

Language Directorate



Language Policy Implementation Annual Report 2022

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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
EQUiP	Educational Quality at Universities for inclusive international Programmes
Framework	The Language Policy Framework for Public Higher Education Institutions (DHET, October 2020)
HyFlex	HyFlex Instructional Approach combines the terms "hybrid" and "flexible" (facilitates face-to-face and virtual class attendance, simultaneously).
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')
LPHE	Language Policy for Higher Education
LPME/LPM&E	Language Planning, Monitoring and Evaluation

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
SCETLE	Sub-Committee for the Enhancement of the Teaching-Learning Environment
SCS	Statistical Consultation Services
SlS	Supplemental Instructors
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

ACKNOWLEDGEMENTS

The Language Directorate expresses its gratitude to the following persons:

1. **Profs Tyobeka and Balfour** for the Foreword and the Final Word respectively.
2. **Staff of the Language Directorate** who contributed to this report:
 - o **EIS satellite office staff** for contributions to Chapter 2.
 - o **Prof Rosemary Wildsmith-Cromarty** for her contributions to Chapter 5.
 - o **Photographers:** LD staff members.
 - o **Marilize van Deventer, Willem Botha and Joseph Sobuthongo**, for assistance with pictures and captions.
 - o Language Awareness Week contributors on all campuses of NWU.
3. **Mr Johan Blaauw** for assistance with some parts of the report.
4. **Leroux Malan and Prof Susan Coetzee-van Rooy** for the language portrait material.
5. Ms Vivien van der Sandt, of **B to A Editing&Design**, and graphic artists.

Dr Keabaka Seshoka

COVER:

Gilroy Modutloa (Education Student) and Willem Botha (Educational Interpreter) facilitating for the Sixty Seconds Challenge at Language Awareness Week 2022.



Credit: NWU Corporate Relations and Marketing

FOREWORD



NWU VICE-CHANCELLOR:

Prof Bismark Tyobeka

The NWU has risen to the top tier of institutions domestically and abroad due to the substantial strides in teaching and learning and research whilst also ensuring resource distribution adequate to the needs of our three campuses. We have produced positive teaching, learning, research, and innovation outcomes in 2022. There is still work to be done about linguistic challenges, even though we have seen significant progress. The NWU is well-positioned to do much more, thanks to our strategic imperatives. We are determined to play a significant part in finding answers to real-world challenges in language matters. African languages are part of our diversity as an academic community and are significant resources for graduates to access the world of work.

We must also keep promoting the use of African languages in the classroom in accordance with the Language Policy Framework for Public Higher

Education Institutions (DHET, October 2020). Through its multilingual strategy, NWU is well-positioned to have a more significant societal influence on language issues. Furthermore, our commitment to seeking and providing for a fair and usefully multilingual university language environment is apparent in our Language Policy, which was revised on 23 June 2022. Yes, we are devoted to strengthening our involvement with multilingualism. Additionally, we have begun to construct adequate procedures to guarantee the appropriate intellectualisation of the University's chosen languages in a functionally multilingual and inclusive way.

The development of Setswana and Sesotho to the point of maturity, as the languages of instruction, is what we are consciously working on. Our functional multilingualism should enable access and inclusion instead of impeding it.

To facilitate and promote the use of indigenous African languages as a medium of instruction in tertiary education, collaborative language development programmes with other institutions and language bodies will be necessary. We have started with such plans to increase our linguistic frontiers. We are also reconsidering our approach to utilising the potential of African languages to promote success in higher education as we transform our institution.

While simultaneously maintaining the standard and utilisation of already developed languages, the underdevelopment and underutilisation of official African languages at higher education institutions should be actively addressed. Furthermore, the development of the university community, including students and staff, through meaningful access and involvement in diverse university activities, including intellectual and cognitive growth, is made possible through multilingualism. Therefore,

in all functional areas of public higher education, including scholarship, teaching, and learning, we are consciously trying to strengthen and increase the use of all official languages.

The faculties and support units providing language-related services have begun to collaborate to ensure that the indigenous African languages are given a space to function as academic and scientific languages. Even in the hybrid mode of operation, we are actively developing and enhancing indigenous languages as languages of significant scholarly discourse and as sources of information in the many higher education disciplines. We also keep their technological development in mind as we expand our languages. To meet the different needs of our University, we will also work toward developing top-notch language-related facilities.

As the NWU, we have accomplished crucial linguistic progress. As evidenced by the Universities South Africa-com-

missioned language resources audit pilot interviews carried out by USAf through its Community of Practice for the Teaching and Learning of African Languages (CoPAL); in 2022, we could demonstrate that our resources and multilingual nature are evident. The NWU was selected to participate in the pilot, which was a sign that we have made progress in ensuring that our University's community and stakeholders regard our multilingualism as an asset.

We are aware of the many challenges of intellectualising African languages, but we shall press on, committed to widening access so as to better support student academic success, inclusion and our decolonisation initiatives. We are committed to working together to give the necessary knowledge and training to improve and fortify the capability of our languages. The Constitution's principles of "democracy, social fairness, and fundamental rights" are in line with the role that all our languages play in fostering a sense

of national identity. Our languages thus play a role in ensuring that the strategic intent of transforming and positioning North-West University as a unitary institution of superior academic excellence with a commitment to social justice becomes a reality.

I invite you, the reader, to peruse our Language Policy Implementation Annual Report, which accounts for the language-related activities and achievements during 2022.



Credit: NWU Corporate Relations and Marketing

THE LANGUAGE DIRECTORATE

CHAPTER 1

The year 2022 has been interesting. Covid-19 forced the Language Directorate to make specific changes to the way we work. The Directorate was required to effectively address language requirements in both physical and online platforms in the face of several obstacles. Despite the challenges, various advancements were accomplished in serving the University's language needs.

The Directorate worked on four deliverables that are:

- Making our language services flexible, able to be used from in-person to on-screen interactions;
- Making our resources available in an online as well as physical multilingual context of the NWU;
- Adapting the approaches that intellectualise indigenous languages to approaches focused on delivery; and
- Adding more resources regarding the promotion and development of Sesotho and Setswana.



**DIRECTOR: NWU LANGUAGE
DIRECTORATE**

Dr Keaobaka Seshoka

Despite adjusting and modifying our typical service delivery model, the Directorate's services were still provided. Our interpreters and translators had to undergo a period of training and retraining. Student language facilitators were also trained. These training sessions focused on conveying the importance of multilingualism in fostering a spirit of inclusivity in our residences. In addition, the trainees were introduced to the different modes of interpreting using recordings.

All the educational interpreters rose to the occasion and did their best to interpret, even putting in extra hours at university events. There were no issues regarding interpreting matters, even during the HyFlex mode of teaching and learning. The Directorate has gained valuable insights regarding adapting our services to online education over the last two years.

The interpreting and translation services team coordinated their activities to improve and increase service offerings

even though the hybrid approach to teaching posed several problems. Zoom interpreting was expanded. Aside from helping with Open Days for the various faculties and first-year orientation programmes, interpreting services were also helpful at other events and programmes.

The interpreting and translation unit also created an enhanced output tracker to help manage the output of each interpreter and translator. This has significantly aided in providing real-time data for planning and scheduling, interpreters' availability, classroom supplies, terminology lists, and online-resource administration.

The translation unit also adapted to requests from the various sectors of the University. We offered many translation services in the official languages of the University. We have seen an increase in the demand for Setswana and Sesotho translations. We have also been working hard to develop these languages' glossaries and terminology lists. On

top of that, we have raised the bar regarding the translation of slides and voice-overs for lecturers. All thanks to the interpreters and translators.

Collaborative language-related efforts with the various faculties enabled language matters to be top of the agenda. This collaboration ensured that action in language-related matters at the University was multiplied. This also ensured that there were enough credible language-related resources to ensure that the implementation of our language policy coherently takes place.

The language policy review process was successfully concluded 2022. The consultative process took place with valuable feedback from the stakeholders. Multiple inputs were received from the various stakeholders. These inputs shaped the revised language policy. The NWU Council adopted the revised NWU Language Policy (NWULP) in June 2022. This was a stamp of approval that confirmed the NWU is serious about pursuing

and providing for a fair and functional multilingual university language environment.

By providing interpreting services at Grain SA and Potatoes SA management meetings, annual congresses, seminars, symposia, and other agricultural conferences, the NWU interpreting services unit also established a reputation as a pioneer in agricultural interpreting. These third income stream initiatives encompass community outreach while also producing income. Furthermore, the various faculties received language advice. This was, for example, about developing terminology in the faculties, booklets, manuals, brochures, and policies.

The Directorate successfully hosted Language Awareness Week. The week was themed *Multilingualism: a powerful resource for inclusion and academic development*. We celebrated the linguistic diversity of the NWU. The

Directorate also organised a Language Awareness Week Carnival. This included Language Awareness Drive Campaigns at all campuses. Each campus had its own set of activities to celebrate the language-development strides at the NWU whilst making everyone aware of the opportunities for multilingual learning. The LAW celebration included various language-awareness activities.

The use of indigenous African languages as a medium of teaching in tertiary education has grown, thanks to a cooperative collaboration between European Union and South African higher education institutions – significantly, through BAQONDE (**B**oosting the Use of **A**frican Languages in Education; **A** **Q**ualified **O**rganised **N**ationwide **D**evelopment Strategy for South Africa).

During the first stage of the collaboration, the emphasis was on training the trainers and improving multilingual teaching abilities. It also focused on the

development of multilingual teaching skills. In addition, various exchange programmes between SA partners took place. These activities were done to expand the teaching skills and resources used in the classroom to address needs in multilingual teaching, learning and assessment.

A successful revision of the language policy and the Council's endorsement further demonstrated our intention to assist all NWU departments and faculties in their advancement of multilingualism. The NWULP is sound and sheds light on the University's dedication to developing multilingualism in its general environment as well as in its teaching and learning programmes. To ensure that the NWU becomes as clearly and practically multilingual as possible, the Directorate has worked hard to provide support services and resources.

INTERPRETING SERVICES IN 2022

CHAPTER 2

In previous annual reports, interpreting services were never a subject of specific focus or comprehensively reported on. However, because it is such an integral and important part of the implementation of the NWU's Language Policy (NWULP), it is necessary to let the spotlight fall on this unit, something of which the University

can rightfully be proud as a service which is unequalled in tertiary education anywhere in the world.

The NWU educational interpreting Services has grown in leaps and bounds. The LD adapted well to the overall changes in the teaching and learning environments.

1. Interpreting services per faculty interpreting office

Set out below are reports from each of the faculty interpreting offices ("satellite offices"), which provide not only interpreting but also a broad range of other language services in the faculties, as apparent from the reports.



Gerhardu Mynhardt (Educational Interpreter) interpreting for students.

1.1 Faculty of Theology

In 2022, this office supported the teaching-learning environment by rendering various language services. The work of the office mostly involved educational interpreting and the translation of educational material, such as hand-outs, PowerPoint presentations, etc.

Language services provided

Due to the changes brought on by Covid and the resulting changes in the tertiary education environment as a whole, the services expanded to cover both face-to-face (contact) and online (remote) interpreting via the Zoom platform, sometimes using a mixed mode consisting of both these forms.

In addition, voiceovers of lectures (which have been done for some time) were also expanded to include voice-overs of PowerPoint presentations and videos.

Interpreting

When contact classes commenced this year, the HyFlex class model was introduced (live-streamed video lectures

for on-campus and off-campus students of all three campuses), with some classes also being interpreted and the interpretation audio track live-streamed, also for both the contact and remote users, utilising specially equipped classrooms. HyFlex with interpreting was used in a number of Theology modules.

In the second semester, a pilot module was identified and relay-interpreted to Setswana (this means that where classes were presented in English, they were interpreted directly into Setswana; but where classes were presented in Afrikaans, they were interpreted into English first, from where the interpreter, who could not follow Afrikaans, did so-called relay interpreting into Setswana).

Terminology development

A project was launched to start expanding these lists to other languages, beginning with Setswana, covering one field of study at a time.

Non-educational interpreting

Apart from educational interpreting covered in the preceding paragraphs, the FTHEOL interpreting office also provided interpreting services to the broader society in the form of pro bono interpreting at worship services, etc.

Additionally, translation services and linguistic support were also provided to students.

Conclusion

The FTHEOL interpreting office provides more than just interpreting services and, like other faculty offices, covers a comprehensive range of language services, playing its part in giving effect to both the faculty language plan and the language policy of the NWU.

1.2 Faculty of Education

The year 2022 commenced for interpreters and assistants in the FED interpreting office with much anticipation and joy to be back in class, still masked in terms of the Covid regulations but ready to render language services to the FED by means of face-to-face classroom interpreting, Zoom interpreting, and other language practice-related services such as voice-overs, translations of informal assessments, quizzes, etc.

Translations and voice-overs of presentations

Throughout the year, a wide range of PowerPoint presentations, documents, quizzes and informal assessments were translated. These support services were not limited to FED but were provided across campuses, with assistance to some lecturers at the Vaal and Mahikeng campuses as well.

Terminology list compilation

Terminology lists will be systematically expanded to Sesotho and Setswana from 2023.

Non-educational interpreting

The satellite staff all helped with interpreting at various events during the Open Day at the Faculty of Education. Staff from FED satellite also participated in the Language Awareness Week activities held in September.



Lizané Treurnicht (Educational Interpreter), Monty MacDonald (Senior Assistant for Interpreting Services), and Lynn Cilliers (FCP and Educational Interpreter), making sure the equipment is serviced.



Claire Erasmus (Educational Interpreter) doing Zoom Interpreting for online classes.



Zoom interpreting in progress.

Training during the year

All staff from the satellite office attended a mid-year training session, with the focus on the newly introduced online interpreter's diary (a record-keeping tool internally custom-developed by the Interpreting Logistics Officer). The year ended with a team-building event, which was a lot of fun and showed great camaraderie among all present. A LD strategic planning meeting was also held, where the FED interpreting office's vision for 2023 was presented.

Conclusion

Overall, it was a very busy year, but looking back the FED interpreting office can be proud of a job that was truly well done. With positive feedback from many users of the services (be it from lecturers or students), and ultimately contributing to the promotion of multilingualism in the FED specifically and the NWU in general, all were proud to have been a part of this team in 2022.



A typical lecture room scene at the NWU, with a student (on right) making use of interpreting services.

1.3 Faculties of Humanities, Law, Economic and Management Sciences, and Health Sciences

This interpreting office covered a number of faculties.

Language services provided

The staff provided face-to-face interpreting, Zoom interpreting and interpreting in the HyFlex mode, did voice-overs, translated PowerPoint presentation slides, and edited some documents, all relating to the modules interpreted.

Non-educational interpreting

Various interpreting services were provided, such as interpreting at student disciplinary hearings and student selection interviews; various

church events, agricultural and other congresses, conferences, symposiums and meetings; and University events such as inaugural lectures, pledge ceremonies, Race Week and Women's Day celebrations. Some of these were income-generating (see Chapter 10, dealing with third income stream generation).

Conclusion

There is an acute awareness among staff in this interpreting office of the role played by the services they provide in contributing to the operationalisation of the NWULP and the faculty language plans.



Andrea Botha (Educational Interpreter), interpreting at the annual Pharmacy workshop for the fourth years presented by Prof. Brits and various medical professionals from other institutions.

1.4 Faculty of Engineering

Language services provided

Throughout the year in both semesters, many voice-overs, translations of study material and translated PowerPoint presentations were delivered on request.

Interpreting

During the first semester a blended approach was followed, with some modules presented online and others face-to-face (with the first accommodated through Zoom, as it is the only software that enables interpreting).

Conclusion

FENG interpreting office staff were also utilised to assist with modules in other faculties as and when required, even resulting in secondment of a staff member to the FED. This speaks to the excellent interdepartmental relationships among the LD and interpreting office managements, and also testifies to the versatility of the FENG language practitioners.



Fourth-year students from the School of Pharmacy attending their annual workshop.

1.5 Faculty of Health Sciences

Due to the nature of the classes, all theoretical and practical classes continued on campus within the limitations of the Covid restrictions.

Language services provided

During 2022 (as during the previous two years) the Health Sciences team was inundated with requests for various language services, including simultaneous interpreting, translations, voice-overs, Zoom classes, Screencast-O-Matic classes, hosting of multilingual online classes, as well as recording and voice-overs of online classes and uploading of this material to various sites to make it available to staff and students.

Thanks to a team of dedicated language practitioners the FHS interpreting office was able to assist lecturers with the various teaching methodologies they adopted to teach more multilingually.

Additional activities

The feedback has been very positive, and prospective nurses, pharmacists and other medical personnel were thereby better able to serve their patients in a multilingual environment.

Conclusion

We identified top students in the schools we serve to become interpreters, even during their undergraduate years. This was necessitated by the highly specialised subject fields that had to be interpreted, and the academic staff's insistence that interpreters had to have some schooling in the modules they interpreted.



First-year students from the School of Nursing Sciences participating in the Language Awareness Week.

1.6 Faculty of Natural and Agricultural Sciences

The FNAS interpreting office began the year prepared for any eventuality.

The FNAS team members were versatile but each member brought a wealth of experience to the wide range of fields that had to be covered, namely Urban and Regional Planning, Computer Sciences, Sports and Recreation, Mathematics, Physics, Microbiology, Zoology and Geo and Spatial Sciences.

Language services provided

The staff provided face-to-face interpreting, Zoom interpreting and interpreting in the HyFlex mode, did voice-overs of lectures, translated PowerPoint presentation slides and edited some documents, all these services related to the modules they interpreted.

Conclusion

Staff had to do in-depth research and consult widely to resolve terminology issues.

The team was also well aware of the role they play in giving effect to the larger multilingualism goals of the NWU in terms of its language policy and faculty language plans, and were determined to exploit any opportunities they could identify, such as acting as liaison between lecturers and students and becoming agents of change who advocate for multilingualism while facilitating the transmission of knowledge.



Andrea Botha (Educational Interpreter), interpreting at the annual Pharmacy workshop for the fourth years.

2. Interpreting statistics

2.1 Number of modules interpreted

The graph below reflects the volume of interpreting done during 2022 in terms of modules (each module having approximately four class periods per week). The data from the interpreted statistics (that is, classes interpreted) is as follows:

In total, 627 modules were interpreted. In 2022, 561 modules (89%) were interpreted into English and 63 classes (10%) into Afrikaans.

During the 1st semester, 308 modules were interpreted from Afrikaans into English and 45 from English to Afrikaans.

During the 2nd semester, 253 modules were interpreted from Afrikaans into English and 18 from English into Afrikaans.

The interpreting statistics have shown a significant shift and a growth in the appetite for multilingualism amongst



our students. However, it also indicates increased demand for Setswana and Sesotho interpreters. As a result, the LD is putting more resources into the capacitation of these interpreters to cater for such conditions. The data indicates that there is a positive response to our multilingual resources. On top of that, it shows that the

demand for multilingualism grows from semester to semester. All these changes link up to the fact that the linguistic appetite of our students is in line with our 2022 demographics and confirms what our language audit indicated in 2021 – that there is a change in language attitudes and multilingualism appetite amongst our students.

2.2 Interpreting services with the HyFlex mode of teaching-learning

The LD was invited to be part of meetings and activities of the Sub-Committee for the Enhancement of the Teaching-Learning Environment (SCETLE).

SCETLE is responsible for the implementation and installation of the required technology to support the new Teaching and Learning mode. It is foreseen that HyFlex will become the standard in all classes. Currently there are 80 classrooms fitted with HyFlex equipment across the three campuses.

In 2022, 116 campus days were allocated to the use of HyFlex classes, booked through the IWMS system. It was requested that another 40 classrooms be equipped for HyFlex, but cost constraints would not allow this at the time.

The LD's contribution lies in the rendering of interpreting services in the HyFlex classrooms with the necessary support from all stakeholders, Information Technology and Electronic Services. A list of minimum requirements was communicated with the workgroup and two follow-up meetings took place where details were fleshed out in terms of what was possible and what was required.

In order to deliver the required service to their clients, the EIS discussed best practices.

SCETLE will convene again in January 2023 to address the HyFlex mode and the integration of the interpreting services with it.



First-year students from the School of Nursing Sciences participating in the Language Awareness Week.

3. Quality control of interpreting services in 2022

The EIS uses one of its most experienced interpreters, Mr Willem Botha, to monitor the quality of interpreting rendered in classes. He conducts quality control by sitting in classes where interpreters are at work, assesses them and provides them as well as the Interpreting Services management with feedback. This feedback is also used during any training feedback sessions held during the course of the year.

2022 was a significant year, as it was marked by a return to interpreting contact classes, after the services had been diversified during the Covid lockdown due to the demand for, amongst other things, remote interpreting, voice-overs of recorded lectures and translations of a variety of materials. During lockdown, the EIS was able to continue interpreting classes via Zoom. Interpreting by means of the Zoom Educational platform was an innovation of the EIS and a first of its kind world-wide.

In 2022, the overall quality of interpreting services was good, and very few complaints were received that had to be followed up. This is probably partially attributable to the experience interpreters gained from doing a lot of voice-over and translation work during the lockdown, activities that generally do not have the real-time production pressure that is associated with simultaneous interpreting. This afforded EIS language practitioners an opportunity to make sure that the finished product did not contain any obvious grammatical or other errors, something that raised the bar in terms of quality, because these language practitioners were now setting the bar higher for themselves. This is especially perceivable in terms of rendering an accurate and coherent message in their interpreting product.

Another element which may have contributed inadvertently to the improvement in overall quality is that the LD did not experience as busy a start to



Susan Conradie (Educational Interpreter), Ms Mpho Mhonyera (Section Head: Interpreting Services) and Marilize van Deventer (FCP for Health Sciences and Educational Interpreter) at Language Awareness Week's residence challenge.

the interpreting year as envisaged. After the lockdown there seemed to be an increase in the number of lecturers who preferred teaching in English, which meant that there were quite a number of classes that were not interpreted because many of the Afrikaans-speaking students chose to not make use of the interpreting service. As mentioned before, this decrease in the number of classes being interpreted will have to be monitored. But one positive effect it did have, however, was that our interpreters had more time to prepare for other interpreting classes on their timetables.

During the lockdown, the quality monitor evaluated translations, Zoom interpreting recordings and a large number of voice-overs; during 2022 the monitor was able again to do most of his evaluations in classrooms. In total, 89 evaluations were done, based on which feedback was provided to the interpreters as well as to the respective faculty interpreting office contact persons to whom they reported.

Most of the LD's interpreters are highly experienced, providing a firm foundation in 2022 on which to build going forward.

Conclusion

From the above reports on various aspects of the services provided by the EIS, two impressions remain: firstly, this is a mammoth and highly complex undertaking that has once again proven itself unparalleled in tertiary education anywhere in the world; and secondly, owing on the one hand to proactive and continuous real-time management and on the other to the dedication, loyalty and pride in their work of the staff involved, the EIS can once again look back with pride on a successful year.



Language Directorate staff assisted with events during Language Awareness Week 2022.

LANGUAGE POLICY REVIEW PROCESS

CHAPTER 3

1. Introduction

Much was accomplished during the course of the year under review in concluding the language policy review process. This process started in the latter half of February 2021 with preparatory work on the schedule for the language audit, and was concluded with the approval of the revised NWU Language Policy (NWULP) by the NWU Council at its meeting on 23 June 2022.

The scheduled steps followed during 2021 and 2022 to review the NWULP were:

1. Consulting on the proposed schedule with the Senate Committee for Language Planning and Advisory Services (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 sub-project application for the language audit (as in 2018 audit process) under the broader UPSET (Understanding and Processing Language in Complex Settings) project at 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 5 May 2021.
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:
 - Translation of audit questionnaires into official NWU languages and processing of language audit questionnaires into electronic format in readiness for electronic survey.
 - Announcing upcoming language audit survey on eFundi to staff and students via various media.
 - Launch of language audit survey.
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 by LD and the Language Policy Task Team (LPTT) (appointed by SCLPAS round robin on 21 October 2021).

16. Draft ADR submitted to, consulted on, and input obtained from NWU structures:

- Student leadership, on 26 October 2021 (Student Representative Council and Campus Student Representative Councils, none of whom could attend the Stakeholder Information and Consultation Colloquium (the Colloquium) on 28 October 2021 because of the SRCs' election processes).

- The Colloquium arranged on 28 October 2021.

- NWU Convocation on 29 October 2021.

Note: Possible further stakeholder consultations (including with new student leadership) were envisioned in 2022.

17. Compilation of 2021 Language Directorate Annual Report started, incorporating:

- Progress report on the implementation of the language policy and plans;
- Language audit data; and
- Feedback to that date from consultation with NWU structures on the ADR.

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.

20. Draft revised NWULP submitted to and discussed at the first LPTT meeting of 2022.

21. Submission of draft LD Annual Report to the first SCLPAS meeting of 2022, to be considered for amendment and approval.

22. Recommendation that the SCLPAS-approved version of the LD Annual Report be submitted for approval to the first Senate meeting in 2022.

23. LD Annual Report submitted to first Senate meeting of 2022, for approval and recommendation for submission to Council.

24. LD Annual Report submitted for approval to first Council meeting of 2022.

25. A final round of stakeholder consultations in May 2022 regarding the language audit data and the draft NWULP with:
 - Faculty Boards
 - Student Leadership
 - NWU Convocation Exco
26. NWULP draft updated on the basis of the feedback in May 2022.
27. Finalised policy draft submitted to the special SCLPAS meeting of May 2022, for recommendation to be submitted to Senate.
28. Finalised policy draft submitted to the second Senate meeting of June 2022, and via Senate to the UMC for recommendation to be submitted to Council.
29. Submission of revised draft NWULP in June 2022 to NWU Council meeting for approval.
30. Approval of revised NWULP on 23 June 2022.

2. Consultation process

During 2021, consultations were held with the 2021 student leadership, the broader NWU community during the Stakeholder Information and Consultation Colloquium (the Colloquium) and the NWU Convocation. Feedback received during these consultations is set out below in 3.3.

It was decided, after publication of the Language Directorate Annual Report 2021, and finalisation of the draft NWULP on the basis of inputs from stakeholders, to conduct another round of stakeholder consultations, particularly in order to involve the 2022 student leadership, as they were not the same as those consulted in 2021. Additionally, the Faculty Boards, Student leadership and Convocation were also consulted.



Mr Nkosinathi Tom (Director: Strategic Partnerships and Special Projects) presents a special opening and motivational speech during the Language Awareness Week hosted by the Language Directorate.

3. Stakeholder feedback on the language policy review

3.1 Stakeholder feedback as part of the language audit data consultations and the policy review process in 2021

During the first round of stakeholder consultations, the following input was received from the 2021 student leadership, the Colloquium) and the NWU Convocation. [Where relevant, responses from the LD to the input are added in square brackets]:

3.1.1 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 Prof Rosemary Cromarty, the person in the LD responsible for Language Policy Monitoring and Evaluation (LPME) – see Chapter 5 for her report on language policy and plan implementation per faculty.]

3.1.2 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, are in place, and are 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 NWULP 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, are going fully online in 2023.]
- 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 interpreter in its

service; for three of these years, SASL educational interpreting was done for a deaf student who completed a BA Law 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 is extremely relevant in this regard. BAQONDE is an integral part of the NWU's implementation of its language policy over the three years of the project, and the inter-institutional cooperation made possible by the project holds the potential to establish a more unified approach to promoting and developing teaching in 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. (See Chapter 4 for details of BAQONDE).]

3.1.3 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 was reported to the LPTT for consideration and discussion during its first meeting of 2022. It was included in further drafts of the ADR, where relevant, and incorporated into the revised version of the NWULP by the LD in consultation with the LPTT.

3.2 Stakeholder feedback as part of the language audit data consultations and the policy review process in 2022

During the 2022 stage of the consultations referred to in 3.2 above, the input obtained during May 2022 from the stakeholders (as in point 25 in the table above) can be summarised as follows:

Feedback from faculty boards

It was suggested that the changes be made to the 2018 Language Policy in the following sections:

- 8.3.1
- 8.5
- 9.7.1.1

These were effected where relevant. The final version of the revised NWULP (see Appendix 1) was approved by the NUW Council on 23 June 2022.

Feedback from student leaders

- A consultation was conducted with the SRC. They were impressed with the NWULP and indicated that they were grateful for the consultations that allowed them to shape the revised version of the NWULP.



Representatives from the NWU residences attending Language Awareness Week events at the Potchefstroom Campus amphitheatre.

4. Conclusion

The NWULP was revised with significant participation by and input from the various stakeholders. The changes made on the basis of stakeholder input made it possible to revise the NWULP successfully in order for it to remain relevant to the NWU aims and objectives. The policy review was done to evaluate progress with and suitability for purpose of the NWULP in realising the aspirations as expressed in the NWU Strategy.



Educational Interpreting Services staff members celebrating a successful Language Awareness Week 2022 with Dr Kea Seshoka (Director of the Language Directorate) and Ms Mpho Mhonyera (Section Head: Interpreting Services).

THE EU-ERASMUS+ BAQONDE PROJECT

CHAPTER 4

1. 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. It is also an isiXhosa word which means “let them understand”. This project slots in well with the Language Policy Framework for Public Higher

Education Institutions (“Framework”) and supplements the NWU Language Policy in respect of inter-institutional cooperation – in fact, it goes 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 (GU) and Trinity College Dublin (TCD) – and three South African universities – University of Kwa-Zulu-Natal (UKZN), Rhodes University (RU) and University of the Western Cape (UWC).

USAL is the overall project lead institution (the project director being Prof Pedro Alvarez Mosquera) and 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. Most of the activities in 2022 centred around Work Package 2 (WP2).



Dr Kea Seshoka (Director of the Language Directorate), Prof Rosemary Cromarty (Researcher: Monitoring and Evaluation at LD), and Ms Marilize van Deventer (FCP and Educational Interpreter), representing the NWU at BAQONDE Summer School hosted by the University of KwaZulu-Natal.

2. The BAQONDE work packages

The project is divided into so-called work packages (WPs). Some work packages (like WP1) are finite, while others run continuously throughout the project.

• **Work Package 1 – Preparation**

This work package was the focus during the first year (2021) of BAQONDE's three-year lifespan, primarily focusing on preparing the ground for the work packages to follow. The NWU is the lead partner of WP1. Some aspects of the other WPs were also covered in year one.

Preparatory matters dealt with as part of WP1 included the establishment of African Language Development Units (ALDUs) and related structures within each of the South African partner institutions (at NWU, the Language Directorate (LD) serves as its ALDU); purchase and installation of equipment from the BAQONDE budget; collecting data for and

drafting a report on harmonisation of efforts among SA partners, avoiding duplication; compiling an extensive needs analysis report for WP2 (to serve as input for planning of training), WP3 and WP5, and development of training/outreach strategies (including the identification of specific needs in the production of digital materials/resources in indigenous black South African languages); establishing a BAQONDE website, a BAQONDE intranet for the partner institutions and a Facebook page; establishing a repository of multilingual teaching-learning resources, which will be populated over the course of the project, called the Polokelo; and marketing/awareness-raising regarding BAQONDE.

As part of the EU 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 put in by the partner institutions to disseminate information on BAQONDE and showcase it in the printed media, on radio, and in 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.

• **Work Package 2 – Development of multilingual teaching skills for lecturers**

The NWU is also a supporting partner for WP2, with UKZN as the lead partner for this work package.

This consists of development of training and teaching-learning material and the actual 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 consisted of exchanges that have been taking place locally and abroad, involving relevant EU and local partner expertise (for more details, see below). Training exchanges will continue into 2023.

- **Work Package 3 – Establish on-line training material for multilingual pedagogies and subject-specific multilingual resources**

The lead partners are UKZN and the South African Centre for Digital Language Resources (SADiLaR). This work package runs continuously throughout the project, mostly from year two.

- **Work Package 4 – Quality Control**

The lead partners are RU and GU. This work package also runs continuously for the duration of the project and involves ongoing quality monitoring and control, specifically to assess the efficiency and effectiveness of the ALDUs.

- **Work Package 5 – Dissemination and “exploitation” (application, utilisation) of results**

The lead partners are UWC and TCD. The BAQONDE website is integral to this WP for the dissemination and exploitation of the BAQONDE outcomes and hosts (or will host in the future) inter alia: 1) project information; multilingual teaching resources, materials and best practices (in the so-called *Polokelo* – a grain storage place in some of the

Sotho languages, which is a resource repository section of the website); and guidelines for language teaching on earlier education levels. This is an ongoing activity throughout the three-year duration of BAQONDE.

- **Work Package 6 – Management (project management and financial administration)**

The lead partner in this work package is USAL, and the WP1 work started well in advance of the official start of BAQONDE in February 2021. It involved the preparatory work for the official start of the project and the WP1 activities, and is continuing for the duration of the project, with USAL maintaining regular communication with all partners, and closely monitoring project activities and related finances.

3. WP2 training exchanges to develop multilingual teaching skills – training of trainers

The WP2 activities started off with training at GU in June, followed by TCD and USAL, before continuing in South Africa, with UWC and UKZN hosting training exchanges in October. The NWU will have an opportunity to host an exchange from 1 to 5 May 2023. The following are reports by LD staff who were participants in these exchanges:

- **Groningen University, the Netherlands**

All BAQONDE partner institutions had delegates attending this event. The NWU was represented by Dr Keaobaka Seshoka (Director for the North-West University Language Directorate), Mr Benji Phuthi (Mahikeng Campus) and Mr Johannes Tsietsi Mahlasela (Lecturer in Language Education, Vanderbijlpark Campus), and a summary of Mr Mahlasela's report on the exchange follows:

“The programme in Groningen was made up of workshops that included lectures and tours. Lectures included discourses on multilingual theories and practices, and tours took delegates to institutions where they could experience, first-hand, various approaches to multilingual teaching and learning. Multilingual theories handled issues of policies, language history, lexicography, technology, translation, interpreting, gamification, language acquisition and pedagogies.

“It was eye-opening, based on country and institutional language policies and history, to see the extent to which institutions are buying into multilingual language policies. This applied to both South African and European institutions. It was revealed in different workshops that provinces and countries of Europe have minority languages that are now fighting for wider recognition and



Prof Mantoa Motinyane, Director: Centre for Advanced Studies of African Society, University of the Western Cape; Mr Johannes Mahlasela, Language in Education lecturer; Dr Keaobaka Seshoka, Director: Language Directorate; and Benjamin Phuti; NWU Mahikeng lecturer, attending the event at Groningen University, the Netherlands.

use. In Groningen, delegates came to learn more about languages such as Gronning, Frisian, etc.

“The whole experience of the visit to Groningen was beneficial to institutions that attended workshops there. There was a lot of theoretical and practical information that was imparted to delegates about the application of a multilingual approach

to teaching and learning by experts from partner institutions in Europe. Much of that information could be used to sharpen skills and knowledge necessary for the implementation of the Language Policy Framework for Public Higher Education Institutions in South Africa in general and the NWU's language policy and plans in particular.”



BAQONDE trainees from the NWU, University of the Western Cape, University of KwaZulu-Natal and Rhodes University at Groningen University, the Netherlands.

• **Trinity College Dublin, Ireland**

Attendees from the NWU were Ms Molebogeng Maahe (Language Practice, Mahikeng Campus), Mr Ayanda Nzo (lecturer in the Engineering Faculty) and Mr Willem Botha (LD), who reported as follows:

“I was fortunate enough to attend the summer school hosted by Prof Lorna Carson at Trinity College Dublin which took place from 25 July to 6 August 2022. Throughout the series of lectures, I found it commendable that the presenters often first wanted to know more about the South African context, and they were often more than willing to sometimes deviate from their presentations to engage with our questions. This made it much easier for us to relate the information to our South African context. South Africa has several things in common with Ireland, like colonial histories, histories where indigenous language(s) were suppressed, and we both have many different languages being spoken in our countries today ...

“It will be a critical oversight if I fail to mention the positive spirit of collegiality that marked the BAQONDE Summer School at Trinity College Dublin. Prof Carson must be commended for hosting an excellent learning opportunity, highlighted by a mutual willingness to learn and collaborate, which served as a motivational catalyst so that we can continue learning and fully implement multilingualism at our South African

universities. During our stay we experienced Dublin as a welcoming, diverse and friendly city which proved to be fertile ground for us to start building important inter-institutional networks. I look forward with much anticipation to the fruit it will yield if we collectively put in the hard work towards implementing multilingualism at our universities, and we look forward to hosting a school at the beginning of May 2023.”



Mr Willem Botha (LD), Ms Molebogeng Maahe (Language Practice, Mahikeng Campus), and Mr Ayanda Nzo (lecturer in the Engineering Faculty) with Prof Lorna Carson (Trinity College, Dublin).

• University of Salamanca, Spain

NWU staff who attended this training exchange were Prof Liqhwa Siziba, Dr Keaobaka Seshoka, and Mr Anele Gobodwana, who reported as follows:

“The training exchange took place over two weeks. Attendees were privileged to meet the University Vice-Chancellor and dean of the Humanities Faculty, as well as the South African ambassador.

“The exchange covered aspects like virtual teaching and training and information on other minority languages (such as Bibo), the point being made that for a language to continue in existence, it needs to be spoken. Various parts of USAL that are involved in language teaching and implementation of multilingualism were visited, such as the institutional centre for online language teaching. This unit was similar in function to the NWU's LD. They had resources in many languages and covering

numerous domains, many resources still only available in printed format, some as old as 500 years.

“On the inaugural USAL African Languages Day, Dr Keaobaka Seshoka gave a presentation on how African

languages in the South African context had strived for recognition. It stimulated students’ interest in multilingual South Africa.

“In overview, the training covered translation technologies for editing

and reviewing existing language corpora; technologies for translation (such as OmegaT, used by the NWU) and interpreting; developing terminology and vocabulary; introducing a multilingual approach to teaching; gamification as a tool for developing more terminology in African Indigenous Languages; language data collected by USAL in the local towns and the wider province; and how other nations are implementing and experiencing multilingualism; experiences of multilingualism in different contexts.

“Something that became apparent was that across the globe education institutions are using the same or similar online teaching platforms (like Blackboard, Moodle, Prezi, etc.). Presentations on blended teaching-learning were particularly informative.”



Trainees from the NWU, University of the Western Cape, University of KwaZulu-Natal and Rhodes University with Prof Juan Luis García Alonso from University of Salamanca, Spain.

- **University of the Western Cape, South Africa**

Messrs Anele Gobodwana and Tsietsi Mahlasela (Lecturers in Language Education, LD) and Prof Rosemary Cromarty (Research Coordinator Monitoring and Implementation in the LD) attended this exchange. A summary of Mr Mahlasela's report reads as follows:

"This event took place from 10 to 14 October 2022 in Cape Town, South Africa. Six of the partner universities attended, with the exception of GU.

"The training was based on both theoretical and practical aspects relating to multilingualism. Concepts that were covered included language policies, pedagogies, orthographies, lexicography, gamification, digital instructional design, and language and identity. Issues deliberated upon were for example the UWC story of multilingualism (outlined by retired UWC professors). An interesting fact that emerged was that UWC was the first former "coloured only"

university to include black students in their enrolment. They also showed that a major proportion of the new democratic government ministers from 1994 came from this university.

"Other matters that were covered were psycholinguistic issues dealing with the functioning of the brain, such as advantages of a multilingual brain – namely a better, innate understanding of how language works; less mental decline in old age; more efficient and better developed executive control in the brain; greater cognitive flexibility and problem-solving skills; and improvements in learning abilities.

"Presentations on multilingual pedagogies dealt with *inter alia* the etymology of a word, deconstructing concepts, and scaffolding. The harmonisation of African languages was also discussed. As regards technology, aspects such as gamification, where multilingual online games are used for various language learning, as well as technology for multilingualism in the form of subtitles and annotations, were outlined.

"Generally, the exchange was profitable and enriching to delegates."

- **University of KwaZulu-Natal, South Africa**

The University of KwaZulu-Natal training exchange took place in the week of 17 to 21 October 2022. During this week, the various stakeholders learned valuable lessons from each other with regard to multilingual pedagogies. NWU attendees (all of the LD) were Prof Rosemary Cromarty (presenter), Dr Keaobaka Seshoka, Mr Anele Gobodwana and Ms Marilize van Deventer, with the last-mentioned reporting as follows:

"The programme consisted of the following sessions:

- Dr Aurélie Joubert (GU) and Dr da Silveira Duarte led the discussion on multilingual pedagogies and their current situation at the University of Groningen. The EQUiP (Educational Quality at Universities for inclusive international Programmes) platform, discussed at length,

provides an integrated, flexible programme of continuing professional development modules for use during the internationalisation of higher education, as well as an international competence profile for educational developers.

- During the next session, Prof Cromarty and Ms Mary Bloem presented the Functionally Multilingual Language Environment at the NWU. The need for specialists and linguists to work together was discussed. It was pointed out that there was a need to start scaffolding discourses and establish which element of a discourse challenges the students.

Attendees also participated in a language portrait activity, which yielded some very interesting results, proving the point that mother languages and culture can never be separated, and that language has a deep emotional connotation.



Dr Kea Seshoka (Director of the Language Directorate), Prof Rosemary Cromarty (Language Specialist), Ms Marilize van Deventer (FCP and Educational Interpreter), and Mr Anele Gobodwana (Lecturer in Education) representing the NWU at BAQONDE Summer School hosted by the University of KwaZulu-Natal.

- During the last session of the day, gamification was discussed by Prof Lorna Carson of TCD. We were introduced to the App/Game Babelar, which aims to teach children different languages. We were further introduced to the ALADDIN project, which aims to focus on the digital development and innovation of language. Another project to take note of is Abair, which is a project on the use of multi-modalities in Higher Education, involving multilingual pedagogies, in the Phonetics and Speech Laboratory at the School of Linguistic, Speech and Communication Sciences, Trinity College Dublin. They have been developing synthetic voices for Irish since 2008 and have covered all three major dialects – Ulster, Connaught, and Munster Irish. They are also in the process of developing a speech recognition system for Irish.

- There was a visit to the Howard Campus of the University of Kwa-zulu-Natal, where we attended a presentation at the Centre of Creative Arts by Dr Ismail Mahomed and Ms Sphindile Hlongwa on the multilingual work being promoted in various UKZN projects, i.e., the Durban International Film Festival and the Poetry Slam Championships.

After the Campus visit, we visited *Indlondlo* (a Zulu cultural village) situated in KwaXimba. Here we were welcomed by the village chief and educated about cultural aspects and beliefs of the Zulu culture. We were also treated to a traditional lunch.

- The attendees from Spain, Dr Alvaro Diego and Dra Carmela Tomé Cornejo, discussed the creation of various virtual materials and some of the platforms most commonly

used in most countries for so-called MOOCs (Massive Open Online [Language] Courses)

- During the next presentations, Dr Joubert discussed the platforms being used at the University of Groningen. Prof Cromarty added that she had been involved in a study of three African countries based on language use of Grade 3 and Grade 4 learners. It was found that urban literacies were used, and that the older siblings acted as the language teachers.
- Attendees participated in a “Yes, and...” challenge. It was concluded that intercultural mediation needs to take place.
- The use of language technology in a multilingual environment and the creation of virtual learning materials were discussed at length.

- Two presentations were made on translation tools.
- Mr Tsakani Mabasa of the Department of Education presented the first San Language Dictionary. He further discussed the role of the Department of Sports, Arts and Culture/HLT Directorate.
- There was also a presentation by Ms Mukundi Lambani on the Ambani app. *Ambani* is a Venda word which means “to speak”. It is a game-based mobile app which encourages children to learn African languages (also by means of cards that make the various animal sounds and which can be purchased at the West Pack chain of stores).
- Lastly, there were round table discussions on what could be taken from the networking opportunities of the week. Much was learnt, and the European BAQONDE partners

commended the various multilingual teaching methods utilised by the South African partners.

“The ‘takeaway’ from the week’s exchange was that multilingualism has been proven to help students develop superior reading and writing skills. Multilingual children/students have better analytical, social and academic skills overall than their unilingual peers. The LD is excited to start disseminating the various teaching methodologies, in particular the use of multilingual pedagogies, among our academic colleagues in order to help improve student experiences of functional multilingualism at the NWU.”

4. The third and final year of BAQONDE

Training exchanges will continue into 2023. The development of training and teaching-learning material forming part of WP2 contributes to the objectives of WP3, namely the establishment of online training material for multilingual pedagogies and subject-specific multilingual resources – and of WP5, the dissemination of this content, inter alia by means of access to the resource repository on the BAQONDE website, the Polokelo.

However, most important during BAQONDE’s final year will be to complete aspects of the various WPs that have not yet been completed, and then mid-year and year-end project reporting. The final project report at year-end will be very comprehensive to meet all the general and specific EU criteria for capacity-building projects such as BAQONDE.

NWU LANGUAGE POLICY AND FACULTY PLAN IMPLEMENTATION

CHAPTER 5

1. Introduction

This report contains both quantitative and qualitative data from the monitoring and evaluation of the implementation of Faculty language plans. Tables 1 and 2 are separated according to languages and show the number of schools in each faculty which have the multilingual resources as specified in the tables. This made it possible to provide better support where faculties most needed it.

Updates follow on challenges and successes of various faculties from information gained from the templates and from meetings with individual faculties. A further section will cover the Language Planning, Monitoring and Evaluation (LPME) survey, which had been designed to monitor progress by capturing staff and student experiences of the implementation of multilingualism in their respective faculties.

BAQONDE is the South Africa-European Union collaborative multilingual initiative which aims to build capacity among partner institutions in South Africa to implement multilingualism and establish multilingual resources. BAQONDE stands for **B**oosting the Use of **A**frican Languages in Education. A **Q**ualified **O**rganized **N**ationwide **D**evelopment Strategy for South Africa.. It is also a Xhosa word which means “let

2 Research methodology

them understand". (See Chapter 4 for a comprehensive report on BAQONDE). The knowledge acquired is to be disseminated to other South African institutions. The Language Directorate (LD) is directly involved in multilingual pedagogies training for this project.



The multilingual booklet with voice-recorded QR codes which was developed for the Faculty of Health Sciences.

Quantitative data for this report was obtained from two tables that were circulated to each faculty at the beginning of the second semester – with information on the two African languages, Sesotho and Setswana, in Table 1 and information on Afrikaans and English in Table 2. In addition, qualitative data was obtained from the comments and notes on the templates that were sent around to faculties during the course of the year. Finally, the LD held meetings with each faculty individually in August 2022. The purpose was threefold: to confirm the current membership of Faculty Task Teams; to introduce members of the LD who are responsible for various functions such as translation and interpreting to the Faculty task teams; and to explain and discuss the recent requests for information for the tables. This information was requested in order to, firstly, assess how much progress had been made by each faculty in relation to each language (Sesotho, Setswana and Afrikaans) and, secondly, to assess how many schools per faculty

were involved. Support required by faculties was also covered, as well as challenges experienced by faculty staff in implementing multilingualism, particularly in the African languages.

Finally, a monitoring and evaluation survey was designed in collaboration with faculties over the past two years. This was done in response to feedback from individual faculties which suggested that faculties also run their own monitoring and evaluation programme. The first survey was designed and went online during the first week of November 2022 for access by staff and students, and will run until mid-February 2023. The survey will run in all four official NWU languages and data from this exercise will further inform the implementation of faculty language plans. Responses have been slow to date, but that could be due to the timing of the survey, with staff and students occupied with the normal academic year-end activities. Response progress is being continuously monitored and will be reported on at

the first Senate Committee for Language Planning and Advisory Services (SCLPAS) meeting in February 2023.

The language acquisition short learning programmes (SLPs) were discussed during meetings with faculties in terms of how many staff were accessing the courses and which ones they were accessing. It appeared that fewer staff had attended these courses in 2022 than previous years, for various reasons, among them the fact that the Setswana course was still face-to-face, which was difficult for staff on other campuses to attend when the course was held on the Potchefstroom campus;

the online Sesotho course only being made available recently; and, of course, the hybrid model, which includes remote teaching. Some staff did attend the SLP for Afrikaans. The original SLP for Multilingual Pedagogies was completed towards the end of 2021, as it was left open for the original cohort of staff to access. Faculties reported in the meetings that they were all awaiting the launch of the new online Multilingual Pedagogies course. Also discussed were the design and implementation of faculty LPME projects, where applicable, and any special innovations in multilingual strategies that faculties had designed and implemented.



Ms Naomi Matthys teaching South African Sign Language during the Sixty Seconds Challenge.

3. Implementation of Faculty Language Plans

Tables 1 and 2 below provide an indication of the number of schools in each faculty who are implementing multilingualism in some form or another. Further explanations from the faculties follow. More schools per faculty are now involved with the implementation of multilingualism, which has implications for staff capacity and will be discussed under challenges below.

Table 1 shows that 28 schools across faculties have glossaries for various disciplines in the African languages; nine have translated study guides, four have PowerPoint slides or videos; eight have interpreting and/or practise translanguage in class; 12 have appointed tutors or facilitators; 10 schools have sent staff on the Multilingual Pedagogies SLP; three schools have sent staff on language acquisition SLPs and eight schools have engaged in innovative practices such as digital application (“app”) development (FEMS), word charts (FHUM) or competitions (FTHEOL) in Setswana and/or Sesotho.

Table 1: Number of schools per faculty with resources for Sesotho and Setswana

Faculty	Glossary	Study guides	PPT videos	TL	Tutors/SIs	SLP MP	SLP LA	Other	Flagship modules
FNAS	3	2		1	2	1	1		2
FTHEOL	3	1		1	3	1	1		1
FHS	7		1	1		1		1	2
FHUM	4	3	1	1	2			1	2
FEMS	4		1		2			3	2
FLAW	3								
FEDU	3	2	1	3	2	2	1	3	3
FENG	1	1		1	1				1
TOTAL	28	9	4	8	12	10	3	8	13

Table 2: Number of schools per faculty with resources for Afrikaans and English

Faculty	Glossary	Study guides	PPT videos	TL	Tutors/SIs	SLP MP	SLP LA	Other	Flagship modules
FNAS	5	4	4	4	5	1	1		5
FTHEOL	3	3	3	3	3	3	3	3	3
FHS	6	8	7	5	2			2	2
FHUM	3	4	4	4	3			1	2
FEMS	3	4	3	3	4		2	2	3
FLAW									
FEDU	2	3	4	2	3	1		3	3
FENG	2	2	2	2	2	1	1	1	
TOTAL	24	28	27	23	22	6	7	12	18

Finally, 13 schools have identified flagship or other modules for the implementation of multilingualism in these languages.

Table 2 shows that 24 schools across faculties have glossaries for English/Afrikaans; 28 have translated study guides; 27 have developed PowerPoint slides or videos in the two languages; 23 use translation and/or translanguaging in class; 22 have appointed tutors or facilitators; six schools have sent staff on the Multilingual Pedagogies SLP and seven schools have sent staff on language acquisition SLPs. Twelve schools have engaged in innovative practices such as PowerPoint development or contributions to glossary development. Finally, 18 schools have identified flagship modules for the implementation of multilingual practices in these languages.

Apart from glossary development, it is clear that multilingual implementation with regard to Afrikaans/English is understandably much further advanced than that for the two African languages, especially for PowerPoint slides and videos, study guides, appointment of tutors and translation/translanguaging. Glossary development is more or less on a par for all the languages and so is the identification of flagship modules. Most faculties are making progress with the development of glossaries and strategies to incorporate the African languages into teaching and learning. What follows are some of the challenges that have been identified by faculties, and which need to be addressed collaboratively.



Credit: NWU Corporate Relations and Marketing

4. Challenges of implementation

4.1 Translations

Many faculties are seriously attempting to overcome challenges and implement multilingualism in their teaching and learning. However, translations across all eight faculties are not being undertaken in any systematic way, both within and across faculties. This is due to the pressure on staff to implement the language plans and the backlog of translation work in the LD owing to capacity issues. These are currently being addressed but it has caused lecturers to try and locate support elsewhere, such as their own African language-speaking staff and senior students, or sources such as Centre for Teaching and Learning (CTL), using external consultants.

The result might be variable translations in the African languages, which could have implications for the development of more formal disciplinary registers. This has yet to be ascertained but it deserves flagging as an important consideration. However, for access purposes, more informal translations

could be undertaken by staff or students. This strategy has been used successfully by Accounting Sciences in their development of concept videos. Translation into Nguni languages (isiZulu and isiXhosa) is also taking place in some faculties. This practice needs to be expanded, given the student demographics at NWU.

4.2 School-level involvement

At the beginning of the pilot project in 2020 (which, in reality, took place in 2021 because of the Covid pandemic) only one or two schools in each faculty rose to the challenge of multilingualism. At the end of 2022, however, we see that more schools in the faculties are taking on the challenge. Tables 1 and 2 reveal that more schools appear to be engaging with their faculties' language plans in various ways and within their capacity. Others are planning to engage more in 2023. This has important implications for building greater capacity for translation and interpreting in the LD and other services.

4.3 Supplemental Instructors

Supplemental instructors (SIs) are tutors or student facilitators. CTL suggested that lecturers identify senior students at third- or fourth-year level who speak the African languages and who can be trained as SIs. They also have the disciplinary knowledge at a more advanced level, so they would be in a better position to help students at lower levels. To date, in most instances, tutors have been chosen for their subject knowledge and not necessarily for their language abilities, although in the past language abilities had been a consideration in some cases. Students who can speak Setswana and Sesotho (and other African languages) fluently are necessary for the meaningful implementation of functional multilingualism at the university.

4.4 Glossary development

Glossary development has not been systematic across faculties, which has given rise to variable processes and varied products. This, in itself, is not an issue if the resulting terms are verified. Some disciplines, such as Accounting Sciences, have deliberately chosen to use the students' vernaculars for concept video voice-overs and subtitling. Results from their own monitoring research revealed that the majority of students found access easier in this way. However, other faculties may have different experiences.

The development of glossaries of terms requires collaboration across subject disciplines within faculties, across faculties, across universities and across professional bodies. In this regard, the BAQONDE project is envisioned to play an important facilitating role. Some faculties are collaborating with their professional bodies in order to develop

glossaries that will be acceptable nationally. Others are collaborating with universities and other institutions across borders to ensure that glossaries and terms are acceptable internationally.

Generic glossaries are useful across disciplines, where feasible, and some faculties have them, such as Health Sciences and Law. Some faculties have generic flagship modules which cater for subject disciplines across the faculty, such as Engineering and Health Sciences. This is a developmental process where terms are organically added as required. Some disciplines create glossaries which are applied across all four years of a professional degree, such as Law and Pharmacy. Other faculties have competitions in order to contribute to glossary development. In this way, both staff and students make contributions which are ultimately submitted to experts for verification.

4.5 Language learning

More staff need to become aware of the language courses available to them and how this could facilitate their attempts to bring multilingualism into their teaching. Heavy workloads and the burden, in the past, of emergency remote teaching probably led to diminished enrolment in the language acquisition SLPs. However, it appears that there are different ways in which staff learn languages: for instance, SLPs; modules in the School of Languages in the Humanities Faculty; and alongside students who are enrolled for professional degrees. Some staff also learn languages from external sources, such as online courses. Staff who learn languages using channels other than the language acquisition SLPs should also be given credit for this.

5. Research

One faculty is already carrying out evaluation of an intervention under the auspices of the parent project and this should be encouraged across faculties. Taking an “Action Research” approach is an organic way of introducing the African languages into the curriculum where possible, and naturally encourages regular monitoring and revision.



Lynn Cilliers and Phillip Cowan (Educational Interpreters) facilitating students during language challenges during Language Awareness Week.

6. Conclusion

As more schools in faculties become involved in the multilingual initiative, there is more pressure placed on the translators in the LD. Far greater capacity for translation is required in the LD and is becoming urgent. There is also need for translation into the Nguni languages, i.e., isiXhosa and isiZulu, as reflected in the demographic profile of students in many faculties. There is still concern among staff in some faculties that students are not accessing the translated materials but tend to use English. This, hopefully, can be verified when the data from the online institutional survey becomes available.

There is definitely goodwill among all faculties towards the multilingual initiative. We need to leverage this in ways that facilitate sharing good practices and innovative strategies across faculties. In addition, we need to encourage each faculty to implement its own monitoring and evaluation surveys based on the LPME survey currently in circulation. Health Sciences has already conducted a small survey on parts of their revised flagship module and other faculties could emulate this.

The language acquisition SLPs were discussed in terms of how many staff were accessing the courses. It appeared that fewer staff had attended these courses in 2022 for various reasons but this can be rectified in 2023 with the availability of relevant courses in suitable and user-friendly formats. The same applies to the SLP for Multilingual Pedagogies. The original SLP for Multilingual Pedagogies was completed towards the end of 2021 as it was left open for the original cohort of staff to access. Faculties reported in the meetings that they were all awaiting the launch of the new online Multilingual Pedagogies course, which is scheduled to launch in February 2023.

Despite the stumbling blocks presented by a return to a hybrid model of remote and contact teaching-learning, and the challenges of making the hybrid HyFlex model work, faculties have in fact performed admirably in their various efforts to make multilingualism at the NWU a reality, and have positioned themselves well to continue doing so.

LANGUAGE DIRECTORATE AND RELATED ACTIVITIES

CHAPTER 6

The Language Directorate-related activities, the short learning programmes (SLPs) for language acquisition and multilingual pedagogies, were covered in Chapter 5. This chapter will deal with other activities performed by the Language Directorate (LD).

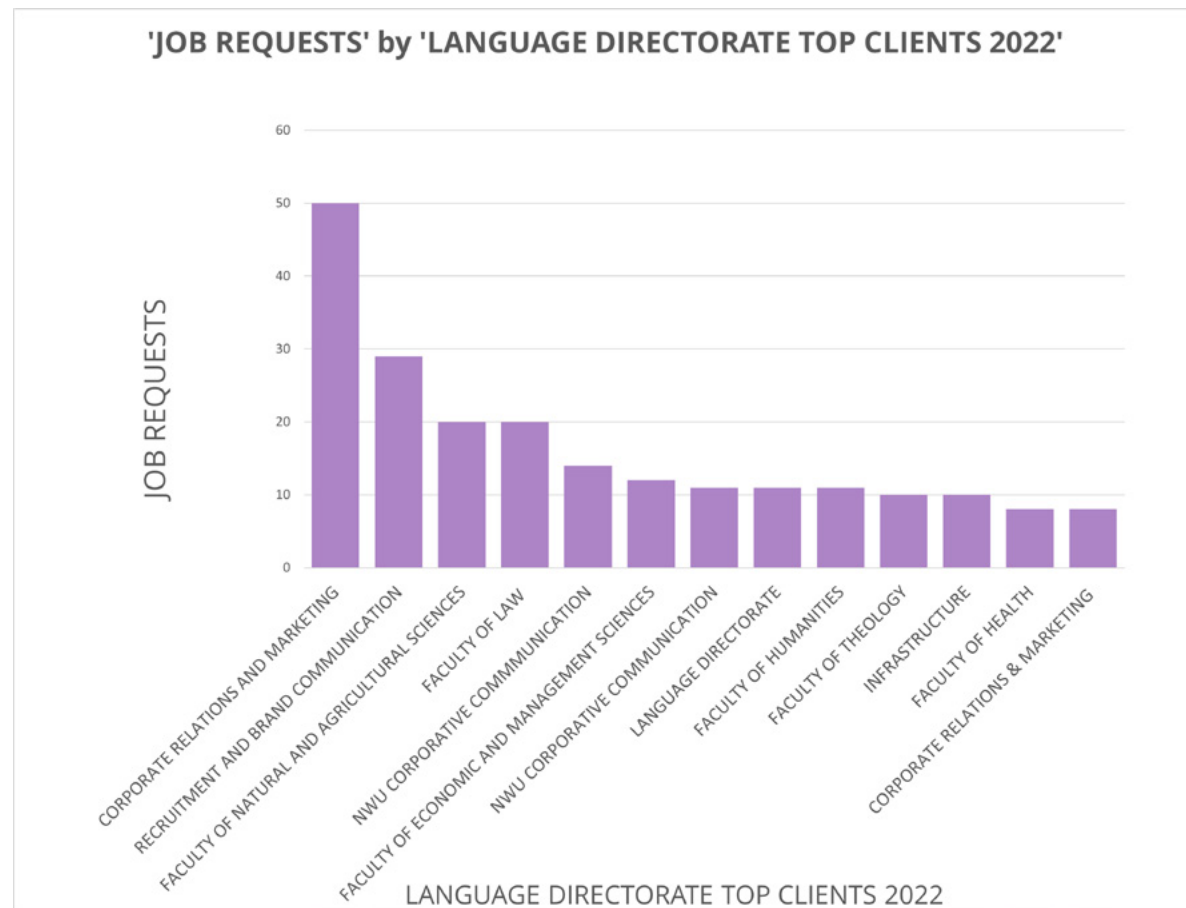
A point made in Chapter 5 and that needs to be emphasised is that both the language acquisition SLPs and the multilingual pedagogies SLP should be better utilised because the latter has moved to a remote teaching-learning platform, and the former are constantly

being considered to move those that are still contact mode to the remote mode as well, and to expand these SLPs to cover more languages.

1. Translation services provided in Setswana and Sesotho

The LD's top clients requesting work in Setswana and Sesotho, are the departments and faculties reflected in the following table:

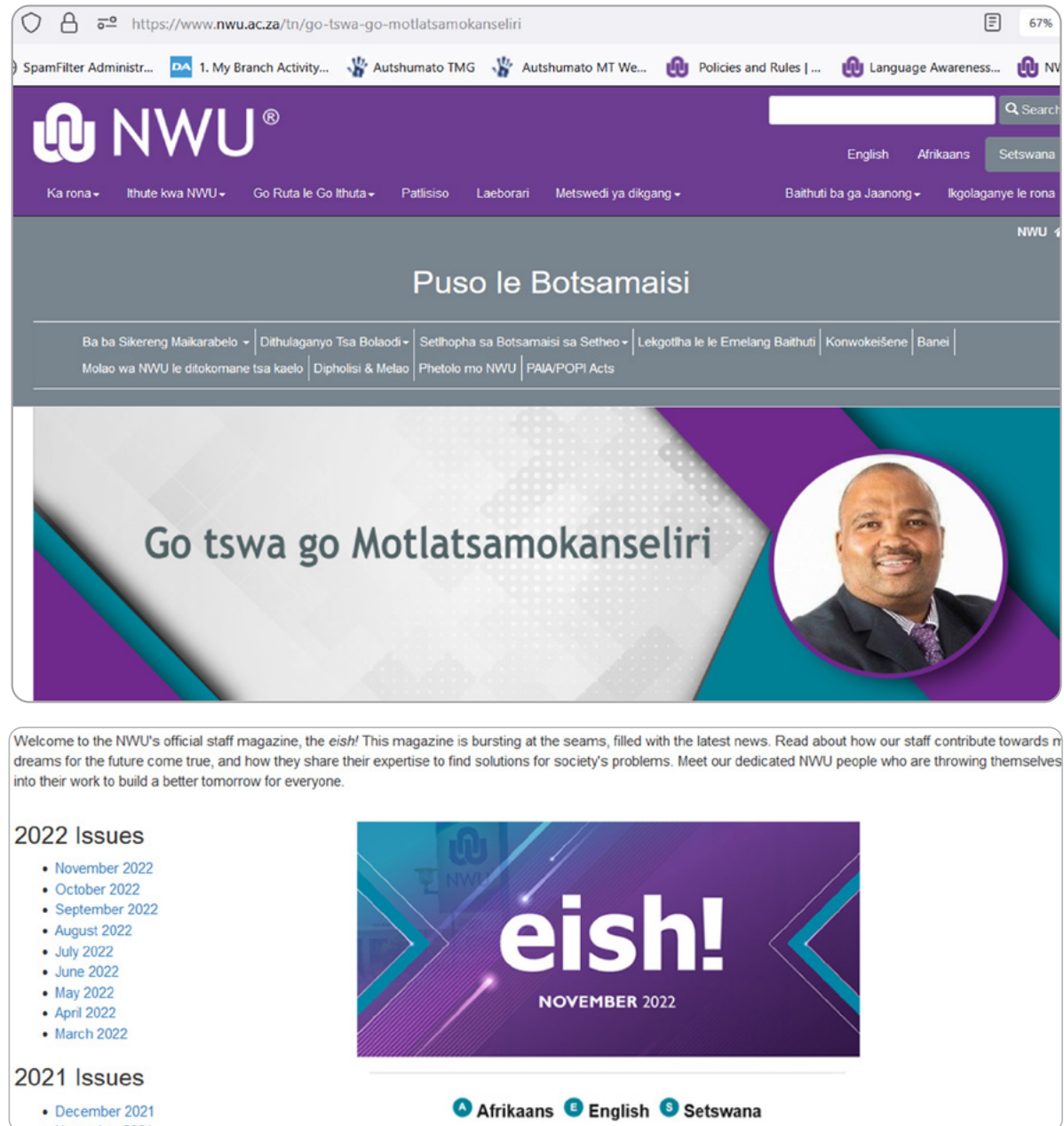
Total 'JOB REQUESTS' by 'LANGUAGE DIRECTORATE TOP CLIENTS 2022'	
Language Directorate Top Clients 2022	Sum of Job Requests
Corporate Relations and Marketing	8
Faculty of Health	8
Infrastructure	10
Faculty of Theology	10
Faculty of Humanities	11
Language Directorate	11
NWU Corporative Communication	111
Faculty of Economic and Management Sciences	12
NWU Corporative Communication	14
Faculty of Law	20
Faculty of Natural and Agricultural Sciences	20
Recruitment and Brand Communication	29
Corporate Relations and Marketing	50



1.1 Internal communication and social media

Internal communication is one of the biggest sources of translation requests into Setswana and Sesotho at the NWU, and includes messages from the Vice-Chancellor on various annual occasions and celebratory days such as Workers' Day, Women's Day and Heritage Day.

The *eish!* staff magazine that is published monthly in Afrikaans, English and Setswana is an award-winning publication in the corporate staff magazine category, which makes us proud. Monthly, a potpourri of 10 articles provide staff with interesting news about the NWU staff and students. In 2022, ten editions of *eish!* were published online in Afrikaans, English and Setswana.



The screenshot displays the NWU website interface. At the top, there is a navigation bar with the NWU logo and various links. Below this, a banner reads "Puso le Botsamaisi" (Our People). A large section titled "Go tswa go Motlatsamokanseliri" (From the Vice-Chancellor) features a circular portrait of a man. Below the banner, a welcome message for the *eish!* staff magazine is shown, followed by a list of 2022 issues and a preview of the November 2022 issue cover. The cover of the November 2022 issue is purple and blue with the text "eish! NOVEMBER 2022". At the bottom, there are language selection buttons for Afrikaans, English, and Setswana.

2022 Issues

- November 2022
- October 2022
- September 2022
- August 2022
- July 2022
- June 2022
- May 2022
- April 2022
- March 2022

2021 Issues

- December 2021
- November 2021

Afrikaans English Setswana

Publications on the first level of the NWU website and posts on social media are also translated into Setswana and Sesotho after being written and published in English and Afrikaans.



1.2 Signage

On all three campuses, signage along the main roads and pathways as well as at the entrances of buildings are published in combinations of English, Afrikaans, Sesotho and Setswana, depending on the dominant languages of the campuses.

Notice board information at entrance of building A1 on Mahikeng Campus

BUILDING NUMBER:

ROOM NO:	ENGLISH	NOMORO YA PHAPOS	SETSWANA
	PSYCOSOCIAL BUILDING		KAGO YA SAEKHOLOAGO
131	DEPUTY DIRECTOR PSYCHOSOCIAL HEALTH	131	MOTLATSAMOKAEDI WA BOITEKANELO JWA SAEKHOLOAGO
114	DEPUTY DIRECTOR PSYCHOSOCIAL HEALTH	114	MOTLATSAMOKAEDI WA BOITEKANELO JWA SAEKHOLOAGO
105	DIRECTOR LIFESTYLE DISEASES	105	MOKAEDI WA MALWETSE A MOKGWA WA GO TSHELA
106	DEPUTY DEAN ASSIGNED FUNCTIONS	106	MOTLATSAMODINI DITIRO TSE DI NEETSWENG
G15	DIRECTOR HUMAN MOVEMENT / COACHING SCIENCE	G15	MOKAEDI WA TSAMAO YA BATHO / SAENSE YA KATISO
G20	BOARDROOM	G20	PHAPOS
G130	BOARDROOM	G130	PHAPOS

1.3 Research questionnaires and documentation

In support of research done in the language of the citizens or the language of targeted audiences, the LD translates questionnaires and consent forms into Setswana and Sesotho (and also into isiXhosa on some occasions, depending on where in the country the research is taking place).

1.4 Study guides and terminology lists

As the translation of highly academic content is difficult, only accredited translators from the South African Translator's Institute (SATI) are used.



Phillip Cowan (Academic Interpreter) teaching French during Language Awareness Week.

2. Educational interpreting into Setswana and Sesotho

No interpreting into Sesotho took place; however, on the Potchefstroom Campus a few classes were interpreted into Setswana.

First Semester 2022

- No classes interpreted

Second Semester 2022

- Interpreting offered:
- History – Faculty of Humanities (HIST 223 – two periods per week)
- Pastoral Counselling – Faculty of Theology (PAST121 – one period per week)
- Communication Studies – Faculty of Humanities (COMS 123 – one period per week)

3. Pilot programme for Setswana: Potchefstroom and Mahikeng Campuses

As translation and interpreting into Setswana had not been done for a while on the Mahikeng Campus, and translation only to a limited extent on the Potchefstroom Campus, four Setswana language practitioners were appointed, predominantly with a view to interpreting but also for training as translators after training and selection in the form of an interpreting test. All four showed an aptitude for development as language practitioners.

In the end, three different modules were interpreted into Setswana on the Potchefstroom Campus. The modules were Pastoral Counselling (Faculty of Theology), History (Faculty of Humanities), and Communication Studies (Faculty of Humanities). No modules were interpreted on the Mahikeng Campus. As the educational

interpreting done by the interpreters did not occupy all these practitioners' time, they were also trained in using the OMEGA T translation software (a multiplatform computer-assisted translation tool) so that they could help translate texts and terminology lists into Setswana, and in this way be trained as translators (in addition to interpreters).

For the Faculties of Health and of Humanities, translation of video content was done into Setswana and Sesotho, whereafter audio recordings based on the translations were made for videos and slideshows. This was a first for Setswana and Sesotho, and plans for the future involve doing many more of these PowerPoint video presentations and short teaching videos.

4. Language queries and complaints

The office of the Language Ombudsperson is also situated in the Language Directorate. In 2022, only four language-related complaints were received and addressed, concerning the following:

- Third year Social Work
- Sports Sciences
- Karlien female residence dinner event
- Complaints from AfriForum



Patricia Molekane (Administration assistant for Interpreting Services) helping to facilitate teaching Setswana.

REPORT ON THE LANGUAGE AWARENESS WEEK

(5-9 SEPTEMBER 2022)

CHAPTER 7

The Language Awareness Week (LAW), viewed and approached through the lens of the NWU Multilingual Language Policy, strived to be a vessel to promote diversity and inclusivity across all three campuses. Using interactive activities and opportunities whereby all stakeholders were engaged, participation and alignment were achieved with success. Identifying the importance of promoting languages and cultures at the NWU was a priority and the focus of the week. That aim was achieved with buy-in from all target groups.

With unwavering support from the DVC Teaching and Learning (Prof Robert Balfour), the theme for the week *Multilingualism: A powerful resource for inclusion and academic development* was extrapolated to create a level of awareness of the integral and pivotal part that diversity of languages must play in enhancing teaching and learning at the NWU.



Report by Co-ordinator of Language Awareness Week: Dr Keaobaka Seshoka (Director of the NWU Language Directorate).



Link to the LAW 2022: <https://www.nwu.ac.za/language-awareness-week-2022>

As a world-renowned academic institution at the forefront of offering and promoting multilingualism through innovative and technologically advanced processes, the LAW was tailored as such, maintaining the high standards expected from the NWU.

It was vitally important that all three campuses be afforded the same platform to present and execute the planned activities for the week, with a particular focus on one day in the week for each campus, but also accessible to all stakeholders and participants via

live streaming. The decision was taken to place the focus of a selected day on each of the three campuses. Monday was chosen for the Potchefstroom Campus (PC), Tuesday for the Vanderbijlpark Campus (VC) and Thursday for the Mahikeng Campus (MC). The official opening was conducted from the PC on Monday 5 September, with VC's focus on Tuesday 6 September (the 60-seconds Language Challenge and *Melodi ya Poko*), and MC enjoying their exposure on Thursday 8 September using a Language Colloquium hosted by Dr Keaobaka Seshoka.

Activities presented throughout the week on all three campuses, included staged plays, language portraits, online language classes, movie nights and food fests, all of which combined Heritage Month with multilingualism.

The decision to live-stream the selected events and campuses was highly successful and gave equal exposure to all stakeholders. The respective mascots of the NWU were deployed to high-profile activities to enhance awareness and build excitement amongst the participants. The landing page of the

LAW was updated on an hourly basis with the support of Corporate Communications, MSM Productions and D-Media, with recordings of videos – not only of the events as they were completed but also with contributions from students and staff of the NWU.

The Director of BAQONDE¹, Professor Pedro Alvarez Mosquera, also expressed his support for the event through a recorded message. VC made sure that students frequented the area.

With the support, effort and dedication of a formidable team, the planning and execution of the LAW was made possible. All stakeholders and support entities, from the DVC Teaching and Learning office to the catering assistants, were passionate about their roles and responsibilities.



Students and NWU personnel participating in language challenges during Language Awareness Week activities on the Potchefstroom Campus.

1. **B**oosting the Use of **A**frican Languages in Education. A **Q**ualified **O**rganized **N**ationwide **D**evelopment Strategy for South Africa

Potchefstroom Campus Team

Organising committee

Person	Roles and responsibilities
Dr Keabaka Seshoka	Co-ordinator
Mrs Mpho Mhonyera	Section Head: Interpreting Services
Mr Joseph Sobuthongo	Administrator
Mr Hänschen van As	Potchefstroom Campus co-ordinator
Mr Johannes Mahlasela	Vanderbijlpark Campus co-ordinator
Mr Anele Gobodwana	Mahikeng Campus co-ordinator
Mr Lebogang Jonas	Mahikeng Campus co-ordinator
Mrs Marilize van Deventer	Marketing co-ordinator
Mrs Lynn Cilliers	Activity support
Mrs Simone Steyn	Media support
Mr Basil Rabie	Activity Support
Mr Johan Zerwick	Activity co-ordinator
Mr Willem Botha	Activity co-ordinator

Catering

Person	Roles and responsibilities
Mrs Reonette Jansen	Food and Beverage Services

Student Organisers

Person	Roles and responsibilities
Dr Corrie Rheeder	Student Life coordinator PC
Mrs Marlien Labuschagne	SCC Liaison
Miss Heilna Potgieter	SCC Residences

Audio/Visual support

Person	Roles and responsibilities
MSM Productions (SF van der Westhuizen)	Audio/visual support and live streaming
D-Media (Hendrick Jali)	Recordings

Marketing and Digital Support

Person	Roles and responsibilities
Mr Louis Jacobs	Director: Corporate Communication
Mrs Moira Muller	Corporate Communications
Mrs Maryke Laas	Corporate Communications
Mr Musa Zanempi	Brand Communication
Mr Gerrie van Deventer	Brand Specialist Clothing and Gifts

Mahikeng Campus Team

Name & Surname	Department
Anele Gobodwana	Language Directorate
Mishumo Nephawe	School of Languages
Mmakhuduga Mosenogi	Language Directorate
Mamohlotlo Mothiba	School of communications
Motlatjo Ntatomala	Language Directorate
Molebogeng Maake	School of Languages
Lerato Moopelwa	School of Languages
Sesiwa Thobakgale	School of Languages
Puseletso Pule	School of Languages
Gloria Daza	School of Languages
Lebogang Jonas	Language Directorate
Hunadi Ramvubela	Language Directorate
Thato Kwarare	School of Languages
Steven Dikawele	School of Languages
Onalenna Leburu	School of Languages
Othusitse Maungtlala	School of Communications
Mapule Molatisi	SEFALA
Reoikantse Shuping	School of Languages
Kgalalelo Maarman	School of Languages

Vanderbijlpark Campus Team

Name & Surname
Johannes Mahlasela
Stephanie Mostert
Wendy Barrow
Chuku Taole
Molefe Seshabela



Mahikeng Campus Language Awareness Week organising committee

Reflections on the Week

Monday 5 September 2022

Official Opening (PC, streamed live)

Black Note Ensemble opened the event with a fitting song, after which Mrs Mhonyera (Section head: Interpreting Services) welcomed all participants – those physically present as well as those who joined online through live-streaming. Dr Keaobaka Seshoka (Director: Language Directorate) gave the opening speech, followed by Mr Nkosinathi Tom, relating his personal experience of multilingualism at the NWU, both as a student and in management. *Black Note Ensemble* entertained the audience with two more multilingual songs. The attending residences competed with one another through their respective chants, with *Patria* and *Karlién* walking away with the honours and a prize of R1,000 each. The Mascots also supported the activity, wearing specially designed Language Directorate clothing. The event concluded with the singing of the NWU anthem. MSM Productions was responsible for the audio/visual support, and D-Media recorded the event for posterity.



Mr Johan Zerwick handing over the prize to winners Patria and Karlien residences, who won the chant competition.

Positives:

- The event was professionally conducted, recorded, and made available on the LAW landing page, YouTube, Facebook and Instagram. It was also shared with various student WhatsApp groups.
- Staff from the Language Directorate were out in full force, clothed in the LAW colours.

Challenges:

- Fewer-than-expected students attended due to various student activities being held simultaneously, especially the annual *Serenades*.
- Feedback from the MC: The opening was live-streamed. The students said it was “just okay” but they did not feel they were part of it as the speaker did not always engage with them. However, they appreciated the efforts. The other issue was the venue and resources on MC. Better facilities would have made the experience a bit livelier.

Spelling Bee – Where is the honey pot? (MC, recorded)

The Spelling Bee was exciting, and it was useful to students. It took longer than expected to build up, an aspect which can be improved upon in the future, but it was MC's first experience with the tools and an exciting challenge. Students who won the competition were issued with a certificate for competency.

Positives:

- Exciting responses.

Challenges:

- Build-up to the activity can be improved on.
- No proper sound equipment and visual support from IT Visuals.
- Most students were not aware of the event.

Sign language activity: (MC, recorded)

Ms Naomi Matthys presented a South African Sign Language (SASL) activity with the MC's student and staff community. She taught them basic signs, how to introduce themselves, greet each other, and the SASL alphabets. The students had a great time and did not want the session to end.

Positives:

- The students engaged fully in what was presented and participated enthusiastically. They had a meaningful session, as they could interact with each other afterwards with the basic signs they were taught.

Challenges:

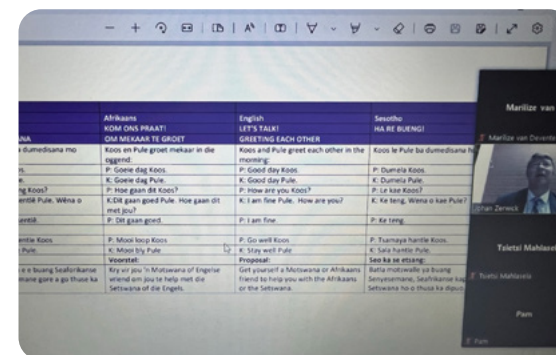
- We had to cut the session short as we started late with the programme.

Online classes in Setswana and sign language

30-minute classes were presented online via Zoom. This was done on a fundamental level for beginners to create awareness and to open a new language world for attendees.



Online classes in South African Sign Language (above) and African languages (below)



Tuesday 6 September 2022

Sixty Seconds Language Challenge (VC, live-streaming and recorded)

Tuesday was the highlight for the VC campus. Gazebos were erected in the area opposite the main entrance to the library. The faculties represented were Law, Natural and Agricultural Sciences, Humanities, and Economic and Management Sciences. The *60-seconds Language Challenge* was a favourite with students as they flocked to the area and took part in the activity.

Positives:

- It exceeded the stipulated time-frame as students could not get enough of the activity.

Challenges:

- None



Students and NWU personnel participating in language challenges.

Poetry - *Melodi ya Poko* (VC, live-streaming and recorded):

The poetry reading session took place concurrently with the *Sixty Seconds Language Challenge* staged in a venue inside the library. This session was live on YouTube. Nine participants took part – two Afrikaans, two English and five Sesotho.

Poetry - *Melodi ya Poko* (MC, recorded): Combined with the drama contribution

Drama Society Play (MC, recorded): The MC drama group produced a drama specifically for LAW to convey the importance and advantages of multilingualism. The drama also expressed themes of unity among different language groups. The drama group, in their storyline, emphasised the significance of communication and connecting with people from different cultures, histories, and languages. They highlighted that education and willingness to learn from each other could produce benefits in many ways. They also stressed that understanding one language promotes a solid relationship so that, in the end, we can deal with all types of challenges in our society, like tribalism, and that no language is superior or inferior to any other language. The play indicated that language is a powerful instrument that can even change the way we look at and perceive life.

Positives:

- Well-presented and in keeping with the theme.

Challenges:

- Insufficient sound equipment (microphones); it was difficult to hear the speech of the acting groups due to background noise from the audience.

BUA! Spoken Poetry - The role of the MC (Online via Zoom)

Positives:

- It was well attended.

Challenges:

- More time needs to be given to such initiatives. A more collaborative effort is needed.



Poetry Sessions

Online classes in Sesotho and sign language:

30-minute classes were presented online via Zoom for interested parties. This was done on a fundamental level for beginners to create awareness and open a new language world for attendees.

Online classes in South African Sign Language (SASL): A 30-minute SASL class was presented via Zoom. Interested parties learned the basics of SASL; how to introduce yourself, the alphabet, and various signs to express how you are doing.

Positives:

- Participants learned quickly, and more content was covered.

Challenges:

- Some had problems with their videos and could not start them.



Online classes in South African Sign Language.

Wednesday 7 September 2022

Movie night (PC):

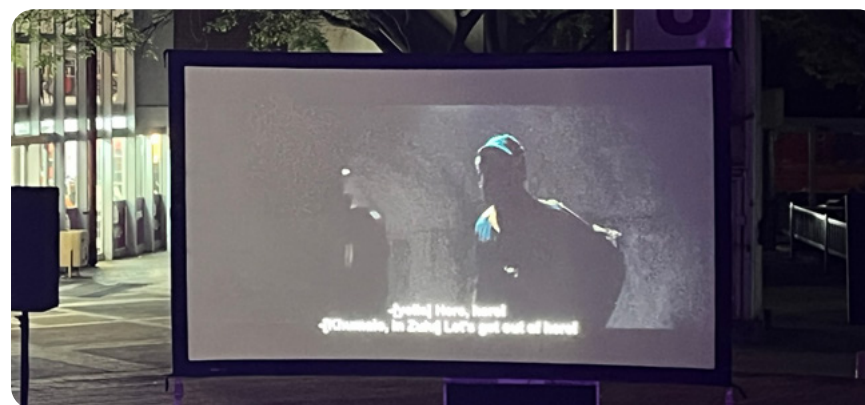
Silverton Siege was chosen as the multilingual film (six languages spoken) due to its popularity and South African setting. MSM Productions facilitated the screening. The screening rights were procured from Netflix because it was intended for non-profit and instructional reasons. Popcorn and fruit juice were provided to the first 100 attendees. The mascots helped promote the event and set a positive mood. An online RSVP form was utilised to ascertain numbers and support planning for the event.

Positives:

- The movie was well suited for the event.
- The Language Directorate staff supported the activity in full.
- The movie was well received by the students who attended, and they verbalised afterwards that they needed more activities like this.
- The attendees appreciated the snacks on offer.
- The support from the Klipoog cafeteria and the Draak was unsurpassable.

Challenges:

- Many other student activities took place simultaneously, resulting in a lower turnout than expected.
- There was a double booking regarding the availability of the lawn in front of the Ferdinand Postma Library. Fortunately, we had made allowance for inclement weather, and the Amfi was at our disposal as a backup.



Movie Night during Language Awareness Week on the Potchefstroom Campus.

Movie night – *Flicka* (MC):

An online RSVP form was utilised to ascertain numbers and support planning for the event. The movie had powerful themes of multilingualism and how language functions as a vehicle for identity and culture.

Positives:

- D-Media and the team conducted interviews after the movie on how the movie was received. The staff and students loved and marvelled at the teachings and importance of multilingualism.

Challenges:

- Should we have an event of this nature in the future again, let's make it more exciting by adding the red carpet, and pre-interviews with the audience.

2.			
Setswana	Afrikaans	English	Sesotho
A RE BUENG!	KOM ONS PRAAT!	LET'S TALK!	HA RE BUENG!
Leina la gago ke mang?	Wat is jou naam?	What is your name?	Lebitso la hao o mang?
K: Dumela mma.	K: Goeie dag mevrou.	K: Good day ma'am	K: Dumela mme.
L: Dumela rra.	L: Goeie dag meneer.	L: Good day sir	L: Durbela ntate.
K: Leina la gago ke mang?	K: Wat is jou naam?	K: What is your name?	K: Lebitso la hao o mang?
L: Leina la me ke Lebogang.	L: My naam is Lebogang.	L: My name is Lebogang.	L: Lebitso la ka ke Lebogang.
K: Leina la me ke Koos.	K: My naam is Koos.	K: My name is Koos.	K: Lebitso la ka ke Koos.
K: Sefane sa gago ke mang?	K: Wat is jou van?	K: What is your surname?	K: Sefane sa hao o mang?
L: Sefane sa me ke Mokoena.	L: My van is Mokoena.	L: My surname is Mokoena.	L: Sefane sa ka ke Mokoena.
K: Ke a leboga Lebogang.	K: Dankie Lebogang.	K: Thank you	K: Ke a leboha Lebogang.
L: Nyaa, go leboga nna Koos.	L: Nie te danke nie Koos.	L: It's my pleasure Koos.	L: The, ho leboha nna.
Tsibiso	Wenk	Tip	Maele
Ditlhaka tse pedi di bapile ka Seafonikame. Jaaka "naam" le "Koos" di dira gore o di buie di le ditelele. E seng "nam" le "Kos" mme ke Naam le Koos.	Mokoena word uitgespreek as Moe-koe-e-na of makliker as Moe-kwé-na en nie Mokoena nie.	Mokoena is pronounced as Mo-ko-e-na or Mo-kwé-na. And not as Mokoena é- as the vowel in "then" Lebogang Mokoena!	Hlokomela dinoko tsa Sesotho: Mo-Ko-e-na.

Online classes in Sesotho.

IsiXhosa Online Class: *Lwazi ulwimi lwakho*

(30 minutes of basic beginner level isiXhosa): This session was quite exciting.

Positives:

- This class was well attended.

Challenges:

- None

Online sign language class (30 minutes of basic beginner-level South African Sign Language):

Interested parties logged on for this session, which was a follow-up to the previous session. Participants were taught how to ask questions in SASL and the appropriate responses. They learned numbers and how to incorporate them into their signing.

Positives:

- Participants were fast learners and participated in the session.

Challenges:

- None

Language Portraits (VC, recorded):

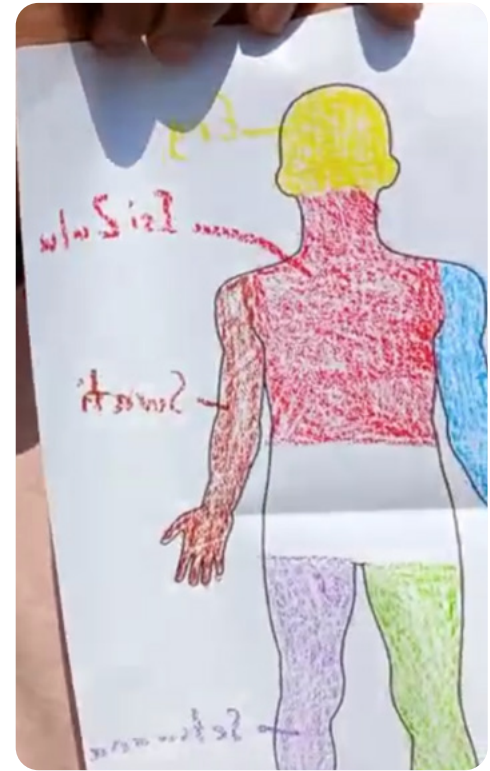
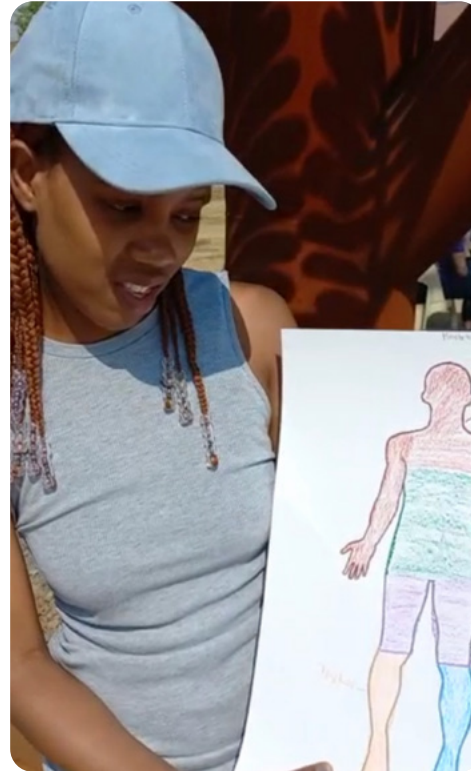
There was a session for language portraits opposite the main entrance to the library. Since students were familiar with these activities, they voluntarily came to our tables and actively participated.

Positives:

- The students learned a lot about their language repertoires.

Challenges:

- None



Language Portraits done by students during Language Awareness Week

Thursday 8 September 2022

Sixty Seconds Language Challenge (PC, recorded):

The 60-seconds Language Challenge was held in Lover's Lane of PC, where many students pass on their way to the student centre. The buzz of activity ensured that students stopped by for a quick basic introduction to another language. The following languages were offered: Afrikaans, Sesotho, Setswana, isiZulu, isiXhosa, South African Sign Language, French, German, Italian, Spanish/ Portuguese, and Thai. A "teacher" presented the basic greetings and practical words for communication to the "student", who received a printed flyer with these words and a certificate for completion (kindly designed by the VC colleagues).

Positives:

- A huge success and positive feedback from all involved. The students enjoyed the activity and posed for a framed LAW photograph with their certificates.
- A total of 80 certificates were awarded during the hour.
- Presenters (teachers) were from different backgrounds, and included students, Language Directorate staff, lecturers, and private persons.
- The volunteers assisted, and D-media captured the fun.

Challenges:

- Separate tables per language would have worked better than the shared tables delivered.
- There was a shortage of about five certificates by the end of the hour.



The Sixty Seconds Language Challenge held in Lover's Lane of Potchefstroom Campus. A "teacher" presented the basic greetings and practical words for communication to the "student", who received a printed flyer with these words and a certificate for completion.

Colloquium - Multilingualism:

A powerful resource for inclusion and academic development (MC, live-streaming and recorded, available on YouTube): The MC team hosted a theoretical discussion on multilingualism which was live-streamed across other campuses. Prominent language practitioners and lecturers across universities were invited to do presentations and answer questions. This was a successful event directed by Dr Seshoka. She kept the other two campuses engaged and dealt with questions sent from online platforms. The discussions centred on multilingualism, a powerful resource for inclusion and academic development. Prof Langa Khumalo, Executive Director of SADIaR; Dr Malephole Sefotho, Senior Lecturer at NWU; Dr Simbayi Yafela, Senior Lecturer (UJ); and Mrs Nombulelo Mbolekwa-Sonakile (Deputy Chairperson: North West Provincial Language Committee at PanSALB) engaged on practical measures and solutions that equip the university and the working environment with more tools for multilingualism. Lunch was made available to the attendees.

Positives:

- The event was well attended, and more was learnt from the discussions.

Challenges:

- More must be done to market these events during LAW.

Afrikaans Online Class: *Ken Jou Taal* (30 minutes of basic beginner-level Afrikaans):

Only one Afrikaans-speaking person attended after we had problems logging into Zoom.

Positives:

- The class was well attended.

Challenges:

- We must combine languages – not have one language per evening.
- Overall, 30 minutes was not enough in language classes to make it worthwhile. At least an hour is needed; combining the languages would be better because we will promote multilingualism and mutual understanding.

Online sign language class (30 minutes of basic beginner-level South African Sign):

On the final evening of class, we recapped everything and learned additional yet important phrases one must know when interacting with the deaf. We also learned words that are related to Language Awareness Week.

Positives:

- All the participants took part in the sessions. They could recall the signs done in the previous classes and were able to introduce themselves to each other and have basic conversations. It was lovely to have so many staff members participate as well.

Challenges:

- We would have loved to cover more content, but the exposure to the language, its structure and some facts about the deaf community was excellent.

Friday, 9 September 2022

Cultural Food Fest and official closing (PC, VC and MC simultaneously):

An RSVP online form was used to ascertain numbers and to facilitate support for these events on all three campuses. A menu consisting of indigenous foods was drawn up, and attendees could select two dishes. Catering support staff on all three campuses was used to prepare and make available the dishes, each separately packaged in microwavable containers and branded with LAW stickers. Attendees were requested to wear traditional dresses to combine LAW and Heritage Month. Staff from the Language Directorate were asked to contribute their LAW experiences, and Dr Seshoka officially closed the week in a true multilingual fashion. The event was live-streamed and recorded. At VC, the heritage food event saw about 88 people lining up in the library's foyer to collect their food packages.

Positives:

- The food was of high standard and enjoyed by all.
- A festive and lively atmosphere was present, and many participants were proudly clad in their traditional attire.
- All the RSVP participants attended the VC events.

Challenges:

- More attendees were expected on PC.



For the Cultural Food Fest, attendees were requested to wear traditional dress to combine LAW and Heritage Month.

Multilingual Challenge (MC, recorded)

The Multilingual Challenge was a huge success. Students participated in a game of words and meaning to practice their multilingualism. Mishumo and Lebo facilitated the game, and the students were eager and participated. Those who did well were given chocolates.

Positives:

- Eager participation by students

Challenges:

- None

Language Awareness Week Programme

For full programme, see Appendix 2.



Students and NWU staff participating in language challenges.

Conclusion

The LAW was a resounding success, with energy and effort surpassing expectations. Participants experienced a wide variety of activities, all tailored to support the theme. Staff participation was exemplary, and support from all stakeholders was commendable.

The MC event was a success; no significant obstacles were experienced. The team achieved its objective. We are confident that students and the staff well received the message. We noticed positive energy, team spirit, and dedicated people who were hands-on in ensuring the event was a success. We wish to improve in the future and create a memorable escape for both staff and students.

Some points to consider:

- The LAW scheduling should be carefully considered to eliminate the concurrence with other student activities at the NWU, to increase student availability and participation.
- Marketing of the event and activities should be prolonged to achieve a higher degree of awareness, and as a result higher attendance, and that would allow enough time for events and activities requiring RSVP.
- Faculty representatives and other stakeholders should be identified and roped in earlier as their contributions are valuable and insightful.
- The use of printed and broadcast media can be increased. Posters per activity could raise more awareness.
- Social media is a powerful tool when utilised successfully, especially in reaching students, as this is their preferred means of communication.
- The audio/visual units of the NWU are acquiring equipment and expertise to offer services that had to be outsourced to external service providers, with costs incurred. This will, in future, alleviate pressure on the budget.
- Recommendation: Singing Flash Mob appearance at the student centres of all three campuses that could include NWU choirs, singing groups or serenading groups, orchestras or bands.
- It is recommended to have a mic and a lively audience where people are challenged to talk in languages other than their own; to present Portraits and the 60-seconds Language Challenge; and to have volunteers to introduce themselves in their languages and maybe read other languages out loud would be great fun.
- Specific shortfalls at VC:
 - Delivery of the main canvas banner arrived only late afternoon on Wednesday.
 - Not all sessions were recorded.
 - The radio station people did not arrive at the campus on our days.
 - Golf shirt provision fell short of requested numbers.



SCENES FROM LANGUAGE AWARENESS WEEK ON POTCHEFSTROOM CAMPUS



SCENES FROM LANGUAGE AWARENESS WEEK ON MAHIKENG CAMPUS

Must-watch videos of Language Awareness Week!

Hover cursor over the video of your choice, and it will take you straight to YouTube.

Language Awareness Week - Official Opening



<https://www.youtube.com/watch?v=IE6SAo2QbUY>

Language Awareness Week 2022: Mahikeng



<https://www.youtube.com/watch?v=VI8VpEDyVpY>

Language Awareness Week - 60 Seconds Language Challenge



https://www.youtube.com/watch?v=UimpJbp_NYA

Language Awareness Week - Official Opening (*live stream*)



<https://www.youtube.com/watch?v=4nbFPpNY-c0>

Language Awareness Week - Colloquium - Multilingualism



<https://www.youtube.com/watch?v=WYo5xiseyqw>

Language Awareness Week - Cultural Food Fest - Celebrating



<https://www.youtube.com/watch?v=fL3CzNlbH8E>

USAF-SUPPORTED LANGUAGE RESOURCE AUDIT

CHAPTER 8

Universities South Africa (USAf), through its Community of Practice for the Teaching and Learning of African Languages (CoPAL), worked with universities towards implementing the Department of Higher Education and Training's (DHET's) new Language Policy Framework for Public Higher Education Institutions ('the Framework').

One of the primary outcomes of the inaugural VC Colloquium was for

the South African Centre for Digital Language Resources (SADiLaR), a strategic national Research Infrastructure under the South African Research Infrastructure Roadmap (SARIR), to conduct a comprehensive language resources audit across all the public universities. The language resources audit was done to assess the universities' resources required to implement the new Framework. This was also done to examine what

resources and infrastructure universities have in place to support the implementation of the Framework.

The NWU, through the Language Directorate, was one of the universities nominated to participate in the audit pilot. This was also done to identify milestones in successfully implementing the institutional language policy. The audit sought to identify what was presently available to the university

community that could be used to support the implementation of the Framework, determine the range of resources needed by the community to implement the Framework, and to identify where the gaps are.

The pilot programme at NWU took place on 24 October 2022 at the NWU. Interviews were conducted with senior management, staff and students. The pilot programme examined what resources and infrastructure they have in place to support the implementation of the Framework. The report will be shared in due course.



Marilize van Deventer (FCP for Health Sciences and Educational Interpreter) and Wanda Phiri (Setswana Translator) celebrating Language Awareness Week.

NWU MY LANGUAGE PORTRAIT APP

CHAPTER 9

One of the Language Directorate's most important contributions to promoting implementation of the NWU Language Policy, which is expected to bear rich dividends in future, is a project initiated in 2021 and referred to in last year's annual report. This was the development of a mobile application to enable language portrait workshops to be presented in the virtual space. The development of the application was completed in 2022.

The NWU My Language Portrait App (the App) was conceptualised and developed during 2021 and 2022 as a joint project between Student Life, the NWU Language Directorate and the language researcher Prof Susan Coetzee-van Rooy. The App was developed as part of the NWU's commitment to the development of African languages, and it is integral to the NWU's larger commitment to establishing a truly multilingual NWU.

The App is used as a reflective tool, stimulating meaningful discussion and reflection on language perceptions and the use of language. Language portraits as a survey instrument lead participants to use a sketch representing the human body on which they place their various languages as functional instruments in relation to their different body parts. Thus, they are stimulated to reflect on the individual language repertoires they bring to the University and the roles

each of these plays in their lives. This usually brings them to understand that all the languages in their repertoires have value, and that these languages can all play a role in their teaching-learning, and in their student life generally.

They come to see multilingualism as 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's Language Policy and Plans, an insight into what the NWU strives to achieve in terms of not only linguistic but also social cohesion.

As part of language awareness-raising at NWU, hard copy language portraits were successfully used in 2020 and 2021 in contact and virtual workshops with first-year students and student leaders. Work sessions utilising the language portrait survey were also held as part of the NWU Language Awareness Week in 2021 and 2022, where it again proved its value for awareness-raising and as a research instrument for collecting language research data.

The realisation that a need existed for a means of doing language portrait surveys remotely and not only in contact sessions, gave rise to the conceptualisation and development of the App. It is now possible to present language portrait workshops in the virtual space, allowing inclusion of students and staff. Users can now complete their

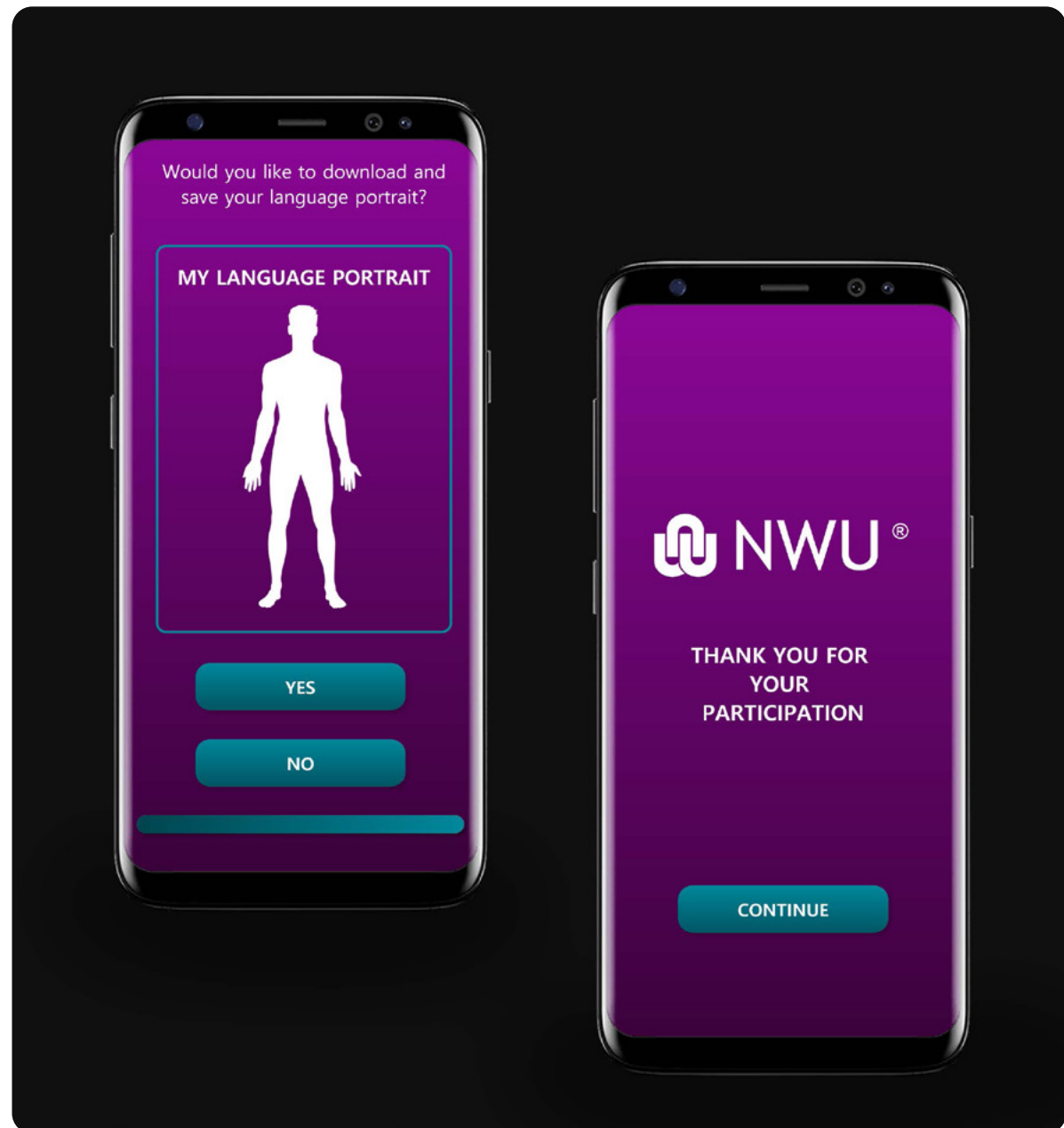
language portraits from any place at any time, using their personal mobile device. The App captures a user's profile information and language portraits and it generates data which facilitators can analyse and use to conduct follow-up sessions, if required, or use for further research.

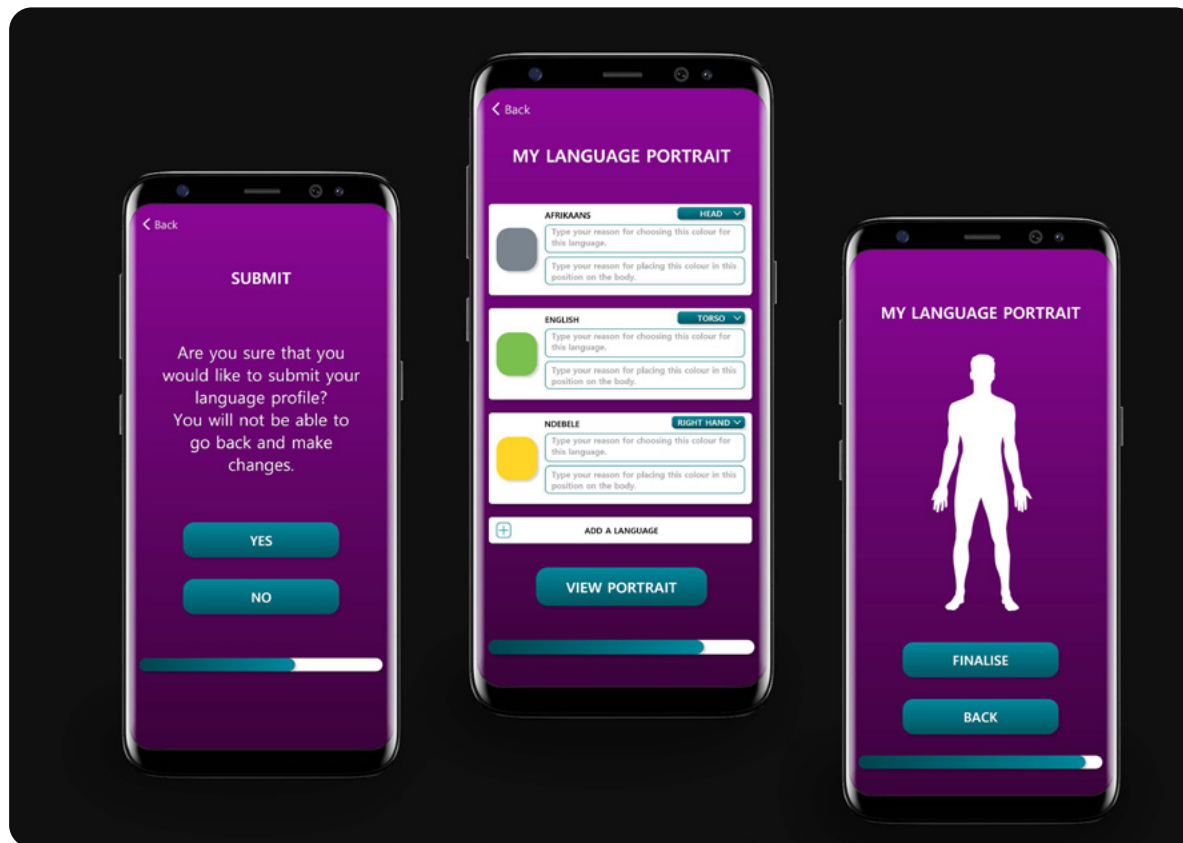


Features of the application include demographic questionnaires, consent forms, tools to create the language portrait, and reporting functionalities. It is envisioned that, because it was designed not to be NWU-specific, it will be used beyond the NWU by other researchers and institutions world-wide.

The App was published on 19 October 2022 via the following electronic platforms as a free app:

- i. Apple Play Store: <https://apps.apple.com/us/app/my-language-portrait/id6443896721>
- ii. Google Play Store: <https://play.google.com/store/apps/details?id=com.createchinteractive.NWULanguagePortrait>





For the purposes of demonstration, a “mock” session has been created on the App that will allow participants to explore the App and complete their language portraits using the project code “NWUTest”. The App will be officially debuted to the university community during the 2023 Registration and Orientation Programme.

In conclusion, and looking at the global context, it is justified to state that this application constitutes a significant and enduring contribution to the field of language research, something of which the NWU can be rightfully proud.

THIRD INCOME STREAM GENERATION BY THE LANGUAGE DIRECTORATE

CHAPTER 10

1. Background

The Language Directorate's (LD's) third income stream generation is integrally linked to its community engagement activities. There are various sources of third income stream funds, the main two being the educational interpreting services (EIS) provided by the LD at the Potchefstroom College of Agriculture

(PCA) and *ad hoc* simultaneous interpreting services to agricultural and other institutions. The latter usually involve a community engagement element, specifically enabling and promoting 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"), relating to part of its own internal interpreting services.

2. Educational interpreting services at Potchefstroom College of Agriculture

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

The LD 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 contract expired at the end of 2021 but was extended for the whole of 2022, during which time an invitation was launched for bids to tender for the provision of the EIS service at PCA. 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 resided under the North West Department of Agriculture and Rural Development but has been moved to the national Department of Higher Education and Training (DHET). 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 for Public Higher Education Institutions (the Framework) promulgated by the DHET. The matter of revising its language policy to align with the Framework has not yet been dealt with by PCA but the NWU has offered its assistance to the PCA in designing a Framework-compliant language policy and implementation plan.



Gerhardu Mynhardt (Educational Interpreter) interpreting at the annual Potchefstroom Chamber of Commerce meeting.

3. Ad hoc simultaneous interpreting services to other institutions

Owing to NWU's well-known expertise in the field, it has over the years provided interpreting at public meetings of civil and other organisations, 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 (PanSALB), and also to agricultural associations, such as Potatoes SA and Grain SA. These interpreting services often involve indigenous African languages, mostly Setswana, during provincial events. The following are examples of some of these external interpreting services provided by the LD:

- The LD has for a number of years provided interpreting services into Setswana at public meetings of the Royal Bafokeng Nation held in Phokeng, Rustenburg.
- In the case of interpreting at agricultural board meetings, conferences, congresses and symposia, the inter-

preting services offering used to be bilingual, i.e., English to Afrikaans, and vice versa. Since the 2020 Annual Congress of Grain SA, interpreting services into Setswana, Sesotho, isiZulu and isiXhosa, however, have been 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 2020 interpreting in bridging language barriers in the association paved the way for a service on the same scale in 2021. Because of Covid-19, the interpreting was handled innovatively, being 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. During 2022 the congress was back to full contact mode, being held at the NAMPO site in Bothaville, and once again multilingual, with NWU interpreting services.



Language Directorate interpreters assisted at the Reitz Landbouweekblad Conservation Agriculture conference.

- Interpreting services were provided at the specialised conservation agriculture conference in Reitz in the Free State, presented and sponsored by the Media 24 agricultural magazines *Farmer's Weekly/Landbouweekblad* and attended inter alia by a number of overseas participants who were fully dependent on interpreting to enable participation. Very positive feedback, particularly from these participants, was received regarding the interpreting services provided.
- Another prominent and highly subject-technical agricultural event where the LD also provides regular interpreting services is the annual Potatoes SA National Research Symposium.
- Interpreting services were provided at the Oil and Protein Seeds Development Trust symposium held in Potchefstroom during August.
- The LD cooperates closely with the North West Department of Sport, Arts and Culture and the North West provincial office of the PanSALB,

participating in celebratory events such as International Mother Language Day and International Translation Day, inter alia, and on these occasions providing interpreting services in the English-Setswana-Afrikaans language combinations. This close relationship goes back some 25 years.

- The LD provided the interpreting at the conference of the Southern African Linguistics and Applied Linguistics Society (SALALS), held on the Potchefstroom Campus.
- The LD has previously provided interpreting services at some meetings of the Potchefstroom Chamber of Commerce (*Potchefstroomse Sakekamer*), and during 2022 it once again was approached and provided this service.

The NWU's Language Directorate's interpreting expertise in the agricultural field is clearly apparent from the large variety of events listed above. These external interpreting services with a community engagement element are



Interpreting at International Translation Day celebrations in Taung.

seldom provided completely free of charge. At least transport and accommodation costs are recovered, when these are applicable (normally when the service is not provided in Potchefstroom), and some fee for the interpreting service is normally also charged. In some instances, substantial income is generated.

These occasions offer excellent opportunities for the LD's interpreters to expand their interpreting repertoires and enhance their skills in environments other than the educational sphere in which they usually work. Considering that staff often provide these services outside normal working hours and outside their normal place of work, the willingness with which they do so testifies not only to staff members' commitment, but also to their eagerness to expand and enhance their interpreting skills.



Interpreting for the Potchefstroom Chamber of Commerce (Potchefstroomse Sakekamer).

4. Trust vir Afrikaanse Onderwys sponsorship

The origins of the Trust vir Afrikaanse Onderwys (TAO) 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 some years ago 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, initially for the purchase of interpreting equipment, and subsequently EIS generally in the Engineering Faculty. This became known as the Engineering Interpreting Project.

The TAO continued to generously sponsor this project, initially for R700 000 per year, which was then increased to R1 million, and then reduced to some R700 000-R750 000 from 2020 to 2023, 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 during the sponsored year. The sponsorship is paid in two tranches, provided the TAO is satisfied with the preceding year's results of the project reflected in the mid-year and year-end reports.

5. Conclusion

The LD's third income stream generation is significant, especially considering that the primary purpose is not profit oriented but rather community engagement and the promotion of multilingualism through interpreting services.

CONCLUSION

CHAPTER 11

The North-West University, through its multilingual strategy, has worked well to ensure that indigenous African languages are used as resources for teaching and learning. This commitment is evident in the language strides in teaching and learning. The Language Directorate is placed as a basic unit facilitating linguistic progress in the University whilst ensuring there are adequate language resources to cater for these language needs. The intention

of the NWU to be a unitary institution has been demonstrated through its multilingual language policy.

The language audit for revising North-West University's Language Policy (NWULP) was completed in 2022, and Senate approved the policy in June 2022. The new Language Policy is fully aligned with the newly enacted Language Policy Framework for Public Higher Education Institutions (2020).

The audit encompassed all stakeholders – students, staff, officials, and community members – and is a fully comprehensive document. As a result, the NWU is now set to make even more significant progress in its implementation of multilingualism in 2023.

Teaching, learning and research outcomes for 2022 have generally been positive. There has been significant progress in the NWULP

and its implementation by faculties in the form of their Language Plans. However, much work still needs to be done, especially in incorporating African languages into the teaching, learning and research space.

The work done by faculties this year has contributed to the intellectualisation and enrichment of academic discourse in the African languages, especially in terms of glossary development, concept videos with voice-overs, and subtitling. However, what needs strengthening going forward is the intentional and consistent use of these languages as they are made manifest through the students' linguistic repertoires. In this way, the University will hasten its progress towards becoming a functional multilingual institution.

In his introduction to this report, the Vice-Chancellor mentioned the importance of collaborative

strategies and language-development programmes with both South African and international partners. This is becoming evident in the number of faculties working on glossaries with their professional bodies, such as the Health Sciences, Law, Engineering and Accounting Sciences faculties, and across borders with other Higher Education Institutions in Botswana and Lesotho for terminology in Setswana and Sesotho. There is also increasing collaboration among faculties, and schools within faculties, that share similar disciplinary registers and, therefore, terminology. This shows the levels of commitment of NWU staff to engage strategically in developing their Language Plans. Such collaboration also contributes towards developing more formal academic registers of the African languages.

Because of increasing engagement with multilingualism by staff across faculties,

there is also increasing collaboration between schools within faculties and the team in the Directorate. Interpreting services faced the challenge of moving from an online environment during Covid-19 to a contact environment in 2022. The fact that the Directorate has satellite offices attached to faculties made the transition easier for interpreters and strengthened the collaboration between the Directorate and faculty staff.

The Monitoring and Evaluation team has worked closely with Faculty Task Teams responsible for overseeing the implementation of their faculty's language plans. This report shows evidence of increasing requests for translations from the Directorate's experts, especially for terminology, voice-overs, and subtitles for PowerPoint presentations and course material. Translations for module overviews in study guides in the African languages have also

increased, although more needs to be done in this area. This increasing collaboration results from a consistent Monitoring and Evaluation policy which ascertains staff and student needs and provides support. In turn, the feedback gained from this exercise informs the needs of the Directorate regarding capacity. This report shows that more staff have been appointed in crucial areas, especially for translation and interpreting in African languages, to meet staff needs.

The success of a multilingual language policy rests, firstly, on the amount of institutional and technical support it receives for its implementation and, secondly, on the amount of support and “buy-in” it receives from the end-users, i.e., both staff and students. It is clear from this report that both these requirements have been met. Most staff members across faculties have readily engaged with implementing their faculty’s language plans in strategic and creative ways that have been mutually shared across schools and faculties. Directorate staff from Centre

for Teaching and Learning and Unit for Continuing Education have worked hard to address staff needs by providing extra support during emergency remote teaching and later for HyFlex and contact teaching, and technical help with the Short Learning Programme for Multilingual Pedagogies, which will shortly be launched online. The NWU’s association with the BAQONDE research project (see Chapter 4) has strengthened its position as one of the top functionally multilingual universities in the country. It has also enriched its capacity to collaborate with other Higher Education Institutions, both nationally and internationally.

One of the year’s highlights was Language Awareness Week (LAW), in which students and staff participated. For the past three years, the focus has been on multilingualism in education and literature, with a focus mainly on the official languages of the University. However, this year other Nguni languages were also visible in the creative arts, such as poetry and storytelling, which points to a

willingness to accommodate different languages in the institution. During LAW, when participants were invited to join a short course, sign language was also obvious. Short courses were offered for other languages as well. Short experiences of language learning were well-received and were a novel innovation for LAW.

Student services are also incorporating multilingualism into their activities and meetings. There is a drive to create greater awareness and sensitivity towards languages and to embrace them as part of our diversity. Student leaders will be trained in multilingualism and multilingual strategies for this purpose. The Directorate will oversee any problems that might arise in this regard, as mentioned in the report.

Language Portrait work has been part of Orientation Week at the University for first-year students for the past few years. It is a valuable instrument for raising linguistic awareness. An App has been created and completed this year, which students can use. The App

enables Language Portrait workshops to be presented virtually and encourages students to value the languages they bring to teaching and learning. It can be applied in any context, making it flexible and marketable for other institutions, both nationally and internationally.

The Directorate also provides services to external stakeholders such as other learning institutions, government departments, organisations or businesses. It is thus becoming increasingly recognised for its professional expertise, especially in translation and interpreting. In addition, its long-term association with the agricultural sector has made a significant contribution to the University's community engagement.

The language journey of the NWU has been successful because of the collaborative efforts between faculties. This has also contributed to the growth of the language resources of the institution.

It has also ensured that the resources of the Directorate are strengthened to cater for the language needs of the university community, even virtually.

Finally, the Directorate is working hard to translate the language of adminis-

tration into the four official languages of the NWU. This includes websites, email addresses, signage and other information such as reports, news items and social media. In this way, it portrays its commitment to becoming a fully functional multilingual institution.



Pukki, Dr Keaobaka Seshoka and Eagi at the Language Awareness Week.



THE LANGUAGE DIRECTORATE'S END-OF-YEAR FUNCTION 2022.

FINAL WORD



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

Prof Robert J. Balfour

When the first iteration of the Language Policy of the NWU was approved by the Council in 2018, no-one could have imagined that, within a year, Covid-19 would make its appearance. In 2019, the NWU (all the faculties as well as support divisions inclusive of Student Life) spent the time in consultation, developing and seeking approvals of various divisional plans through the appropriate governance structures (the Senate Committee for Language Planning and Advisory Services, and Senate itself) and the development of crucial support-oriented resources (such as the short courses for Sesotho and Setswana, as well as Afrikaans and English) in which multilingual pedagogies and translanguage featured. Thus, 2019 was seen as a year of preparation and planning, most of which assumed that contact face-to-face teaching and learning would remain the norm and that the contact experience of students and staff when encountering a range of services at the University would occur on all campuses. The period 2020-2022

saw both these expectations and assumptions overturned. If anything, 2020 made real for the University what VUCA could mean on a daily and monthly basis: Volatility, Uncertainty, Complexity and Ambiguity (Bennett & Lemoine, 2014) and, instead, a new mode of teaching and associated staff support would be ushered in, for which the University had to make contingency arrangements, in haste.

The complexity of the impact of Covid-19 must be underscored, as its longevity too was characterised by disruption and unpredictable change. Bennett and Lemoine's (2014) description of complexity as a phenomenon remains apt: "A situation that has many interconnected parts and variables. Some information is available or can be predicted, but the volume or nature of it can be overwhelming to process". The three-year period was indeed complex, volatile and unpredictable, as successive waves of Covid-19 made

some contact teaching possible, for some of the time. In this “greenhouse” of modified circumstances and unpredictable consequences, NWU learned much – mostly about the affordances of online iterations of contact teaching (variously referred to as blended, synchronous or asynchronous) and also the limitations of an online learning and service support offering, in which the remoteness of students from staff occurred in different measures (distance from campuses, distances in lecture rooms on or off the campuses, and direct online contact with academics for indirect and timed responsiveness to requests, issues and needs). Looking back to 2018, it would be difficult to claim that “things went according to plan”. Uncertainty (“unexpected, or unstable and may be of unknown duration”) and ambiguity (“Causal relationships are completely unclear. No precedents exist; you face ‘unknown unknowns’”) as described by Bennett and Lemoine (2014) also seemed apposite to the Covid-19 context.

The Annual Reports of the Language Directorate in this period describe how the NWU had to meet language needs as articulated by students and staff, within a very limited window of opportunity, over a period of time characterised by instability. Disrupted learning, disrupted expectations and disrupted contact compelled the University to become at once more flexible in its approach, as well as more responsive; and it is responsiveness that I believe has characterised the NWU in 2022, rather than reaction to the prevailing circumstances. “Responsiveness” because what we see emerge as a “golden thread” in this three-year period, is how our faculties and support divisions maintained a focus on the aspirations of the Language Plans in every environment, and reinterpreted these aims and goals in the context of what time, place and circumstance would permit. The progress made in earlier years continued to be monitored and evaluated in this period and key highlights, inclusive of Language

Awareness Week and other initiatives, continued to be supported, offered and celebrated by the University – albeit in different forms and modalities. 2022 saw the process of the Council revision of the NWU Language Policy completed, and it is affirming for us as university community that, despite the challenges of disruptive (rather than planned) change, the University has steered a consistent course. The principle of an inclusive and welcoming teaching and learning experience, in which language featured prominently in the lecture rooms and the institution’s assessment practices, remained in place, underpinned by a supportive development offering for staff and students of the University. In essence, processes culminating in 2022 when our latest iteration of the Language Policy was approved by Council, as documented in this Report, may be considered, rightly, as an affirmation of what this University stands for as a place of learning and “learning to become”, in which our languages matter

as a means of access and inclusion, and as key resources for enhanced academic success. This sense of affirmation was echoed nationally when, in 2020, Parliament passed the Language Policy Framework for Public Higher Education Institutions (the Framework). Our policy review process commenced in 2021, and it was found that alignment between the 2018 Language Policy of the NWU and the revisions anticipated for the 2022 Language Policy of the NWU correlated highly with the Framework (2020). Languages remain at NWU a means through which identity comes to be expressed and also changed, as our students and staff grow and develop: we do this by using the languages brought to our lecture rooms as learning and teaching resources, able to be accessed through multilingual

pedagogies, as well as by supporting the further development of the four languages (at NWU these are Afrikaans, English, Sesotho and Setswana) using relevant and inclusive technology innovations developed by our staff.

The 2022 Language Policy Implementation Annual Report sees further processes documented in terms of the 2019 approved Language Plans, and I am pleased to offer to our readers and stakeholders an account of progress that is well-documented, consistent, continuous, and commensurate with the Policy aspirations as adopted by the NWU in relation to its Language Policy in 2018 and 2022 respectively.

Bennett, N. & Lemoine, J.G. 2014. What VUCA Really Means for You. *Harvard Business Review* (Vol. 92, No. 1/2, January–February 2014) <https://hbr.org/2014/01/what-vuca-really-means-for-you> Date of access: 13 Jan 2022.

Department of Higher Education and Training (South Africa). 2020. Language Policy Framework for Public Higher Education Institutions. (Notice 1160). *Government Gazette* No. 43860:3-18, 20 October. https://www.gov.za/sites/default/files/gcis_document/202011/43860gon1160.pdf Date of access: 13 Jan 2022.



Credit: NWU Corporate Relations and Marketing



Language Policy of the NWU

Reference number	2P_2.5
Accountable executive manager	Deputy Vice-Chancellor: Teaching and Learning
Policy Owner	Deputy Vice-Chancellor: Teaching and Learning
Responsible division	Deputy Vice-Chancellor: Teaching and Learning
Status	Approved
Approved by	Council
Date of approval	23 June 2022
Date of amendments	
Review date	2025

APPENDIX 1

2022 Draft Revised Language Policy of the NWU

DVC Teaching and Learning **LANGUAGE POLICY OF THE NWU**

Preamble

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 23 June 2022 to pursue and provide for a fair and functionally multilingual university language environment.

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 (as amended) (“the Statute”);
- 1.4. White Paper for Post-School Education and Training (2013);
- 1.5. Language Policy Framework for Public Higher Education Institutions (2020);
- 1.6. National Curriculum Statement: Curriculum and Assessment Policy Statement Grade R–12 (2010);
- 1.7. Pan South African Language Board Act No. 59 of 1995;
- 1.8. National Development Plan (NDP); and
- 1.9. Relevant policies and rules as provided by the University Council.

2. DEFINITIONS

In this policy and related documents –

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

“front-line employee” is an employee who, as part of their day to day work at the university, engages with students, prospective students and the public.

“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 African languages” refers to a language planning programme whereby the official African languages used at the NWU are developed and implemented to be 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 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. PURPOSE

The purpose of this policy is to provide for deepening engagement with multilingualism at the NWU by seeking to ensure the development of the identified target languages in a manner that is functionally multilingual and inclusive.

4. SCOPE OF APPLICATION

This policy applies to the functions, activities and programmes offered by the university related to teaching-learning, research and innovation, student life, corporate relations and marketing, and student and staff administration, as well as related processes and systems.

5. POLICY STATEMENT

It is the policy of the NWU to –

- 5.1. Provide a consistent and constructive framework to implement a language policy and language plans in compliance with paragraph 7(6) of the Statute.
- 5.2. Implement language plans giving effect to this policy that expresses the commitment to the implementation of the constitutional provisions concerning multilingualism in South Africa.
- 5.3. Within the parameters of the principle of functional multilingualism, employ English, Setswana, Sesotho, and Afrikaans as target languages of the NWU.
- 5.4. Without diminishment of the use of English and Afrikaans, develop Setswana and Sesotho as languages of communication, engagements and teaching and learning, understanding that:
 - 5.4.1. as part of the development of Setswana and Sesotho, the NWU must develop regional, national and, where practicable, international partnerships and collaborative language development programmes with other universities and language bodies; and
 - 5.4.2. such partnerships will aim to assist in the sharing of information and data relating to language and terminology development for various disciplines among such institutions and bodies.
- 5.5. View the intellectualisation of African languages as a development concept that is given effect in an organised and organic manner.

6. POLICY OBJECTIVES

The objective of this policy is to provide a framework for the development and implementation of language plans, further articulated in paragraph 7 of this policy, that 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.
- 6.4. The regional languages used at the campuses of the NWU (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, administration and student engagement.

7. LANGUAGE PLANS

- 7.1. Each Faculty and support department of the university must develop and implement a language plan approved by Senate in consultation with the UMC.
- 7.2. The UMC is responsible for the oversight of the management and implementation of the language plans of faculties and support departments.
- 7.3. Faculties and support departments are responsible for the operationalisation of and reporting on their plans to Senate and the UMC.

- 7.4. The language plans must be consistent with this policy and provide further guidelines for their implementation, monitoring and reporting by the Faculty and support department.
- 7.5. The vice-chancellor must annually submit a progress report to Council on the implementation of this policy.
- 7.6. The language plans and guidelines must be revised at least once every 3 years.

8. ROLES AND RESPONSIBILITIES

- 8.1. The Senate is tasked with the approval of language plans, as developed by faculties and support departments.
- 8.2. The UMC must ensure sufficient resource allocation towards the development, implementation and monitoring of this policy and the language plans emanating from it.

8.3. The Senate Committee for Language Planning and Advisory Services (SCLPAS) is required to:

8.3.1. Coordinate and synergise activities in pursuit of the intellectualisation of the African languages of the region in the domains of teaching and learning and research and utilise African languages in support departments.

8.3.2. Provide advice on the development and implementation of planning associated with teaching-learning and research, as well as support departments, as contemplated in paragraph 7 above.

8.4. Faculties and support departments are responsible for the development, implementation and internal monitoring of the language plans giving effect to this policy.

8.5. The Language Directorate has the mandate to monitor and assess the overall progress made with

implementing the language policy in the teaching and learning, research, and administrative spaces at the NWU, and to develop appropriate procedures for ensuring the appropriate standard for the quality of language usage at the NWU in pursuit of this policy.

8.6. Flagship programmes, as well as other multilingual initiatives of faculties as well as multilingual initiatives implemented by support departments, are monitored by the relevant Faculty Board or support department.

9. LANGUAGE POLICY PRINCIPLES FOR TEACHING-LEARNING AND ASSESSMENT

Pursuant to the policy statement indicated in paragraph 5 of this policy, the following statements and principles are relevant to teaching-learning and assessment:

9.1. Language policy statement for teaching-learning and assessment

9.1.1. Multilingualism and the development and use of African languages in higher education contribute to the values of the NWU concerning inclusion and the quality of programmes presented.

9.1.2. The development of Setswana and Sesotho, particularly with a view to increasing access and enabling success through the use of these languages, contributing to student academic success and development, thereby adding value to graduate attributes, particularly for professionally oriented programmes offered by the NWU.

9.2. General principles for teaching-learning and assessment

9.2.1. Access and success of students pertaining to teaching-learning and assessment are enhanced and optimised.

9.2.2. Practical mechanisms that enable the implementation of functional multilingualism in the teaching and learning environment across all campuses are established.

9.2.3. Not only the language rights of all students concerned are respected, but the university prepares students for a contemporary South Africa and enables their full participation in the South African professional and social environments.

9.2.4. The following parameters are accounted for in a flexible and accommodating way:

9.2.4.1. the language needs within each of the eight faculties across the university campuses;

9.2.4.2. the different markets served by the modes of delivery and teaching programmes;

9.2.4.3. the language needs and terminology within the relevant support departments across the university; and

9.2.4.4. the available infrastructural capacity, including finance and staff.

9.3. Principles for the provision for language of instruction

9.3.1. 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.

9.3.2. 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.

9.3.3. 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.

9.3.4. 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.

9.4. Principles for the provision of interpreting and translation services

Provision for interpreting and translation 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 –

- 9.4.1.** it is necessary to operationalise the university's functional multilingual policy;
- 9.4.2.** it enables the student to succeed in the transition from the secondary to tertiary education environment;
- 9.4.3.** 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

- 9.4.4.** 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, including South African Sign Language (SASL), with adequate advance notice.

9.5. Principles for the provision of parallel medium of instruction

- 9.5.1.** Provision for parallel medium of instruction may be made where –
 - 9.5.1.1.** class size justifies the need to split classes, and where celebrating and embracing diversity can be attained in other ways;

- 9.5.1.2.** capacity of staffing exists and access to a language will support student success; and where

- 9.5.1.3.** sufficient classroom space is available.

- 9.5.2.** Where provision of parallel medium of instruction is used, specific interventions will be implemented to ensure integration of the student population attending classes in parallel medium contexts.

9.6. Principles for the provision of translinguaging in teaching-learning environments

Provision for translinguaging may be made where –

- 9.6.1.** staff have been trained adequately in the principles of multilingual pedagogies;

9.6.2. students have been identified and trained by staff who are willing to act as facilitators in the class in non-flagship programmes of the university;

9.6.3. adequate multilingual study-guides and materials have been developed in non-flagship programmes of the university to support and extend language learning in the relevant languages as made relevant in selected modules in the programme; and

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

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

9.7.1. Provision for the designation of flagship programmes per Faculty may be made where –

9.7.1.1. it is evident that the field, market and employers will find merit in graduates who show adequate communicative competence in an African language in addition to either English or Afrikaans;

9.7.1.2. consultation with the Faculty has been undertaken, and support obtained from the Faculty Board; and

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

9.7.2. Where, subject to the approval of the UMC, a Faculty is, for well-motivated reasons, not able to identify a flagship programme, provision may be made for the identification of either an additional language

stream consisting of modules in sequence from years 1-3 of the curriculum or selected common modules in which Setswana or Sesotho are identified as languages to be used and developed within the programme.

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

The following principles inform this policy as it pertains to administration, work and the linguistic landscape.

10.1. General principles

10.1.1. The functionally multilingual approach serves as a guiding principle.

10.1.2. The diverse linguistic realities at the different operational levels of the university, as well as due sensitivity towards the language preferences of

internal and external stakeholders, are 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.

10.1.3. The determination of language choice for internal and external communication takes the following factors into consideration:

10.1.3.1. the situation and context of communication;

10.1.3.2. the purpose and future pathway of the communication; and

10.1.3.3. the language needs and levels of language proficiency of the audience.

10.1.4. The implementation of functional multilingualism for

working, administrative and linguistic landscape purposes takes place in a systematic and purposeful manner.

10.1.5. By means of a consultative process, and taking due account of the language realities of the NWU, strategies are continually developed, and structures are put in place to implement functional multilingualism as optimally as possible within the workplace.

10.1.6. External and corporate communication takes place in the official languages of the NWU, determined by the purpose of the communicative event, language needs and language competencies of the audience.

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

10.2.1. Provision for translation and interpreting services for events and meetings may be made where the convening authority has ascertained that such a 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.

10.2.2. Approval of the designation of a common language for meetings of statutory bodies of the university is provided by the UMC in accordance with this policy.

10.2.3. 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 target languages of the NWU and also in support of South African Sign Language where the need arises.

11. LANGUAGE POLICY PRINCIPLES FOR RESEARCH AND DEVELOPMENT

The following principles inform this policy as it pertains to research and development:

- 11.2.1. Researchers are encouraged to publish their research results in languages accessible to scholarly peers nationally and internationally.
- 11.2.2. The choice of language of publication is the prerogative of the researcher, but researchers are encouraged to take variables such as the purpose of the research report, the putative readership, and the target audience into account.
- 11.2.3. In the quest for creative solutions in a national contribution toward the intellectualisation of African languages, continuous efforts are made to make research outputs available in more languages.

- 11.2.4. Doctoral research titles and keywords are provided in three of the target languages of the NWU.

12. LANGUAGE POLICY PRINCIPLES FOR STUDENT LIFE

The following principles inform this policy as it pertains to Student Life.

12.1. General principles

- 12.1.1. The linguistic diversity of NWU students is regarded as an asset that is indispensable for the establishment of a vibrant student experience and an inclusive and diverse student culture.
- 12.1.2. The university will enable student access to full participation in student life and the related co-curricular programmes, activities and events presented by the NWU.

- 12.1.3. Sensitivity for language preferences in vertical and horizontal communication on all campuses will be promoted.

- 12.1.4. Opportunities will be created to assist students in constructive ways to develop and improve their language skills as they pertain to the student engagement and the co-curricular programme, thereby enabling them to enter into their prospective careers.

12.2. Language planning principles

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

12.2.2. The designation of a common language for communication may be agreed upon within specific contexts, including residence life, student leadership structures 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 to help understand each other, or in terms of the support requested from the Language Directorate.

maintained across the NWU within the academic, administrative and student life environments in support of enhancing the multilingual competencies of employees and students.

translanguaging pedagogies will be made available annually to encourage academic employees to hone their teaching and learning approaches for a linguistically diverse student population.

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

13.6. Awareness raising among support services employees will take place, and workshop opportunities and funding for projects aimed at the development of functional multilingualism will be made available to encourage support services employees to hone their multilingual approaches and abilities.

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

13.7. Language editing and translation services are offered by the Language Directorate, and employees are encouraged to make use of these services.

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

13.5. Awareness raising will take place and workshop opportunities and funding for research projects that investigate the development of functionally multilingual and

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

13.1. Structures aimed at the improvement of individual multilingual skills and translanguaging pedagogic abilities will be established and

14. LANGUAGE OMBUD

14.1. A University Language Ombud (ULO) is established by the UMC.

14.2. The ULO performs the following functions, whereby the ULO:

14.2.1. Provides an accessible reporting point for all employees and students of the university for language queries, complaints and issues.

14.2.2. Investigates all language queries and complaints and makes recommendations to the UMC for addressing language issues that arise.

14.2.3. Represents the linguistic interests of the university community by proactively promoting the language policy.



Credit: NWU Corporate Relations and Marketing

APPENDIX 2

Language Awareness Week programme

Monday, 5 September 2022

Time	Event Title	Venue	Presenters/Participants
13:00-14:00	Official Opening <ul style="list-style-type: none"> • Black Note Contribution • Welcome and Purpose of the Week- Dr Keabaka Seshoka • LAW week address: Prof Langa Khumalo • Residences LAW week Address: Mr Nkosinathi Tom • Residence's presentation • Vote of Thanks - Dr Keabaka Seshoka • Announcements- Mrs Mpho Mhonyera • NWU Anthem by Black Note 	Potchefstroom Campus (F14: Amphitheatre) Watch a live stream of the Opening Event	Host MC's Mahikeng: Ms Molebogeng Maake Potchefstroom: Mrs Mpho Mhonyera Vanderbijlpark: Mr Tsietsi Mahlasela Students & NWU Personnel
14:00-15:00	<ul style="list-style-type: none"> • Spelling Bee: Where is the Honey Pot? • Sign Language activity 	Mahikeng Campus	Ms Naomi Mhyatts
18:00-19:00	Setswana Online Class: Itse Puo ya gago (30 minutes of beginner level Setswana) Online Sign Language class (30 minutes of basic beginner level South African Sign)	Join Zoom Meeting Meeting ID: 980 0622 1400 Passcode: 149305	Mr Johan Zerwick

Tuesday, 6 September 2022

Time	Event Title	Venue	Presenters/Participants
13:00-14:00	Poetry: Melodi ya Poko Drama: Society Play	Mahikeng Campus	Ms Mishumo Nephawe (Host MC)
13:00-14:00	60 Seconds Language Challenge Poetry: Melodi ya Poko	Vanderbijlpark Campus Watch a live stream of the event	Mr Tsietsi Mahlasela (Host MC)
13:00	BUA! Spoken Poetry - The role of the MC	Join Zoom Meeting Meeting ID: 916 8670 4261 Passcode: 678048	
18:00-19:00	Sesotho Online Class: Tseba Puo ya Hao (30 minutes of basic beginner level Sesotho) Online Sign Language class (30 minutes of basic beginner level South African Sign)	Join Zoom Meeting Meeting ID: 980 0622 1400 Passcode: 149305	Mr Tsietsi Mahlasela

Wednesday, 7 September 2022

Time	Event Title	Venue	Presenters/Participants
13:00-14:00	Language Portraits	Vanderbijlpark Campus	
18:30	Flika (Multilingual Movie) RSVP required	Mahikeng: Silverton Seige - RSVP here Potchefstroom: Silverton Siege - RSVP here	Mr Onalenna Leburu Mr Hanschen van As (Host MC)
18:00-19:00	IsiXhosa Online Class: Lwazi ulwimi lwakho (30 minutes of basic beginner level isiXhosa) Online Sign Language class (30 minutes of basic beginner level South African Sign)	Join Zoom Meeting Meeting ID: 980 0622 1400 Passcode: 149305	Mr Anele Gobodwana

Thursday, 8 September 2022

Time	Event Title	Venue	Presenters/Participants
11:00-12:00	60 Seconds Language Challenge	Potchefstroom Campus	Ms Lyn Cilliers
13:00-14:00	Colloquium - Multilingualism: a powerful resource for inclusion and academic development	Mahikeng Campus Watch a live stream of the event	Panel Members: <ul style="list-style-type: none"> • Prof Langa Khumalo • Dr Dolly Dlavane • Mr Malephole Sefoto • PanSALB Representative
18:00-19:00	Afrikaans Online Class: Ken jou Taal (30 minutes of basic beginner level Afrikaans) Online Sign Language class (30 minutes of basic beginner level South African Sign)	Join Zoom Meeting Meeting ID: 980 0622 1400 Passcode: 149305	Mr Johan Zerwick

Friday, 9 September 2022

Time	Event Title	Venue	Presenters/Participants
13:00-14:00	Cultural Food Fest RSVP required (see "Venue").	All Campuses: <ul style="list-style-type: none"> • RSVP for Mahikeng • RSVP for Potchefstroom • RSVP for Vanderbijlpark 	Host MC's: <ul style="list-style-type: none"> • Mishumo Nephawe (Mahikeng), • Hanschen van As (Potchefstroom), • Tsietsi Mahlasela (Vanderbijlpark)
13:00-14:00	Multilingual Challenge and closing remarks	Mahikeng Campus Watch a live stream of the event	Dr Keaobaka Seshoka

