms in Afrikaans, Sesotho and Setswana. The COMS123 slides were translated into both Sesotho and Setswana, but it was decided to implement these only in 2021 to allow enough time for translation and to investigate avenues for quality assurance of translated material. Using a staggered approach also allowed the team involved to manage students' expectations regarding the language pilot without compromising quality.

No academic staff from the School of Communication has yet attended the language acquisition SLP but one administrative staff member completed the SLP in Setswana during 2021. Academic staff who wish to attend such courses could have them added to their Personal Development Plan for 2022.

In terms of research, the School of Communication suggested that the LD and Faculty should investigate the possibility of piloting this multilingual project in African languages besides Setswana and Sesotho, as students are from different provinces and speak different languages. It is suggested that the Faculty determine the language profiles of students in each course to ensure there is adequate Return on Investment regarding multilingualism in the pilot. It was further proposed that possible measurement tools be designed to ensure that the envisioned outcomes are achieved through the pilot. For example, student experiences of the translated material were not measured in 2020 or 2021. It was suggested that the LD possibly assist the Faculty in devising a questionnaire to circulate at the end of each semester to determine the success of the language pilot as a whole. That would enable the Faculty to determine student needs and to measure success in terms of the same criteria, even though different approaches may be followed in carrying out the pilot project.

The School of Communication also reported that an issue encountered by COMS123 was that students expected lecturers to translate all study material within this module. For example, the study units were divided among the different lecturers in the COMS123 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. The LD could possibly assist in this regard.

A second concern was that students may think translated assignments imply that lecturers would be able to mark assignments written in the student's 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.

The school requests that translated material should 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 COMS123 in Setswana checked by a Setswana-speaking lecturer teaching COMS. But there was nobody to quality-check the Sesotho translation. The LD and Faculty could investigate this matter to set in place a system to overcome subject content quality control of material translated into all the languages concerned. At the moment there is a gap in terms of ensuring that translated content reflects the quality assurance standards of the NWU.

Further to a meeting with the COMS core team for Multilingual Pedagogies on 10 August 2021, the following

issues need to be recorded. One of their concerns is to get an internal monitoring and evaluation process in place in order to measure the success and progress of what they are doing. It was suggested that the LPME coordinator also be involved in developing such an instrument (which is now in progress). They wish to measure student experiences and needs, and it was suggested that they extend this to staff at the same time. A longitudinal study is needed that records how students and staff experience change, and this can certainly happen under the auspices of the parent project. There would be specific questions for glossaries, voice-overs for PowerPoint presentations, study guides, videos, etc. The quality of translations would also need to be checked.

The glossary for the flagship module has been completed and finalised in English, Afrikaans, Setswana and Sesotho and is available on eFundi. MODs are finalised and available in English, Afrikaans, Setswana and Sesotho and are also available on eFundi. PowerPoint slides

were translated into Sesotho and Setswana in 2020 and quality checked in 2021 for rollout in Sesotho in 2021 and Setswana in 2022. COMS123 also appointed multilingual supplemental instructors for both Mahikeng (English/ Setswana) and Vanderbijlpark (English/ Sesotho) campuses in 2021.

In the School of Languages, the generic academic word list has been completed for all 11 official languages. This initiative has been spearheaded by Prof Tobie van Dyk. They are currently busy with packaging. Afrikaans and English have already been released via the Academic Literacy modules (and to some extent integrated into the teaching and learning). The nine African languages will be ready for release in January 2022, subject to SADiLaR timelines. They will also be released via the Academic Literacy modules, but it is suggested that they be released elsewhere too. Educational videos for 15 topics on academic writing matters have been completed in six languages (Afrikaans, English, Setswana, Sesotho, Tshivenda and SA Sign language) under

the leadership of Prof van Dyk. Another language (isiZulu) is in the final editing phase. Two languages were being quality assured (Siswati and isiXhosa). Another three languages are currently being developed (Xitsonga, Sepedi, isiNdebele). Expected release date is January 2022 subject to SADiLaR timelines. All other related materials (exercises and readers) are available in English only; the videos, however, will contribute to “unlock” these materials for students who complete most of their academic writing in English only.

In terms of other resources, Prof van Dyk and his team from the School of Languages developed the multilingual challenge, which is an interactive game involving multiple languages on all three campuses. It has not yet been implemented due to Covid-19.

The School of Philosophy has identified a flagship project (PHIL122 African Philosophy) where they wish to use students’ linguistic repertoires in mediating teaching. This, however,

proved to be challenging in the online environment. Original texts from African (language) contexts have also been introduced into the curriculum.

Two other modules identified for the pilot are the Understanding the World modules WVCS223 and WVLS317. However, consolidation of various Understanding the World modules into one module, with re-arrangement, is still taking place. The development of multilingual glossaries by identifying key concepts and translating from English to Afrikaans, Setswana, and Sesotho is also taking place and will continue over the next six months with a dedicated task team.



## 3.4 Conclusion

All faculties have now appointed task teams which liaise directly with the LD for the implementation of their language plans. All faculties have now been consulted on their individual needs and support required for language plan implementation which, at present, consists of translations for the glossaries and the development of a Faculty internal monitoring and evaluation system. The development of this instrument is underway and has been accepted by faculties with a few amendments. The statistical services department on the Potchefstroom campus have made comments on it and approved it. It now needs final revision before being approved by the Ethics Committee for Language Matters (ECLM). It will therefore not be available for use until next year, when it should have received ethical clearance.

All faculties are now engaging with their language plans and starting to develop materials and resources in the African languages, especially the development of glossaries. Most faculties have

identified flagship modules, some of which are common across sub-disciplines within faculties, and some are being developed for a range of modules, and at different levels. In this respect, the LD has urged faculties to try and concentrate on flagship modules at first-year level for this first phase of implementation, as it will be more contained and not too draining on staff capacity.

The School of Languages in Humanities have developed a generic academic wordlist with the help of SADiLaR, which is complete. They have also developed 15 educational videos in six languages to help facilitate understanding for their Academic Writing modules. The development of educational videos for other languages are in progress.

Nearly all faculties expressed a wish for some form of evaluating their students' (and lecturers') experiences of the implementation of multilingualism. This research instrument has been described above. The faculties

of Health Sciences and the School of Accounting Sciences in the Faculty of Economic & Management Sciences have both evaluated student responses to various aspects of their implementation with positive results. Both faculties are committed to using their students' languages for support.

Finally, the SLPs for languages continued in 2021, some in contact mode and others online. Although language acquisition in contact mode seems to be the preferred option, there is increased demand for online courses in the two African languages. The Multilingual Pedagogies SLP still had some of the original intake of staff attempting to complete the course during the year. For the new online version of this course, external assistance has been obtained for the design of the course on Moodle. The Multilingual Pedagogies team were working with the external instructional designer to have the course ready to launch in 2022.

# LANGUAGE DIRECTORATE AND RELATED ACTIVITIES

contributing to implementation of the  
Language Policy and Plans

## CHAPTER 4

### 4.1 Work produced by the Language Directorate staff

#### 4.1.1 Introduction

Highlights of the Language Directorate (LD's) activities, given the continued lockdown stages and modes of teaching-learning these necessitated, are set out below. Most heavily impacted were the Interpreting Services (IS), as dealt with to some extent in our 2020 Annual Report. General LD activities are covered first in this section, followed by an overview of IS work.

#### 4.1.2 Language Directorate terminology resources

The redesigned Excel terminology template introduced in 2020 (which automatically generated a bidirectional list while the original unidirectional entries were being made (that is, while the interpreter entered Afrikaans-English terms in one Excel tab, a list of English-Afrikaans terms was generated in another tab) is proving its value. Also, the much more convenient



availability of terminology lists per module is working well. Currently terminology lists for some 130 modules across faculties are available. These lists are essential as we proceed with the introduction of multilingual pedagogies (MP) in modules and programmes. Some lists have been produced in Setswana and Sesotho, and one in isiXhosa (which, it is envisioned, will be used in the MP SLP once it goes online). Updating these resources is an ongoing process.

### **4.1.3 Language Directorate reference resources**

In addition to a collection of textbooks and dictionaries purchased over the years as reference works, mostly for interpreters, many out of print dictionaries and textbooks have been copied in PDF format over the years. Printed reference works are kept in the interpreting satellite offices or translators' offices where they are mostly required, but electronic

references have only been informally distributed among interpreters as required.

In order to make these resources available so that they can be accessed by all staff, a central repository has been created, in which electronic resources currently available in distributed fashion throughout the LD will be collected in a central database available to all staff. This work is currently in progress, with the initial process due for completion but will be constantly updated going forward as new resources are acquired.

### **4.1.4 Language Policy Revision process**

This is fully covered in Chapter 2 and in Appendix 2.

### **4.1.5 Language Planning, Monitoring and Evaluation**

Refer to 4.2 and 4.3 below.

## **4.1.6 NWU Educational Interpreting Services**

The IS staff continued to provide the expanded language services for which they had been repurposed from the initial lockdown. From the initial remote T-L only, the gradual reintroduction of face-to-face classes occurred, and this increased the workload of the IS, because of the utilisation of both the remote and face-to-face modes in parallel.

IS staff continued producing interpreting, translations, transcriptions, recordings and direct voice-overs of lectures. The latter continued to be mostly from English to Afrikaans, as before, because most lecturers continued to opt for originating T-L material in English first and subsequently making it available in Afrikaans with the assistance of the LD staff. eFundi communications with students, assessments and assignments were also translated. For IS staff, who have been more used to working from



Afrikaans to English in the past, the switch in direction continued to be challenging. Quality control checking continued in groups working together (mostly in IS satellite office context), with a more experienced staff member who originally monitored interpreting quality, also doing quality assessment of other work produced by IS staff.

Additional software applications mastered were the OmegaT translation memory-based platform and the Zoom Educational platform, which includes an interpreting channel, in addition to the channel carrying the original remote T-L broadcast. The OmegaT training was done by one of the IS staff who is experienced in the use of the application, with a recording of the training made available for later viewing and re-viewing, where required.

Introduction of Zoom interpreting on the Zoom Education platform has made simultaneous interpreting of online Zoom classes possible, and in addition, a blend of face-to-face and Zoom class interpreting also developed. This is a first, world-wide. The IS is also working with the Zoom company, providing

feedback with the aim of possible refinement of the educational platform.

An added benefit is that Zoom-interpreted classes are recorded (as are the original broadcasts) so that captured lectures can be made available for later use by students. Interpreting assistants do the recordings, which are provided to lecturers to make available on various platforms, inter alia via eFundi and Nextcloud.

These newly acquired skills of EI staff were gained in close cooperation with lecturers and added to the overall student T-L value proposition. Teamwork between lecturers and interpreters was once again significantly enhanced by such cooperative efforts, as IS staff could assist lecturers lecturing via Zoom.

#### **4.1.6.1 Interpreting services provided outside NWU**

The LD continued with the provision of an EIS at the Potchefstroom College of Agriculture, for which we have been contracted since 2007. This service generates third income stream revenue.

The NWU IS has established itself over time as experts in agricultural interpreting, providing these services at annual congresses, conferences, symposia and management meetings of Grain SA and Potatoes SA, as well as at other agricultural conferences. These are both third income stream revenue-generating and community engagement activities.

This year again saw an interpreting service into English, Afrikaans, Setswana, Sesotho, isiZulu and isiXhosa provided by NWU at the Grain SA annual congress, which was presented virtually via Zoom.

#### **4.1.6.2 Interpreting equipment innovation**

The challenges with the mobile hotspot-generating interpreting systems were being resolved and should be fully effective by the end of the reporting period covered by this annual report.

#### **4.1.6.3 Quantification of IS outputs**

Although figures do not reflect fully the work produced by the IS (for example, “soft skills assistance” to T-L staff cannot easily be quantified), the quantified outputs of the IS can be subdivided into

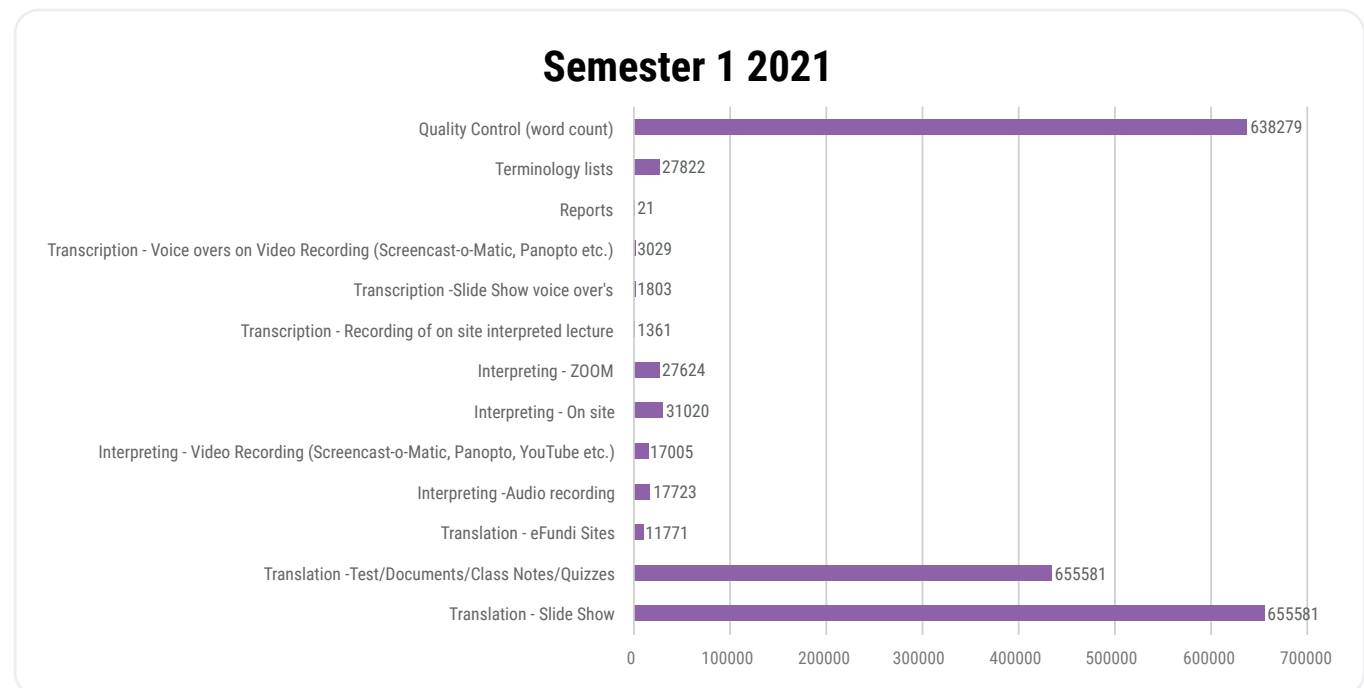
three categories. The first considers the word count in the various categories of work produced by the IS staff. The second reflects the audio-minute count of work produced, and the third reflects the volumes of miscellaneous activities produced.

### Word count

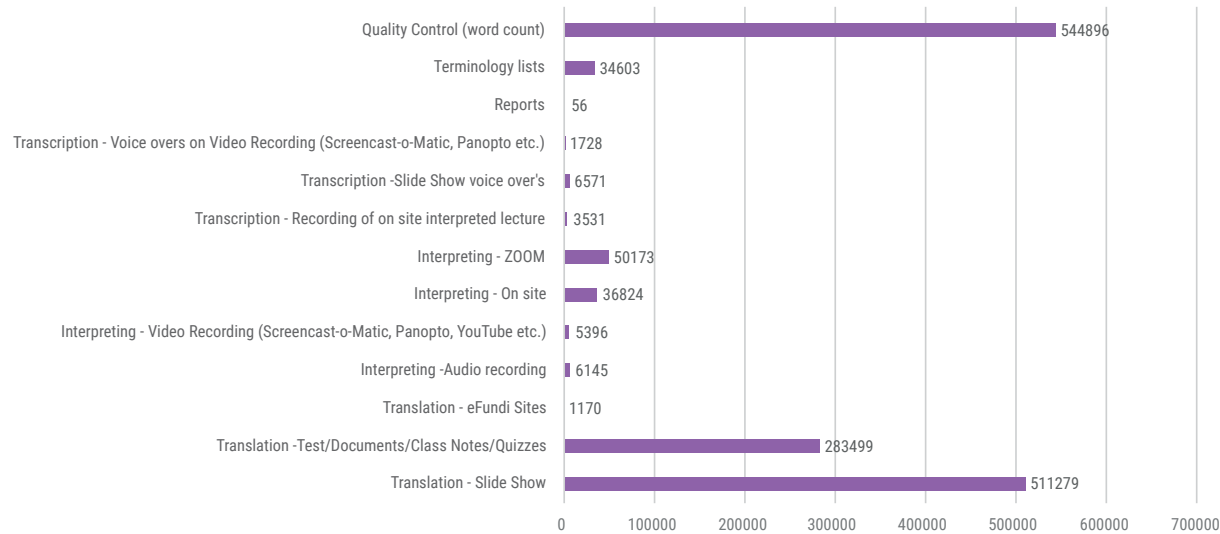
The category of word count is subdivided into eight sub-categories.

1. Translation – slide shows
2. Translation – tests/documents/class notes/quizzes
3. Translation – eFundi sites
4. Transcriptions of recordings of on-site (fact-to-face) interpreted lectures
5. Transcription – slide show voice-overs
6. Transcription – voice-overs of video recordings (using Screencast-o-Matic, Panopto, etc.)
7. Terminology lists
8. Quality (output) control (word count)

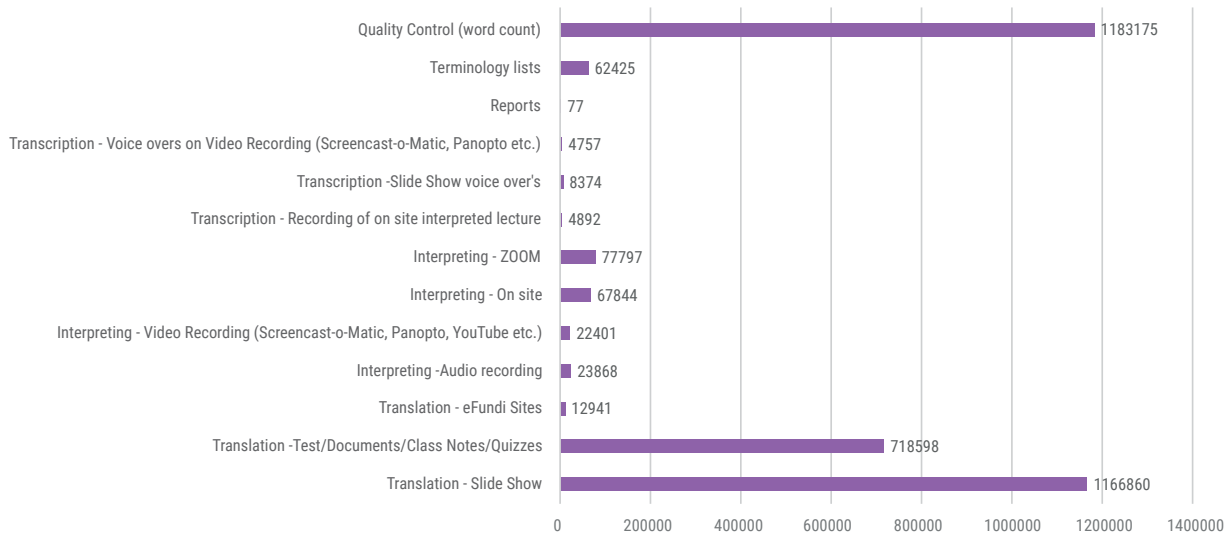
	Semester 1 2021	Semester 2 2021	Total 2021
1. Translation – slide shows	655581	511279	1166860
2. Translation – test/documents/class notes/quizzes	435099	283499	718598
3. Translation - eFundi sites	11771	1170	12941
4. Transcriptions of recordings of on-site interpreted lectures	1361	3531	4892
5. Transcription – slide show voice-overs	1803	6571	8374
6. Transcription – voice-overs of video recordings (Screencast-o-Matic, Panopto, etc.)	3029	1728	4757
7. Terminology lists	27822	34603	62425
8. Quality (output) control (word count)	638279	544896	1183175



## Semester 2 2021



## Total 2021



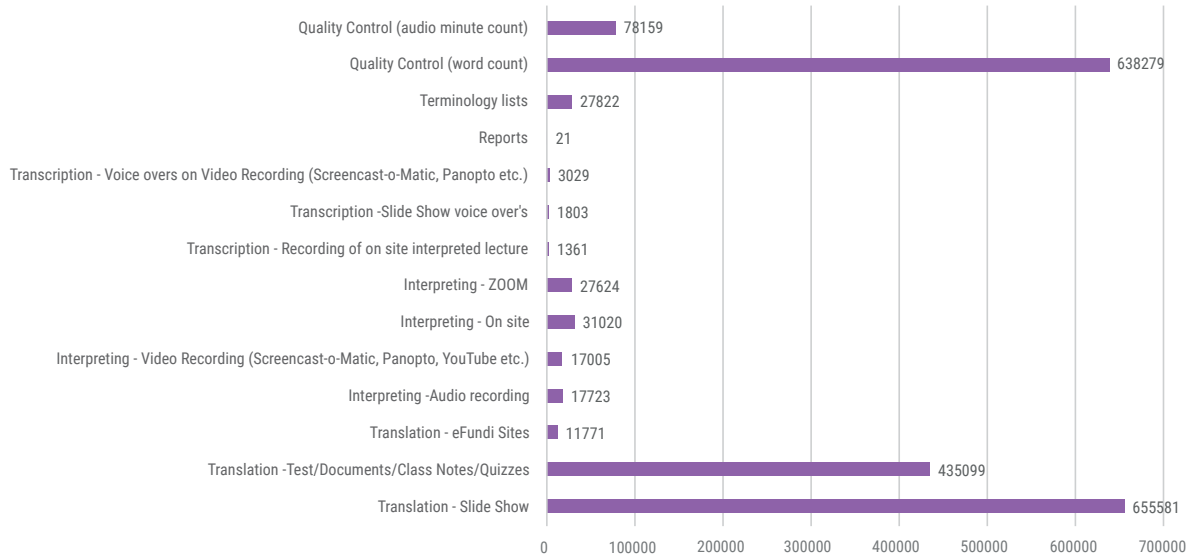
## Audio minute count

The category of audio-minute count is subdivided into five categories.

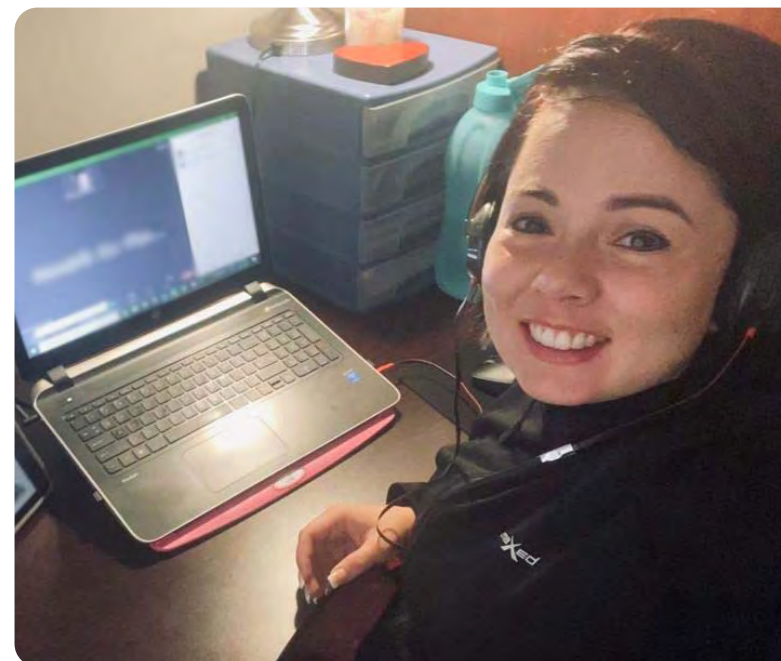
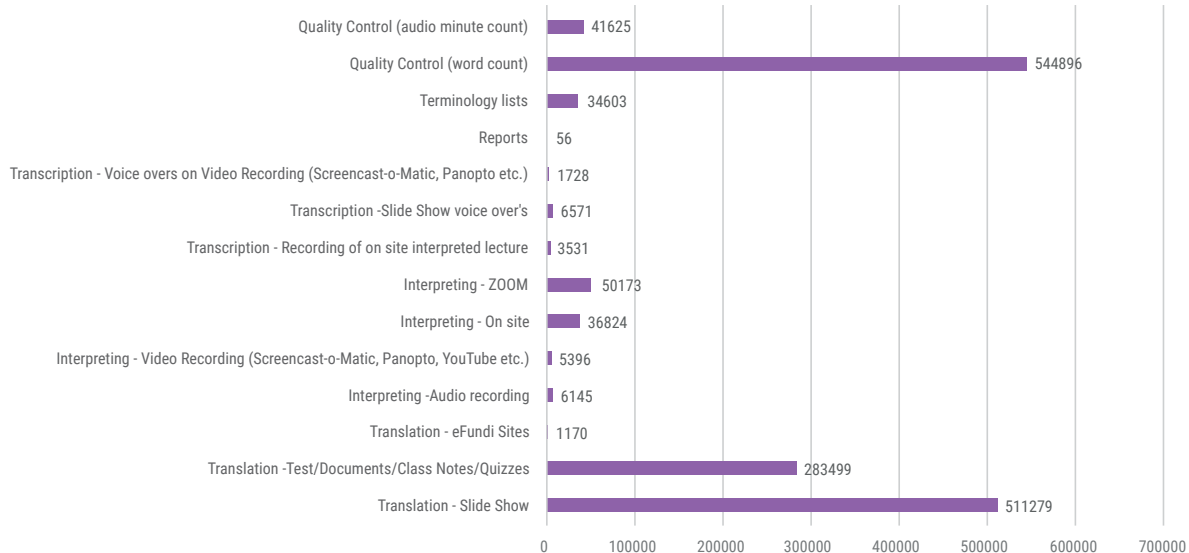
1. Interpreting – audio recordings
2. Interpreting – video recordings (Screencast-o-Matic, Panopto, YouTube etc.)
3. Interpreting – on-site
4. Interpreting – Zoom
5. Quality (output) control (audio minute count)

	Semester 1 2021	Semester 2 2021	Total 2021
1. Interpreting – audio recordings	17723	6145	23868
2. Interpreting – video recordings (Screencast-o-Matic, Panopto, YouTube, etc.)	17005	5396	22401
3. Interpreting – on-site	31020	36824	67844
4. Interpreting – Zoom	27624	50173	77797
5. Quality (output) control (audio minute count)	78159	41625	119784

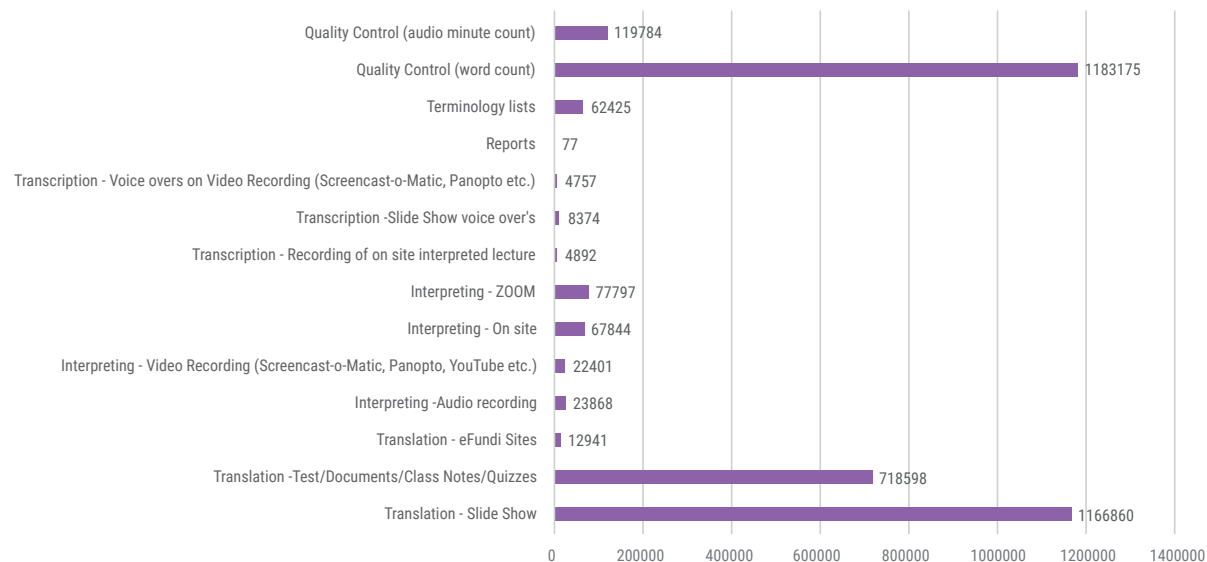
## Semester 1 2021



## Semester 2 2021



## Total 2021



### 4.1.6.4 Miscellaneous

The miscellaneous category consists of reports, meetings, training and other language practice-related tasks.

	Semester 1 2021	Semester 2 2021	Total 2021
Reports	21	56	77
Meetings	89	68	157
Training	6	29	35
Other	196	156	352

### 4.1.5 Conclusion

The Language Directorate, and the IS in particular, have adjusted well to the changed demands of the mixed-mode presentation and the provision of the language services that are required as language plans are being implemented. This can be directly ascribed to the excellent and committed staff, in particular the interpreting satellite office managers and their staff, and Prof Rosemary Cromarty in her role as Language Planning, Monitoring and Evaluation (LPME) Research Coordinator. The LD has thus been able to contribute substantially to the NWU's ability to give effect to a language policy that is aligned with national thinking and policy (notably the Framework in Appendix 1 – see Chapter 2) as regards language policies of higher education institutions.



## 4.2 Language Acquisition Short Learning Programmes

### Introduction

This section includes reports on the Short Learning Programmes (SLPs) for the acquisition of the official languages of the NWU (Sesotho, Setswana and Afrikaans) managed by the School of Languages in the Faculty of Humanities

and for Multilingual Pedagogies (MPs), for which the School of Languages in Education, in the Faculty of Education is responsible.

**Table 1:** Update on courses for SLP Languages

Language courses	Faculties	Campus	Contact	Online	Number of staff enrolled	Number of Staff completed	Number of staff registered for next course	TOTAL
Afrikaans	HUM	POTCH POTCH	✓ ✓		17 14	7 9	Marketing for new courses to start in 2022	20
	HUM	VAAL VAAL	✓ ✓	✓	6 10	4 Course in progress		
Setswana	HUM	POTCH POTCH	✓ ✓		12 12	11 Course is about to begin mid-October	Marketing for new courses to start in 2022	11
Sesotho	N/A	N/A	N/A	N/A	N/A	N/A	Marketing for new courses to start in 2022	

In total, 47 staff enrolled for the Afrikaans SLP on the Potchefstroom and Vaal campuses, of which 16 completed and four are in progress. No lecturers from Mahikeng campus attended these courses. Staff enrolled for the Setswana courses were from Potchefstroom campus only and totalled 24, of which 11 have completed. A new course is about to begin. No lecturers enrolled for this course this year from the Vaal and Mahikeng campuses. There are therefore 31 staff members who took these language courses this year and completed them. All the courses were contact except for one online Afrikaans SLP. However, there seems to be a demand for a Setswana SLP in online mode and this is currently being investigated with the Unit for Continuing Education (UCE). No courses for Sesotho were held this year. However, a new online course is nearly complete, after which it will be uploaded on eFundi. They are working together with Centre for Teaching and Learning (CTL). However, the study guide is not yet complete. Once all content has been created, everything will be edited before uploading the course onto the eFundi

platform. All recordings have been completed and seven participants were selected as voices for the course.

Student Life have requested that the SLPs also be made available to support staff and not just to academic staff as there is a desire to learn the University's languages so that they may serve their constituencies better, i.e., training relevant to the Student Life environment.

### **The following courses are planned for 2022:**

#### Semester 1

- 2 x Afrikaans SLPs (one virtual, one contact)
- 2 x Setswana SLPs (multimodal - the lecturer is flexible)

#### Semester 2

- 2 x Afrikaans SLPs (one virtual, one contact)
- 2 x Setswana SLPs (multimodal - the lecturer is flexible)
- 1 x Sesotho (contact only; possibility of multimodal)

Strategic funding would be required to offer these courses, especially if there is no charge for staff development. There is also a budget for the development of educational videos, with a particular focus on pronunciation for the Setswana and Sesotho SLPs and first year acquisition modules. For Setswana, some videos have already been developed and some are in the process of being developed. For Sesotho, no videos have been developed yet but, according to planning, this should be completed by the end of the year under review.

## 4.3 Multilingual Pedagogies short learning programme

The first MP SLP was launched in February 2020. It had been designed by the multilingual pedagogies team in the Faculty of Education as a contact course and there were 30 participants, drawn from all faculties. Only one workshop was held before Covid-19 hit the country and staff had to revert to emergency remote teaching (ERT). The team adapted the course to the eFundi platform and invited the course participants to complete it by handing in their assignments. Most staff asked for permission to complete it in 2021 and so the course was kept open for the year to allow as many staff as possible to complete it. The two Lecturers in Language Education are currently facilitating the remaining assignments for the original course, and will also be the facilitators for the new online course. If the course participants submit all assignments by the end of December 2021, then 13 out of 30 lecturers who enrolled for this course would have completed it. Not all lecturers who had indicated that they would like to continue with the course in 2021 did

so, but assignments were submitted by lecturers from the Faculty of Theology (one), Law (two), Education (three) and Health Sciences (three) during the course of 2021.

A 'new' online course, which will be offered through UCE on the Moodle platform, is near completion. This course is adapted from the original course which went online on eFundi last year. UCE have sourced an Instructional Designer to help with the design of the online content and it should be ready to run in 2022. This course will be available to NWU staff, who will do it as part of staff development, as well as persons not attached to NWU.

It will also resonate with the work that is being carried out collaboratively with the BAQONDE project, especially in relation to the African Language Development Units (ALDUs) and the training of facilitators to help with incorporating the African languages into learning and teaching. The platform also allows interaction in groups and

pairs. The aim is to eventually create a Community of Practice. Intake will be every two months but the duration of the course will be six months. The two appointed Lecturers in Language Education will facilitate the online course. If staff at the NWU do the MP SLP it could become part of their portfolios for a Teaching Excellence Award. The work done by previous participants on the first MP SLP could be useful as a marketing video for other faculties. Lecturers in the Faculty of Education who have successfully implemented strategies that they learned during the SLP, and other strategies of their own creation, could showcase what they did, how they did it, and the resources they needed. This might help get buy-in from other faculties.

## 4.4 Language Awareness: Language Portrait survey application

As part of language-awareness raising at NWU, successful contact workshops for some 5 000 first-years were held at the beginning of 2020. With the onset of Covid, similar contact workshops for first-years could not be held again at the beginning of 2021, but three virtual language-awareness workshops were conducted with approximately 300 student leaders during February 2021 as part of the annual student leadership training.

The survey instrument used during these workshops consisted of so-called language portraits, where participants used a sketch representing the human body on which to place their various languages to reflect on the individual language repertoires they bring to the University (See Figure on p46). It's been found that, when people are led to think about the languages they possess and the roles each of these plays in their lives by positioning them as functional and colour-coded instruments in relation to their various body parts, they gain the insight that all the languages in

their repertoires have value, and that these languages can all play a role in their teaching-learning and student life generally. They come to realise that multilingualism is an asset and not an encumbrance, and this awareness forms an effective platform on which to base discussions and build an understanding of the NWU Language Policy and Plans and of what the NWU strives to achieve in terms of not only linguistic but also social cohesion.

Work sessions utilising the language portrait survey were also held as part of the NWU Language Awareness Week (LAW). Again, this instrument proved its value (see Appendix 4). Participants stated that they understood more clearly why the NWU opted for a multilingual language policy and how the implementation of this policy was both possible and beneficial for teaching-learning and social cohesion at the NWU.

The 2020 and 2021 events were so successful in raising language and diversity awareness, despite the damper

of Covid, that the LD and Office of the Executive Director Student Life decided jointly to investigate the possibility of developing a mobile language portrait application (app) that enables language portrait workshops to be presented in the virtual space, increasing access to these workshops to include not only students but also staff. The app will allow users to complete their language portraits from anywhere at any time, using their personal mobile device. The app will capture the users' profile information and language portraits and generate data which facilitators can easily analyse and use to conduct further research.

Features of the application include demographic questionnaires, consent forms, tools to create the language portrait, and data reporting functionalities. The app development should be completed during 2022.

## 4.5 Language Awareness Week


Language Awareness Week (LAW), held from 13 -17 September 2021, celebrated multilingualism at the NWU with the theme “Language as a Right, a Resource and a Responsibility”. The School for Language Education in the Faculty of Education hosted this event jointly with the Faculty of Humanities, the Language Directorate and other faculties. On the one hand the organising committee focused on the celebration of different languages represented across the campuses of the NWU and, on the other, on the celebration of unity across linguistic borders based on the fact that in the South African context people may typically use multiple languages interchangeably and in strategic ways.

For full report – see Appendix 4.

Participant reference number: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions:

1. Please pick a colour for each language you know, use, and/or aspire to know/use. Colour the silhouette accordingly.
2. Please provide short explanatory notes regarding your:
  - a. choice of colour;
  - b. choice of placement.



<sup>1</sup> PICTURE CREDIT: Peters, Arne and Coetzee-Van Rooy, Susan. "Exploring the interplay of language and body in South African youth: A portrait-corpus study" *Cognitive Linguistics*, vol. 31, no. 4, 2020, pp. 579-608. <https://doi.org/10.1515/cog-2019-0101>



## 4.6 Language queries and complaints

The LD provided its normal services regarding language queries and advice in the various NWU languages regarding business cards, electronic e-mail signatures, dissertation and thesis titles, and grammatical and spelling problems, etc. Often, internal and external experts had to be consulted to resolve queries.

The language ombud function is also situated in the LD. Where interpreting-related complications arose, these were usually quickly resolved within the EIS itself, mostly proactively, and none needed to be escalated to the language ombud. The introduction of interpreting via the Zoom Education package went smoothly, although extensive support had to be provided by the LD to speedily overcome teething problems.

One complaint was dealt with, which had been addressed directly to the DVC T-L. A person, acting as spokesperson for what was referred to as the *Language Policy Movement NWU Mafikeng Campus*, in essence demanded on behalf of the group that the NWU Language Policy be revised in order to make English the primary medium of

instruction and remove the official NWU language status of the other three NWU languages, namely Sesotho, Setswana and Afrikaans.

An extensive response was provided to this spokesperson, including the following salient points:

- That the National Department of Higher Education and Training (DHET) in terms of the Higher Education Act, 1997 had promulgated on 30 October 2020 the Language Policy Framework for Public Higher Education Institutions (the "Language Policy Framework"). All universities had to comply with it from 1 January 2022.
- That the 2018 NWU Language Policy is fully compliant with the Framework, hence the NWU's language policy is in effect compliant with all statutory provisions and regulations governing the policy, from the NWU's own Statute, through the higher education Language Policy Framework, the Higher Education Act, a variety of policy documents regarding language in education, and up to (ultimately)

the Constitution of the Republic of South Africa.

- That the NWU had in any case embarked on the process of reviewing its language policy as part of its policy review cycle and all stakeholders (including the *Language Policy Movement NWU Mafikeng Campus*) would be afforded the chance to participate in the stakeholder consultation opportunities that form part of the language audit process.
- That in terms of the Framework prescripts, the NWU could not deviate from (i.e., reduce) its four official languages of instruction, as this would not comply with the Framework.

The year under review 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 continued setbacks arising from the Covid pandemic, which caused a slow-down in policy implementation, much was nevertheless achieved with relative calm on the language front.

# THIRD INCOME STREAM GENERATION

## CHAPTER 5

The Language Directorate (LD), in addition to its third income stream-generation activities, is also involved in community engagement projects (where in most instances some costs are recovered). Two sources of third income stream funds 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 usually

involve a community engagement element, specifically the promotion of the use of languages other than English.

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

## 5.1 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 has been appointed since 2008, initially on successive annual and later on triennial contracts, to interpret all first- and second-year classes at PCA. The current appointment expired at the

end of 2021 but has been extended for a further six months to the end of June 2022, during which time PCA will again be issuing an invitation to bid to offer the service. To date, costs have been recovered in full plus some income has been 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 always resorted under the North West Provincial Department of

Agriculture and Rural Development but has been moved to the national Department of Higher Education and Training. This will have an impact on PCA's language policy, which will probably have to be amended to comply with the prescripts of The National Language Policy Framework discussed earlier in this report. This matter has been brought to the attention of the College principal by the NWU and assistance offered to help design a Framework-compliant language policy and implementation plan.

## 5.2 Interpreting services at agricultural organisations' events

Owing to NWU's expertise in the field, it has over the years provided interpreting at church services and church administration meetings, the North West Department of Sport, Arts and Culture, the North West provincial office of the Pan South African Language Board, and to agricultural

associations, such as Potatoes SA and Grain SA.

These interpreting services often involve indigenous African languages, mostly Setswana during provincial events. In the case of interpreting at agricultural board meetings,

conferences, congresses and symposia, the interpreting services offering used to be only bilingual, i.e. English to Afrikaans and vice versa. However, since the 2020 Annual Congress of Grain SA, interpreting services into Setswana, Sesotho, isiZulu and isiXhosa were provided, in addition to Afrikaans

and English. This took place in the plenary sessions as well as during breakaways – a first for any agricultural association in South Africa. The success of the 2021 interpreting in bridging language barriers in the association paved the way for a service on the same scale in 2021. However, because of Covid-19, the interpreting was done remotely, both from the central venue at Grain SA's national offices during plenaries, and from the central venue as well as the Potchefstroom campus during the breakaways.



Remote interpreting by Lizané Treurnicht at the Faculty of Education satellite office.



The Language Directorate's language practitioner Johan Zerwick, remote interpreting for the Grain SA Annual Congress.



The NWU team who provided interpreting services in Setswana, Sesotho, English, Afrikaans, isiZulu and isiXhosa at the annual GrainSA Congress: Front: Arno Meyer, Johan Blaauw, Zoleka Mfono, Saul Keketsi and Manzo Khulu, Back: Johan Zerwick



## 5.3 Trust vir Afrikaanse Onderwys sponsorship

The Trust vir Afrikaanse Onderwys' (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 educational interpreting at the NWU, beginning in the Engineering Faculty, the Dagbreek Trust started sponsoring the service, 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, then reduced again for 2020 and 2021 to R700 000 owing to financial pressure on the Trust's investments.

Qualifying for this sponsorship requires a rather complex process of submitting a project application during November of a particular year for the subsequent year and, if approved, mid-year and year-end reporting on the progress of the project in the course of the sponsored year.





# FINAL WORD



**DEPUTY VICE-CHANCELLOR:  
TEACHING AND LEARNING**

Prof Robert J. Balfour

In 2021 the University moved from considering Covid-19 as a social and health aberration, to an understanding that the virus, along with its associated waves and lockdown regulations, would change and oscillate in a manner that defied short-termism and the need for predictability in teaching and learning. Agility, flexibility and resilience have become part of the discourse of planning and mitigation-strategy development in understanding the affordances and also the limitations of an online or hybrid teaching-learning modality (the combination of online as well as face-to-face teaching and learning, referred to in the literature as synchronous teaching and learning). In this context, it becomes even more critical to understand students' language needs as well as staff's need

for specialist support to ease or enable access in the online mode.

The complexity of the NWU as a three-campus institution with a significant presence in distance education, needs reminder and recognition. From a multilingual perspective, the challenges present also a number of opportunities to develop new skills-sets using technology for expanding the multilingual repertoires available to staff and students. Identification of challenges, and the recognition of opportunities inherent therein, is also a special skill, and it needs to be acknowledged that the context, as viewed through the changing lens of Covid-19, has become more complex. In 2019, the NWU took pride in the carefully developed language plans

developed for the various environments (student life, faculties, administration), designed to give expression to the NWU Language Policy adopted in late 2018; however, no plan developed and passed in that year could have anticipated the impact of Covid-19 on the shape and form of teaching and learning, in which language is so intimately intertwined. The creativity and responsiveness of our Language Directorate, faculties and support units in amending and re-interpreting their language plans so as not to lose momentum, is commendable, even if this meant scaled-back and different than anticipated participation.

In 2021 we also had to commence with the normal policy-review cycle, as mandated by the Council of the NWU. Thus, the opportunity to understand the context and to revise and refine the Policy has been welcomed and embraced and is described in this Report together with the Faculties' and support environment's efforts to implement their plans. The Directorate's work to support all these efforts is multi-faceted and yet core

to the collective, exciting work being undertaken at the NWU (policy revision, student and staff surveys, translation, interpreting and other language services to the community, as well as the monitoring and evaluation of research on multilingual-pedagogies initiatives). Both the policy review as well as the various language-plan implementation projects have as their core focus the understanding that, in a multilingual context, access to more than one language is an asset, and that acquiring more languages from a functional communicative as well as an academic-discourse point of view is not only desirable but also vital. Vital because being multilingual enables access to worlds, experiences and perceptions that are enabling of a more nuanced understanding of the complexity of what it means to function in a democracy in which historical issues concerning poverty, unemployment and gender power relations, for example, relate to languages access and are influenced by not only the languages that are used, but also how those languages are used.

Finally, we have also been happy to retain the services of our leadership team in 2021 as we welcomed Dr Kea Seshoka to the Directorate's helm with continued support from Prof Rosemary Wildsmith-Cromarty and Mr Johan Blaauw. I would like to take this opportunity to thank the Directorate and all our faculties and support units for the continued support of the University's commitment to the multilingual project in general, and the NWU Language Policy in particular. The work described in this Report describes the full scope of activity undertaken at the NWU, as well as attitude shifts as regards language(s), and I encourage the reader to engage with the contents as a means of appreciating and understanding the journey on which the University has embarked since 2018 in terms of multilingualism. We continue on this journey, hopeful that the impact of Covid-19 will recede over time, and determined to put our best energies behind the initiatives already commenced.

# APPENDICES

## APPENDIX 1

### The Language Policy Framework for Public Higher Education (DHET)

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 intellec-

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

## Definition of Terms

TERMS	DEFINITION
<b>Academic language</b>	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 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).

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 North-West University

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.

<p><b>8.5.2.</b> 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.</p>	<p>learning in the relevant languages as made relevant in selected modules in the programme, and</p>	<p>obtained from the faculty board, and</p>
<p><b>8.6.</b> Principles for the provision of translanguaging in teaching-learning environments</p>	<p><b>8.6.4.</b> in flagship programmes of the university facilitators have been appointed and staff as well as facilitators have been trained adequately.</p>	<p><b>8.7.1.3.</b> adequate planning has been done in consultation with the Finance Department for strategic budgetary provision.</p>
<p>Provision for translanguaging may be made where –</p>	<p><b>8.7.</b> Principles for the provision of flagship African language programme development</p>	<p><b>8.7.2.</b> 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.</p>
<p><b>8.6.1.</b> staff have been trained adequately in the principles of multilingual pedagogies;</p>	<p><b>8.7.1.</b> Provision for the designation of flagship programmes per faculty may be made where –</p>	
<p><b>8.6.2.</b> 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;</p>	<p><b>8.7.1.1.</b> 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;</p>	
<p><b>8.6.3.</b> adequate multilingual study-guides and materials have been developed in normal programmes of the university to support and extend language</p>	<p><b>8.7.1.2.</b> consultation with the faculty has been undertaken, and support</p>	

## 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

## DRAFT: 2021 NWU LANGUAGE AUDIT RESULTS – REPORT<sup>1</sup>

### 1. INTRODUCTION

The aim of Report 1<sup>2</sup> is to provide the main trends of the quantitative and qualitative data analysis of the 2021 NWU language audit survey. It is mainly for the attention of the NWU Language Audit Task Team. Selections from this report will be used in PowerPoint presentations for consultation sessions with NWU stakeholders, which form part of the normal audit processes performed.

### 2. BRIEF DESCRIPTION OF ANALYSES

*Quantitative data:* frequencies are presented for the participants' responses to the closed questions. Frequencies were calculated with *Statistica*, using the raw data.

*Qualitative data:* all open-ended responses by the participants were coded in *Atlas.ti*. The frequencies for the main codes linked to the main themes from the participants' responses to open-ended questions are presented in this report with selected illustrative quotations.

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<sup>1</sup>How to cite this report: Coetzee-Van Rooy, A.S., Van Zyl, A.J.M., Ravyse, N. & Blaauw, J. 2021. NWU Language Audit results: Report 1 to the NWU Language Audit Task Team. 25 October 2021.

<sup>2</sup>Report 1 is the report completed after the first analysis of Quantitative and Qualitative data had been completed. It provides information about the main trends in the 2021 language audit survey data. Later versions of the report might include comparisons with the 2018 data and some further analysis of the 2021 data.

## 3. RESULTS

The results are presented by clustering relevant question items from the survey instrument. For example, demographic data from participants are presented in cross-tabulations per participant group.

### 3.1 Participants and response rate

A total of 4601 NWU students and staff participated in the 2021 NWU Language Audit survey:

- Undergraduate and Honours students (N=3261),
- Postgraduate students (N=226),
- Academic staff (N=569), and
- Support staff (N=545).

The participants are located on the following campuses:

**Table 1:** Campus location of undergraduate and honours participants (N=3261)

Participants	Mahikeng	Potchefstroom	Vanderbijlpark	Total
Undergraduate	609	2003	416	<b>3028</b>
Honours	25	184	24	<b>233</b>
<b>Total</b>	<b>634</b>	<b>2187</b>	<b>440</b>	<b>3261</b>

**Table 2:** Campus location of postgraduate students and staff (N=1340)

Participants	Mahikeng	Potchefstroom	Vanderbijlpark	Total
Postgraduate	43	164	19	<b>226</b>
Academic	77	394	98	<b>569</b>
Support	42	442	61	<b>545</b>
<b>Total</b>	<b>162</b>	<b>1000</b>	<b>178</b>	<b>1340</b>

**Table 3:** Faculties in which undergraduate and honours participants are enrolled

Participants	FEDU	FEMS	FENG	FHSS	FHUM	FLAW	FNAS	FTHE	Total
Undergraduate	663	727	184	376	502	165	378	33	3028
Honours	42	79	15	28	17	11	39	2	233
<b>Total</b>	<b>705</b>	<b>806</b>	<b>199</b>	<b>404</b>	<b>519</b>	<b>176</b>	<b>417</b>	<b>35</b>	<b>3261</b>

**Table 4:** Faculties in which postgraduate students are enrolled and academic staff are appointed

Participants	FEDU	FEMS	FENG	FHSS	FHUM	FLAW	FNAS	FTHE	Total
Postgraduate	22	48	17	26	30	12	64	5	224
Academic	102	96	26	94	107	20	100	22	567
<b>Total</b>	<b>124</b>	<b>144</b>	<b>43</b>	<b>120</b>	<b>137</b>	<b>32</b>	<b>164</b>	<b>27</b>	<b>791</b>

**Table 5:** Academic year level of undergraduate and honours participants

Participants' academic level	Frequency	Percentage
Year 1	848	26,00
Year 2	956	29,32
Year 3	990	30,36
Year 4 (Honours)	467	14,32
<b>Total</b>	<b>3261</b>	<b>100</b>

**Table 6:** Participant enrolment in postgraduate qualifications

PG Level	MA	PhD	Total
Postgraduate participants	144	62	206
<b>Total</b>	<b>144</b>	<b>62</b>	<b>206</b>

Although the group of participants in the survey is not large (compared to the total population of NWU students for example), it is regarded as a representative sample of the NWU participant groups.

The response rate for the 2021 survey is lower than that of the response rate in 2018. One can only speculate on the reasons for the response rate in 2021. The Covid-19 situation could provide some explanation for the response rate. In 2021, scientific committees and research ethics committees received requests from postgraduate students to extend approvals to allow for more time to achieve large-enough response rates on surveys for studies. In other cases, scientific committees and research ethics

committees received requests to change recruitment strategies for participants (increasing the number of ways to invite potential participants to studies) because of low response rates. The language issue might also not be such a burning issue in the broader context of difficulties being experienced during the Covid-19 situation, and therefore fewer people (than, for example, in 2018) participated. However, these remain speculation. The most important issue to consider is that the participants are representative of the NWU population for its different participant groups.



## 3.2 Demographic data

In this section, the demographic information of the participants is presented.

### 3.2.1 Gender

**Table 7:** Gender of participants for undergraduate, honours and postgraduate students, and academic staff and support staff

Participant groups	Man / Male / Masculine	Woman / Female / Feminine	Other	Do not want to say	Total
Undergraduate	986	1997	11	34	3028
Honours	90	142	0	1	233
<i>Sub-Total</i>	<i>1076</i>	<i>2139</i>	<i>11</i>	<i>35</i>	<i>3261</i>
Postgraduate	92	130	4	0	226
Academic	270	291	7	1	569
Support	193	348	3	1	545
<i>Sub-Total</i>	<i>555</i>	<i>769</i>	<i>14</i>	<i>2</i>	<i>1340</i>
<b>Grand Total</b>	<b>1631</b>	<b>2908</b>	<b>25</b>	<b>37</b>	<b>4601</b>

### 3.2.2 Age

**Table 8:** Age of undergraduate and honours participants

Participants	18 years	19-20 years	21-22 years	23-24 years	25-26 years	26+ years	Total
Undergraduate	117	1043	1074	342	125	327	3028
Honours	0	2	102	63	20	46	233
<b>Total</b>	<b>117</b>	<b>1045</b>	<b>1176</b>	<b>405</b>	<b>145</b>	<b>373</b>	<b>3261</b>

**Table 9:** Age of postgraduate students and staff participants

Participants	18-25	26-35	36-45	46-55	56-65	65+	Total
Postgraduate	73	89	31	25	7	1	226
Academic	13	128	151	144	114	19	569
Support	8	122	179	142	89	5	545
<b>Total</b>	<b>94</b>	<b>339</b>	<b>361</b>	<b>311</b>	<b>210</b>	<b>25</b>	<b>1340</b>

## 3.3 Language use and attitudes

In this section, the information on the languages used by the participants and selected language attitudes is reported.

### 3.3.1 Home languages

**Table 10:** Self-reported home languages of undergraduate and honours participants

Participant groups	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Siswati	Tshivenda	Xitsonga	Total
Undergraduate	1278	1125	36	205	387	414	209	750	62	46	90	4602
Honours	147	87	2	6	17	16	14	26	3	3	6	327
<b>Total</b>	<b>1425</b>	<b>1212</b>	<b>38</b>	<b>211</b>	<b>404</b>	<b>430</b>	<b>223</b>	<b>776</b>	<b>65</b>	<b>49</b>	<b>96</b>	<b>4929</b>

*\* Note: participants could choose more than one language.*

**Table 11:** Self-reported home languages of postgraduate students and staff

Participant groups	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Siswati	Tshivenda	Xitsonga	Total
Postgraduate	117	87	1	9	21	13	11	34	3	1	8	305
Academic	412	178	2	7	19	24	8	53	3	3	5	714
Support	411	173	0	17	8	35	14	83	4	4	2	751
<b>Total</b>	<b>940</b>	<b>438</b>	<b>3</b>	<b>33</b>	<b>48</b>	<b>72</b>	<b>33</b>	<b>170</b>	<b>10</b>	<b>8</b>	<b>15</b>	<b>1770</b>

*\* Note: participants could choose more than one language.*

### 3.3.2 'Other' languages used regularly in addition to home languages

**Table 12:** Self-reported 'Other' languages used at home by undergraduate and honours participants

Participant groups	Under-graduate	Honours	Total
Deutsch / Duits / German	11	2	<b>13</b>
English / Engels	3	0	<b>3</b>
Francaise / French	3	0	<b>3</b>
French, Japanese	1	0	<b>1</b>
Gujerati	1	0	<b>1</b>
Hindi	1	0	<b>1</b>
IsiZulu	1	0	<b>1</b>
Lebanese	0	1	<b>1</b>
Marathi	1	0	<b>1</b>
Memoni	1	0	<b>1</b>
Mixture of languages in Pretoria / Sepitori	3	0	<b>3</b>
Ndebele	1	0	<b>1</b>
Nederlands / Dutch	1	0	<b>1</b>
Oshiwambo	0	1	<b>1</b>
Polish	1	0	<b>1</b>
Portuguese	2	1	<b>3</b>
Shona	13	0	<b>13</b>
Sign Language	1	0	<b>1</b>
Somali	1	0	<b>1</b>
South Sotho	1	0	<b>1</b>
Thai	1	0	<b>1</b>
Venda	1	0	<b>1</b>
Xhosa	1	0	<b>1</b>
<b>Total</b>	<b>50</b>	<b>5</b>	<b>55</b>

**Table 13:** Self-reported 'Other' languages used at home by post-graduate students and staff

Participant groups	Post-graduate	Academic	Support	Total
Shona	5	5	1	<b>11</b>
German	0	6	3	<b>9</b>
Yoruba	3	1	0	<b>4</b>
Dutch	0	2	1	<b>3</b>
French	0	2	0	<b>2</b>
Igbo	1	1	0	<b>2</b>
Korean	2	0	0	<b>2</b>
Polish	0	0	2	<b>2</b>
Portuguese	1	0	1	<b>2</b>
Arabic, Hausa, Fula	1	0	0	<b>1</b>
Arabic, Memon	0	1	0	<b>1</b>
Flemish	0	1	0	<b>1</b>
Greek	0	1	0	<b>1</b>
Malayalam	1	0	0	<b>1</b>
Nama	1	0	0	<b>1</b>
Dutch, German	0	0	1	<b>1</b>
Other foreign	1	0	0	<b>1</b>
Pidgin	1	0	0	<b>1</b>
Russian	0	1	0	<b>1</b>
SASL	0	0	1	<b>1</b>
Southern Ndebele	0	1	0	<b>1</b>
Urdu	0	1	0	<b>1</b>
<b>Total</b>	<b>17</b>	<b>23</b>	<b>10</b>	<b>50</b>

### 3.3.3 Attitudes towards association with particular language(s)

**Table 14:** Undergraduate and honours participants' attitudes towards association with particular languages

Participant groups	Yes	No	Total
Undergraduate	2738	290	3028
Honours	215	18	233
<b>Total</b>	<b>2953</b>	<b>308</b>	<b>3261</b>

**Table 15:** Postgraduate student and staff attitudes towards association with particular languages

Participant groups	Yes	No	Total
Postgraduate	44	182	226
Academic	125	444	569
Support	126	419	545
<b>Total</b>	<b>295</b>	<b>1045</b>	<b>1340</b>

### 3.3.4 Languages that participants associate with ('Yes' responses)

**Table 16:** Languages that undergraduate and honours participants associate with ('Yes' responses)

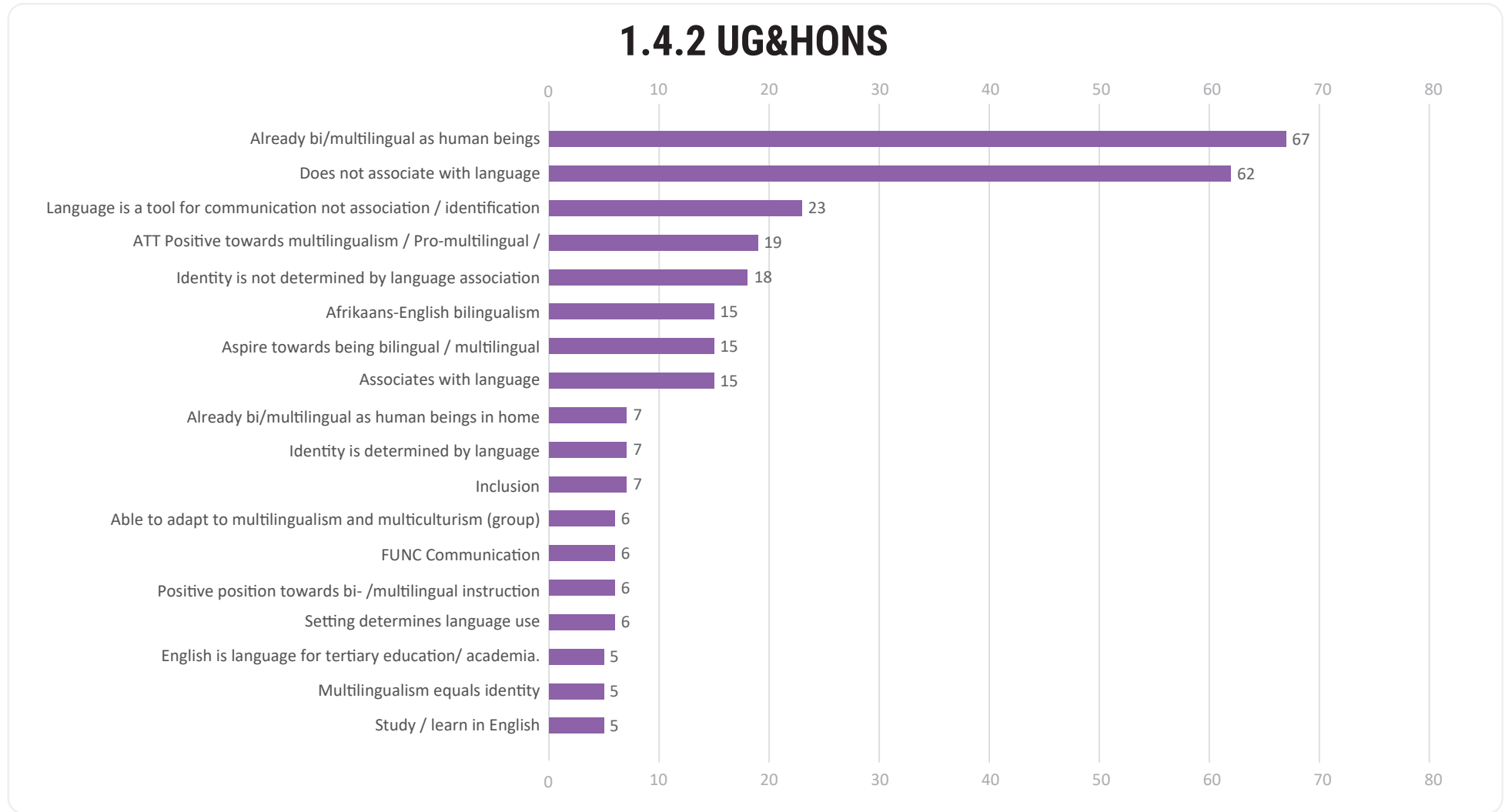
Participant groups	Afrikaans	English	isiNdelbele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Siswati	Tshivenda	Xitsonga	Other	Total
Undergraduate	1005	818	11	77	144	152	84	3100	23	25	29	16	2694
Honours	125	46	1	3	7	9	3	15	1	2	1	0	213
<b>Total</b>	<b>1130</b>	<b>864</b>	<b>12</b>	<b>80</b>	<b>151</b>	<b>161</b>	<b>87</b>	<b>325</b>	<b>24</b>	<b>27</b>	<b>30</b>	<b>16</b>	<b>2907</b>

**Table 17:** Languages that postgraduate students and staff associate with ('Yes' responses)

Participant groups	Afrikaans	English	isiNdelbele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Siswati	Tshivenda	Xitsonga	Other	Total
Postgraduate	90	47	1	3	9	7	4	13	0	0	2	8	184
Academic	309	70	1	1	7	12	3	34	2	2	1	7	449
Support	291	65	0	3	3	13	5	39	3	0	1	3	426
<b>Total</b>	<b>690</b>	<b>182</b>	<b>2</b>	<b>7</b>	<b>19</b>	<b>32</b>	<b>12</b>	<b>86</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>18</b>	<b>1059</b>

### 3.3.5 Reasons why participants do NOT associate with a particular language(s) ('No' responses)

Figure 1\*: Main themes stated by undergraduate and honours participants who do NOT associate with a particular language(s) ('No' responses)



\* Figure 1: Top 10 codes per frequency



## Interpretation of prevalent codes

As is clear in Table 14, the majority of the UG and Hon participants indicate that they DO associate with a specific language. This is in contrast with the perceptions of the PG and staff participants where the majority of the participants indicate that they do NOT associate with a specific language. The narrative below includes a nuanced view of the prominent themes raised by the undergraduate and honours participants in conjunction with the languages referred to in order to guide and answer to the question: *Do you associate yourself closely with a particular language? Comments/Suggestions:*

For this interpretation, we include 18 codes, as they represent the 10 highest frequency numbers.

This question asked undergraduate and honours respondents to comment on the reasons why they do NOT associate themselves with a particular language. The most prevalent code shows that respondents see themselves as bi-

or multilingual individuals, and that this prevents them from attachment to, or self-identification through, a single language. Respondents seem to value being able to speak more than one language and find their identity through this. This is highlighted by the codes “ATT [Attitude] positive towards multilingualism / Pro-multilingual” (4th most frequent code) and “Aspire towards being bilingual/ multilingual” (6th most frequent code), with many respondents stating they love learning new languages, they are open to (new) languages, or that they are teaching their children more than one language.

This seems to be in service of the fact that language is seen by the respondents as a tool for communication (see 3rd most prevalent code – “Language is a tool for communication not identification” and 8th most prevalent code “FUNC [Functional] Communication”). Furthermore, many respondents consider themselves bilingual, with either bilingual home environments or a split allocation of languages used for home and

those used for social, study and work purposes. The code “Setting determines language use” (joint 8th most prevalent code) is representative of this perspective.

Where identity is determined by language, this is usually attributed to the bi- or multilingual nature of the respondents.

The main point here is that due to their individual repertoires – (see highest frequency code “Already bi/ multilingual as human beings”), the multilingual nature of their home or family environment (see 7th highest code “Already bi/multilingual as human beings in home”), the SA context (see 10th code “Supports multilingualism in the SA context”) – respondents choose not to associate with ONE specific language. The ability to associate with more languages provides a context in which “Inclusion” (7th highest code) can be fostered and so individuals are “Able to adapt to multilingualism and multiculturalism” (8th most prevalent code).

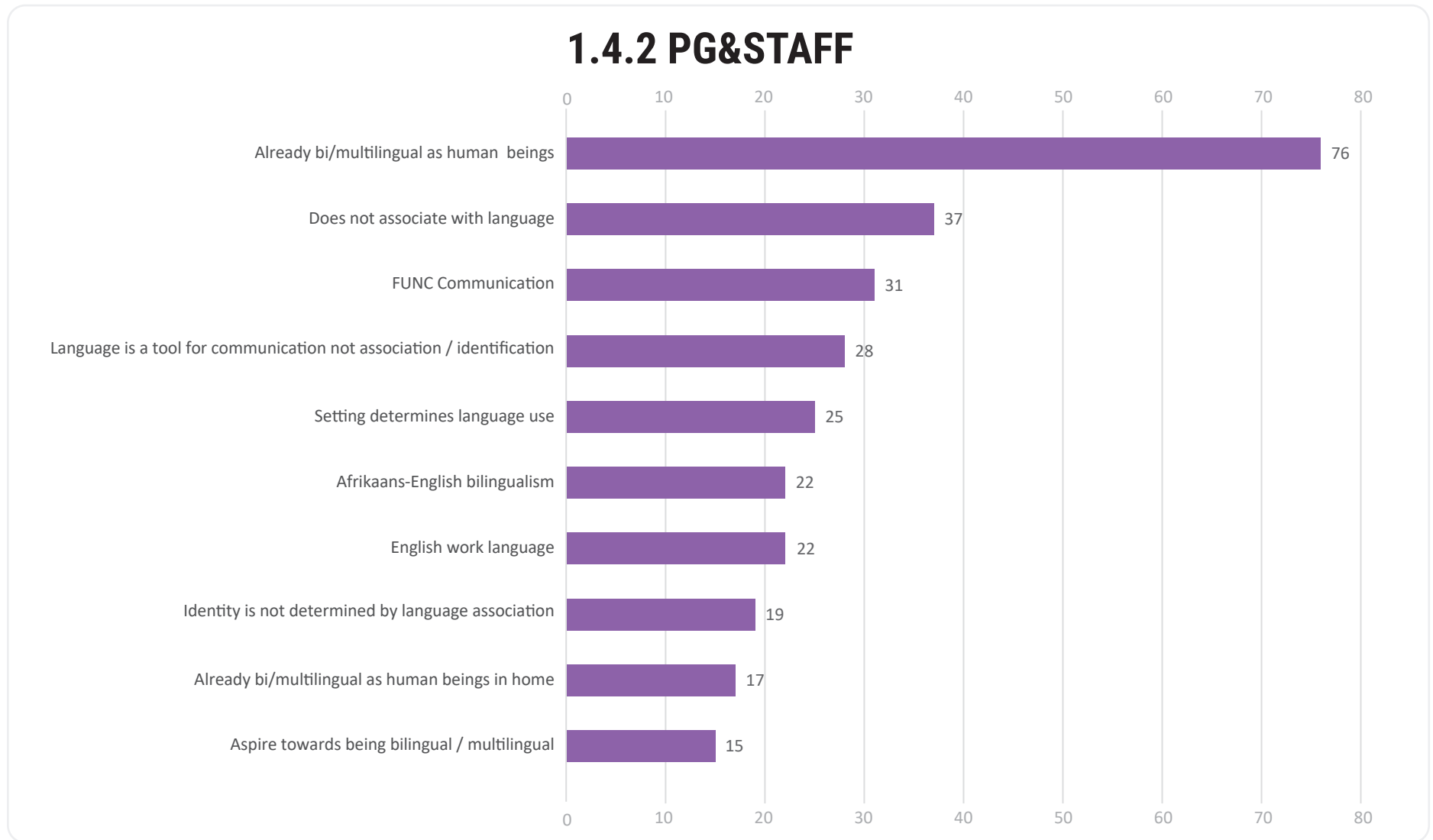
**Table 18:** Selected quotations for top three frequencies

<b>Quotations for the code: 'Already bi/multilingual as human beings'</b>
I'm from a town where everyone who is multi-lingual
Although English is my predominant language. I live in a household where my family communicates to each other in Afrikaans. I can understand what they are saying, but I respond in English.
I do believe language forms part of culture, but seeing that am bilingual I associate myself with both languages.
I am capable to speak all 3 languages fluently
Ek kan beide afrikaans en engels vlot praat
<b>Quotations for the code: 'Does not associate with language'</b>
Ek glo nie dat my taal my identiteit is nie, bloot net n manier om met ander te kommunikeer, alhoewel elke taal sy eie "ontstaan" en "kultuur" behels, het ek n liefde vir mense baie eerder as die taal wat hulle praat en daarom sal ek nie sê dat my taal my identiteit is nie.
I prefer not to solely base my identity with any language.
I interchange between both often so I do not have a preference.
Neither me or my family are very traditional, a language just doesn't mean much to me.
I am fully bilingual and have an identity which is not tied closely with my spoken languages.

<b>Quotations for the code: 'Language is a tool for communication, not association'</b>
I am comfortable with speaking both languages and I view language simply as a way of communication.
n Taal is slegs 'n middel vir kommunikasie
I am multilingual, so i associate myself with the language necessary to speak
I am multilingual and feel that it is important to be able to speak and understand other languages to improve communication with the people around me
Language to me is not as important, it is a way of conveying information and socialising. It does not matter in what language I do those things, as long as I'm doing it effectively



**Figure 2\*:** Main themes stated by postgraduate students and staff participants who do NOT associate with a particular language(s) ('No' responses)



\* Figure 2: Top 10 codes per frequency

## Interpretation of prevalent codes

The narrative below includes a nuanced view of the prominent themes raised by the PG and staff participants in conjunction with the languages referred to in order to guide an answer to the question: *Do you associate yourself closely with a particular language?*  
*Comments/Suggestions:*

Question 1.4.2 asked PG and staff respondents to comment on the reasons why they do NOT associate themselves with a particular language. The most prevalent code shows that respondents see themselves as bi- or multilingual individuals, and that this prevents them from attachment to, or self-identification through, a single language; with respondents stating they are “comfortable” in more than one language. Connected to this is the code “Already bi-multilingual human beings in home” (the 9th most prevalent code in this data set), which speaks to the fact that many of these respondents come from or are currently in bi-or multilingual home environments. This contributes to their

association either with no language or with many languages. In the same vein, and while not part of the top ten codes, an explanation for this could be the appreciation of the multilingual environment in South Africa (“Supports multilingualism in the SA context” this code is the 12th most prevalent code in this data set).

The 13th most prevalent code refers to respondents’ ability to reach people in this multilingual context with different languages (“Able to adapt to multilingualism and multiculturalism”) and speaks to the social nature of language. Related to this is the role of social cohesion and communication with different players in this context, highlighted by the fact that respondents feel that one language prevents you from connecting with people, appreciating culture, and crucially, communicating with them. The idea that “Language is a tool for communication and not identification” (see 4th most frequent code) is heavily prevalent in this data set and we see this reflected in both the 3rd and 4th most prevalent codes. However, the code “Setting determines language”

(5th most frequent) and “English work language” (7th most frequent) are also explanatory in this regard.

While many respondents identify a “home language” they use other languages in social or work settings and see those languages as part of who they are. They can therefore, as a whole person, not identify with only one language.

Finally, while achieving a grounded frequency of only 2, an interesting new code identified is that of “Multilingualism=identity”. The survey does not provide information that explains why the majority of the PG and staff participants do not associate with a specific language (or vice versa, why the majority of the UG and Hon participants do associate with a specific language). One can speculate that social identity development theories might provide more insight into this difference in perception between the participant groups. However, for the participants who do NOT associate with a specific language, the main reasons remain the same, irrespective of group.

**Table 19:** Selected quotations for top three frequencies

<b>Quotations for the code: 'Already bi/multilingual as human beings'</b>
Both English and Afrikaans are part of who I am. Being Indian I was taught English, but Living with my grandparents I was taught Afrikaans. So both languages make up my heritage
I speak English and IsiXhosa equally
We are bilingual and raising our children the same
I was exposed to different languages since early childhood, and I am married to a person from another nationality.
Yes, I love Afrikaans because it's a beautiful language, but I'm also comfortable with English because I do my research in this international language
It's because my father was Tsonga but I was born and bread at SiSwati speaking scenery. I do not know how to speak Tsonga; I can only speak SiSwati and English.
<b>Quotations for the code: 'Does not associate with language'</b>
I do not associate myself closely with ONE particular language, but with language itself. I love language, and find myself listening to people speaking in languages I don't know, listening for the sound of it. I love language, even the languages I don't know. Language as a system is very important to me. And being bilingual, I have two languages that are important to me. When it comes to languages I don't know, I love listening to the sounds, but when it comes to the languages I do know, I just love exploring meanings and really do love my languages.
I am fully bilingual, and don't feel like a single language represents who I am.
I am well versed in the three languages I can speak, my identity does not lie in either one of them. In fact, at times I detest that others think that my identity is rooted in my exceptional speaking skills.
Language does not define me as a person.
I am a person not a language. My identity is not in a language.

<b>Quotations for the code: 'FUNC [function] Communication'</b>
Language use in context for interaction with others. All languages are equal
Although Afrikaans is my mother tongue I understand that this is the internationally accepted language of communication.
I prefer any medium I am able to use in communication, whatever works for the implied audience and is best and most democratic in a given context.
My persoonlike identifikasie is nie met my 'n taal nie, dit is vir my vorm van kommunikasie
By making your language clear when you speak or when making an example in a matter you are discussing, to see if people understands what you are teaching them.



## 4. Views on language matters at NWU

In this section, the participants' views about language matters at the NWU are presented. To make provision for the specific contexts of undergraduate, honours, postgraduate students or staff, different questions were asked about the use of languages for different functions. Therefore, responses to these questions are reported separately for the undergraduate and honours group, and then for the postgraduate student group and staff participants.

### 4.1 Undergraduate and honours participants

#### 4.1.1 Attitudes of undergraduate and honours participants towards the language arrangements preferred for the NWU

**Table 20:** Preferences of undergraduate and honours participants towards language arrangements preferred at the NWU

Participant groups	NWU ... monolingual English only	NWU ... monolingual Afrikaans only	NWU ... bilingual Afrikaans-English	NWU ... multilingual university using English, Afrikaans, Setswana, Sesotho	Total
Undergraduate	667	78	844	1439	3028
Honours	40	13	87	93	233
<b>Total</b>	<b>707</b>	<b>91</b>	<b>931</b>	<b>1532</b>	<b>3261</b>

**Table 21:** Languages in which undergraduate and honours students wrote their final school examinations

Participant groups	Afrikaans	English	Other	Total
Undergraduate	1113	1904	11	3028
Honours	125	108	0	233
<b>Total</b>	<b>1238</b>	<b>2012</b>	<b>11</b>	<b>3261</b>

**Table 22:** “Other” languages in which undergraduate and honours students wrote their final school examinations

Participant groups	Afrikaans-English	Tshivenda	Setswana	Afrikaans	Life Sciences	Sesotho	Setswana	Xitsonga	German	English	Total
Undergraduate	1	1	2	1	1	1	1	1	1	1	11
Honours	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>11</b>

**Table 23:** Undergraduate and honours students’ views about languages to be used in classes at NWU

Participant groups	Single-medium	Dual-medium	Parallel-medium	Educational interpreting	Multilingual	Total
Undergraduate	1304	546	840	688	666	<b>4044</b>
Honours	84	35	100	55	47	<b>321</b>
<b>Total</b>	<b>1388</b>	<b>581</b>	<b>940</b>	<b>743</b>	<b>713</b>	<b>4365</b>

*\* More than one option could be selected.*

**Table 24:** Undergraduate and honours students’ views about a preferred language of tuition at NWU

Participant groups	Afrikaans	English	Setswana	Sesotho	Multiple languages in class	Other	Total
Undergraduate	710	1987	65	16	239	11	<b>3028</b>
Honours	88	131	0	2	11	1	<b>233</b>
<b>Total</b>	<b>798</b>	<b>2118</b>	<b>65</b>	<b>18</b>	<b>250</b>	<b>12</b>	<b>3261</b>

### Other languages preferred for tuition:

isiNdebele (1), Sepedi (1), isiXhosa (1), isiZulu (2), Sign Language (1), English-Afrikaans (1), Multiple languages using technology (1), Multiple classes using multiple languages per class (2), Unreasonable to pick one language (1)

**Table 25:** Languages used by undergraduate and honours students to answer test and examination papers

Participant groups	Afrikaans	English	Total
Undergraduate	631	2397	3028
Honours	59	174	233
<b>Total</b>	<b>690</b>	<b>2571</b>	<b>3261</b>

**Table 26:** Undergraduate and honours participants' preferred languages for examination purposes

Participant groups	isiNdebele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Siswati	Tshivenda	Xitsonga	Other	English	Total
Undergraduate	12	74	186	196	102	421	38	24	37	228	1	229
Honours	2	5	7	10	3	15	1	1	2	30	0	30
<b>Total</b>	<b>14</b>	<b>79</b>	<b>193</b>	<b>206</b>	<b>105</b>	<b>436</b>	<b>39</b>	<b>25</b>	<b>39</b>	<b>258</b>	<b>1</b>	<b>259</b>

**Table 27:** Languages used by undergraduate and honours students to submit assignments

Participant groups	Afrikaans	English	Total
Undergraduate	533	2495	3028
Honours	46	187	233
<b>Total</b>	<b>579</b>	<b>2682</b>	<b>3261</b>

**Table 28:** Undergraduate and honours participants' preferred languages for submission of assignments

Participant groups	isiNdebele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Siswati	Tshivenda	Xitsonga	Total
Undergraduate	9	65	172	180	89	395	32	22	31	995
Honours	2	6	7	9	3	13	1	1	2	44
<b>Total</b>	<b>11</b>	<b>71</b>	<b>179</b>	<b>189</b>	<b>92</b>	<b>408</b>	<b>33</b>	<b>23</b>	<b>33</b>	<b>1039</b>

**Table 29:** Languages generally used by undergraduate and honours participants to converse with friends on campus

Participant groups	Afrikaans	English	Setswana	Sesotho	isiZulu	Other	Multilingually	Total
Undergraduate	1035	983	283	92	69	17	549	3028
Honours	132	57	14	2	6	2	20	233
<b>Total</b>	<b>1167</b>	<b>1040</b>	<b>297</b>	<b>94</b>	<b>75</b>	<b>19</b>	<b>569</b>	<b>3261</b>

**Table 30:** Undergraduate and honours participants' views about improving their language skills

Participant groups	No, my language skills are good enough	Yes, especially spoken skills	Yes, both spoken and written	Total
Undergraduate	1016	490	1522	3028
Honours	108	26	99	233
<b>Total</b>	<b>1124</b>	<b>516</b>	<b>1621</b>	<b>3261</b>

**Table 31:** Relevant languages that undergraduate and honours participants would like to improve in

Participant groups	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Siswati	Tshivenda	Xitsonga	Other	Swahili	Total
Undergraduate	760	1542	54	199	337	313	151	590	92	107	113	88	1	4347
Honours	55	96	0	10	11	13	5	31	1	4	1	4	0	231
<b>Total</b>	<b>815</b>	<b>1638</b>	<b>54</b>	<b>209</b>	<b>348</b>	<b>326</b>	<b>156</b>	<b>621</b>	<b>93</b>	<b>111</b>	<b>114</b>	<b>92</b>	<b>1</b>	<b>4578</b>

**Table 32:** Undergraduate and honours participants' views about learning to speak more languages

Participant groups	Yes	No	Total
Undergraduate	2563	465	3028
Honours	176	57	233
<b>Total</b>	<b>2739</b>	<b>522</b>	<b>3261</b>

**Table 33:** Relevant languages that undergraduate and honours participants would like to speak

Participant groups	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sesotho	Sepedi	Siswati	Tshivenda	Xitsonga	Setswana	Setswana, Swahili	Other	Total
Undergraduate	832	422	222	623	706	585	319	357	500	393	677	1	521	6158
Honours	30	13	11	42	58	44	18	16	18	17	52	0	42	361
<b>Total</b>	<b>862</b>	<b>435</b>	<b>233</b>	<b>665</b>	<b>764</b>	<b>629</b>	<b>337</b>	<b>373</b>	<b>518</b>	<b>410</b>	<b>729</b>	<b>1</b>	<b>563</b>	<b>6519</b>

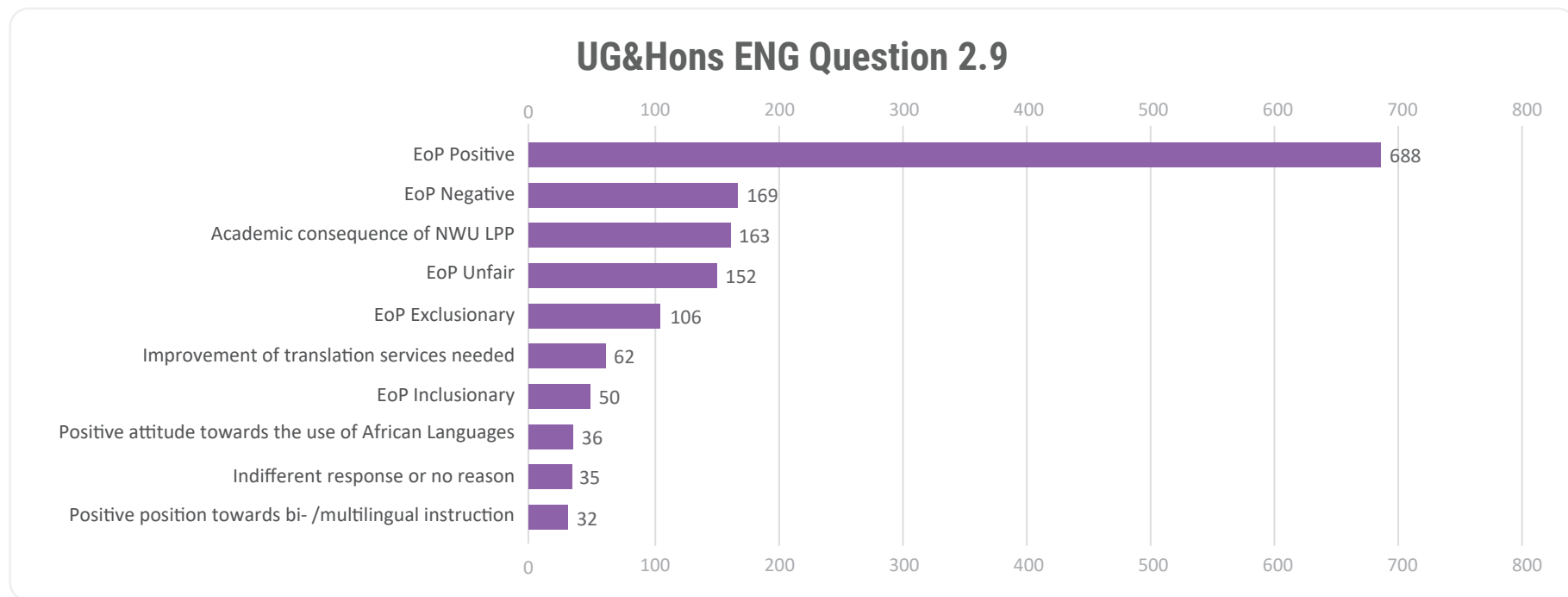


## 4.1.2 Direct questions about views on and experiences with the current NWU Language Policy and application

There are two open-ended questions at the end of the undergraduate and honours student survey that directly ask the participants about their experiences with the current NWU Language Policy and its application. The main trends from the responses are reported in this section.

### 4.1.2.1 Views of the undergraduate and honours participants on their experiences with the current NWU language policy and application

**Figure 3\*:** Main themes stated by undergraduate and honours participants about their views on and experiences of the current NWU language policy and application (EoP = Experience of Policy).



\* Figure 3: Top 10 codes per frequency

## Interpretation:

The narrative below includes a nuanced view of the prominent themes raised by the UG and Hon participants in conjunction with the languages referred to in order to guide an answer to the question: *What are your views on and experience of the current language policy and its application? Please use the space provided.*

While the current NWU Language Policy (LP) seems to be experienced overtly positively, we need to also acknowledge that respondents in this data set experience the policy as exclusionary (specifically because of the perceived lack of mother-tongue education, the lack of the right to choose this language of education, and the hegemony of English). Related to this, is the advocating of language equality at NWU (12th most frequent code) where respondents feel that there is a lack of accommodation for Afrikaans, Setswana, and Sesotho, reflected by English-only communication, for example. It is also important to note that contributing to this “exclusionary and unfair” perspective (while not

achieving top 10 frequency status), the code “Covid/online undermines multilingualism” was prominent and under the top 20 most frequent codes. Furthermore, the exclusive use of only Afrikaans and English, raises issues of exclusion of African languages.

To improve the implementation of the LP, codes which featured prominently again were “Improvement of translation services”, “Positive attitude toward the use of African language” and “Positive position towards bi- /multi-lingual instruction.”

There is great support for using African languages (Setswana and Sesotho highlighted) as well as the official NWU language. Some respondents suggest having a multilingual first year and slowly progressing to English only in final year and post-grad. Another suggestion was for languages of lectures to alternate (one week English, one week Afrikaans, etc.).

The third highest code “Academic consequences of NWU LP” reflect the views of students on how the languages

used have affected their performance or ability to participate in class, and so on. The responses allude to difficulties with translation services and/or translated material. Translation needs to be improved (issues with translator being too slow or inaccurate, etc.) and also expanded to include other African languages.

Some students complained that it is difficult to focus with two speakers, that headsets are uncomfortable, etc. Parallel medium/separate streams have been suggested. But, at the same time, some students point out that this will lead to segregation and exclusion. Hence also the idea that multilingualism excludes. Students do not like two languages on the same set of slides or on question papers.

Students are under the impression that the NWU is a bilingual university (English and Afrikaans, which is problematic) and raise the unfairness of Afrikaans students receiving mother-tongue education, while all other students (excluding English mother tongue) do not.

English is unifying but then only English must be used. Hence the support for English monolingualism. There are pleas for Afrikaans to be retained. However, there is also support for Afrikaans being removed. PC students feel that Afrikaans dominates. Support for three or four languages is apparent.

An international student commented that current arrangements cater to SA students and are not user-friendly for students from abroad.

There are many complaints about the hostels and hostel meetings that are conducted in Afrikaans only. Also, students have noted that they apply for Afrikaans classes but end up in English classes, and vice-versa, or they are registered as English but receive information in Afrikaans (administration matters).

Use of Setswana and Sesotho is perceived as being symbolic.

**Table 34:** Selected quotations for top three frequencies

<b>Quotations for the code: “EoP [Experience of Policy] Positive”</b>
I am an Afrikaans speaking individual and it is my mother tongue. Thus I will always prefer to communicate in Afrikaans. I understand the academic world uses mostly English and I am fine with that. I do appreciate the current model trying to accommodate more languages WITHOUT the compromise of another. Although this is an extremely laborious effort. Giving each language their own “plekkie in die son” in the university system is extremely difficult but it is what sets us apart from other South African universities resolving to a single language policy.
The current language policy works and people can study and have classes in a language that they understand and feel comfortable with.
I applaud the NWU for being inclusive and not discriminating by selecting a specific/single medium of language.
When the law faculty changed the language policy, it made studying and participating so much easier.
It is good that multiple languages are available to complete your degree in and helps to create awareness of other languages and cultures.
I think the NWU has done the language policy justice. All three campuses have three languages and all the communications is in the three languages. I am Afrikaans but study in English, and I sometimes understand better if some official announcements is in my home language.
<b>Quotations for the code: “EoP Negative”</b>
Tans word een spesifieke taal meer bevoordeel as die ander tale van die NWU beleid. Studente verkies om opdragte in te gee in Engels omdat hulle dink dit sal hulle benadeel om in ander tale in te handig. Ander inheemse tale soos, Afrikaans, Sotho en Tswana verdien meer aandag in meer akademiese kontekste
Our University is trying but it is not equal. Most of our students do not try and they also do not care about other languages. Example, Most of us at the Mahikeng Campus talk Setswana but the Lecturers don't even try to greet in Setswana.
Surely, I believe that the thoughts of us as students will be taken serious, because really translation to Afrikaans is critical. I would like if Setswana can be used and not only laws be given and also to be used to teach. And it will be better if English was the only language used to teach and in all of the academy because the NWU includes a lot of languages, who knows what of all SA languages are included on the campuses of the NWU? It will be apartheid if Setswana and Sotho will be included in the academy but IsiZulu and others excluded and not there.
African languages are ignored.
Ek is baie hartseer dat tydens aanlyn onderrig, afrikaans uitfasseer is. Al ons toetse, take en klasse word net in engels aangebied, en ek dink nie dit is reg erdig nie, aa gesien ek ingeskryf is as ń Afrikaanse student. Ek dink nie dat Engels die enigste medium van onderrig moet wees nie, maar eerder dat Afrikaans, Setswana, en Engels gelyke aandag verdien.



**Quotations for the code: “Academic consequences of NWU LP [Language Policy]”**

South Africa is a diverse nation with diverse languages and cultures. But I feel the current language policy which is implemented has given students at Potch an upper hand in terms of being able to understand the curriculum and pass it. It has meant that the Mafikeng campus is ‘exclusively’ for black students as they feel like they won’t be able to survive in Potch.

I’m not liking the Afrikaans even though we have a translator, it’s like the students who understand both English and Afrikaans are more privileged, they have better chances in understanding.

During my first year I was required to do Setswana and I was shocked when I attended my first class because I was taught Setswana in Afrikaans. I believe that such instances should be non-existent it’s quite challenging even though we get interpretation devices, it’s hard to focus on the lecture when you have to divide your attention between the lecturer and the interpreters voice.

The language policy is so in contradiction to what is actually done. Various times have I seen Afrikaans being used as a form of submitting assignments in the language, every single test being translated into it and even sometimes spoken in class and this only goes to better the understanding of a select few students as this is their home language and the rest of the class is left to deal on their own. The unfairness in this is astronomical and frankly does not exude what the NWU stands for which is diversity. Why have all these signs on school grounds translated into both Afrikaans and Sesotho but only cater for one of?

I come from the Mafikeng campus and as a Tswana speaking and with a lot of the lecturers speaking Setswana I found it easy to approach them and sometimes hearing an explanation in your mother tongue makes things easier to understand... This year I’m at the Potchefstroom campus and all my classes are in English which is also good as I did English as a home language and speak and write the language well, just that the additional advantage of being able to understand in a different way is no longer there.

**Quotations for the code: EoP Unfair”**

It is not fair for students who do not prefer both Afrikaans and English. If the institution can accommodate for Afrikaans speaking students which is a lower percentage than those that speak other African languages which is the majority of students, then it should accommodate for every student by allowing them to write in the language of their choice.

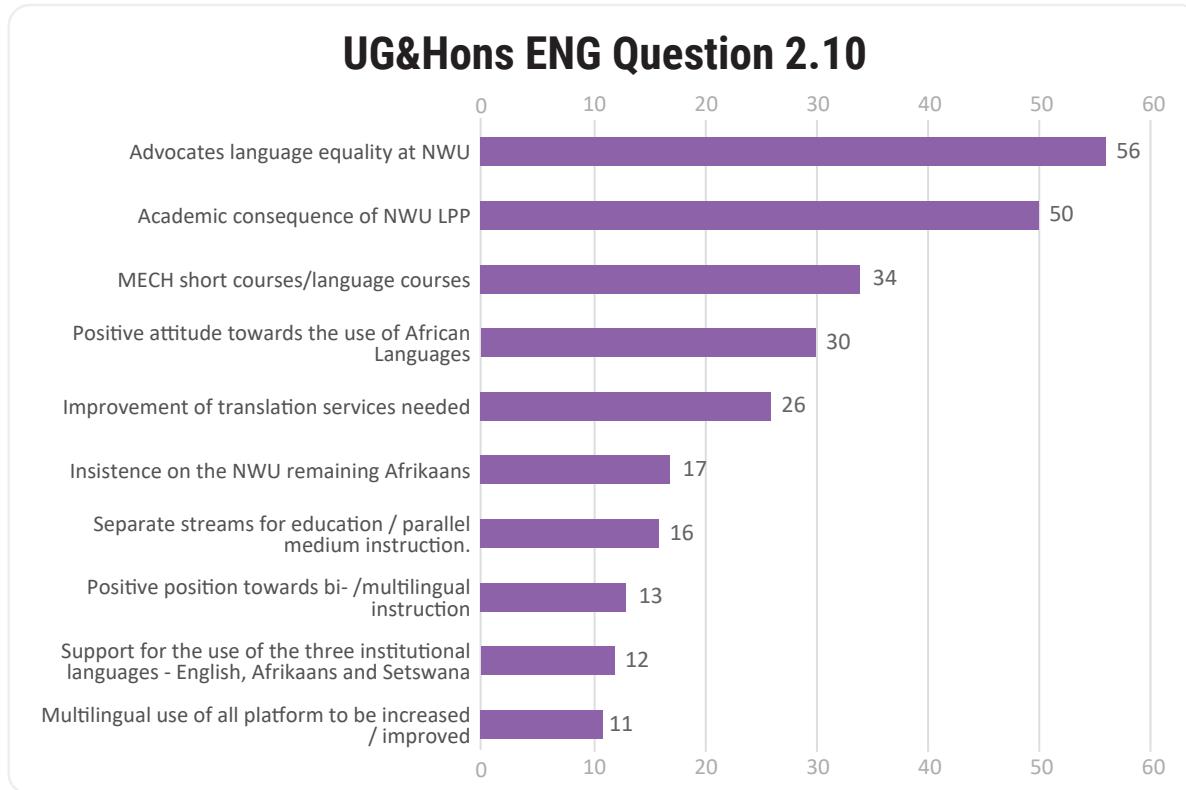
I feel it’s unfair for other students to have an option to write and be given assignment, tasks and notes in two languages i.e. English and Afrikaans whereas we/ others are not given our home languages as options.

Currently I believe that the language policy does to some extent accommodate some languages to accommodate some particular students as it provides for African languages as Sesotho and Tswana only, despite providing for those, it accomplishes that to a lesser extent as the dominant languages remain to be Afrikaans and English and many African students are disadvantaged when it comes to learning and understanding using these languages

NWU has 4 official languages but only 2 are being used as a medium to teach. It’s discriminatory to those who speak languages that are being excluded. English is the official language spoken in South Africa, to make things fair for everyone English should be the only official language in NWU and the only language medium used to teach.

#### 4.1.2.2 Other views on language that the undergraduate and honours participants shared with the task team

**Figure 4\*:** Main themes stated by undergraduate and honours participants regarding any other relevant views to share with the task team



\* Figure 4: Top 10 codes per frequency

#### Interpretation:

The narrative below includes a nuanced view raised by the UG and Hon participants of the prominent themes in conjunction with the languages referred to in order to guide an answer to the question: *Any other views on language that you deem important enough to bring to the attention of the task team?*

The code that generated the highest frequency in this data set was the one that “Advocates language equality at NWU”. Here, there are two main trends which can be observed: 1) the inclusion and advocating of Sesotho and Setswana as LOLT (see code “Positive attitude towards the use of African languages”, 4th highest frequency) and 2) the insistence on Afrikaans being kept as a LOLT at NWU (see code “Insistence of NWU remaining Afrikaans” 6th highest frequency) .

<sup>3</sup> A note about this code: The focus here seems to be not so much an insistence on keeping Afrikaans, but rather responses reflect a genuine plea for understanding and consideration in keeping Afrikaans as one of the languages. Not only because of the pride associated with it but because NWU is the last university that offers Afrikaans tuition – and, if that ends, students may as well go somewhere else.



The popularity of these codes also reflects support for the use of the official NWU languages and a general “Positive position towards bi-/multilingual instruction” (7th most frequent code). Subsequently the practical implementation of this view can be seen by the high frequency in codes such as “Short courses/language course” (3rd most frequent code), which can be used to empower individuals with multilingualism, and the “Improvement and expansion of translation services” (5th most frequent code).

Similarly, regarding question 2.14, students seem to like the idea of language courses (not attached to credits). They suggested a language-learning building or perhaps an app that they can access to informally learn languages (something like Duolingo). There was some support for learning foreign languages like Chinese, Portuguese, Spanish, French and German (although French and German is already offered) but these responses were not

numerous. The same is applicable to Swahili and other African (countries outside SA) languages. Note that the code “African language” refers to SA indigenous languages other than English and Afrikaans and includes languages like TshiVenda, Xitsonga, Sepedi, etc.

In terms of the improvement and expansion of translation and interpreting services, there were some complaints about specific lecturers’ alleged refusal to teach in English or cater for English students. A certain module was mentioned more than once. Students again mentioned that they do not like having two languages on a single question paper or slide. Despite the popularity of English, some students do note that they struggle with English and would like more support or want to improve their English.

Incorporating sign language was mentioned a few times.

Strong support for Setswana and other

African languages is noted, but Setswana really stands out. Some suggested that exam papers should be provided in Setswana as well. Again, the observation was made that the NWU claims three languages but only English and Afrikaans are promoted, not Setswana. Some students mentioned that they would like Sesotho to be included. It was reiterated that Afrikaans is given preference over English (possibly on PC). Students also suggested employing NWU graduates as interpreters for modules they had completed.

The issue of English monolingualism has cropped up again – viewed as a fair/unifying lingua franca. Some responses (although very few) note that monolingualism will exclude. Also, the contradiction that monolingualism includes but that multilingualism excludes. Another mention that parallel-medium instruction will separate. Again, it is suggested “English only” or “fully multilingual”, and not just English and Afrikaans (hence the support for African languages). The



notion of having staggered multilingualism was proposed again, with English only in the final year.

As with all the questions, there is an undertone of concern about political motivation. The hostel issue was mentioned again.

**Table 35:** Selected quotations for top three frequencies

<b>Quotations for the code: “Advocates language equality at NWU”</b>
I feel that though the languages are available, they aren't taken up and viewed as important to learn. This comes across as ignorant on the part not willing to learn part.
When we choose our medium language of instruction we shouldn't be put in a position where we have to use translation services because of class clashes. We deserve to learn in a language that we fully understand so that we can participate in.
I feel like English & Afrikaans have taken pre-eminence over all other languages which are equally important. Not just in NWU but UFS and others as well. If you could assist by making access to education in our tongue would not place NWU as a change agent, but sustain the language fibre and diversity of our nation.
If you're going to translate in Afrikaans in our tests and assessments, then do the same in every other language. STOP DISCRIMINATING.
Al ons toetse, take en klasse word net in Engels aangebied, en ek dink nie dit is reg erdig nie, aa gesien ek ingeskryf is as 'n Afrikaanse student. Ek dink nie dat Engels die enigste medium van onderrig moet wees nie, maar eerder dat Afrikaans, Setswana, en Engels gelyke aandag verdien.
<b>Quotations for the code: “Academic consequences of NWU LP”</b>
In some modules you find that the lecturer explains in both English and Afrikaans in one recording. Personally it makes it really hard for me to understand the content because of the back and forth between the two languages. It's better to have English and Afrikaans recordings separately.
I do believe that lecturers should be held accountable for only speaking the applicable language in class, as we had numerous incidents in our English class in 2019 where the lecturer spoke an African language when giving class and we could not understand what was said, which is not inclusive and influenced our learning negatively.
I find it very uncomfortable for English students, like myself, to ask questions in English to the lecturer in front of the whole class, when the 'main' lecture is done in Afrikaans
Providing assignments and exams in English and Afrikaans is distracting and difficult to concentrate on. Providing separate file/question papers based on the language would be more helpful.
Even today when we have our online class, some lectures still speak Afrikaans with Afrikaans speaking students and will not translate until we English speaking students ask her to. Also some of our slides are in Afrikaans and English and sometimes on the English part they'll be spelling mistakes and the sentences won't make sense. If English is the only medium then we won't have such problems. I'd like to think interpreting services also cost money, if the universe is using one language I'm sure this is money they can use for something else. Almost everything at the NWU is in Afrikaans. And I personally feel that this is what contributes to the racial tensions on campus. One lecture once told a group of us English speaking students to go to the Mafikeng campus since they also offer that particular module in English. It's like the Potch campus is specifically designated for Afrikaans students. English students are not really accommodated. Even in hostels, if you don't really speak or understand Afrikaans it's a problem.

### Quotations for the code: MECH [mechanism] short courses/language courses”

I think it will be beneficial if there was a subject that focused on teaching learners one of the official language in more detail, including the culture surrounding the language, over the years as a compulsory module, after all we are required to communicate with all of our colleagues in the future

The use of other platforms to promote the learning of other languages in order to be diverse and enhance ourselves in terms of accommodating others who aren't able to speak the universal language

It would be great to learn in other languages but personally my understanding of other home languages is weak and would require a separate lesson on the actual language first. Being taught a class in a home language would make it difficult to understand.

There should be a building for learning languages that are not understood and days to attend such classes also every moment student should be made comfortable to learn that language meaning lectures should be patient and willing to help students understand in every kind of way they possibly can.

Prospective students should be made aware of the language that their tertiary education will be presented in. If they are dissatisfied, they can choose whether the NWU will meet their needs. This will also prevent students from complaining later, as they made a conscious decision to study in a specific language. However, students come from high-schools where they are mostly taught in their native languages, so it would be helpful for them to receive an English class, similar to ALDE, but where they can practice formal and professional English with regards to their study field. Most students struggle with writing reports coherently, because they have never been taught how, or did not receive enough education in that regard.

Kort kursusse, sê maar in vakansietyd of oor naweke vir 'n maand, om die basiese beginsels en woordeskat van ander tale te bemeester, kan aangebied word sodat die studente van die NWU hul taalkennis van ander tale kan verbreed



## 4.2 Postgraduate students and staff participants

### 4.2.1 Attitudes of postgraduate students and staff participants on preferred language for the NWU

#### 4.2.1.1 Postgraduate students and staff participants' perceptions about the languages of instruction to be used in undergraduate programmes per campus

**Table 36:** Mahikeng Campus

Participant groups	English only	Setswana only	English & Setswana	English, Setswana, Afrikaans	Other	Total
Postgraduate	61	2	55	100	8	226
Academic	221	2	179	155	12	569
Support	164	4	149	224	4	545
<b>Total</b>	<b>446</b>	<b>8</b>	<b>383</b>	<b>479</b>	<b>24</b>	<b>1340</b>

**Table 37:** Potchefstroom campus

Participant groups	Afrikaans only	English only	Afrikaans & English	Afrikaans, English, Setswana	Other	Total
Postgraduate	12	62	62	85	5	226
Academic	17	163	191	194	4	569
Support	18	124	152	247	4	545
<b>Total</b>	<b>47</b>	<b>349</b>	<b>405</b>	<b>526</b>	<b>13</b>	<b>1340</b>

**Table 38:** Vanderbijlpark Campus

Participant groups	Afrikaans only	English only	Afrikaans & English	Afrikaans, English, Sesotho	Other	Total
Postgraduate	2	63	37	116	8	226
Academic	2	204	89	263	11	569
Support	2	154	88	293	8	545
<b>Total</b>	<b>6</b>	<b>421</b>	<b>214</b>	<b>672</b>	<b>27</b>	<b>1340</b>

#### 4.2.1.2 Postgraduate students and staff participants' perceptions about the languages of instruction to be used in honours programmes

**Table 39:** Postgraduate students and staff participants' perceptions about the languages of instruction to be used in honours programmes

Participant groups	Afrikaans only	English only	More than one language in same class	Negotiation with students	Don't have an opinion about this	Total
Postgraduate	6	96	48	63	13	226
Academic	11	298	115	132	13	569
Support	14	225	137	131	38	545
<b>Total</b>	<b>31</b>	<b>619</b>	<b>300</b>	<b>326</b>	<b>64</b>	<b>1340</b>

#### 4.2.1.3 Postgraduate students and staff participants' perceptions about the exclusive use of English for the writing of dissertations and theses

**Table 40:** Postgraduate students and staff participants' perceptions about the exclusive use of English for the writing of dissertations and theses

Participant groups	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Total
Postgraduate	96	50	34	22	24	226
Academic	260	112	54	70	73	569
Support	199	145	88	69	44	545
<b>Total</b>	<b>555</b>	<b>307</b>	<b>176</b>	<b>161</b>	<b>141</b>	<b>1340</b>

#### 4.2.1.4 Languages in which postgraduate students and staff publish research results

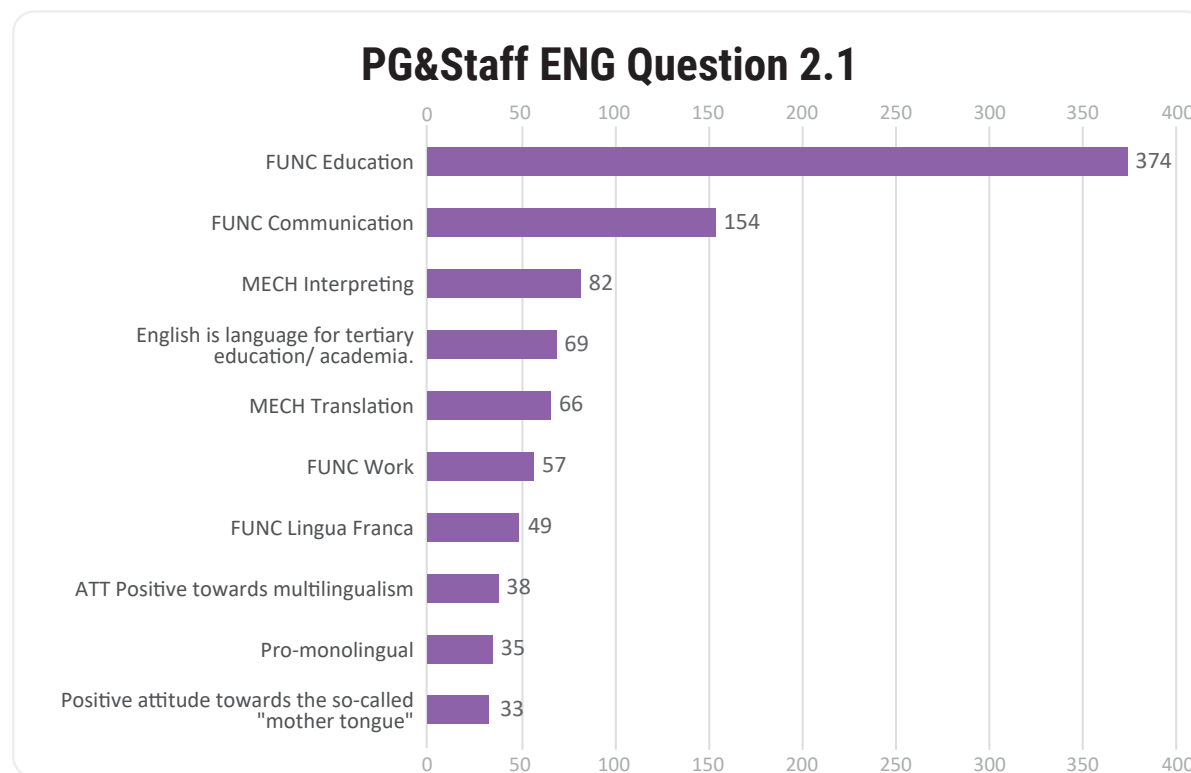
**Table 41:** Languages in which postgraduate students and staff publish research results

Participant groups	Primarily in Afrikaans	Primarily in English	Afrikaans & English	Other	I don't publish	Total
Postgraduate	7	201	15	2	1	226
Academic	13	471	76	7	2	569
Support	27	348	93	77	0	545
<b>Total</b>	<b>47</b>	<b>1020</b>	<b>184</b>	<b>86</b>	<b>3</b>	<b>1340</b>



**4.2.1.5 Postgraduate students' and staff participants' perceptions about the most effective ways that languages can be used by various role players (students, lecturers, etc.) for different tasks or purposes (teaching, learning, etc.) in a truly effective and multilingual teaching-learning environment.**

**Figure 5\*:** Main themes stated by postgraduate and staff participants about the most effective ways that languages can be used by various role players (students, lecturers, etc.) for different tasks or purposes (teaching, learning, etc.) in a truly effective and multilingual teaching-learning environment.



\* Figure 5: Top 10 codes per frequency

**Interpretation:**

The narrative below includes a nuanced view raised by the PG and staff participants of the prominent themes in conjunction with the languages referred to in order to guide an answer to the question: *How do you think languages can be used by the various role-players (students, lecturers, etc.) for different tasks or purposes (teaching, learning, etc.) in a truly effective and multilingual teaching-learning environment? Comments/ Suggestions:*

While the code “English is language for tertiary education and academia” features as the highest in-vivo code for this question, this must be understood in the context of a multilingual approach and an overall, positive attitude towards that. The positive association is seemingly related to two main ideas: 1) the idea of having respect for all languages and fostering an inclusive environment; and 2) from a pedagogical and academic perspective. In this perspective, respondents cite English as a research and post-graduate language (a reminder



that this cohort of respondents are staff and PG students) while they advocate for multilingual support services in the classroom or a mother-tongue approach for undergraduates. Some participants cite the value of having difficult concepts explained to students in a language that they understand. Here the idea of interpreting services and translation of materials/documents was prominent and specifically supported by staff members. Student responses suggest that the translation services need serious improvement (not many like it). Some have suggested presenting in English and then having translated notes available. Home languages can be used to explain concepts but in an informal way, or in SI.

Participants also said that, if multilingualism is to be used, it should be practical. Here the idea of translated class and support materials and official documentation is prominent. However, there are issues of staff needing too much time and effort to translate (coded as a socio-economic consequence of the

NWU LP; a far more prominent theme in responses to other questions). And a prominent theme which arose here was that while staff support a multilingual approach, they felt particularly under supported and underfunded.

The support for the code with the 10th highest frequency “positive attitude towards mother tongue” speaks of both a positive perspective of a multilingual approach and also of a fear of subtractive multilingualism. Here, specifically, respondents felt that students should have “the right to choose the language in which they study” (this code has the 11th highest frequency in this data set), and staff members felt they need to have the right to explain themselves in their mother tongue and choose the language in which they communicate. They expect that the institution should be able to support this to truly reflect its multilingual ethos.

In this vein, it was also noted that multilingualism can both include and exclude

– so the implementation thereof needs to be carefully considered.

There is support for the use of three institutional languages (English, Afrikaans, Setswana/Sesotho). As mentioned more prominently in responses to other questions, if Afrikaans is to be used, then African languages should be used as well (equal treatment) – otherwise it should all be in English. That is why there are instances of a fear of exclusion if not all languages are treated equally. Also prominent is the idea that African languages should be developed into scientific languages as part of either a “right to study in own mother tongue” or a multilingual-support approach. Some mention having “campus-specific” language but the danger of that is that it could cause segregation.

English is noted as important for business and education. It helps prepare students for the world of work and it is a lingua franca/international language. It is also noted that it unifies (hence the

support for monolingualism). English is seen as the language of academia. Some do not understand why many languages need to be used if the core business is education. These are some of the reasons why there is a negative attitude towards multilingualism. In the same set of responses, however, participants note the importance of mother-tongue education (which ties into the positive attitude towards multilingualism).

**Table 42:** Selected quotations for top three frequencies

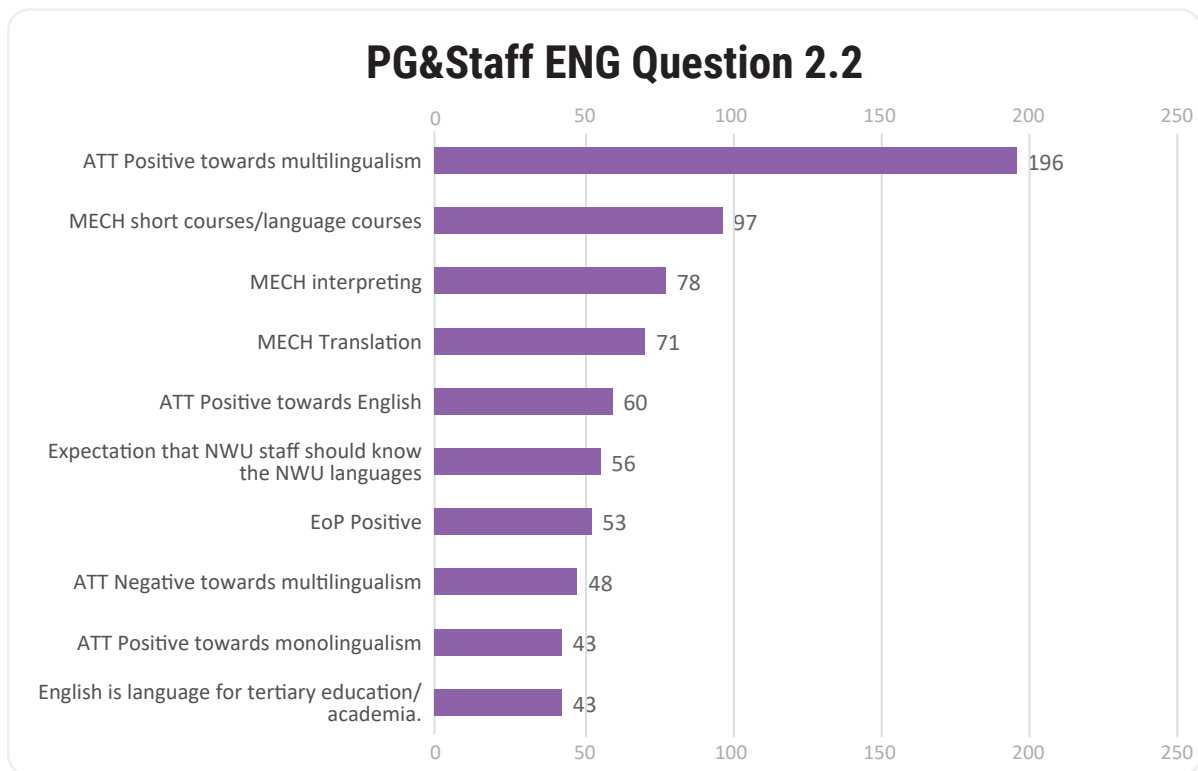
<b>Quotations for the code: "FUNC [function] Education"</b>
No, I am of the opinion that Higher Education should be in English to prepare our students for the work and global environment, most internationally acclaimed academic and teaching material is in English, and the majority of students prefer being taught in English.
Language should be used for communication and expression of emotions/feelings, explanations and so forth. A communications language should be the language used for teaching and learning or language understood by the NWU population.
If we say as an university we prepare our students for the world of work and to become nationally and internationally competitive, then we should teach in English.
I think common ground should be key here. I teach in English as the vast majority of text books etc are in English as well as the ultimate industry for which we prepare our students.
Regardless of our home language, me and my co-authors (Setswana/German/Italian/Afrikaans/etc.) publish in English. At conferences we engage in English. As an Institution of higher education we should prepare our students for a world where they will more often than not be using English to engage with others (both in business and academia).
<b>Quotations for the code: FUNC [function] Communication</b>
All South African languages should be accommodated to give everyone a chance to communicate with his/her mother's language
To explain in own language or language comfortable with for deeper understanding of what you are trying to say or teach
Language is concerned with communication and understanding. This purpose should therefore always be fulfilled and prioritised. The only way in which language can be effectively used is to understand the different language needs and capabilities of all involved role-players.
One uniform language (e.g. English) for teaching and learning and official events; multiple languages for administrative / social media / marketing / communication purposes.
by agreeing on the mode of communication from the onset. i.e. through oral conversations.
<b>Quotations for the code: "MECH [mechanism] Translation"</b>
The eFundi website can also be designed to offer different languages to make it easy for students to understand if they cannot understand English.
Where possible as role players, we must translate what things mean in our languages to effective and interesting exchanges.

Languages can be used in affective and multilingual teaching-learning through the use of language translation programs/techniques

It is difficult to answer as we have too many official languages, for example, I have experience with live translation services and in my opinion this is not viable.

Afrikaans and Setswana, which are not currently treated equally, should be provided equal resources around translated instructions, and translation of some concepts or terms into these languages from English, if possible and only if the technical terms exist in those languages.

#### 4.2.1.6 Postgraduate students and staff participants' perceptions about the most effective ways the NWU can improve its use of languages to contribute towards establishing a truly effective and multilingual teaching-learning environment.



**Figure 6\*:** Main themes stated by postgraduate students and staff participants about the most effective ways the NWU can improve its use of languages to contribute towards establishing a truly effective and multilingual teaching-learning environment

\* Figure 6: Top 10 codes per frequency

### **Interpretation:**

The narrative below includes a nuanced view raised by the PG and staff participants of the prominent themes in conjunction with the languages referred to in order to guide an answer to the question: *In terms of Article 7(6) of its Statute, the NWU must inter alia promote multilingualism. How do you think the NWU can improve in the way it uses language to contribute towards establishing a truly effective and multilingual teaching-learning environment?*

Situated within an overwhelming positive attitude towards multilingualism (highest frequency code) we see the very real need and desire from respondents in this group to be able to carry through this ideological attitude, by means of basic/ introductory language courses, a code reflecting the second highest frequency. The participants noted that offering language courses (mostly with reference to Setswana, Sesotho and Afrikaans), to both staff and students, is of value, especially for conversational purposes.

The suggestion of language courses also reflects on the positive attitude towards multilingualism. This relates to the code “Expectation that all staff should know the NWU languages” and while previous mention of this code had negative connotation (see 2018 report), in this case respondents are willing to expand their repertoires, providing they receive relevant, practical and functional situational support for this. Issues are noted regarding practical implementation of current courses (for example, only being provided on one campus), not providing enough time or space, and general hurdles for completion of language courses.

Moreover, participants note that NWU is doing much in terms of multilingualism. However, significant to note is the high frequency of MECH [mechanism] Interpretation and MECH Translation. These codes refer to ways in which respondents feel the NWU could improve the multilingual teaching/learning environment. Here specifically the improvement and expansion of these

services to include languages such as Sesotho and Setswana, contexts such as meetings and classrooms, and documentation such as official NWU communication, are noted.

Some responses are also noteworthy that do not necessarily fall into the coding parameters for this question, such as a request for training in terms of presenting multilingual classes. The development of ML glossaries has been noted.

The final three highest frequencies in this group relate to the negative attitude towards multilingualism, a positive attitude towards monolingualism, and support for the use of English as language in a tertiary education context. Some participants do not believe that multilingualism is necessary/feasible/important and feel that the focus should be on quality education. Staff also feel that their workload becomes overwhelming when they have to translate their lectures. There also seems to be some doubt if true multilingual-

ism is even achievable. There is also the idea that offering multilingual instruction may hinder the quality of education that is delivered and that it is not a worthy sacrifice to make.

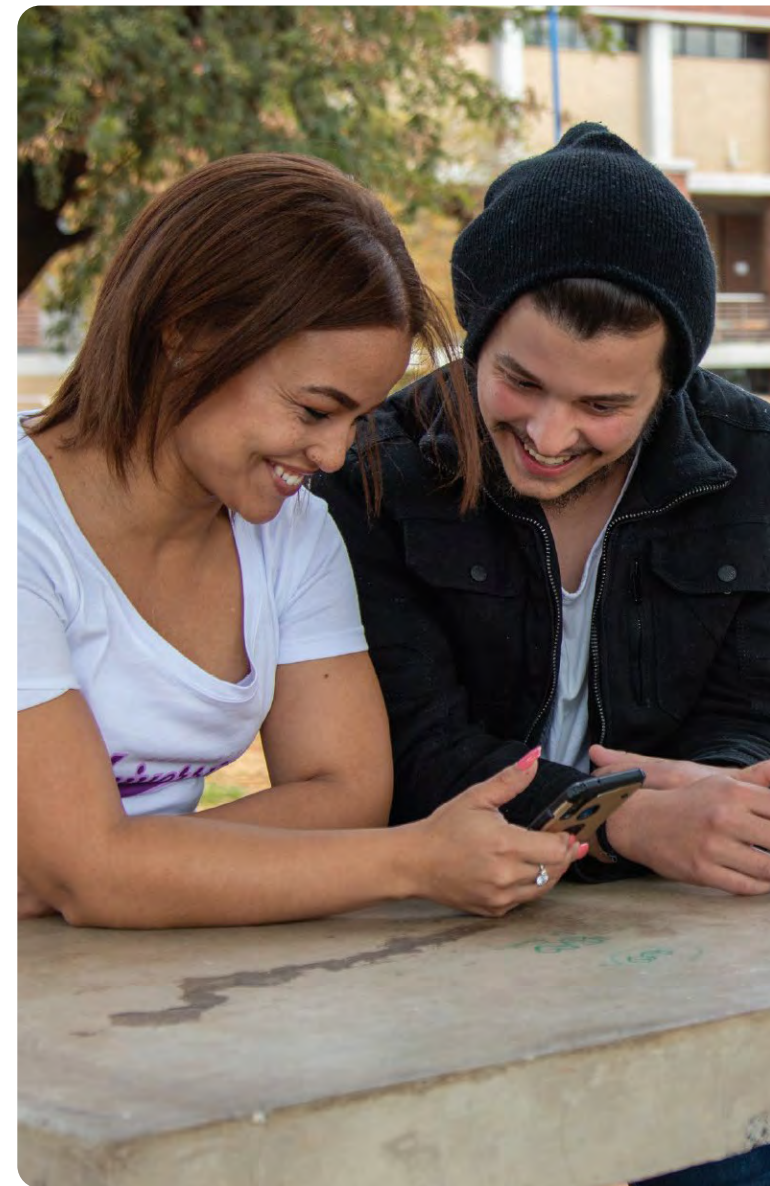
It is important to observe that the LP is also positively experienced (although this question had not been posed to participants at this stage of the questionnaire) but some participants explain that promoting multilingualism and practising it are two different things – a sentiment that has been noted in other responses related to the lack of implementation of the multilingual policy. This sentiment results in the promotion of English and the attitude being positive towards English monolingualism.

There is an appreciation for multilingual language policy but there needs to be equality between the languages. This is also why support for the institutional languages is expressed.

**Table 43:** Selected quotations for top three frequencies

<b>Quotations for the code: “ATT [attitude] positive towards multilingualism”</b>
Lessons should be offered in English, Afrikaans AND Setswana for students that come from high schools were Setswana was their medium of instruction.
No, I believe the NWU is doing their best to promote multilingualism.
it is true we need continue to promote multilingual during teaching and learning
By giving people the freedom to use whatever language they choose. The assumption here is that not even one person will be sidelined when said language is used.
Classes should be all languages and AGLE should be a multi-lingual exercise not only done in one language.
<b>Quotations for the code: “MECH [mechanism] short courses/language courses”</b>
Teach courses in different languages and do away with the translator. That way you will boost your academic staff and create more jobs.
Exposure to languages or free classes of various languages (basic foundational knowledge) would be appreciated. I would not mind being exposed to the opportunity to learn another language.
Give more conversational language classes for staff members, informal, spoken skills mostly to improve, mostly for Setswana and Afrikaans.
The inclusion of other African languages would help, maybe introducing a system where all first years have to choose one African language of their choice to do, just as has been done with ALDE.
Classes should be available to all students and staff at no cost at any time, and should probably be planned around languages predominantly spoken in an area, e.g., Tswana classes in Mahikeng, Afrikaans classes in Potchefstroom, Sesotho classes in Vanderbijlpark.
<b>Quotations for the code: MECH [mechanism] Interpreting and quotations for MECH Translation”</b>
Adapt facilitation sessions by hiring facilitators who are proficient in multiple languages to both assist students in their own language whilst also helping them improve in the language the students struggle with. For example a student who proficient is both English and Setswana, can explain concepts to students in Setswana so they understand how it works and then repeat the key concepts in English thereby helping the students to improve their language skills
Where an option is possible - one should be able to use a language approved from the list of approved languages. However, it should be also arranged that an interpreter/s could translate to those who cannot understand a particular language spoken (just case in oral interactions, written docs should always have one version written in the most widely spoken language).

Al die tale beskikbaar hê deur middel van tolkdienste om te kommunikeer
Gebruik alle tale en voorkom die afdwing van een spesifieke taal vir doeleindes van gerieflikheid. Die aanwending van tolke bly 'n goeie, werkbare idee.
Uitbreiding van tolkdienste is die belangrikste. Daar moet ook meer skriftelike en multimediaonderrigbronne in Sesotho en Setswana beskikbaar gemaak word aan studente. Laasgenoemde tale moet bevorder word as wetenskapstale. Studente en dosente moet aangemoedig word (maar nooit verplig word nie!) om basiese Sesotho of Setswana te leer, en hiervoor moet meer geleenthede geskep word.
The eFundi website can also be designed to offer different languages to make it easy for students to understand if they cannot understand English.
Where possible as role players, we must translate what things mean in our languages to effective and interesting exchanges.
Languages can be used in affective and multilingual teaching-learning through the use of language translation programs/techniques
It is difficult to answer as we have too many official languages, for example, I have experience with live translation services and in my opinion this is not viable.
Afrikaans and Setswana, which are not currently treated equally, should be provided equal resources around translated instructions, and translation of some concepts or terms into these languages from English, if possible and only if the technical terms exist in those languages.
<b>Quotations for the code: ATT [attitude] negative towards multilingualism"</b>
As above - multilingualism should be phased out, with a greater focus on quality of education and preparing graduates for the world of work, with practical industry exposure, rather than allocating valuable resources to issues of language.
When being required to teach in different languages, the workload of lecturers is becoming very high, translation and on-line training in the pandemic has put major strain on lecturers to be able to teach effectively. Also if a lecturer does not understand a specific language, would it be fair to require from them to explain difficult concepts in another language they are not familiar with?
I'm not convinced that this is easily achievable. As a minimum requirement we will have to have translators in class that can translate between at least three languages (Afrikaans/English/Setswana) to enable true multilingual interaction. However, for this to be truly effective translators will have to be subject matter experts as (in my experience).
I do not support this approach, and think that it makes teaching and research unnecessary difficult. Also the administration and support become complex and expensive, also realising that South Africa hosts more than 10 languages. So whatever is and will be attempted here will only increase the (already high) administrative load of academic staff.
I am all for participating in traditional and cultural enrichment efforts, but absolutely not at the cost of offering effective education preparing individuals to assume their positions in the world one day.





#### 4.2.1.7 Postgraduate students and staff participants' perceptions about the value of using languages other than English for communication of the most important research findings

**Table 44:** Postgraduate students and staff participants' perceptions about the value of using languages other than English for communication of the most important research findings

Participant groups	Yes, worthwhile to communicate not just in English	Yes, it would assist to develop other languages for HE	No, it adds little value	No, it is a waste of time	I don't have an opinion about this	Total
Postgraduate	38	92	49	19	28	226
Academic	92	184	148	103	42	569
Support	86	196	113	77	73	545
<b>Total</b>	<b>216</b>	<b>472</b>	<b>310</b>	<b>199</b>	<b>143</b>	<b>1340</b>

#### 4.2.1.8 Postgraduate students' and staff participants' perceptions about the working languages at each campus and university-wide communication

**Table 45:** Mahikeng Campus

Participant groups	English only	Setswana only	English & Setswana	English, Setswana & Afrikaans	Total
Postgraduate	81	2	38	105	226
Academic	242	2	149	176	569
Support	229	3	109	204	545
<b>Total</b>	<b>552</b>	<b>7</b>	<b>296</b>	<b>485</b>	<b>1340</b>

**Table 46:** Potchefstroom Campus

Participant groups	Afrikaans only	English only	Afrikaans & English	Afrikaans, English & Setswana	Total
Postgraduate	11	70	56	89	226
Academic	13	188	161	207	569
Support	14	174	155	202	545
<b>Total</b>	<b>38</b>	<b>432</b>	<b>372</b>	<b>498</b>	<b>1340</b>

**Table 47:** Vanderbijlpark Campus

Participant groups	Afrikaans only	English only	Afrikaans & English	Afrikaans, English & Sesotho	Total
Postgraduate	5	72	37	112	226
Academic	1	230	84	254	569
Support	1	202	95	247	545
<b>Total</b>	<b>7</b>	<b>504</b>	<b>216</b>	<b>613</b>	<b>1340</b>

**Table 48:** Inter-campus / university-wide

Participant groups	Afrikaans only	English only	Afrikaans & English	Afrikaans, English & Setswana	Afrikaans, English, Setswana & Sesotho	Total
Postgraduate	2	91	34	22	77	226
Academic	3	299	76	32	159	569
Support	2	246	98	50	149	545
<b>Total</b>	<b>7</b>	<b>636</b>	<b>208</b>	<b>104</b>	<b>385</b>	<b>1340</b>

#### 4.2.1.9 Postgraduate students' and staff participants' perceptions about the languages that they prefer when the institution communicates with them

**Table 49:** Postgraduate students' and staff participants' perceptions about the languages that they prefer when the institution communicates with them

Participant groups	Afrikaans	English	Setswana	Sesotho	I don't mind provided that I understand	Total
Postgraduate	44	151	1	1	29	226
Academic	160	251	3	4	151	569
Support	169	241	5	0	130	545
<b>Total</b>	<b>373</b>	<b>643</b>	<b>9</b>	<b>5</b>	<b>310</b>	<b>1340</b>

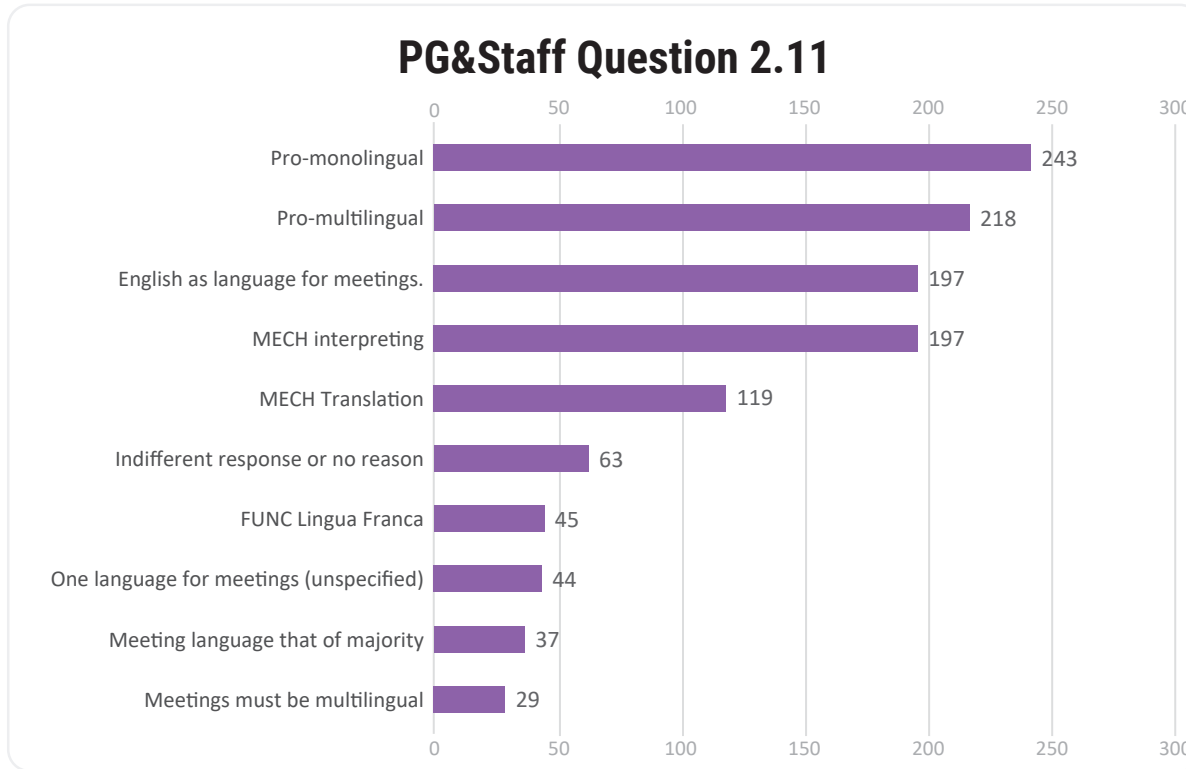
#### 4.2.1.10 Postgraduate students' and staff participants' perceptions about the languages to be used at meetings at work

**Table 50:** Postgraduate students' and staff participants' perceptions about the languages to be used at meetings at work

Participant groups	Afrikaans	English	Setswana	Sesotho	I don't mind as long as I can participate meaningfully	Total
Postgraduate	44	151	1	1	29	226
Academic	160	251	3	4	151	569
Support	169	241	5	0	130	545
<b>Total</b>	<b>373</b>	<b>643</b>	<b>9</b>	<b>5</b>	<b>310</b>	<b>1340</b>

#### 4.2.1.11 Postgraduate students' and staff participants' perceptions about the most effective ways in which multiple languages could be used at campus and inter-campus meetings

**Figure 7\*:** Main themes stated by postgraduate students and staff participants' perceptions about the most effective ways in which multiple languages could be used at campus and inter-campus meetings.



\* Figure 7: Top 10 codes per frequency

#### Interpretation:

The narrative below includes a nuanced view of the prominent themes raised by the PG and staff participants in conjunction with the languages referred to in order to guide an answer to the question: *Please provide your opinion on the most effective way in which multiple languages could be used at campus and inter-campus meetings to allow for effective multilingual participation. Comments/ Suggestions:*

It should be mentioned that, at the outset, the codebook contained two levels that were to reflect responses related to campus meetings and inter-campus meetings. These two codes were hardly used as participants did not specify; for that reason, it is assumed that the responses are applicable to all meetings.

Staff members clearly indicate that meetings should be in English only. One reason refers to the potential confusion

and disorder that may arise from multilingual meetings and ultimately it becomes a waste of time. It is also noted that using English puts everyone on a level and fair playing field. Furthermore, responses indicate that English is accommodative and inclusive of everyone, especially considering the fact that the NWU has international staff. English is seen as the common denominator/neutral/respectful.

Some staff members note that meetings should be multilingual with the use of interpreters. References to translation in this instance should also be read to refer to interpreting. Translations should be done for Afrikaans and Setswana (so meeting should still be in English). A staff member suggested having a translator (live interpreter); so if he wants to ask his question in Setswana, the translators will translate so that his question will be properly phrased in English. Some staff members do not like the idea of translation.

Very few suggestions were made for bilingual (English and Afrikaans) meetings. But if English and Afrikaans

are used, Setswana needs to be included. Some staff members feel that agendas, minutes and any other meeting material should be provided in English, Afrikaans and Setswana but the meeting should be conducted in English.

The majority certainly does believe that meetings should be conducted in English. The accommodation of international attendees is once again cited. English is also viewed as the most effective, and that it prevents meetings from taking longer than needed. Most notably, staff simply state that English should be used.



**Table 51:** Selected quotations for top three frequencies

<b>Quotations for code: "Pro-monlingual"</b>
The ideal would be effective and professional communication in English. If the participants lack the linguistic skill, translation services can be implemented. The incorporation of multiple languages simultaneously in meetings breeds confusion, contempt and overall disorder with regards to proceedings. In addition to that it also takes significantly longer, wasting time that could have been spent productively.
It is not practically feasible to cater to the wide variety of languages in SA within this context. While English seems to be the 2nd language of the majority of the staff, it puts all of us on a level and fair playing field to use English in these settings.
I think it would be confusing and time consuming should various languages be used to communicate during a meeting. I think it would be best the language spoken should be kept at the language which is understood by the majority of the people present at the meeting.
We conduct meetings in English to ensure that everybody can understand. However, when applying for a position at the NWU it is required that a person indicate that they can function optimally in the multilingual environment of the NWU. Let's say we are 50 people in a meeting and 49 can efficiently communicate in Afrikaans, yet one person does not know the language, the meeting is held in English to ensure comprehension. It does not matter the language in which meetings are held, but it does matter that everybody understands the content of the meetings.
In order to achieve inclusiveness of all language, I am of the opinion that English should be used officially at both campus and inter-campus meetings to allow for effective multilingual participation.
The most effective way is to use English as the common denominator - it will be the language students will work in. It is a fallacy to think that all colleagues would follow e.g. seTswana in a meeting.

<b>Quotations for code: Pro-multilingual</b>
Allow the person to participate in their own language and have some interpret to the rest of the group if they do not understand the language.
If I want put my question or comment in tswana there should be translators, this will help many people because I'll participate without any doubt or maybe you understand my question.
Use of translators and interpreters (while developing staff language skills).
Translation facilities should be provided in meetings to enable staff members to contribute meaningfully in a discussion by allowing them to use their preferred languages.
The primary language should be English. However, translation services should be made available to allow the staff and students to be comfortable in expressing themselves in one of the four languages.
<b>Quotations for code: English as language for meetings</b>
Only English which SA and international people can understand.
The most effective way is to stick with English, meetings are already longer than needed.
My opinion is to keep English over all 3 campuses.
Keep it simple. English.
Only use English.



#### 4.2.1.12 Postgraduate students and staff participants' views about improving their language skills

**Table 52:** Postgraduate students and staff participants' views about improving their language skills

Participant groups	No, my language skills are good enough	Yes, especially my spoken skills	Yes, both my written and spoken skills	Total
Postgraduate	65	43	118	226
Academic	247	132	190	569
Support	204	125	216	545
<b>Total</b>	<b>516</b>	<b>300</b>	<b>524</b>	<b>1340</b>

#### 4.2.1.13 Relevant languages that postgraduate students and staff participants would like to improve in

**Table 53:** Relevant languages that postgraduate students and staff participants would like to improve in

Participant groups	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Xitsonga	Tshivenda	Total
Postgraduate	60	107	1	14	21	23	8	60	11	9	314
Academic	86	137	8	20	47	69	15	182	11	16	591
Support	107	219	2	16	26	51	6	176	7	9	619
<b>Total</b>	<b>253</b>	<b>463</b>	<b>11</b>	<b>50</b>	<b>94</b>	<b>143</b>	<b>29</b>	<b>418</b>	<b>29</b>	<b>34</b>	<b>1524</b>

#### 4.2.1.14 Postgraduate students and staff participants' views about learning to speak more languages

**Table 54:** Postgraduate students and staff participants' views about learning to speak more languages

Participant groups	Yes	No	Total
Postgraduate	196	30	226
Academic	424	145	569
Support	401	144	545
<b>Total</b>	<b>1021</b>	<b>319</b>	<b>1340</b>

#### 4.2.1.15 Relevant languages that postgraduate students and staff participants would like to speak

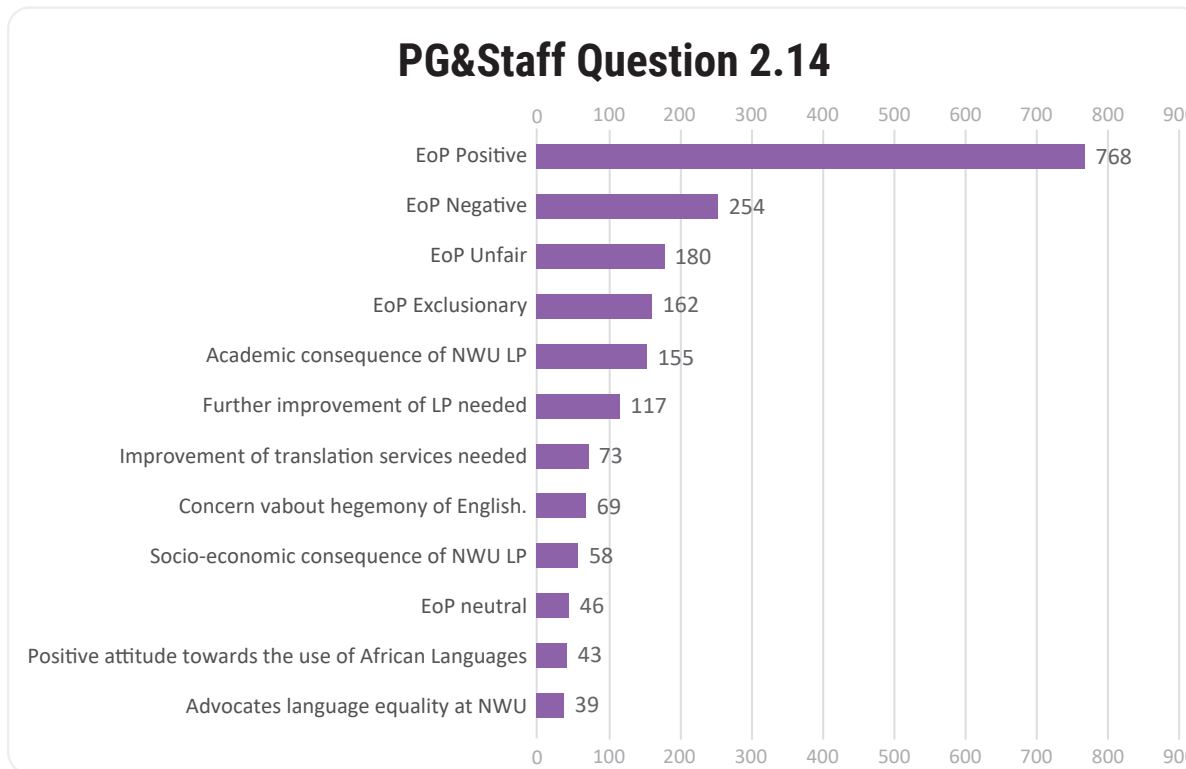
**Table 55:** Relevant languages that postgraduate students and staff participants would like to speak

Participant groups	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sesotho	Sepedi	Setswana	Tshivenda	Xitsonga	Total
Postgraduate	50	28	9	35	40	48	15	84	25	23	357
Academic	66	35	12	43	82	106	25	251	31	20	671
Support	64	60	12	48	72	93	11	252	40	35	687
<b>Total</b>	<b>180</b>	<b>123</b>	<b>33</b>	<b>126</b>	<b>194</b>	<b>247</b>	<b>51</b>	<b>587</b>	<b>96</b>	<b>78</b>	<b>1715</b>

## 4.2.2 Direct questions about the views and experiences with the current NWU Language Policy and application

### 4.2.2.1 Views of postgraduate and staff participants on their experiences with the current NWU Language Policy and its application

**Figure 8\*:** Main themes stated by postgraduate students and staff participants on their experiences with the current NWU Language Policy and application.



\* Figure 8: Top 12 codes per frequency

#### Interpretation:

The narrative below includes a nuanced view of the prominent themes raised by the PG and staff participants in conjunction with the languages referred to in order to guide an answer to the question:

*What are your views on and experience of the current language policy and its application? Please use the space provided.*

The positive experience of the multilingual language policy boils down to staff satisfaction with the policy. Participants seem to like the idea of a multilingual policy and note that the NWU is doing a good job.

Where the language policy is being experienced as negative, it is a combination of factors (also alluding to the policy being exclusionary and unfair). It is noted (also in other participant groups) that it is exclusionary if material is translated in only English and

Afrikaans and not all official languages. There are issues of multilingualism not being practical, which results in the support for English monolingualism. Participants also note that a multilingual LP is not sustainable. They also mention that the policy looks good on paper but is difficult to practically apply in real life. Socio-economic concerns have also been raised, such as the NWU spending too much money on this, which could be used elsewhere. Staff also mention that the time, energy and resources it takes to translate is frustrating and a waste of time. Concerns over political motivation surfaced but very few responses indicate this.

Improvement concerns issues like: African languages not being used or implemented enough and there is a positive attitude towards using African languages, particularly Sesotho and Setswana. Some feel that Afrikaans is being side-lined and other express their negativity towards the use of Afrikaans (likely the result of African languages not being focused on).

There is evidence of this group making the assumption that we have a bilingual policy (which is a problem). There were a few instances where participants noted that NWU is an Afrikaans university. Some staff mentioned that they had to try and locate the language policy for themselves, or they are under the impression that it was never shared with them. The improvement of translation services cropped up.



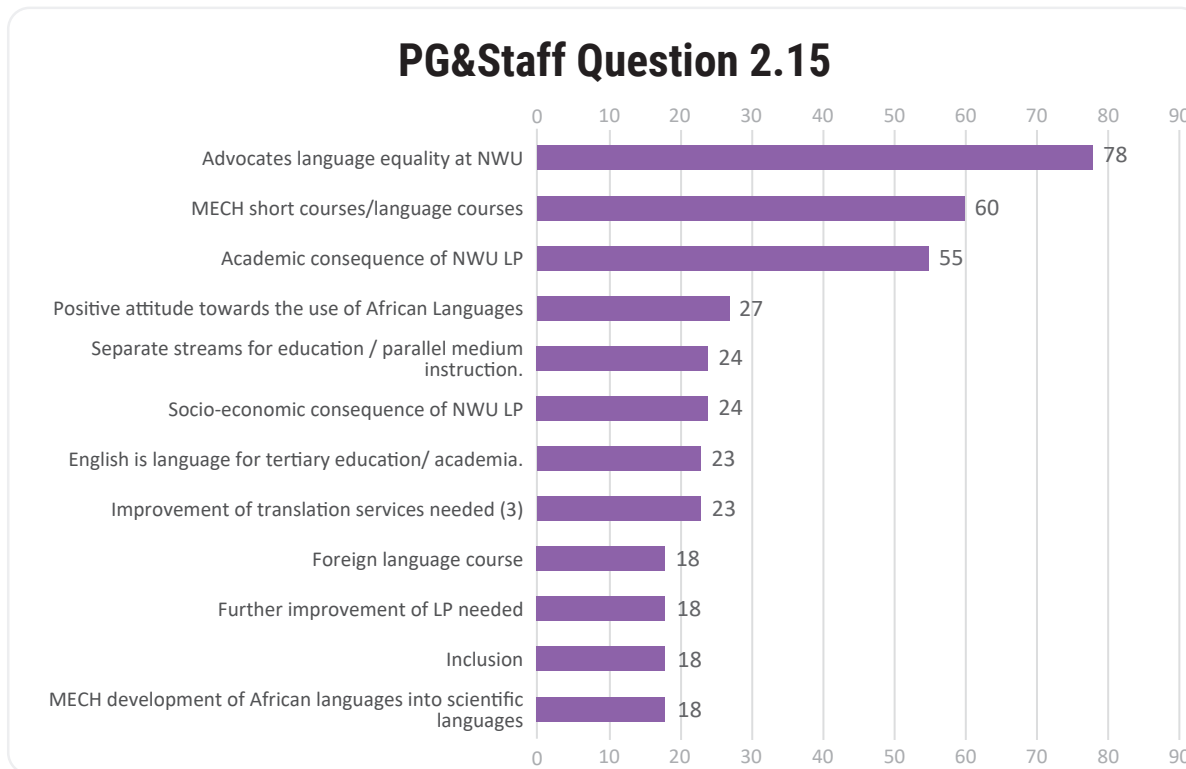
**Table 56:** Selected quotations for top three frequencies

<b>Quotations for the code: “EoP positive”</b>
I'm content by how NWU currently diversify languages for the purpose of teaching-learning and in all its communications to students and staff.
I AM SATISFIED WITH THE LEVEL OF MULTILIGUALISM USED IN OFFICIAL COMMUNICATION AND DURING CEREMONIES. I LOVE OUR UNIVERSITY SONG.
I think that NWU is doing very well with its translation services. A possible suggestion is to have faster turn-around times to ensure effective communication is maintained.
I think it's doing a very good job.
I think NWU does a good job of integrating the languages.
<b>Quotations for the code: EoP Negative</b>
Currently it looks like there are only 2 languages promoted, i.e., English and Afrikaans. Setswana is not promoted, and not even sure if there are translation services for Setswana.
Sounds fantastic on paper. On ground root level, it is a different story. There are too many contextual factors and this makes it very difficult.
In the bigger scheme if things, the institution is disadvantaging its students.
I don't know why it is in our statute. We can be far more effective and academically relevant if we teach & learn and conduct our business in one international language.
The current language policy only exist in black and white but the social and linguistic inequalities remains glaring.
<b>Quotations for the code: EoP Unfair and Exclusionary</b>
Taal moet nie in die pad van onderrig staan nie. Dit moet ook nie as politieke middel gebruik word om minderheids groepe te viktimiseer en teen studente met verskillende huistale te diskrimineer nie.
In die werksomgewing moet alles in Engels gedoen word al is slegs 1 persoon nie Afrikaans magtig nie. Dit plaas baie druk op kollegas om party keer lang dokumente te “vertaal” in Engels. Kommunikasie aan die personeelid rakende sy/haar aanstelling en ander sake vanaf P&C moet in sy/haar voorkeurtaal wees.

I feel that the English students are disadvantaged, because not all students learn the same, if as a student you have to have earphones on and still concentrate not to miss what the lecturer is saying, it's very distracting. As a lecturer I dont even know what the translator is saying during class. I would really prefer that we teach in english, because our practicals are in english, because the hospitals communicate in English
I think it's great except that the lecturers often only update Afrikaans slides and not the English slides which leads to the exclusion of people who do not speak or understand Afrikaans.
<b>Quotations for the code: Further improvement of LP needed</b>
It's better than Stellenbosch's... But while Stellenbosch is turning into a battleground over language, I think NWU could really use this as an opportunity to build bridges, especially given its apartheid past (and Mahikeng being a bantustan). There's some real potential for positive work to be done here, achieving meaningful and lasting social change, and moving everyone past their linguistic-cultural hesitancy, which will really break down so many barriers that are still rife in the community. But again, that requires explicit commitment and funding and support to the project (beyond just paying translators for signage). Also, while NWU is a bit better on operating smoothly thanks to lingua franca usage of eg English for meetings etc. I am hesitant to see the lingua franca meaning the abandonment of other languages, instead of the lingua franca being the support on which other languages can continue to be developed and used and grown. So while I strongly support English use and development (for research, internationalisation, general career development, administrative ease), I think active (and funded) steps need to be taken to enable staff and students to be able to use other languages as well. And I do think it should be a matter of policy that all staff and students be made to learn at least the four 'NWU languages' up to a basic but usable standard, over the first two or three years of a course/employment.
It has not accommodated and granted enough access to African languages.
The current language policy is aspirational but we must unpack to practical steps to implement.
Keep it simple. English. The multiple languages are recognised on paper; communication is still skewed towards Afrikaans and English.
Only use English. We have not even mastered Afrikaans and English as communication and mode of instruction languages yet - pilot period evidence cannot be ignored.

#### 4.2.2.2 Other views on language that the postgraduate and staff participants expressed

**Figure 10\*:** Main themes stated by postgraduate students and staff participants on other views to be brought to the attention of the task team.



\* Figure 10: Top 10 codes per frequency

#### Interpretation:

The narrative below includes a nuanced view of the prominent themes raised by PG and staff participants in conjunction with the languages referred to in order to guide an answer to the question: *Any other views on language that you deem important enough to bring to the attention of the task team?*

In the first instance, responses highlighted the need for language equality at the NWU (“Advocates language equality at NWU”), seen within the context of multilingualism, this refers to both the development, (see code “MECH Development of African language as scientific languages) and the use of Setswana and Sesotho (see 4th most frequent code “Positive attitude towards the use of African languages”) as LOLT as well as creating equality by empowering people with multilingualism (see codes “Mechanism short courses/language course” and “Foreign language courses”).

However, concerns about workload were



raised as well (in terms of the amount of time, energy and resources it requires to translate). Socioeconomic concerns about overloading staff, causing stress and frustration with multilingualism cropped up (see code “Socio-Economic consequences of LP”). Subsequently, a cry for the improvement of the implementation of the LP is reflected by the high frequency of the code “Further improvement of LP needed”.

The support for English monolingualism (see code “English is language for tertiary education and academic”) should be read in the context of a pro-multilingual perspective. There seems to be the idea (also reflected in responses to other questions) that English should be prioritised but that does not mean that other languages cannot be included. A suggestion notes that everything should be English but Afrikaans and Setswana courses should be offered. A participant suggested sending out “phrase of the week” in different languages.

Support has been noted for the use of African languages – particularly Setswana and Sesotho.

There is also great support for multilingualism, especially as a key selling point for NWU. The request to retain Afrikaans has been made.

The idea that multilingualism will exclude, and that English is a unifying language, cropped up again. Also, NWU is in the business of educating students and that should be done in English. A note was made that it is problematic to have Setswana in a Sesotho area (signage at VC); also, spelling mistakes were noted. Some participants noted that people need to be emotionally intelligent when it comes to language (do it naturally).

**Table 57:** Selected quotations for top three frequencies

<b>Quotations for the code: “Advocates language equality at NWU”</b>
The whole issue of language policy at NWU can be simplified if all stakeholders are critical around the issue and do not use emotions towards the policy. If we all become critical we will allow for mutual understanding and a progressive way forward. Above all, may the team ensure that no one is left behind with this policy
100% accommodation of Setswana and Sesotho OR removal of Afrikaans in the NWU teaching and learning
Daar sal veranderinge plaasvind en dit is ook reg so, maar nie net na een taal se kant toe nie as daar drie verskillende kampusse is met verskillende taal behoeftes
Dit moet eweredig toegepas word op al die kampusse. Tans moet Potchefstroom personeel dubbel werk doen deur in beide Afrikaans en Engels te kan klas gee en vraestelle opstel terwyl Mahikeng alles slegs in Engels doen.
<b>Quotations for the code: Academic consequences of LP</b>
Soos gewoonlik probeer die Universiteit almal gelukkig hou en as gevolg hiervan lei die kwaliteit van onderrig daarop, sowel as die waarde van ons kwalifikasies.
Ek dink die beleid probeer soveel as moontlik sprekers akkommodeer waarvoor ek waardering het (veral as Afrikaansspreker), maar dis 'n duur proses en ek is nie so seker dat die studente bevoordeel word in die werkplek wanneer hy/sy nie in Engels kan kommunikeer nie. Ek dink nie daar word genoeg vaardighede van die Afrikaanse spreker (en ek vermoed dit ook van die Tswanaspreker) verwag om dit die moeite werd te maak om wetenskap in enige ander taal as Engels te besig nie. Ek besef dat hierdie houding Afrikaans as wetenskaptaal glad nie tot voordeel strek nie, maar as publiserende akademikus is daar nie genoeg tyd in die dag om ook in Afr te publiseer nie, nie terwyl bevordering afhang van iets so isoteries as h-faktore nie.
<b>Quotations for the code: MECH [mechanism] short courses/language courses</b>
Short courses for students in languages like Setswana or SAL would be a great as we could then all of expand our linguistic abilities.
I would appreciate it if there were a few free courses to learn another language as a beginner.
The NWU should promote verbal communication in unofficial settings by having regular classes on verbal communication in all four languages available to staff and students free of charge.
By giving out language training.
I think a good way to promote multilingualism and have less friction would be to offer some sort of language course. This could be a small conversation class on efunDi that students can enrol in for free, where they can teach basic English, Afrikaans and Setswana.



### Quotations for the code: Positive attitude towards the use of African languages

I think that promoting multilingualism is important, especially for developing SA languages other than English and Afrikaans to an academic level. In addition, It would be good to promote the study of African languages in linguistics at honours level and higher by their native speakers in order for the field to have more in-depth research on those languages.

Include setswana let it be a new norm!

Yes, local indigenous language i.e Setswana has to be compulsory for ALL staff otherwise transformation will remain a smoke and mirrors exercise.

Prioritising of African languages .

Prioritise local languages too.

### Quotations for the code: Socio-economic consequences of LP

The amount of time, resources and money Potch campus spends on translation (this includes that spent by academic staff) is unnecessary and could be used for much better causes.

I think the task team should be realistic in what could be achieved. It should make its decision on the practicalities of the implementation of additional languages - it should also cost the implications of any decision. Cost will be in Rand as well as in time and effort. It should also consider what they will win by doing so - or whether it would be merely a nice to have and to seem to get some approval from government. There are too many things implemented at the university that places too many burdens on the academic personnel - there are creeping expectations that pile up and up. Young colleagues leave because they can find better academic circumstances at other universities that do not overburden them with additional wishes of the University management.

It takes a lot for lecturers who are not mother speakers of both English and Afrikaans to use them both to satisfy the requirements. It is not the same as with Afrikaans and English mother tongue speakers who have closely associated with the languages. This is not at all considered in our task agreements, etc.

I just want to emphasise, although multilingualism is important to me, I am aware of the costly and timely implications thereof. As a student studied in Afrikaans I usually ended up reading the English as the Afrikaans were translated in such a way that I could not understand the content. There is a difference between how language is used on a day-to-day basis and how it translated.

As a lecturer who is balancing a million things and drowning in admin my question becomes how do we translate rapidly changing content without wasting money? Who will check the quality of translations and where do we find academics within specialist areas willing to do quality assurance without breaking the bank? In the end we need to ensure that meaning is transferred and that translated content facilitate the correct understanding.

Whatever the approach to the language use policy, it should be practically feasible. Academic staff in particular already have immense workloads and when work must be translated, etc. this often becomes the work of academics due to short deadlines.



## 5 Conclusion

In drawing conclusions on the findings of this report, noteworthy points from both the quantitative and qualitative<sup>4</sup> results are discussed in relation to each other. The demographic data (**section 3.2**) indicates that the NWU is diverse in terms of gender, age, and self-reported language use.

In terms of attitudes towards association with particular languages (**section 3.3.3**), **Table 14** shows that the majority of undergraduate and honours participants do associate with particular languages. The languages that undergraduate and honours students associate with are listed in **Table 16**. It is important to note that besides the expected frequencies in the NWU official languages, the high frequencies of isiZulu and isiXhosa are an indication that these languages are

perceived as important languages by the participants in the 2021 NWU language audit.

However, an interesting predominance surfaced from postgraduate students and staff participants, where the majority indicated that they do not associate with a particular language. Possible reasons for this are mentioned in the qualitative data presented in **Figure 2**. The most prevalent code shows that participants view themselves as bi- or multilingual individuals, hence they cannot associate with a single language. This is also the case with undergraduate and honours participants who stated that they do not associate with a particular language. In combination then, the prevalent reason still results in being a bi- or multilingual individual, where language is more about

communication (**see Figure 2**) than about association (**see Figure 1**). Exploring the effect of social identity development theory in the case of the participants groups might also provide insight into the different views about associations with a specific language expressed by different participant groups.

With reference to views on language matters at NWU (**section 4**), it is apparent that undergraduate and honours participants mostly prefer making use of English, Afrikaans, Setswana and Sesotho as opposed to the other options of monolingual English-only, monolingual Afrikaans-only, or bilingual Afrikaans-English (**Table 20**). This indicates that what the NWU is trying to achieve with its LP is increasingly being understood and accepted. Moreover, the same group of

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<sup>4</sup>It should be noted that detailed qualitative discussion is in the body of the report and is referred to here to qualify or enlighten quantitative observations made.



participants seem to prefer single-medium classes at the outset (compared to multilingual classes); however, if one adds up those in favour of non-monolingualism, they far outweigh the proponents of monolingualism. In addition, the low number in favour of multilingual classes appears contradictory to the results in **Table 20**, the reason probably being the distinction between the university generally, and the language(s) used in classes specifically. Undergraduate and honours students' views about a preferred language of tuition at NWU (**Table 24**) is dominated by English, which is understandable given the demands of the world of work, and the fact that NWU has been increasingly educating students in that direction as they progress through their study years (e.g., programmes in LLB, Chartered Accountancy, Business Mathematics and Informatics, Engineering, etc.). Another reason is made apparent in the qualitative data, for example in **Figure 4**, where this group of participants advocate for language equality at NWU. In other words, they are of the opinion that if not all official

languages of the institution are treated equally, then English should be the only medium used. Other reasons pertain to academic consequences of multilingual classes (such as quality of translation/interpreting and confusion caused by having more than one language on their assignment instructions/examination papers). A further observation concerning multilingual examination papers is corroborated by **Table 25**.

Despite these reasons, the willingness of participants to participate in short language courses (also noted in **Table 30**) is encouraging, along with a positive attitude towards the use of African languages, which was the same for the postgraduate and staff group of participants (**see section 4.2.1.15**). The support for using African languages is evidenced in **Table 26**, with specific reference to the high number of participants indicating that Setswana is their preferred language for examination purposes. This high figure, and the higher-than-expected other languages indicated, reveal a

much greater need than one would have anticipated. It could indicate a high need overall to have papers in other African languages, although preferred language of answering may still be English. Unfortunately, this was not probed. But **Table 28** may cast some light on what students really want in this regard, if one aggregates the needs in exams and in assignments. This is going to be a real challenge going forward; that is, not only having more question papers in Setswana and Sesotho, but also being able to have answer papers in these languages marked/graded. In addition to these participants being open to language courses to broaden their linguistic repertoires (**see Table 32**), the need for English-language support (not academic English), perhaps an English Short Language Programme, has been noted by both the quantitative data (**Table 31**) and the qualitative data (although it did not feature as a "top 10" frequency). The same result was noted by the postgraduate and staff group of participants (**see section 4.2.1.13**).

The postgraduate and staff participants also reflect positively in terms of making use of English, Afrikaans, Setswana (and Sesotho) as languages of instruction – a majority response for all three campuses (see section 4.2.1.1). Consequently, postgraduate students and staff participants’ perceptions about the languages of instruction to be used in honours programmes is English only (section 4.2.1.2). This may be because participants feel that dissertations and/or articles will receive more exposure and are published more easily if they are written in English as a global *lingua franca* (an observation made through the qualitative data using the code “English is language for tertiary education/ academia”). A heartening pro-multilingual trend is evident in section 4.2.1.3, where postgraduate students and staff participants’ perceptions about the exclusive use of English for the writing of dissertations and theses show more “Disagree” and “Strongly Disagree” than one would have expected at postgrad level. However, the “Strongly

agree” response remains the prevalent perception of the exclusive use of English for writing dissertations and theses. Moreover, postgraduate students’ and staff participants’ perceptions about the meaningfulness of using languages other than English for the communication of the most important findings from research are that it would be worthwhile to communicate not just in English and that using more languages besides English would assist in developing other languages for HE (section 4.2.1.7). This once again shows understanding of what NWU is trying to achieve.

As for postgraduate students’ and staff participants’ perceptions about the working languages at each campus and university-wide communication, “English only” received the majority response although a trend towards “thinking multilingual” is clear (section 4.2.1.8). The same trend is clear concerning postgraduate students’ and staff participants’ perceptions about the languages to be used at meetings in the

workplace (4.1.1.10). The pro-monolingual-English option also formed two of the top three codes in the qualitative data (Figure 7), with reasons including: “the potential confusion and disorder that may arise from multilingual meetings, so that ultimately it becomes a waste of time”. It is also noted that using English puts everyone on a level and fair playing field. Furthermore, responses indicate that English is accommodative and inclusive, accommodating everyone, especially considering the fact that we have international staff members. English is seen as the “common denominator/ neutral/respectful”. However, just as it was noted in the quantitative results for section 4.2.1.8, a pro-multilingual trend is apparent, although English remains the favourite in these contexts.

Section 4.2.2 deals with only qualitative data concerning direct questions about the views and experiences with the current NWU LP and application, as well as any further details to which participants would like to draw the



attention of the task team. **Sections 4.2.2.1 and 4.2.2.2** reflect on the responses to these direct questions. Regarding the experience of the policy, all participants (undergraduate, honours, postgraduate and staff) have a positive experience of the policy. However, it is important that the codes which follow the “positive experience” relate to a negative experience resulting from perceptions that the policy is unfair to some languages, that it is exclusionary, and that there are academic consequences associated with bi- and multilingual approaches (see Figure 8). All other views that were requested from the participants are summarised in **Figures 4 and 10**, according to participant group. For both groups of participants, the top code was the advocating of language equality at the NWU; a point made earlier was reiterated, namely that either all languages need to be treated equally or otherwise the NWU should rather employ

a monolingual policy so that no language competes with another. This equality also speaks to the academic consequences as a top-three code for both groups (those consequences are mentioned in detail in the full qualitative reports in the relevant, aforementioned sections). Furthermore, the positive attitude towards multilingualism, the institutional languages, and African languages remains prevalent in the Language Audit Survey data as both groups suggest that additional language courses be offered by the NWU.

Overall, one can conclude that the opinion is that multilingualism is received positively but that its implementation needs to be fair and functional for all.



## APPENDIX 4

# Language Awareness Week 2021

By Prof. Maryna Reyneke

## INTRODUCTION

The NWU is proud of its multilingualism. It depicts our beautiful cultural diversity, enabling us to broaden our horizon, grow in respect for one another and renew our ideas. While it is true that we come from different backgrounds and speak different languages, it is also true that language brings us all closer.

Based on work done by Ricento and Hornberger (1996), our theme for this week of celebrating multilingualism at the NWU was Language as a Right, a Resource and a Responsibility.



## EVENT OVERVIEW

The School for Language Education (SLE) in the Faculty of Education hosted this event in coordination with the Faculty of Humanities, the Language Directorate and other faculties. On the one hand the organising committee focused on the celebration of different languages represented across the campuses of the NWU and on the other, on the celebration of unity across linguistic borders based on the fact that in the South African context people may typically use multiple languages interchangeably and in strategic ways to make meaning (Wildsmith-Cromarty & Balfour, 2019:296). This notion manifested at the start of each morning session in the welcoming message of one of our multilingual junior lecturers, Ms Shereen Mogorosi. Ms Mogorosi embraced the opportunity to share her passion for the different languages that are part of her linguistic repertoire. Monday's message was focused on all languages of South Africa, probing the attendees on the use of languages. Tuesday focused on language as a unifying symbol/tool similarly to music and sport. Wednesday's message concerned proverbs that are only beautiful and unique to us as South Africans. On Thursday the beauty of words that are only understood by South Africans no matter where we find ourselves in the world was highlighted, and on Friday the focus was on how languages unite us.

We furthermore identified the importance of including the student voice and launched a variety of competitions and events for students to take part in before the start of the live event.

## STUDENT COMPETITIONS AND EVENTS

Dr Salomé Romylos took responsibility for the following:

### VOICES

The subject group English for Education has been compiling a booklet, called Voices, since 2015 as part of an effort to encourage creative writing among our students. In preparation for LAW 2021, the initiative was open to all 3 subject groups of the SLE in the Faculty of Education, including Afrikaans for Education and African Languages for Education. Students were requested to write their own poems and short stories on a specific topic. These poems could have any chosen structure without exceeding one page; whereas the short stories had to be no longer than 1,000 words. In our adjudication, we looked at aspects like adherence to theme, creativity, use of diction, figures of speech and other stylistic devices. We found that there was a dire need for students to express themselves creatively, and we have had various themes, such as hope, animals, unity, COVID-19, artificial intelligence and this year, which actually builds on last year, Adaptation. The work of the students sheds light on their thoughts and feelings and their resilience during turbulent times. This is also an opportunity for prospective teachers to acquire skills in creative



writing in order to motivate their learners to write once they are in the profession.

All suitable submissions are included in the electronic booklet, which is available on the NWU website. Lecturers from all campuses were asked to be adjudicators so that we could ensure that the process was fair and transparent.

This event was very successful, and the end product is testament to it. The submissions of students are of a high quality and they participated with vigour and enthusiasm. Lecturers got insight into their worlds. This is a way of attending to the affective development of our students.

The winners received prizemoney that was paid over into their student accounts. Winners were as follows:

- English Poetry: 1. Meagan Marcus: Musings of a millennial 2. Shimoné Nel: Adaptation 3. Juandré Nell: Unyielding

- English Short stories: 1. Carolynn Brunsdon: My 10 days. 2. Gerco Wagenaar: I am a peppered moth. 3. Amoré van der Merwe: We will adapt and overcome, like we always do.
- African languages: Setswana Poko: 1. Maida Pietersen: Tlwaelo ya botselo jwa segompiono
- Setswana Thothokiso: 1. Thabang Bala: Lefu se qeta maphelo
- isiZulu Ubunkondlo: 1. Thenjiwe Radebe: Ukujwayelo komfundi omusha esikoleni
- isiZulu Dikgangkhutshwe: 1. Setswana: Primrose Mooketsi: Ke bone ka nna!
- Afrikaans gedigte: 1. S.M. Theron: Jan tuisbly
- Afrikaans kortverhale: 1. Ernst Nebe: Ons kyk anders

### *Celebration of different languages video*

Students here had to create a video of no longer than one and a half minute (90 seconds) where they recite or rap or say a short speech about their language. This could include, among other things, their thoughts and feelings about their language or languages, how their language can be seen as a tool for communication and reconciliation, and interesting facts about their language. They could use only their home language or a combination of languages. This could be an individual, pair or group effort. Staff members from the subject groups English-, Afrikaans- and Setswana and African languages also contributed and made videos. This was a fun activity and greatly contributed to bring some comic relief to more serious sessions as these were played every morning prior to sessions. Messrs Johan Zerwick and Lebohang Mathibela were asked to adjudicate this competition.



This was a successful endeavour. Students and staff alike enjoyed making these short videos. There were also used to kindle interest every morning before sessions. The collaboration among different students was also very positive.

The four winners of prizemoney were as follows:

Celebration of different languages video:

1. Afrikaans: Khali Young
2. English: Frances Bredenkamp
2. Setswana: Lesego Motlhankane
3. Sesotho: Mosia Monare

#### *Translation of audio recording*

Staff members of mainly the SLE and a few others made an audio recording where they had a discussion about different languages in a very natural way. These languages included Setswana,

Sepedi, isiZulu, Afrikaans, English, Greek, Portuguese and German. The main aim was to get students to listen to the conversation and recognise their lecturers and then attempt to translate the entire text into English. Another aim was to for students and staff that it is possible to have meaningful conversations with persons speaking other languages and that we can learn from one another. cording:

The main aim was to focus on our diversity in languages, and for students and staff to see how we can have meaningful conversations around language. This initiative should not have been a competition as it was quite a daunting task to translate the entire dialogue into English. However, as mentioned, the main aim was to listen and see the ease of communicating among staff members while speaking 8 different languages, both local and international.

A PowerPoint Presentation was made including the photos of the winners in each category. The students were invited to the closing ceremony, and they expressed their gratitude for having been able to participate in these competitions.

An event was organised by Mr Leroux Malan inviting students to contribute co-curricular terminology from student life in four languages: Afrikaans, English, Setswana and Sesotho. This list was added to the LAW 2021 website and is available at [https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/calendar/2021/Student-Life-Co-Curricular-Terminology\\_digital.pdf](https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/calendar/2021/Student-Life-Co-Curricular-Terminology_digital.pdf)

## PROGRAMME AND ATTENDANCE

Details of the event (e.g. the programme) are available here: <https://www.nwu.ac.za/language-awareness-week-2021>. In the table below the programme, theme and number of registrations and number of eventual attendants for each GAW 2021 session can be found.

Date	Theme	Registration (#)	Attendees (#)	Links to session recordings
13 September 10:00 – 12:00	Live session: Presentation on Language Portraits	123	31	<a href="https://youtu.be/QW1qwPAaxZc">https://youtu.be/QW1qwPAaxZc</a>
13 September 14:00 – 16:00	Live session: Discussion of language portraits that have been completed and submitted	123	31	<a href="https://www.youtube.com/watch?v=8--XhWluLAc">https://www.youtube.com/watch?v=8--XhWluLAc</a>
14 September 2021 10:00 – 12:00	Pre-recorded session: “Authors’ Day” in collaboration with NB publishers.	59	48	<a href="https://youtu.be/KtvuSBUtnKQ">https://youtu.be/KtvuSBUtnKQ</a>
14 September 2021 14:00 – 16:00	Live session: Writing and publishing in African Languages.	35	21	<a href="https://youtu.be/zggWNm-DtwE">https://youtu.be/zggWNm-DtwE</a>
15 September 2021 10:00 – 12:00	Live session: The TRC from the perspective of the interpreter/translator Input from panel members, panel discussion and Q&A	44	38	<a href="https://youtu.be/PCtt6Dy5XwU">https://youtu.be/PCtt6Dy5XwU</a>
15 September 2021 14:00 – 16:00	Pre-recorded session: How language is used to manipulate  Live and pre-recorded session Puisano le Lesego Motlhankane / In conversation with Lesego Motlhankane, BEd III student winner of AVBOB literary award.	44	38	<a href="https://youtu.be/X-RbX_wdu0M">https://youtu.be/X-RbX_wdu0M</a>
16 September 2021 10:00 – 12:00	Live session: Presentation on Multilingual Pedagogies.	52	30	<a href="https://youtu.be/HoHL-8i_L58">https://youtu.be/HoHL-8i_L58</a>
16 September 2021 14:00 – 16:00	Pre-recorded session: Showcasing work done by lecturers on MP	48	30	<a href="https://youtu.be/nvVOzs4k5-U">https://youtu.be/nvVOzs4k5-U</a>
17 September 2021 10:00 – 12:00	Live session: BAQONDE PROJECT Sharing video recordings followed by live panel discussion	55	36	<a href="https://youtu.be/r8HT3bV_s1I">https://youtu.be/r8HT3bV_s1I</a>
17 September 2021 14:00 – 16:00	Live session: Wrapping up the week. Announcing winners of Voices, winners of ‘My Language’ competition, winners of student translations of academic concepts.	55	48	<a href="https://youtu.be/RP2hcwhsRH8">https://youtu.be/RP2hcwhsRH8</a>
<b>Total unique attendees over 5 days</b>			<b>120</b>	



All the sessions have been recorded. Videos of each of the sessions can be accessed by clicking on each of the links in the table above.

This week in September proved to be an extremely busy week on the university calendar. This posed an additional challenge for interested parties to commit their attendance of and engagement during sessions on the LAW programme. NWU Corporate Communications assisted with great enthusiasm to advertise the events, yet the attendance of certain sessions was dismally low. We trust that making the material available on YouTube after the event, will reach more people and will raise awareness of the use and role of languages at the NWU and in the wider South African context. All of the live sessions lead to interesting and stimulating discourse – it is a pity that these could not be attended by more people.



# OVERVIEW OF SESSIONS

## MY LANGUAGE PORTRAIT EXPERIENCE

### EVENT DETAILS

*Facilitators: Susan Coetzee-Van Rooy and Leroux Malan*

Date and time slots on LAW 2021 programme: Monday, 13 September 2021, 10:00 – 12:00 (session 1); Monday, 13 September 2021, 14:00 – 16:00 (session 2)

### PURPOSE AND AIM OF THE SESSION

The purpose of the session was to provide an opportunity for participants in the LAW 2021 to reflect on their multilingual repertoires with the help of the creation of language portraits. The aim of the session was to help set the tone for the language awareness sessions that would follow during the rest of the week and to inform the participants of the NWU's multilingual language policy.

### MAIN ACTIVITIES

#### Session 1:

In session 1, an overview was presented about the status of multilingualism across the world, in South Africa and at NWU. The focus was on making participants aware of the different roles and functions played by languages in the repertoires of multilingual people. After the overview, participants were informed how to create a language portrait and were invited to create their own language portraits to use in the reflection session in the afternoon. Participants were provided with digital materials to complete their own language portraits and were invited to submit their own language portraits should they wish to do so.

#### Session 2:

In session 2, the language profiles of participants were discussed. These language profiles were based on a quantitative questionnaire circulated prior to the sessions to the group of

participants who had confirmed their attendance. After the language profiles, a reflective discussion followed where participants reviewed their own language portraits as guided by the facilitators. The reflective conversation included the discussion of some pre-session language portraits and encouragement by the facilitators for participants to view their own portraits and to reflect on the roles and functions that the languages in their repertoires play.

With the reflection as background, the facilitators shared an audio file with participants which illustrated how language terminology can be developed in African languages in a practical and intellectual manner. This was followed by a discussion of the NWU's multilingual language policy and focused on multilingual policy arrangements in the Teaching and Learning domain, as well as in the Student Life domain.

## **OUTCOME OF THE EVENT**

The sessions were attended by 31 participants who all participated actively. Many participants voiced their surprise at the complexity of their own language profiles and portraits. Participants were of the view that creating a language portrait is a fun and very effective way to reflect on the roles and functions of languages in their repertoires. Participants also stated that they understand more clearly why the NWU opted for a multilingual language policy and how the implementation of this policy is possible and beneficial for teaching and learning and social cohesion at the NWU.





## AUTHORS' DAY

### EVENT DETAILS

*Facilitator: Ms Carmen du Plessis*

Date and time slot on LAW 2021 programme: Tuesday 14 September 2021, 10:00 – 13:00 (session 1).

### PURPOSE AND AIM OF THE SESSION

To highlight the availability of dictionaries for the promotion of African languages in the Foundation Phase and the Intermediate Phase. Raising awareness of published texts in the genre of young adult literature.

The subject group Afrikaans for Education, Faculty of Education, in collaboration with NB Publishers, presented an online writers' day as part of the NWU's Language Awareness Week. The presentations were in Afrikaans and English to support multilingualism. Although the presentations were online, good interaction was created in the audience by the facilitator, Ms Carmen du Plessis. What contributed to the cosy atmosphere of the Writers' Day were the ten draws

for book prizes. The book prizes were sponsored by NB Publishers.

The aim of the Writers' Day was to involve teachers, students and subject advisers for the sake of creating an interest group for Afrikaans, but also for multilingualism and the promotion of reading.

Session 1 = Delana Fourie, Pharos lexicographer, talked about the bilingual dictionary for the Foundation Phase (Afrikaans and English), as well as the Setswana and Sesotho dictionaries.

Session 2 = Carin Krahtz, the compiler of the short story collection *Ingonyama en ander maats met leeueharte*, talked about this collection and conducted interviews with co-authors Nelia Engelbrecht and Cecilia Steyn.

Session 3 = Helen Moffett introduced the English short story collection that she compiled with the title: *Going wild and other stories*.

Session 4 = Constant van Graan discussed his trilogy *Jungu Josh*. The theme music, the creation of a new language and the map of Kalimba testify to the multimodal nature of this trilogy.

Session 5 = Henk Viljoen from NB Publishers presented on the value of picture books in the classroom.

The Authors' Day was definitely a huge success. The virtual nature of such a day will definitely be explored in future.

## WRITING AND PUBLISHING IN AFRICAN LANGUAGES

### EVENT DETAILS

*Facilitator: Mr Kaka Mokakale*

Date and time slot on LAW 2021 programme: Tuesday, 14 September 2021, 14:00 – 16:00.

### THE PURPOSE OF THE SESSION

The purpose of this Session was to hear from different experts about the writing, publishing and distribution of creative texts in African Languages. The aim was to provide information to

students as potential writers in African languages. Stories of successful authors were shared. The young student writer from the NWU, Mr Lesego Motlhankana, a prizewinner of the AVBOB poetry competition, contributed to motivating students to start working on creative outputs in African languages.

Panellists responded to the following four questions: (*Panellists were Prof Shole Shole of the NWU and Ms Gobonamang Mookapilo of Sol Plaatje University*)

- How can the language policies of public HEIs support the development of literary texts in African languages?
- In your view, what are the main reasons for the lack of creative texts in African languages?
- What can be done to ensure that more texts are generated, marketed and purchased?
- How does Repatriation benefit the growth and development of African texts?

## THE TRC FROM THE PERSPECTIVE OF THE INTERPRETER

### EVENT DETAILS

*Facilitators: Susan Coetzee-Van Rooy and Johan Blaauw*

Expert panel members: *Lebohang Mathibela and Johan Blaauw*

Date and time slot on LAW 2021 programme: Wednesday, 15 September 2021 (10:00 – 12:00)

### PURPOSE AND AIM OF THE SESSION

The purpose of this session was to highlight the importance of interpretation at the historical event of the Truth and Reconciliation Commission in South Africa. The session linked to the LAW 2021 themes in that it highlighted the ideas of languages as rights (embodied in the rights of TRC participants to use their home languages when they contributed), resources (embodied in sharing the

experiences of 2 TRC interpreters that used their multilingualism and interpretation abilities as resources that made it possible for TRC participants to effectively exercise their rights to use their home languages during proceedings) and responsibilities (highlighting the responsibility of bodies like the TRC to facilitate the use of home languages in the proceedings). The aim of the session was to provide information about the

TRC and the important roles played by interpreters to the next generation who might not be knowledgeable about this important event in South African history; and to inspire the interpreters of the future to continue with honing their skills.

### **MAIN ACTIVITIES**

The session consisted of four activities:

1. The facilitator introduced the TRC and the role of interpreters to the participants. A brief video clip was played to provide participants with examples of reporting and the type of hearings that happened during TRC event.
2. A pre-recorded video was played where the facilitator interviewed Lebohang Mathibela, who played an important role in the recruitment and training of TRC interpreters with the colleagues at the UFS centre where he worked at that stage. He responded to the following questions during the interview:

- Who were the TRC interpreters and translators, and how were they sourced?
- What can you tell us about the TRC logistics?
- What types of hearings were held by the TRC?
- Upon reflection many years later, how did involvement with the TRC shape you / transform you as an interpreter/translator?

3. A live session followed where Johan Blaauw provided background details to the participants about the rationale for the TRC, the duration of its activities and details of types of hearings that took place. He also shared experiences from his own TRC interpretation and his understanding on the value of the TRC today.

4. The concluding session was a Q&A session where participants could ask questions to the panellists (Lebohang Mathibela and Johan Blaauw). This was a lively conversation where the

panellists answered such questions as: did the audience ever correct your interpretation at the TRC; how did your involvement in the TRC influence your career as interpreter; what do you think is the status of the TRC in South African history?

### **OUTCOME OF THE EVENT**

The session was attended by 38 participants. The session ended where especially younger participants expressed their surprise at the history of the TRC, which they were unaware of. Furthermore, the interpreters in the audience expressed their appreciation and gratitude to the two panellists for sharing their personal interpretation experiences at the TRC, as this provided a lot of insight into the nature and challenges of interpretation at these high-stake events. Overall, the approach to discuss the TRC from the perspective of the interpreters was perceived as a novel and worthwhile experience by the audience.



## TOPIC 1: HOW LANGUAGE IS USED TO MANIPULATE

## TOPIC 2: IN CONVERSATION WITH LESEGO MOTLHANKANE, BED III STUDENT WINNER OF AVBOB LITERARY AWARD

### EVENT DETAILS

*Facilitator: Dr Dolly Dlavane*

Date and time slot on LAW 2021 programme: Wednesday, 15 September (Topic 1: 14:00 – 14:25; TOPIC 2: 14:25 – 16:00)

### Topic 1: Presented by Prof Liberty Hove

An audio presentation was pre-recorded. Prof. Hove focused on the manipulative use of languages in different situations and spaces.

### Topic 2: Presented by Lesego Motlhankane and Kacelo Duncan Kgatea

A live presentation was combined with a pre-recorded video. The session was about showcasing the BEd III Setswana student, Lesego Motlhankane, who won the first prize for Setswana Poetry in the 2020 AVBOB Competition for Poetry and the North West Setswana Spelling Bee Competition. Mr Kabelo Duncan Kgatea,

an experienced and respected Setswana author, published an anthology of poetry with Lesego, after the competitions.

Lesego Motlhankane was asked to respond to the following questions:

1. Please tell us about the all the literary competitions that you entered since you started your studies at the NWU.
2. Let us begin with the AVBOB Literary Awards (poetry) then the Setswana Spelling Bee. How did you know about these competitions?
3. For which of your poems did you win the first prize? Can you share with the audience what you think could have made you win the first prize?
4. Spelling is a challenge to most Setswana students. What contributed to you winning the competition?
5. Why would you say poetry may not be appreciated by the average student?
6. There are other literary genres. Why did you choose to write poems?
7. What do you think is important to the poet in writing poetry?
8. You have published your anthology called *Pitsana ya Poko* (Pot of Poetry) with the distinguished Setswana author, Mr Kgatea. This is interesting as you are only a third-year student. Can you share your experiences about meeting with Mr Kgatea, working with him and finally publishing an anthology with him?
9. Can you share your experiences in publishing a Setswana literary text. Was it a smooth ride? If there were challenges, can you share them with the audience?
10. Share with us what you have learnt from the process – starting to write, finding yourself with Mr Kgatea and publishing.

11. We live in modern times which affect the language proficiency of most African Languages students. This is a concern since these students are going to be teachers of Setswana in 2023. As a young writer and student teacher, what do you think can be done to attract students to love their home languages, use them, and participate in developing them.

12. As a developing writer, where do you see yourself in five years?

13. Which of your poems are closer to your heart? Justify.

14. Can you recite one of them?

The interview was followed by a pre-recorded session that Dr Dlavane had with Lesego before LAW resumed. After the pre-recorded video play, Dr Dlavane invited Mr Kgatea to join in the interviews to share with the audience his experiences in writing and producing an anthology. He was also requested to

indicate which areas of the BEd poetry modules he thought should be focused on.

Lesego Motlhankane's work will be available on YouTube shortly after LAW 2021.

## MULTILINGUAL PEDAGOGIES IN HIGHER EDUCATION

### EVENT DETAILS

*Facilitators: Dr Kotie Kaiser and Dr Dolly Dlavane*

Date and time slots on LAW 2021 programme: Thursday, 16 September 2021, 10:00 – 12:00 (session 1); Thursday, 16 September 2021, 14:00 – 16:00

### MORNING SESSION: MULTILINGUAL PEDAGOGIES IN HIGHER EDUCATION:

This session combined a pre-recorded presentation on the U-shaped model for discourse presented by Prof. Wildsmith-Cromarty, Prof Reyneke, Dr Dolly Dlavane and Dr Kotie Kaiser and responses from Prof Theo du Plessis from UFS and Prof Langa Khumalo from SADILAR on issues related to the role and application of multilingual pedagogies

in Higher Education. A panel, consisting of Dr Dolly Dlavane and Dr Kotie Kaiser (from NWU) as well as Dr Nomakho-sazana Rasana (from NWU) discussed the following topics in response to the pre-recordings:

- Multilingual pedagogies as a feasible option to promote multilingualism in Higher Education;

- The role of different languages in student learning;
- Utilising multilingual repertoires during lectures;
- African languages as academic languages.

For the last 30 minutes of the session, participants joined a table of their choice and interacted with three lecturers from the NWU who took part in the short course on Multilingual Pedagogies for lecturers in 2019/2020. Mrs Danel Kruger focused on how she utilised GSuite and Mentimetre to promote multilingualism during online teaching in her Business Studies class while Mrs Erika Potgieter focussed on utilising multilingual SI facilitators and translators to scaffold assessment in a Mathematics classroom, and Ms Chantelle Kruger discussed the use of language portraits to understand the student profile better and to promote awareness of multilingualism among students.

The session was attended by academics and postgraduate students from several language backgrounds and contexts, and they engaged with the topics during the panel discussion as was evident from the comments and suggestions in the chat box. There was a lively discussion about language as responsibility of the speakers and the importance of raising awareness and presenting students with options and examples of the benefits of a multilingual repertoire in the course of their learning.

#### **AFTERNOON SESSION: SHOWCASING OF MULTILINGUAL PEDAGOGIES AT THE NWU**

This session showcased short, pre-recorded presentations by lecturers from NWU, CUNY and Texas University who are currently utilising different multilingual pedagogies in their classrooms. Each recording was viewed and aspects of the application of multilingual pedagogies in Higher Education were discussed. These aspects included:

- The relevance of specific strategies to different contexts in Higher Education;
- The ease and effectiveness with which the showcased strategies can be utilised in a blended environment;
- The challenges of applying strategies that did not work and adapting your teaching accordingly;
- The role of certain strategies to utilise the multilingual repertoires of staff members;

Prof Nico van der Merwe from the School of Accounting Sciences at the NWU and his colleagues discussed their project on utilising translated PPT voice-overs in the training of accountants. Dr Alyssa Cavazos from the University of Texas discussed how she utilised students' Spanish repertoires in a writing class and Prof Lucy McNair and Prof Leigh Garrison-Fletcher at the City University of New York discussed how they trained lecturers in utilising diverse languages across the

curriculum in their Language Across the Curriculum course for lecturers. Mrs Erika Potgieter from the Vaal Campus of the NWU discussed her use of translation and student facilitation to scaffold assessment in her Mathematics classes and Ms Chantelle Kruger, an Afrikaans lecturer in the School for Language talked about the value of utilising language portraits to get to know the students and to promote awareness of the benefits

of multilingualism in classes. Mrs Danel Kruger discussed how she used the GSuite and Mentimetre in her Business Studies classes for contact and distance students in her online teaching during the Covid pandemic. Lastly, Prof Alfred Brunsdon discussed how the Faculty of Theology went about implementing the language policy and shared an idea on developing terminology from the bottom up in a faculty.

There were 30 participants during this session and it was less interactive than the morning session, but attendees still commented in the chat box and expressed their interest in and respect for lecturers who are piloting different strategies and sharing their experiences to promote multilingual teaching in Higher Education.

## BAQONDE PROJECT

### EVENT DETAILS

*Facilitator: Prof Rosemary Cromarty-Wildsmith*

Date and time slot on LAW 2021 programme: Friday, 17 September 2021, 10:00 – 12:00

Prof Wildsmith-Cromarty introduced the session which was on the use of Multilingualism in Higher Education and the introduction of a new EU Erasmus+ funded project, BAQONDE, which is focused on supporting the use of African languages in Higher Education. A short

video was then played in which the two Co-Investigators of the BAQONDE project, Dr Pedro Alvarez Mosqueza (University of Salamanca, Spain) and Mr Johan Blaauw, (Language Directorate NWU) introduced the main focus of BAQONDE and the other partner institutions, which are: Groningen University, Netherlands, Trinity College Dublin, Ireland, University of KwaZulu-Natal, University of the Western Cape and Rhodes University. Their presentation focused on the main aims of BAQONDE, which is to set up African Language Development Units (ALDUS) in the partner institutions, which can then be shared with other institutions

at a later stage; materials and resources development in the African languages and training of both African language teachers and teachers of multilingual pedagogies. The longer-term aim of the project is to create a wash-back effect to schools, where the African languages need to be far more visible. The session then moved to pre-recordings by invited experts of their responses to three questions:

1. In your opinion, in which ways can the African languages be used for learning and teaching in the academic domain at tertiary level?

2. If they can be used, then which varieties should be used at tertiary level: the so-called “standard” varieties developed by Language Boards or Bodies, or the less formal but more familiar varieties that students (and some of their lecturers) use at home and in their communities?
3. What place or role does Afrikaans have in the academic domain at tertiary level?

The experts who answered these questions were: Prof Langa Khumalo from SADiLaR; Prof Coetzee-VanRooy from NWU, Dr Lolie Makhubu-Badenhorst from UKZN and Dr Dion Nkomo from Rhodes University. Three of these experts are also part of the BAQONDE

project. Once the audience had listened to the responses to the three questions, the host opened up the floor to the audience and panellists for a live Q & A session. The panellists included staff and students from the NWU as follows: Prof Nico van der Merwe (School of Accounting Sciences, Faculty of Economic and Management Sciences, NWU), Dr Luzaan Hamilton (School of Accounting Sciences, Faculty of Economic and Management Sciences), Dr Dolly Dlavane (Subject Head for African languages, Faculty of Education), Dr Matome Mabilietja (Languages department, Faculty of Education), Ms Boitumelo Swartbooi, Nicolus Thambe, Cebisile Mthethwa and Thabang Mathetha, from Languages. The discussion focused on the pre-recorded answers to the

questions and also on staff and student experiences of learning and teaching through multilingual pedagogies. A lively debate ensued on the issue of standard versus non-standard varieties and how the implementation of the faculty language plans was being experienced. All in all, feedback was very positive and participants enjoyed the session. In her closing remarks, Prof Wildsmith-Cromarty thanked all the participants (presenters, panellists and audience) for their participation and stated that the implementation of multilingualism at NWU, together with the support of the BAQONDE project which will end in November 2023, augurs well for continued support for the African languages in higher education, and, hopefully, in schools.



## CONCLUSION AND PRIZEGIVING

Prof Maryna Reyneke concluded LAW 2021 by giving an overview of events and thanked all facilitators, presenters, panel members and attendees for their contributions. The winners of the student competitions were welcomed and congratulated. Dr Romylos gave an overview of the competitions. A PowerPoint presentation with pictures of all the prize-winners was shown. Dr Kea Sheshoka did the virtual prizegiving.

All presenters and attendees received badges via e-mail.





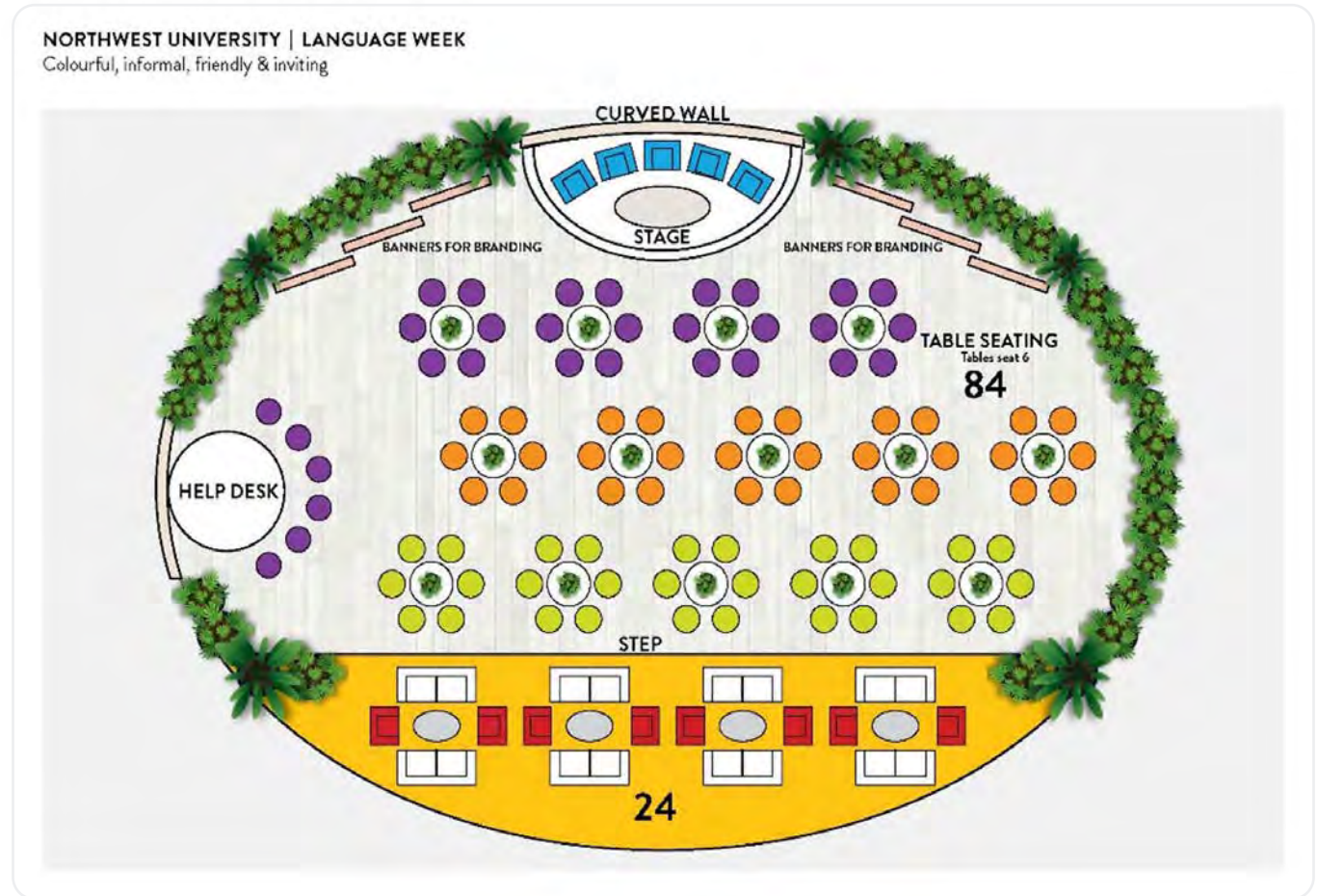
## LESSONS LEARNED

Planning for LAW 2021 started in June. It was an immense task to put everything together via virtual meetings. The contribution of each and every team member was vital for the successful presentation of the event. Future organising committees should take note of the following:

### TIPS FOR FUTURE OFFERINGS

- ✓ For an online event, you need a reputable service provider. We used Millennium Travel from Cape Town who offered a professional platform with a variety of functionalities such as participant registration, confirmation of registration by e-mail, uploading of video and audio recordings, activation of recordings, dry runs, direction of all sessions and statistics for each session on each day. This was the most expensive budget item.

Millennium created the following floorplan for LAW 2021:



- ✓ Get a team of academics and support staff together. Assign roles.
- ✓ Select a theme and plan accordingly.
- ✓ Ensure that each person knows exactly what he/she is responsible for.
- ✓ Request the design of a banner and logo in time to be used for marketing purposes.
- ✓ Regular meetings aid in maintaining momentum with the planning of the programme.
- ✓ Clear and direct communication between all stakeholders is important. This includes Corporate Communications responsible for marketing the event.
- ✓ Facilitators/presenters also play a huge role in marketing their own sessions.
- ✓ Make recording available on YouTube afterwards.
- ✓ Incorporate the student voice.
- ✓ Ensure that the topics to be covered are pertinent.
- ✓ Plan for no more than two sessions per day.
- ✓ Obtain information on the available budget for hosting this event.





# CONCLUSION

It is important for the NWU to continue to raise awareness of the importance of language at the institution and in the wider community. LAW gave us the opportunity to focus on language as a right, a resource and a responsibility. There is a sense of disappointment when one looks at the total number of attendees over the week. However, based on the positive feedback that we received from those who attended and engaged during sessions, we believe that it was worth all the time, energy and money that we spent on organising and hosting the event. The timing of the event is important but then again, it is hard to find a 'quiet week' on the NWU calendar.

Finally, the line managers of members of staff who are prepared to assist in organising/presenting/hosting LAW should note that this is a huge responsibility to be added to their workload.

Should any further assistance be required, please feel free to email Professor Maryna Reyneke at [maryna.reyneke@nwu.ac.za](mailto:maryna.reyneke@nwu.ac.za)

