

South African University Language Policies:

An Analysis of the Difficulties of Practical Implementation of
Language Planning in a Multilingual Context

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1. Introduction

South Africa is the country with the most official languages, namely eleven. In addition to these, South Africa has scores of unofficial languages as well (Statistics SA, 2001).

Colonization and apartheid have had significant impact on language planning and distribution within the country. In today's South Africa, English is the most commonly spoken language, but only the fifth most widely spoken home language (Statistics SA, 2001). Afrikaans is the third most spoken first language and has been developed as an academic language (Statistics SA, 2001). In table 1 (Statistics SA, 2011) the distribution of the population by first language spoken (percentages) can be found.

Figure 2.3: Distribution of the population by first language spoken (percentage)

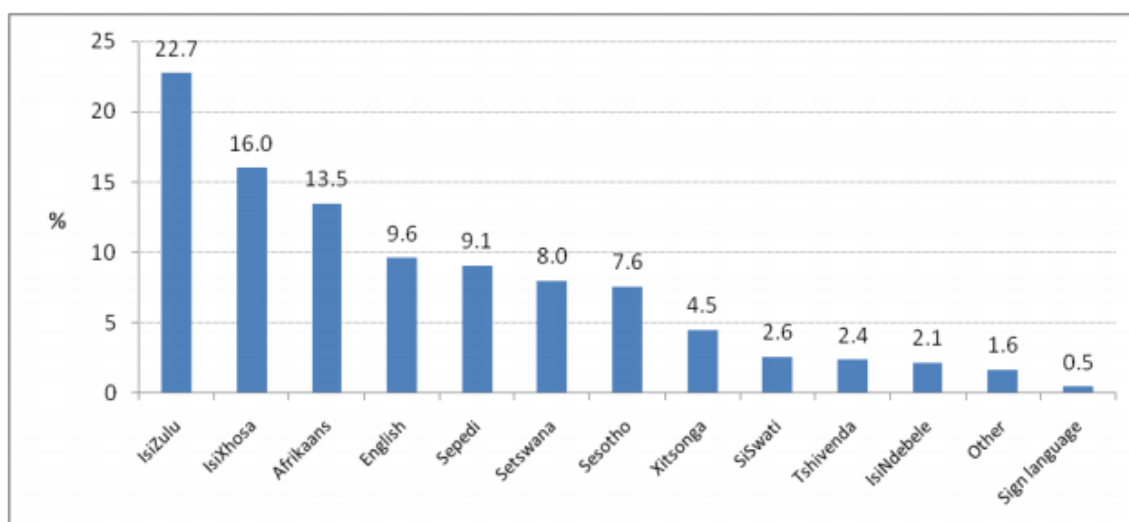


Figure 1: Distribution of the population by first language spoken (percentage)

For a country with this many official languages and where most of them have been treated as a minority language, language planning is important. Currently only two languages are developed as academic languages, English and Afrikaans, which means the status of the other nine languages is not the same. This paper will use the description by Kaplan and Baldauf (1997) who argue that language planning subsumes language policy. Language planning is seen as a process and language policy will be used to refer to the actual university language

policies and plans. These definitions will be further explained in chapter 2, the Theoretical Framework. Furthermore, education is an important channel through which language planning can be done. The tertiary educational system could contribute to developing languages into academic languages. Developing educational language policy is an example of language planning. The tertiary educational system of South Africa consists of twenty-three public universities (Statistics SA, 2001). According to the law these Universities have to establish a language policy on the basis of the Language Policy for Higher Education (LPHE). Approval of this policy by the council was required before 2002 (LPHE, 2002). The LPHE was developed by the government and consists of a framework which the universities could have used to create their educational language policy (LPHE, 2002). Although in theory developing a multilingual language policy based on the LPHE should not be a problem for the universities, a great many authors argue that practical implementation is the real challenge for language planning. The problem with the current situation seems to be that language policy implementation for South African universities has not been successful.

This study will examine the current situation and analyse to what extent the language policies (and plans) of the South African universities address the difficulties of practical implementation of language planning in a multilingual context.

2. Theoretical Framework

The eras of colonization and structural segregation have completely shaped today's South African Nation. Colonization, decolonization, and apartheid were often coupled with language conflicts as well defined as conflict between speakers of different languages (Nelde, as cited in Webb, 1992). The definition by Nelde will be used when referring to the term language conflict. In this chapter some of the language conflicts in South African history will briefly be discussed. It will also show how these events in history led to the determination of

the official languages in today's South Africa. Additionally, the terms language planning and language policy are defined and a theoretical framework is given.

In South African history, the Boers (Dutch descendants) and the British were at war during two Anglo-Boer wars (1880-1902). As a result of these wars, the country was divided and the provinces of Transvaal and Orange Free State were colonized by the Boers and recognized by the British Empire (Le May, 1995). The British spoke English and the Boers spoke Dutch, the language that would evolve into Afrikaans (Le May, 1995). At the beginning of the 19th century, Alfred Milner, a British diplomat, made a failed attempt to anglicize the Afrikaans-speaking people (Le May, 1995). This led to organized protest and the establishment of Christian national schools and various cultural bodies to protect the Afrikaans language (Le May, 1995). Despite tensions between the British and the Boers, their shared vision on South Africa remaining a 'white man's country' led to the merger of the Boers National Party of Hertzog and the British South African party of Smuts in 1934 (Le May, 1995). Together they formed the United Party (Le May, 1995). After this merger, Afrikaans was elevated to the status of an official language and "bilingualism was on the increase among the English" (Le May 1995, p. 172). In 1949 the Reunited National Party went onto defeat Smut's South African Party (Le May, 1995). During apartheid the so-called *taalstryd* between English and Afrikaans was a central point of disagreement. However, the tension between Afrikaans and English did not continue to be a problem and resulted in active official bilingualism government policies (Reagan, 2002). As the policy of Apartheid was enforced through legislation by the National Party, language planning caused structural division between black and white. According to Orman (2008), the cornerstone of the apartheid language policy was "the belief in *moedertaalonderwys* or mother-tongue education" (p. 86). However, Reagan (2001) states that, "the significance of *moedertaalonderwys* was quite different depending on which side of the racial divide one was

located. “While for the white population mother-tongue education meant having access to a language of political power and prestige, the Bantu-speaking black population of South Africa it was to have much more sinister connotation” (Orman, 2008, p. 87). The eventual enforcement of teaching Afrikaans at Bantu education primary and secondary school led to the Soweto protest in 1976 (Ndlovu, 2006). This protest turned into one of the most deadly violent protests in South African apartheid history (Ndlovu, 2006). Webb (1992) states that English in South Africa became an instrument of political mobilization and the symbol of liberal values and liberation around this period. The choice of English as a political mobilization instrument can probably be ascribed to black languages not having sufficient status in their own community (Webb, 1992). Given the history, it is understandable that there is close linkage in the mind of many South Africans between language in education and apartheid (Reagan, 2002).

After the first democratic elections in 1994, the following languages were designated as official in South Africa: Afrikaans, English, and the indigenous languages: isiNdebele, isiXhosa, isiZulu, Sesotho sa Leboa¹, Sesotho, Setswana, siSwati, Tshivenda, and Xitsonga (Statistics SA, 2001). Some authors claim multilingualism could lead to higher linguistic development and should not be perceived as only negative for unification (Webb, 1992, Alexander, 1989).

For a country with so many official languages, language planning is important (Alexander, 1989). In this field various definitions and descriptions of the term language planning and language policy are found. Most would agree that language planning and language policy are closely related (Johnson, 2013). Some argue that language planning and

¹ “According to the Parliamentary Monitoring Group, the language was mentioned correctly as Sesotho sa Leboa in the interim Constitution of 1993. However, when the final version of the Constitution came into law in 1996, the language had been changed to Sepedi. The reason for the change has not been established” (Statistics SA, 2001). The language will be mentioned as Sesotho sa Leboa throughout this paper unless the language is stated in a policy document as Sepedi.

policy coalesced into one (Johnson, 2013), while others argue that language planning subsumes language policy (Kaplan & Baldauf 1997). The latter description of the relationship between the two terms will be used throughout this paper.

Eastman writes that “language planning is done through the cooperative efforts of political, educational, economic and linguistic authorities” (1989 as cited in Mestrie, 2002). This paper focuses on language planning through the efforts done by the tertiary educational authorities.

According to a definition provided by Kaplan and Baldauf, a language policy is “a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the societies group, or system” (1997). The term language policy will therefore be used to refer to the university language policies and plans. It is necessary here to clarify the terms language policies and language plans. Some universities (University of Stellenbosch) have made the distinction between a language policy, in which they state their language ideology and objectives, and a language plan, describing practical measures on how to achieve these objectives. However, most universities combine the two and simply refer to this document as a language policy. Furthermore, for two universities (University of the Free State and the University of Cape Town), the existence of a language plan was expressed in the language policy, but not provided for analysis. For the other language policies there was no mentioning of a separate language plan and therefore will be assumed that the language policy serves as a plan as well.

In 1995, one year after the democratic elections the Pan South African Language Board was established in terms of the Pan South African Language Board Act of 1995 amended as PANSALB Amendment act of 1999 (PanSALB, website). The board was first constituted in 1997. On its official web page they state that PanSALB was established according to the constitutions of the Republic of South Africa in order to:

1. Promote, and create conditions or the development and use of official languages; the Khoe and San languages; sign language.
2. Promote and ensure respect for all languages commonly used by communities in South Africa, including German, Greek, Gujarati, Hindi, Portuguese, Tamil, Telegu, and Urdu; Arabic, Hebrew, Sanskrit, and other languages used for religious purposes in South Africa (PanSALB website, nd.).

PanSALB has created conditions for the development and use of official languages.

Goals of PanSALB are “Developing the 11 official languages” and “Promoting multilingualism in South Africa” (PanSALB, n.d.). The language board has several functions, including language planning in Higher Education. Unfortunately it is not possible to find more information on this focus area as that part of the web page is under construction.

PanSALB works closely with the Department of Arts and Culture on for example its national policy for language use in government in higher education (PanSALB, n.d.).

The Language Policy for Higher Education (LPHE), written by the Ministry of Education in 2002, contains a framework to promote multilingualism and to enhance equity and access in higher education through several short, medium and long-term measures and strategies. Two of those measures are: “developing, in medium to long-term, South African languages as mediums of instruction in higher education, alongside English and Afrikaans” and “encouraging multilingualism in institutional policies and practices” (PanSALB, n.d.). According to the Language Policy on Higher Education, “all higher education institutions are required to develop their own language policy subject to the above policy framework” (Ministry of Education, 2002). Each university was supposed to submit a language policy to the Minister by 31 March, 2003 and to make it available (on request). Although most of them

are to be found online, several language policies and plans were not made available despite requests to this effect by the present author.

In present-day South Africa, IsiZulu is the mother tongue of 22.7% of the population followed by IsiXhosa (16%), Afrikaans (13,5%) and English (9,6%) (Statistics SA, 2012). The percentage of the language spoken varies per province (see Table 1). There are twenty-three public universities spread across seven of the nine provinces of South Africa. In Figure 1, an overview of the location of the universities can be found. The numbers in Table 1 correspond with the numbers in Figure 2 (HESA, 2011).

Table 1

Province	Language	Number	University
Western Cape	Afrikaans, IsiXhosa, English	1	Cape Town University of Technology
		2	Stellenbosch University
		3	University of the Western Cape
		4	Cape Peninsula University of Technology
North West	Setswana, Afrikaans	5	North-West University
Free State	Sesotho, Afrikaans	6	Central University of Technology
		7	University of the Free State
Eastern Cape	IsiXhosa, Afrikaans	8	University of Fort Hare
		9	Rhodes University
		10	Nelson Mandela Metropolitan University
		11	Walter Sisulu University
Gauteng	IsiZulu, English, Afrikaans, Sesotho	12	University of Pretoria
		13	University of Johannesburg
		14	University of the Witwatersrand, Johannesburg
		15	UNISA (University of South Africa)
		16	Tshwane University of Technology
		17	Vaal University of Technology
Kwazulu-Natal	isiZulu, English	18	University of KwaZulu-Natal
		19	UNIZULU (University of Zululand)
		20	Durban University of Technology
		21	Mangosuthu University of Technology
Limpopo	Sesotho, Xitsonga, Tshivenda	22	University of Limpopo
		23	University of Venda



Figure 2: Map of the location of South African Universities

Language planning in post-apartheid South Africa is an important subject of public debate and discussion (Beukes, 2009). In her article on language policy incongruity, Beukes (2009) identified several reasons why language-in-education policy implementation has been slow. One of the recommendations given by Beukes (2009) is that language planning as a marketing strategy should be an integral part of reviewing and remaking policy. She claims that it is not only important to actively contribute to the development of a language, but also to the promotion of such a language (Beukes, 2009).

Another issue, raised by Kaplan and Baldauf (1997), is the distinction between two types of activities within language planning. Although separation of status and corpus planning is in practice virtually impossible, Kaplan and Baldauf differentiate between the two

(1997). Status planning is focused on society and consists of those decisions a society must make about language selection and the implantation to choose and disseminate the language or languages selected (Kaplan & Baldauf, 1997). In his article, Reagan mentions “In the South African context, examples of status planning would include the selection of ‘official’ languages and the use of various languages in official and semi-official settings” (2002, p. 420). Corpus planning is focused on language and consists of linguistic decisions which need to be made to codify and elaborate a language or languages (Kaplan & Baldauf, 1997). Reagan (2002) exemplifies corpus planning as follows:

Corpus planning, on the other hand, would focus primarily on the lexical development and expansion of Afrikaans and the African languages of South Africa. Specific examples of corpus planning would include the creation of new terminology, and the production of dictionaries, textbooks, etc.

Corpus planning focusses primarily on developing a language. In this case, developing a language means extending a language with developing lexicon and terminology. Like Beukes (2009) mentions in her article, the promotion of a language is also important in the language planning process. Therefore, the promotion of a specific language and raising awareness for multilingualism will be analysed under the section “corpus planning and other activities” as these will both contribute to the development of a language. Language planning also needs collaboration with language scholars and experts and organisations as PanSALB. In her article, Maseko (2014) mentions this need and argues that collaboration will accelerate the process and minimize the duplication of resources and effort (Maseko, 2014).

In the method section a complete list of resources falling under the heading “corpus planning and other activities” will be given.

The difficulties of practical implementation could be to find a balance between status and corpus planning. Both practical measures such as codification and accurate decisions (corpus planning) and implementation procedures (status planning) will lead to a smoother transition of practical implementation (Kaplan & Baldauf, 1997). Ngcobo (2007) argues that status language policy in South Africa could be considered successful, but that there are still questions about its implementation. He proposes that status planning should be complemented with corpus planning to ensure that languages are properly developed (2007). In Table 2, Haugen's (1983, 275) revised language planning model can be found (Kaplan & Baldauf 1997). In his article, Ngcobo also refers to Haugen's model.

Table 2: Haugen's revised language planning model

	Form (policy planning)	Function (language cultivation)
Society (status planning)	Selection (decision procedures) Problem identification Allocation of norms	Implementation (educational spread) Correction procedures evaluation
Language (corpus planning)	Codification (standardization procedures) Graphisation Grammatication Lexication	Elaboration (functional development) Terminological modernization Stylistic development internationalization

As seen in Table 2, it is vital for an educational language policy to incorporate and address status and corpus planning.

Another challenge is monitoring the implementation process. For universities to be able to address upcoming difficulties it is necessary that the language policies are revised after a period of time. As cited in Kaplan and Baldauf "It is not enough to devise and implement strategies to modify a particular language situation; it is equally important to monitor and evaluate the success of the strategies and progress shown toward implementation" (1997, p. 37). Previous studies have reported that the South African

university policies lack a plan of implementation as well as directives on who should lead or drive its implementation (Kaschula, 2013, Maseko, 2014).

The problem with the current situation seems to be that language policy implementation in South Africa has not been successful. Several authors argue that practical implementation or corpus planning should be included in order to be successful (Ngcobo, 2007, Kaplan & Baldauf, 1997). In order to review and analyse the current situation for language in tertiary education policies, the present study will attempt to answer the following research question:

To what extent do the language policies of South African universities address the difficulties of practical implementation of language planning in a multilingual context?

An attempt to answer the following sub questions will also be made:

- *What is done to promote multilingualism in higher education?*
- *What are students' attitudes towards the language policy at their University?*

3. Method

The theoretical framework above provides an overview of the linguistic history of South Africa and defines important terms and criteria for analyzing language policies. In addition, this information was used to formulate themes and questions for the questionnaire survey sent to students of four South African Universities. In the following paragraph the method used for answering the main research question will be given. The research question and sub questions are stated in chapter two, Method, on p. 13.

For the collection of data (language policies and plans of South African Universities) the official websites of the twenty-three public universities of South Africa were consulted. Through the search engines of the websites, the language policies and plans were found by using search words such as: language, policy, plan, and strategy or a combination of these

words. Furthermore, research for strategic plans of this specific university was done by searching the website. Because, for example, the language policy implementation steps of the Nelson Mandela Metropolitan University were described in the University's general strategic plan. Eleven university language policies were found through this website-searching approach. The remaining twelve universities were approached by email and requested to send their language policy and/or plan. This request resulted in four more language policies. The other universities did not reply to the email sent. The following universities had their language policies and or plans available on their website:

- University of Cape Town
- University of Stellenbosch
- University of the Western Cape
- Central University of Technology
- University of the Free State
- Rhodes University
- Nelson Mandela Metropolitan University
- University of Pretoria
- University of Johannesburg
- UNISA
- University of KwaZulu-Natal

The four language policies received after the request via email were:

- Cape Peninsula University
- University of Fort Hare
- Tshwane University of Technology
- University of Zululand

The language policies of the following Universities were not included in this study:

- University of Venda
- Durban University of Technology
- Vaal University
- Walter Sisulu University
- North-West University²
- University of Limpopo
- Mangosuthu University of Technology
- University of Witwatersrand

The language policies and plans were analysed for five components subdivided under three headings: (1) English and other languages; (2) corpus planning and other activities; (3) and outlook for the future. The first heading includes the analysis of the first component namely, status planning. The second heading includes an analysis for second, third and fourth components which are, corpus planning, promotional activities, and cooperation with other organisations and language planning experts. The third heading includes an analysis for the fifth component, which is the monitoring and evaluation process. In addition, the statements made in the policies and plans were checked by searching for evidence on the university website.

The following criteria based on Haugen's language planning model were used to analyze status planning:

- Statement on language of instruction
- Role of English and other languages

In order to find out to what extent the universities have incorporated corpus planning, their language policies were scanned for the following resources:

² The language policy and plan of the North West University were only received after all the data had been collected. Because this paper was already submitted for evaluation the policy and plan of the North West University have not been included in the analysis.

- Development of specific languages other than English
- Developing lexicon, dictionaries, and translation material
- Language Units or Centres

Offering specific language courses and/or courses addressing multilingualism are examples of practical measures taken by the universities to promote multilingualism.

Therefore, the policies and website were scanned for the following resources:

- Language courses for students and teachers
- Workshops
- Awareness campaigns
- Community engagement
- Symposiums

The university policies were also scanned for cooperation with PanSALB and/or other organisations and experts in the field of multilingualism. Cooperation with these organisations will lead to better understanding of the difficulties of multilingualism, since, for example, PanSALB has a broad range of knowledge on language development strategies and the promotion of multilingualism (Maseko, 2014).

As already mentioned in the theoretical framework, Kaplan and Baldauf state, “it is not enough to devise and implement strategies to modify a particular language situation; it is equally important to monitor and evaluate the success of the strategies and progress shown toward implementation” (1997, p. 37). In order for Universities to address upcoming difficulties it is necessary that their language policies are revised after a period of time. Therefore, in the monitoring and evaluation section the latest date of revision and outlook for the future of all policies were identified and included in the result section.

Because language policies are often perceived to be too theoretical, information on the practical language situation at three universities was obtained. Fifteen questionnaires were

sent out to students in an attempt to answer the second sub question. Contacting respondents directly was considered but decided against due to time limitations. Through snowball sampling, finding respondents via contacts that the researcher already had, eventually eight students filled out the questionnaire. In snowball sampling, the respondents are most likely to identify other potential respondents who are similar to themselves, resulting in a homogeneous sample. However, “it is commonly used when it is difficult to identify members of the desired population” (Saunders, Lewis, Thornhill, 2009). In this specific case, it was practically impossible to randomly select respondents due to the distance. Therefore, snowball sampling was used to identify fifteen students to whom the questionnaire was sent.

The questionnaire sent aimed to obtain information regarding students’ attitude towards their universities’ language policies, and was divided into three parts. For the first and third part, the questions were the same for all participants. However, for the second part, the questions differed per university. This was done in order to obtain information regarding the students’ knowledge of status and corpus planning measures taken by the specific university.

The first part focuses on background information on the language skills and preferences of the students and was presented to all participants. The first question will display the multilingual nature of South Africa as most students are expected to speak more than two languages. The second and third questions were asked to acquire insight in the attitudes of the students. If students do not want to be taught in an African language, this will affect language planning of this language. The questions were as follows:

Mother tongue and (preferred) language of instruction (LoI):

- What is your mother tongue and what other languages do you speak?
- What is the language of instruction for your studies?
- What would your preferred language of instruction be at the university?

The second part differs per university as these questions were prepared after analysing the language policies. For the University of Johannesburg the questions were based on the University aiming to have four official languages. These questions test if the University succeeded in promoting this objective and try to explore if students of the UJ are satisfied with the language policy.

- Are you aware of the fact that UJ has four official languages?
- Are you satisfied with the language policy of the UJ, having four official languages?

In order to find out the student's attitude towards the parallel medium basis language policy of the University of the Free State the following question was presented to three students:

- Are you satisfied with the parallel medium basis (Afrikaans and English) language policy of the University of the Free State?

The language policy of UNISA mentions functional multilingualism and the following questions were asked to one participant to examine the attitude towards and knowledge of this term.

- What do you think 'functional multilingualism' means in the context of UNISA?
- Are you satisfied with the language policy of UNISA aiming for tuition on the basis of functional multilingualism?

There are many different opinions on the language situation in the South African tertiary educational system. These opinions matter when it comes to the successful implementation of language policies. Although these questions are broad, they might lead to insight for future research on language planning in South Africa. These questions were asked to all eight participants.

General opinion on (the contribution to) multilingualism in tertiary education:

- Should the University of the Free State contribute to the development of an African language (respectively Sesotho, Sesotho sa Leboa, isiZulu) as an academic language?

- What is your opinion on multilingualism in South Africa's tertiary educational system?

The questionnaire and answers are in Appendix 2. In the table below the universities and the corresponding response rates are given.

Table 3

University	Surveys sent	Surveys received	Response rate (in percentage)
University of Johannesburg	5	4	80%
University of KwaZulu-Natal	5	0	0%
University of the Free State	4	3	75%
UNISA	1	1	100%
Total	15	8	53%

The overall response was eight out of fifteen, which results in a response rate of 53% and is according to the University of Texas at Austin (2011) acceptable for an online response rate of questionnaire surveys. Despite the high response rate, the results of the survey will be used as anecdotal evidence for suggesting new hypothesis of future research due to the small number of surveys sent and received.

4. Results

In this chapter the most important outcomes of the research are reported. Firstly, the results of the analysis based on the criteria listed in the method section are described per university. Secondly, the results of the questionnaires are discussed on the basis of the three main themes as described in the method section. Interpretation of the results will be given in the appropriate section, namely discussion.

4.1. Language policy analysis

4.1.1. University of Cape Town

The University of Cape Town provides a language policy on its website. Even though the existence of an additional language plan for the University was mentioned in an article of Nodoba (2010), it was not available on the website or provided after request.

4.1.1.1. *English and other languages*

For the University of Cape Town, English is the medium of instruction and administration. In its policy the University describes its major objective as “to ensure that our students acquire effective literacy in English, by which we understand the ability to communicate through the spoken and written word in a variety of contexts: academic, social and in the future careers” (University of Cape Town, 2003). The University states that it recognises the multilingual nature of society and that it sees the need to prepare students “to participate fully in a multi-lingual society, where multi-lingual proficiency and awareness are essential” (University of Cape Town, 2003). In addition, this objective is further supported by the statement that: “all academic programme convenors and teachers will be required, with the aid of language and literature departments, staff in the CALSSA (The Centre for Applied Language Studies and Services in Africa), to explore and implement ways in which these aims may be achieved through the Undergraduate and Postgraduate Programme structures” (University of Cape Town, 2003).

4.1.1.2. *Corpus planning and other activities*

In terms of corpus planning, there are no practical measures or specific development goals or objectives described in the policy. The Centre for Applied Language Studies and Services in Africa (CALSSA) is a linguistic unit attached to the University of Cape Town. This unit is part of the School of Education. Furthermore, the University of Cape Town also has a School

of Languages and Literatures. Both Schools are part of the faculty of humanities. The School of Languages and Literature offer courses for Xhosa and Sotho second language speakers, as well as a self-study multimedia course for Zulu, and Swahili is offered at beginners, intermediate and advanced level. First language speakers of Xhosa will be able to major in isiXhosa Language and Literature Studies. An example of a course which is part of this major, is “Sex love and Taboo” in which the students are encouraged to explore the way in which African languages are used to talk about love and sex, and which promotes critical and creative thinking on the topic of taboo in African languages.

4.1.1.3. Outlook for the future

The date of last revision is July 2003. There are no indications as to when en how often the policy will be revised in the future. Neither does the policy mention who is responsible for the monitoring process.

4.1.2. University of Stellenbosch

4.1.2.1. English and other languages

The University of Stellenbosch is the only university which continues to have Afrikaans as the default language of undergraduate learning and instruction. For postgraduate learning and instruction the University uses Afrikaans and English. The reason for giving the two languages this specific status is explained in the policy. Afrikaans is chosen for demographic and cultural reasons and English functions in combination with Afrikaans because of the language’s international status (University of Stellenbosch, 2013). In terms of language planning, the University mainly focusses on Afrikaans; this is consistent with the fact that the default language of undergraduate learning is Afrikaans. The University argues it recognises the particular status of Afrikaans as an academic language and shares the responsibility for

promoting it. Nevertheless, the University also recognizes English as an international language and isiXhosa as an important local language and developing language.

4.1.2.2. Corpus planning and other activities

In terms of Corpus planning, the policy states that the academic literacy of students in Afrikaans and English will be developed systematically, and that the University provides language services with respect to English and Afrikaans and in a limited sense to isiXhosa (University of Stellenbosch, 2013). Furthermore, the language plan the University provided on its website includes characteristics, language specifications and guidelines in order to operationalise the language policy. Although the plan devotes most attention to Afrikaans and English, in the end of the document it also focusses on the role of the Language Centre. The Language Centre, which is responsible for activities such as promoting isiXhosa as a developing language, and several other initiatives show the involvement of the University in language planning. First of all, on the Stellenbosch University website there is a separate page for language, which contains the language policy, language plan and additional codicils. On this page there is also a booklet that the University developed which explains “SU’s attitude towards matters such as innovative language planning, our position regarding Afrikaans, the challenges we have to face head-on and the considerable work being done in the field of language development and language support” (University of Stellenbosch, 2013). Secondly, the University recognizes the importance of research in the field of language, and therefore set up the language centre. The language centre consists of the research programme ‘Language Development and Language Empowerment’, as well as different projects arising from this programme (University of Stellenbosch, 2012). And finally, the University has special “Hope Projects”. One of the projects is dedicated to language as well and is called *Language as Bearer of Hope*. The description of this project says: “Within the bigger macro-project, we focus on the importance of improved language skills, the role of multilingualism

and our responsibility to advance Afrikaans and the African languages within our multilingual context” (Hope Project, 2010). Taken together, these initiatives and measures suggest that the University tries to tackle the practical difficulties of language planning.

4.1.2.3. Outlook for the future

The language plan of the University is defined as the operationalization of the language policy. In the university’s plan the management of the language plan and policy is extensively explained. Although the document claims to be thoroughly considered every three years for revision, the latest date of revision is September 2010.

4.1.3. The University of the Western Cape

4.1.3.1. English and other languages

The fairly short language policy of the University of the Western Cape (two pages) makes a distinction between languages of teaching, learning and assessment. There is no general statement on the status of the main language used. There is, however, a phrase that indicates the general language is most likely to be English: “unless otherwise negotiated between a student or a class and a lecturer, the language in which tasks, assignments, tests and examinations should be completed shall be English” (University of the Western Cape, 2003). Cooperation with other linguistic bodies or language centres is not described in the policy.

4.1.3.2. Corpus planning and other activities

The University offers “language education: this course is the only course of its kind in the country that has English, isiXhosa and Afrikaans as its orientation” (University of the Western Cape, 2003). Under the heading “Promoting Multilingualism”, it states that “the university undertakes to make language acquisition courses in Afrikaans, English and Xhosa available to both administrative and lecturing staff” and “all students will be encouraged, through enrichment programmes, to develop proficiency in Afrikaans, English and Xhosa”

(University of the Western Cape, 2003). There is no further information to be found on these enrichment programmes within the language policy or on the website. However, the University offers the following language studies: Afrikaans, Dutch, English and IsiXhosa for undergraduate and postgraduate students. Other than this, no further practical implementation measures are mentioned, which indicate the language policy needs additional language plan in which realization of the goals of the University is further explained.

4.1.3.3. Outlook for the future

The language policy is approved by Council, June 2003. There is no further indication of an evaluation and or monitoring process.

4.1.4. Cape Peninsula University of Technology

4.1.4.1. English and other languages

The Cape Peninsula University of Technology (CPUT) has a different set up of language policy than the others. This policy sets out a three phased operational framework for the use of language at CPUT. The phases are subsequent in time and cover the period 2008-2018. The first phase was from January 2008 – December 2008, the second phase from January 2009 – December 2013, and the third phase runs from January 2014 to December 2018. The policy starts with clear status planning and declares: “increasing effect is given to the equal constitutional status of the three official languages of the Western Cape, namely: Afrikaans, English and isiXhosa” (Cape Peninsula University of Technology, 2007).

4.1.4.2. Corpus planning and other activities

Each of the phases includes practical implementation measures to develop isiXhosa and Afrikaans. Phase three started in January 2014, so by now “glossaries and support materials (class notes, teaching and learning aids, past exam/test/papers) should be developed” (Cape Peninsula University of Technology, 2007). The Cape Peninsula University of Technology

also appointed the Language Resource Centre as the responsible body for the practical measures mentioned in order to develop isiXhosa and Afrikaans. In the beginning of phase 2 a language resource centre should have been established, but the website does not show evidence of the existence of this centre. The University has a language unit which goal is to contribute to the language policy implementation (Cape Peninsula University of Technology, n.d.). Other goals of this unit are: language support services, public education and advocacy, teaching, learning and research development, and monitoring and evaluation (Cape Peninsula University of Technology, 2007).

4.1.4.3. *Outlook for the future*

There is a comprehensive section on who is responsible for monitoring and implementing each of the steps. When phase three ends in 2018, the plan should be reviewed again.

4.1.5. *Central University of Technology, Free State*

4.1.5.1. *English and other languages*

The statement written in the preamble of the language policy of Central University of Technology is as follows: “the main, and in subject to relevant clauses below, the academic language and the languages of all forms of institutional transaction shall be English” (Central University of Technology, Free State, 2010). The policy says: “South African English will be used as the academic language in all teaching and learning endeavours of CUT” (Central University of Technology, Free State, 2010). The high status of English is emphasised on throughout the whole document.

4.1.5.2. *Corpus planning and other activities*

Although, the high status of English is emphasized, the CUT also focusses on developing bilingual/multilingual lexicons of concepts and terminology. Even more specifically, it states that the University will create, “a summary of the most important English concepts and

terminology used during modules and the Afrikaans equivalents of these” (Central University of Technology, Free State, 2010). The University will also organise annual plenary sessions of senior students “who have excelled in particular disciplines to facilitate the ongoing development of such lexicons and terminology” (Central University of Technology, Free State, 2010, p. 4). The University later on also insists on extending these activities to Sesotho first-language speakers. Neither for Afrikaans nor for Sesotho the policy explains how the University plans to develop bilingual/multilingual lexicons of concepts and terminology. On the website there is no information to be found on the specific activities mentioned in the language policy.

4.1.5.3. Outlook for the future

In the revision part, the policy states that “the Registrar is responsible for the implementation of this policy” (Central University of Technology, Free State, 2010). “The CUT Language Policy shall be revised every five (5) years” (Central University of Technology, Free State, 2010). The current policy document is four years old, still within the revision period.

4.1.6. University of the Free State

4.1.6.1. English and other languages

The language policy of the University of the Free State states that it is a parallel-medium basis University with English and Afrikaans as their dominant languages (University of the Free State, 2003). This means that within the university two languages are used in two separate classes. The University foresees that currently and in the future, English and Afrikaans remain and will continue to serve as the dominant languages of instruction in higher education (University of the Free State, 2003). This conception influences language planning of other African languages as the attitude towards the status of these languages is then already set in a specific direction. It is provided that the University and the Minister of

Education are “committed to ensuring that this capacity of Afrikaans is not eroded” (University of the Free State, 2003, p. 1). Despite this attitude towards Afrikaans and English, the policy of the University also addresses the promotion of multilingualism through the development of Afrikaans and Sesotho (University of the Free State, 2003).

4.1.6.2. Corpus planning and other activities

The University of the Free State has a Unit for Language Facilitation and Empowerment. One of the focus areas this unit has is language management, and within language management there are three projects. Language policy in South Africa is one of these projects. This institution proves the involvement and willingness to research and do projects in language planning and language policy. For another project, the South African Language Rights Monitor project, PanSALB was the chief funder from 2002 until 2009. Within this project the ULFE reported annually to PanSALB on aspects of language rights in South Africa, as reflected in the printed media. To describe the Unit, its website states: “The ULFE is the leading institution in South Africa which develops innovative and economically sustainable solutions for the establishment of institutional multilingualism in South Africa. “We use language to bridge the diversity gap in South Africa” (University of the Free State, n.d.).

Other practical measures taken by the University are described as follows:

- Course information and course guides and policy documents are made available in both Afrikaans and English;
- Self-generated learning material is produced by the lecturer involved in both Afrikaans and English;
- Website is compiled in Afrikaans and English

- Appropriate language proficiency courses in the main languages courses are presented as an integral part of the standard orientation and staff development programmes of current and new staff (University of the Free State, 2003).

The University gives special reference to the development of other South African languages for use in instruction, in this case Sesotho. It states that “if deemed desirable, a language manual with more specific guidelines and arrangements may be developed and made available in conjunction with a language plan” (University of the Free State, 2003). This language plan was not available on the website, and there was no reply to the email sent with the request to make it available. In terms of cooperation the University states that it took PanSALB’s guidelines into consideration before making this language policy. In addition, the University of the Free State supports the Southern Sotho Lexicographic unit of PanSALB, which will lead to the development of the African language Sesotho.

4.1.6.3. Outlook for the future

For implementation, revision and monitoring, the University states that the UFS Language Committee has to report annually in an appropriate way, to the Executive Management, Senate and Council on the status of language policy matters on the campuses of the University (University of the Free State, 2003). Unfortunately, the existing language plan, which should include specific guidelines on the implementation process, was not provided.

4.1.7. University of Fort Hare

4.1.7.1. English and other languages

The preamble of Fort Hare’s University policy states that: “the University recognises three languages, namely English, isiXhosa and Afrikaans as the official languages of the University” (University of Fort Hare, 2013, p. 3). This choice is supported by an explanation

of the history of disadvantaged languages and demography. The goal of the University is to progressively develop isiXhosa to eventually function in a similar capacity as English, whilst at the same time promote the concept of multilingualism (University of Fort Hare, 2013).

4.1.7.2. Corpus planning and other activities

The University Fort Hare established a language centre to coordinate all language development and promotional activities relating to the language policy of the University. Part of the strategy is focussed on staff development and short courses are made available on a voluntary basis. These courses and programmes are designed and made available by the language centre, academic departments and the teaching and learning centre (University of Fort Hare, 2013)

Furthermore, the University recognises institutional role-players such as PanSALB, the National Language Services of the Department of Arts and Culture and the Language Policy for Higher Education. One of the projects of Fort Hare was the isiXhosa Dictionary Project, which is now the isiXhosa National Lexicography Unit. This is one of the eleven units (one for each of the official languages) set up by the PanSALB. The unit produced several (bilingual) dictionaries, glossaries and term banks and in 2008 they made “the first ever monolingual dictionary of isiXhosa (University of Fort Hare, 2014).

Another important aspect of this policy is that it addresses community engagement, as seen in the theory of Alexander (1991). The community to whom the policy is addressed should somehow be involved in the policy making process. This engagement is done through, for example, workshops offered by the isiXhosa Language Unit.

4.1.7.3. Outlook for the future

The implementation plan of this policy is very comprehensive and detailed. It shows twenty-two objectives with corresponding activities, performance indicators, and a time frame, for example, objective 11, Training of translators. The corresponding activity for this objective is

the workshop conducted by the Language Centre, the performance indicator is the report to the Council Language Committee by the Language Centre, and the timeframe indicates June 2014 – ongoing. The document was last reviewed in September 2013.

4.1.8. Rhodes University

4.1.8.1. English and other languages

The language of teaching and learning at Rhodes University is English. The University does, however, recognise and advance the academic viability and status of the three major languages of the Eastern Cape Province: isiXhosa, Afrikaans and English (Rhodes University, 2005). In an extensive preamble, the history and legacy of apartheid is explained and taken into consideration when formulating this policy (Rhodes University, 2005). In order to support South African languages, the University aims to “strengthen the full academic courses which it currently offers in English, isiXhosa for non-mother-tongue speakers, and Afrikaans” (Rhodes University, 2005, p. 4).

4.1.8.2. Corpus planning and other activities

The University offers incentives such as scholarships in order to encourage students to study African languages. On the website there are links found for scholarships application forms for the study of African languages (Rhodes University, 2014). The University aims to ensure that isiXhosa and Afrikaans are used on the Rhodes web page and that Rhodes Music Radio is used to communicate in languages other than English (Rhodes University, 2005). All articles on the website are written in English and no options were found to translate the web page or specific articles. However, it is possible to download some documents in English and Afrikaans. Whether the Rhodes Music Radio station broadcasts in languages other than English could not be checked as it was not available for non-students of the University. In terms of courses and programmes on multilingualism, the University encourages debate about

the subject itself and the role of language learning. The website of the Language School, which is most likely responsible for workshops around language learning, was not very informative. However, there was some information on the language possibilities a student could choose to study, namely: African languages, Afrikaans, Chinese, Classical, French, and German (Rhodes University, 2014). In the policy it says that the school of languages is responsible for making isiXhosa definitions of technical terms in a wide range of disciplines (Rhodes University, 2005).

In addition to the analysis done for the preceding ones, the following information was obtained from the Rhodes University website and found relevant for the discussion. The Chairperson of the Rhodes University Language Committee, Professor Russell Kaschula, states, “the School of Languages create a space for reflection and discussion on the role that languages more generally can play within the learning and teaching environment, as well as in transformation identity and social cohesion with Higher Education and society more generally” (Kaschula, n.d.). Kaschula is a respected proponent an expert of multilingual education. Recently Micheal Joseph was appointed Professor of Education at the Rhodes University. Joseph is also an expert on multilingualism and contributed to the development and establishment of the first dual-medium degree in South Africa at the University of Limpopo (Rhodes University, n.d.). Unfortunately the language policy of the University of Limpopo is not available on its website and after a request for the policy via email the University of Limpopo did not respond.

4.1.8.3. Outlook for the future

The language policy of the Rhodes University has separate sections for responsibility, implementation and monitoring. For example, it states that every three years the language policy will be reviewed by the Quality Assurance Committee. However, the policy found on their website is from 2005.

4.1.9. Nelson Mandela Metropolitan University

4.1.9.1. *English and other languages*

At the Nelson Mandela Metropolitan University, the official languages are English, Afrikaans and isiXhosa and the policy document states that its corporate image must reflect this linguistic identity (Nelson Mandela Metropolitan University, n.d.). Further on, the policy states that “for practical reasons and to avoid duplication, the language of internal governance and of administration will be English” (Nelson Mandela Metropolitan University, n.d.).

4.1.9.2. *Corpus planning and other activities*

On the development of isiXhosa as an academic language the University states that, “recourses should be made available to develop and expand the isiXhosa language for educational and technological purposes as required” (Nelson Mandela Metropolitan University, n.d.). Another important statement made in the policy is that “staff and students should be made aware of the value and importance of such development” (Nelson Mandela Metropolitan University, n.d.). According to Alexander (2001), community engagement is important for successful implementation. It is therefore unfortunate that the policy does not elaborate on operationalization of this objective. Support training programmes are offered enhancing the capacity of employees and students in any of the official languages. Modules offered include, for example, “Teaching/Learning in Multilingual Contexts” and “Introduction to Language Planning”. In addition, the University also offers short courses in isiXhosa-English translation. The policy has a section where it literally recognises the difficulties of practical implementation:

The University acknowledges that the implementation of this policy may give rise to uncertainties in its practical application from time to time. For that reason, the University commits itself to playing a supportive role in assisting staff to meet their commitments in

terms of policy. The Implementation Committee is empowered to issue guidelines at the request of individual staff members and/or faculties to serve as guidelines on how this policy should be applied (Nelson Mandela Metropolitan University, n.d.).

4.1.9.3. *Outlook for the future*

The policy says, “a joint Senate Management Committee, consisting of relevant stakeholders in the University community, will be appointed and be responsible for overseeing the implementation of the language policy” (Nelson Mandela Metropolitan University, n.d.). The date of the document is not revealed which makes it hard to determine the latest date of revision.

4.1.10. University of Pretoria

4.1.10.1. *English and other languages*

The language policy states that, “[I]n conducting business, the University shall use two official languages, namely Afrikaans and English with Sepedi as a third language of communication” (University of Pretoria, 2010, p. 1). This statement suggests Sepedi is not seen as an official language. The language policy does not elaborate on the desire of developing Sepedi as an official language.

4.1.10.2. *Corpus planning and other activities*

Corpus planning is mainly focussed on Afrikaans and English. Two statements supporting this claim are, “Afrikaans and English are to be used and developed as academic languages in order to achieve excellence in academic communication” and “the University shall provide staff members with the necessary support and training to enable them to communicate in Afrikaans and in English” (University of Pretoria, 2010, p. 2). However, the policy document mentions developing and encouraging other languages too by, “presenting language courses and language programmes in these languages provided that there is a demand for such

courses and that such courses are academically and economically justifiable” (University of Pretoria, 2010, p. 2. The website of the University is completely available in English and Afrikaans.

4.1.10.3. Outlook for the future

The implementation process is quite comprehensive and detailed for each of the faculties and describes the person/committee responsible for each of these faculties. The Language Unit forms part of the Unit for Academic Literacy in the Faculty of Humanities. They assist with the implementation of the language policy and language planning (University of Pretoria, 2010). The last revision date was in 2010. No indication was found when the next revision is scheduled.

4.1.11. University of Johannesburg

4.1.11.1. English and other languages

The preamble of the language policy of the University of Johannesburg discusses several issues, namely, the rights, historical language issues, and aim for equitable treatment of all official languages. What is remarkable is that this is the only university designating four primary languages for academic, administrative, communication and marketing purposes. These languages are Sesotho sa Leboa, English, isiZulu and Afrikaans.

4.1.11.2. Corpus planning and other activities

There is a strong need to develop and study the indigenous African languages, and regarding the use of the four primary languages, the University argues:

Due regard being given to current underdeveloped state of Sesotho sa Leboa and isiZulu, the University will adopt special and comprehensive short-, medium- and long-term measures to develop the use of isiZulu and Sesotho sa Leboa progressively

for academic, administrative, communication and marketing purposes (University of Johannesburg, 2013).

One of these measures is the launch of a language awareness campaign among staff and students. The awareness campaign was held on International Mother-Tongue Day on February 21st 2014. In 2012 and 2013 this day was also celebrated and used to encourage the students to communicate using their home language and to teach others their language (University of Johannesburg, 2014). The language unit falls under guidance of the language committee and manages translation. Other projects launched by this unit are, terminology development projects, newspaper projects, and a quadrilingual list of the University of Johannesburg faculties, departments, divisions, centres and units was made and available on the website. The Unit also has a partnership with the PanSALB to promote multilingualism. They work together on strategies to increase the use and awareness of Sesotho sa Leboa and isiZulu and also to promote equal use of all four of UJ's official languages (University of Johannesburg, 2014). The University cooperates with other universities and institutions such as PanSALB to translate study material and textbook indigenous languages and create and distribute terminology. The University also offers language training programmes, language research and proficiency programmes for staff and students. For example, the University recently developed a language and translation course for a degree. These activities suggest that the University of Johannesburg is intensively trying to make the four official language policy work through different channels.

4.1.11.3. Outlook for the future

In terms of implementation and monitoring the document states that every academic and administrative section of the University must implement this language policy. Additionally, every section of the University must report annually to the council on its implementation

process (University of Johannesburg, 2013). The appendix of the policy includes a comprehensive implementation plan regarding the responsibility and monitoring process (University of Johannesburg, 2013). The University of Johannesburg appointed a language committee to be responsible for language development (University of Johannesburg, 2013). The language policy is revised one year ago. This, taken together with the comprehensive implementation plan, suggests that the University of Johannesburg gives high priority to monitoring and evaluation of the language planning process.

4.1.12. UNISA

4.1.12.1. *English and other languages*

Since the University of South Africa (UNISA) is a distant learning educational institute, language planning will have to be put into a broader perspective. Unlike most universities, UNISA is able to adapt the language policy and planning to the local and regional languages spoken. In the preamble of the policy it states that, “the University will make tuition available in the official languages of South Africa on the basis of functional multilingualism” (UNISA, 2010). Functional multilingualism is defined as the following:

The choice of a particular language in a particular situation is determined by the context in which it is used, i.e. the function, the audience and the message for which it is used.

The purpose and context of the communication, the availability of resources and the target audience determine the choice of languages (UNISA, 2010, p. 1).

The policy later on provides information on the currently incapacity of African languages to operate as higher education-level languages. This implies that also for UNISA, Afrikaans and English are the only two languages used as medium as instruction.

4.1.12.2. Corpus planning and other activities

The section “special support for African languages” elaborates on how the University makes recourses available for the development of the nine official African languages (UNISA, 2010). However, the kind of recourses and more specific goals of these recourses are not explained in the policy. On their website, the UNISA mention hosting a workshop on the intricacies associated with the development of multilingual terminology for study guides (UNISA, 2009). The workshop was given by the Director of Terminology Development of PanSALB. The outcome of this workshop was an initiative to create a web page or a blog where academic, professional and subject-related terminology in Northern Sotho, Zulu and Afrikaans could be published (UNISA, 2009). This blog was developed and is now available for anyone who wants to learn basic phrases in an African language for free. These free online courses are available for five African languages: Northern Sotho, Southern Sotho, Tswana, Zulu, and Xhosa (UNISA, 2009). The cooperation with PanSALB and effort to promote African languages are perceived as positive towards contributing to multilingual language planning.

4.1.12.3. Outlook for the future

The language policy’s latest date of revision is November 2010; there is no mention of the next date of revision. The only statement referring to implementations is that the UNISA appointed a Senate Language Committee to monitor and review implementation.

4.1.13. Tshwane University of Technology

4.1.13.1. English and other languages

In the policy the language status of English is described as follows: “it is the policy of the Tshwane University of Technology (TUT) to use English as the primary language of teaching, instruction, communication and documentation” (Tshwane University of Technology Policy, 2005, p. 1). In addition to this, the University has adopted “Setswana as

its primary indigenous South African language, whose terminology it will develop for academic, scientific, and communication purposes” (Tshwane University of Technology Policy, 2005, p. 1). Why the University chose Setswana as their primary indigenous South African language is explained in an extensive section on “reasons for choosing Setswana”, which, amongst other things, includes information on demographics, home language and mother tongue. Furthermore, SiSwati is the secondary indigenous South African language, chosen by the University to develop due to numerous requests from the Mpumalanga community that SiSwati be offered as a subject at the Nelspruit Campus (Tshwane University of Technology Policy, 2005).

4.1.13.2. Corpus planning and other activities

On corpus planning the policy aims for rendering professional translation services. The University supports staff members to become proficient through various methods of language training, including short courses and workshops (Tshwane University of Technology Policy, 2005). In 2010 the TUT organised an international language symposium with the theme: Languages in Africa. During this symposium several language issues were addressed including the challenge of multilingualism in South African universities (Tshwane University of Technology, 2012). Collaboration with the North-West University and the University of Botswana in the development of Setswana is also mentioned in the language policy (Tshwane University of Technology, 2012).

4.1.13.3. Outlook for the future

There is no section in the language policy in which the University describes the monitoring and evaluation process. The latest date of revision is November 2005 (Tshwane University of Technology, 2005).

4.1.14. University of KwaZulu-Natal

4.1.14.1. *English and other languages*

The language policy of the University of KwaZulu-Natal (UKZN) starts with providing an extensive overview of South African history. Also, its position on multilingualism in higher education is explained (University of KwaZulu-Natal, 2006). Although the University will continue to use English as its primary academic language due to its position, they will activate the development and use of isiZulu as an additional medium of instruction (University of KwaZulu-Natal, 2006). Furthermore, the University recognises the importance of the Afrikaans linguistic and cultural traditions and of the Afrikaans language as a means of communication (University of KwaZulu-Natal, 2006). The language of administration is English and isiZulu (University of KwaZulu-Natal, 2006). Although the efforts expressed regarding the use of isiZulu and Afrikaans, currently English remains to be the only languages of instruction.

4.1.14.2. *Corpus planning and other activities*

The development of Afrikaans is not as explicitly mentioned as isiZulu, but is recognised to be a language treated equally. The language policy states that development of isiZulu requires translation of dictionaries and other teaching and learning materials. The language policy shows its cooperation with other language organisations. They, for example, have consulted with the University's language board. To achieve promotion of isiZulu for use in instruction, the University work closely with PanSALB, and the Ministry of Education and the Department of Arts and Culture (University of KwaZulu-Natal, n.d.). The collaboration with the University of Zululand is mentioned as well. Furthermore, on the website of UKZN, it states that:

All new students registering for undergraduate degrees for the first time at UKZN from 2014 will – unless they get exemption – be required to pass or obtain a credit for a prescribed isiZulu module before they can graduate. This rule, approved in principle by the University's Senate, gives tangible expression to UKZN's language policy and plan which is intended to promote and facilitate the use of isiZulu as a language of learning, communication, instruction and administration (University of KwaZulu-Natal, n.d.).

This new requirement is a very specific and practical measure in order to develop and promote the use of isiZulu. The University of KwaZulu-Natal is the only university (of the universities analysed) that requires students to pass an African language module before they can graduate.

4.1.14.3. Outlook for the future

The policy was last approved in 2006 and will be reviewed again after Phase 1 in 2018. There is further reference to a language plan which should include different phases of implementation (University of KwaZulu-Natal, 2006). Although specific implementation measures are probably included in the language plan, it was not found on the website of the University. No response was received after sending a request for their language plan.

4.1.15. University of Zululand

4.1.15.1. English and other languages

In the preamble the University declares that it adopts the goal of becoming a dual medium institution. IsiZulu is also developed as a medium of instruction, while currently instruction will continue to be provided in English (University of Zululand, 2003). Also highlighted is that in respect of administrative and other services, the University claims that communication with employees and parents and students can take place in ways which accommodate their

language ability (University of Zululand, 2003). This implies that the University is able to communicate in any South African language.

4.1.15.2. Corpus planning and other activities

In terms of practical implementation, the University aims to become a centre for development of isiZulu language, culture and literature, and will spearhead the development of vocabulary and supporting materials in applied disciplines. There are three phases attached to short-term (five years), medium-term (ten years) and long-term (fifteen years) goals. The University also recognizes and addresses the difficulty of implementation (University of Zululand, 2003).

Language development of isiZulu and Afrikaans is done through support trainings for staff members, presenting courses and programmes in African languages, and the establishment of a language unit which provides language services such as translating, editing and interpreting (University of Zululand, 2003).

4.1.15.3. Outlook for the future

The University recognises that communication is a two-way process, which is equally the responsibility of the entire University community (University of Zululand, 2003). The policy document also indicates that the policy will be reviewed from time to time (University of Zululand, 2003), which is not is not a precise and verifiable indication.

4.2. Questionnaire

In this part, the outcomes of the questionnaires will be described in three parts. Before the results are discussed it is important to mention that it will not be possible to generalise and draw any definitive conclusions from the information gained through the questionnaires, due to the low number of participants. The response will only be used to provide an impression of the attitude of eight students towards their language policy. The findings might provide insight for future research.

At first, the results of the first part, (*preferred*) *language of instruction*, will be given. Secondly, the outcome of the third part, *the opinion on multilingualism in the tertiary educational system*, will be discussed. The first and the third part contained the same questions for all students and are therefore discussed first. Finally, the second part which differs per university will be listed. This part covers the knowledge students have of their specific language policy.

4.2.1. Preferred Language of Instruction

The first section of the questionnaire required respondents to indicate their mother tongue, language of instruction and preferred language of instruction. There were no monolingual English participants. Only 2 out of the 8 respondents were bilingual Afrikaans-English. The other 7 participants had a mother tongue other than English or Afrikaans. The language of instruction for all respondents is English. Although none of the respondents were monolingual English speakers, 7 out of 8 respondents prefer English to be language of instruction. One interviewee argued: “UJ is competing globally and thus learning in your native language will limit your opportunities”.

4.2.2. Opinion on multilingualism

In the third section, *the opinion on multilingualism*, the respondents were asked to state if their university should contribute to the development of African languages to become academic languages. In addition, they were asked to formulate their opinion on multilingualism in South Africa’s tertiary educational system. These questions were asked to gain insight in their attitude towards multilingualism in general. In response to the first question, the response was divided. Four out of nine respondents answered positively to the question if their university should contribute to the development of African languages. The other four respondents were slightly more negative. One interviewee argued that there is no demand for these languages and another one stated “the University may contribute, but I

don't see the benefit of it due to the dominant English and Afrikaans workforce". For the second question within this theme, a range of responses was elicited. Three interviewees mentioned globalization. They stated that due to globalization it is important that the language of instruction at universities should be English. In addition, one interviewee said that the use of several different languages as LoI would lead to segregation. Although most interviewees argued in favour of English as main language of instruction, the interviewees also mentioned the importance of African languages. One interviewee said: "the language barrier is taking its toll on a majority of South African learners and affecting the national pass rate drastically". Another one argued: 'language carries a lot more than just instruction, there is more to it especially in a country that has a very gruesome background". The common view for language in the tertiary educational system is that students are aware of the multilingual nature of South Africa and the importance of not neglecting this, however most students argued with several reasons in favour of a tertiary system with English as main language of instruction.

4.2.3. Knowledge about language policies

For interviewees of the University of Johannesburg (UJ), a common view was that almost none were aware of the four official languages at the University of Johannesburg. They all mentioned the two main languages English and Afrikaans. Only one interviewee recalled the other two official languages being Zulu and Sesotho, but she added that these two languages are "only visible in brochures and application forms and not in the modes of learning or assessment". Furthermore, a variety of perspectives were expressed on the level of satisfaction with the language policy. Three students argued they were satisfied with the language policy, as long as English remained the language of instruction, while another stated that she was not satisfied, because all eleven official languages should be used.

The participants of the University of the Free State were asked if they were satisfied with the parallel medium basis language policy. None of the interviewees were satisfied, but for several different reasons. One interviewee said: “No, it is not fair that our native languages are not represented”. Another one argued that “a lot of disciplines lose valuable information in translation from Afrikaans to English”. Another participant suggested that English should be the first language and “either Afrikaans or an Ethnic African language should be included to the preference of the student”. None of the students are satisfied with the parallel medium basis language policy and all gave different reasons for it.

Only one student of the UNISA answered the question: Are you satisfied with the language policy of UNISA, aiming for tuition on the basis of functional multilingualism? Her response was negative and she said she could perform better if she was taught in her mother tongue language. She continues:

I’ve studied through English all my life but using a dictionary has been a laborious and time consuming practice for most of my school career. Sometimes I would have difficulties expressing myself in English and for most of my school career I remained passive because of the language barrier.

The problems she addresses are probably the main reason why there are so many people and organisations in favour of a different educational system regarding language. This point shows the complexity of the language situation in South Africa.

5. Discussion

In this chapter the results will be discussed based on the distinction made earlier in the results section. Firstly, the role of English and other languages will be discussed. Secondly an

overview of corpus planning and other activities will be given and discussed. Thirdly, the outlook on the future as described in the several language policies is critically reviewed. Finally, the results of the questionnaires are discussed.

5.1. English and other languages

The language policy analysis shows that all policies address the multilingual nature of South Africa and recognize the eleven official languages and the importance to contribute to the development of these languages as academic languages. This is not a remarkable outcome since it is one of the guidelines presented in the framework of the LPHE. Additionally, all the language policies clearly state their choice of Language of Instruction, although some of them do so more comprehensive than others. For example, Tshwane University of technology and the University of KwaZulu-Natal both have an extensive section on the history of the chosen languages. The present findings seem to be consistent with Ngcobo's (2007) argument that status planning could be considered successful.

5.2. Corpus planning and other activities

The results regarding corpus planning are consistent with those of other studies and suggest that corpus planning is not incorporated sufficiently in the language policy. Corpus planning includes the development of a language regarding lexicon and terminology. It is explicitly described in nine of the fifteen language policies, namely:

- Stellenbosch University
- Cape Peninsula University of Technology
- Central University of Technology
- University of the Free State
- University of Fort Hare
- Rhodes University

- University of Johannesburg
- UNISA
- University of KwaZulu-Natal

Some other language policies, for example, the language policy of Tshwane University of Technology, state that they will contribute to language planning, but language planning is not defined and it can therefore not be determined if the university intends to develop lexicon and or terminology of an African language. Another example is the language policy of the University of Cape Town, which describes an objective, but lacks precise and verifiable indication:

To further the objective of the promotion of multilingual awareness and proficiency, all academic programme convenors and teachers will be required, with the aid of language and literature departments, staff in the Centre for Higher Education Development, and CALSSA (The Centre for Applied Language Studies and Services in Africa), to explore and implement ways in which these aims may be achieved through the Undergraduate and Postgraduate Programme structures.

This statement addresses an objective, but fails to describe how the University of Cape Town, for example, is going to explore and implement ways in which these aims may be achieved. Although Nodoba's (2010) article suggests that a language plan for the University of Cape Town exists, it was not made available by the University. It is therefore not verifiable if this plan expands on the realization of the objective. Six out of fifteen universities do not explicitly mention corpus planning and therefore fail to address corpus planning as it is an essential part.

All language policies, except for the language policy of the Central University of Technology, address some kind of promotional activities or awareness raising projects for multilingualism and African languages. These results suggest that the universities acknowledge the importance of the marketing aspects, as expressed by Beukes (2009), of language planning as most of the policies include promotional activities. It is encouraging that the number of universities addressing promotional activities is high. Moreover, further research should be done to investigate if these activities led to the desired outcome. For example, further research in the practical field could establish if the attitudes of students are positive towards African languages and or multilingualism.

Furthermore, the universities with a language unit or centre are:

- University of Cape Town
- Stellenbosch University
- Cape Peninsula University of Technology
- University of the Free State
- University of Fort Hare
- University of Pretoria
- University of Johannesburg
- University of Zululand

Although these are the only universities mentioning the existence of some kind of language centre or unit, it does not exclude the possibility that other universities have set up or cooperate with language units or centres. It is just not visible in their language policy. The results therefore need to be interpreted with caution. In addition, the universities describing their collaboration with these centres often stay superficial and only mention that these units will contribute to developing a language. How they are going to develop a specific language is not clear. Nevertheless, universities with a language unit or centre strengthen their chances

of a successful language planning process regarding language development, as the units and centres contribute to the development of lexicon and terminology of African languages.

As mentioned in the theoretical framework cooperation with organisations such as PanSALB shows willingness to contribute to a multilingual educational environment. Collaboration might lead to better understanding of the problem and enables the university to increase the chances of successful practical implementation of the language planning process. The following universities specifically mention cooperation with PanSALB in their language policy:

- University of the Free State
- University of Fort Hare
- University of Johannesburg
- UNISA
- Rhodes University
- Tshwane University of Technology
- University of KwaZulu-Natal

For some Universities, there was also mentioning of cooperation with other universities or experts in the field of language planning. An example of a university that succeeds in such cooperation is Tshwane University of Technology. Its policy aims for inter-institutional collaboration in the development of Setswana with the North-West University and the University of Botswana. Another example is collaboration with experts in the field of multilingualism. With Kaschula and Joseph, Rhodes University collaborates with two respected experts in the field of multilingualism and education. Joseph contributed to the development of the first dual-medium degree in South Africa with Sesotho sa Leboa and English at the University of Limpopo. Even though the University of Limpopo did not respond to the request of sending their language policy, it is interesting to notice that they

recently started with the first dual-medium degree (Rhodes University, n.d.). The collaboration or cooperation with experts and or organisations in the field of multilingualism in an educational environment will accelerate the language planning process as they can provide the university with their knowledge and expertise. Additionally, cooperation will minimize the duplication of resources and effort (Maseko, 2104).

In contrast with the universities mentioned above, the language policies of the University of Cape Town and the Nelson Mandela Metropolitan University fail to describe the existence of a language unit or cooperation with other knowledgeable organisations. This implies they fail to increase the chances of successful implementation of their language policy regarding corpus planning.

5.3. Outlook for the future

As multiple authors mentioned it is important to monitor and evaluate the success of the strategies and progress shown towards implementation (Kaplan and Baldauf, 1997, Kaschula, 2013, Maseko, 2014). The extent to which the Universities give practical implementation measures, time frames and budget for this to happen is limited. A notable outcome is that there are three language policies which do not address this at all, namely the University of Cape Town, the University of the Western Cape, and Tshwane University of Technology. Although most universities have appointed a language committee to monitor the implementation of the language policy they remain imprecise. For example, in the language policy of Zululand it states that the policy will be reviewed from time to time, which is not a verifiable indication. Furthermore, Rhodes University claims to revise its language policy every three years; however, the latest date of revision is 2003. The Universities that have a comprehensive plan for the future regarding monitoring and evaluation are more likely to succeed in practical implementation as the steps are more specific and controllable. The

policies often lack a plan of implementation, as well as directives on who should lead or drive its implementation.

5.4. Questionnaires

Overall, the results of the questionnaires imply that even if the language policy consists of status and corpus planning, in practice the implementation and awareness is not as it should be. Due to the anecdotal nature of the results no conclusions will be drawn on the basis of these results. When further research is done, the attitude of the students towards English as Language of Instruction should be taken into consideration. The attitude could influence the awareness and willingness to accept the language policy as well. Although seven out of eight students are positive towards English being the main Language of Instruction at universities, the one reason against it is very accurate and exposes the complexity of the situation. This argument reads that, students would perform better if they were taught in their mother-tongue language.

Although the results of the analysis of the language policy of the University of Johannesburg suggest that promotional activities are included, which accords with Beukes' (2009) recommendation, the results of the questionnaires indicate that three out of four students were not able to specify the four official languages selected by the University. Because this is only the answer of three students, it is not possible to generalize for the whole student population of the UJ. These results imply that even though the University aims to promote four official languages, the students are not aware of it and believe that only English and Afrikaans are official languages. However, more research on this topic needs to be undertaken before association between the promotional activities described in the policy and students' attitudes is more clearly understood.

6. Conclusion

In this chapter, the main question will be answered based on the results discussed in the previous chapter. Furthermore, the limitations of this study are described. Finally recommendations for future research are listed.

This study set out with the aim of assessing the importance of a practical implementation of language planning in a multilingual context. The main goal of the current study was to answer the central question:

To what extent do language policies of South African universities address the difficulties of practical implementation of language planning in a multilingual context?

The findings of this study suggest that status planning was successfully incorporated in all of the language policies. Additionally, corpus planning is not implemented in all of the language policies. Eight universities claim to have set up or cooperate with a language centre to contribute to the development of a specific language. Seven universities collaborate with PanSALB or other universities to strengthen their chances of successful implementation of the language planning process. For most universities the monitoring and evaluation section was poor where some did not describe an outlook for the future at all.

The first sub question is as follows:

What is done to promote multilingualism and language planning in higher education?

All the universities, except for the Central University of Technology, describe promotional projects and awareness raising campaigns in their language policy or on their website. In addition symposiums, etc. are held.

The second sub question is as follows:

What are students' attitudes towards the language policy at their University?

The results of the questionnaire indicate that students' attitude is another essential factor for successful implementation and is an important issue for future research. Seven out of eight

students preferred English as the language of instruction. Four students were in favour and four students were against the statement that the University should contribute to the development of an African language. The common view for language in the tertiary educational system is that students are aware of the multilingual nature of South Africa and the importance of not neglecting this, however most students argued with several reasons in favour of a tertiary system with English as main language of instruction.

6.1 Limitations

There are several factors that have possibly influenced the outcome of this thesis. First of all, not every document was available online. It is hard to research this topic, because not all documents needed were made available. Although the universities were contacted via email and given the opportunity to make the language policies and language plans available, only fifteen language policies were found and analysed.

Secondly, a factor similar to the first is that some of the language policies found online might have been older versions. Even though the universities did not reply to the request of sending their current language policy, it might be the case that the universities already have a more recent language policy in use. This also makes it harder to conclude if language policies of South African universities address the difficulties of practical implementation.

Thirdly, although the questionnaires give some information on the students' attitudes it is not enough to actually measure the practical situation. Lastly, as already mentioned in the method section, the questionnaires were only filled out by eight students of three different universities. Even though the response rate was acceptable for an online questionnaire, the results need to be interpreted with caution. The results of the questionnaires will therefore only be seen as anecdotal evidence to give insight into students' attitudes. This insight might be an intriguing one which could be usefully explored in further research.

6.2 Recommendations

It would facilitate future research if all language policies and plans are made available. This could be done on the specific universities' websites but also on for example on the website of PanSALB or the official government website. In addition to this, it seems like the universities who have a language plan are more likely to address practical measures for implementation. Although this is not proven with this study, it is recommended for all universities to formulate their language policy with a language plan, which includes specific measures on corpus planning and means to monitor compliance.

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Appendix

1. Language policies

The language policies are copied from the websites and left in plain text due to difficulties of unifying all the language policies in the appendix. The titles of the language policies are adapted to one similar font and font size. The rest of the text has the same font, but left in their original status after copying the policies to this thesis. The language policies can be consulted as a reference

University of Cape Town

LANGUAGE POLICY

Approved Senate 23 June 1999; Council 4 August 1999, revised 2003.

Preamble

The language policy of the University of Cape Town takes as its starting point the need to prepare students to participate fully in a multi-lingual society, where multi-lingual proficiency and awareness are essential.

An important objective pertains to the development of multi-lingual awareness on the one hand, and multi-lingual proficiency on the other. Language and literature departments at UCT that teach South African languages other than English or international languages are expected to play a key role in exploring ways of assisting the UCT community to achieve such awareness and proficiency.

English is the medium of instruction and administration. English is an international language of communication in science and business, but it is not the primary language for many of our students and staff. A major objective is, therefore, to ensure that our students acquire effective literacy in English, by which we understand the ability to communicate through the spoken and written word in a variety of contexts: academic, social, and in their future careers.

Teaching and Examinations

English is both the medium of teaching and of examination except in language and literature departments where another language is taught and may be used. This applies at all levels, and to dissertations and theses for higher degrees.

To further the objective of the promotion of multi-lingual awareness and proficiency, all academic programme convenors and teachers will be required, with the aid of language and literature departments, staff in the Centre for Higher Education Development, and CALSSA

(The Centre for Applied Language Studies and Services in Africa), to explore and implement ways in which these aims may be achieved through the Undergraduate and Postgraduate Programme structures.

Admissions

All applicants, whether at undergraduate or postgraduate level, must have attained a certain level of proficiency in English and must be required to submit evidence of this as part of their application to study, as outlined below.

UCT language policy in respect of South African Senior Certificate undergraduate applicants:

South African Senior Certificate undergraduate applicants to UCT must have achieved a pass at 40% or more on the Higher Grade in English (First or Second Language) at Senior Certificate/Further Education and Training Certificate level.

UCT language policy in respect of undergraduate or postgraduate English Foreign Language (EFL) or Foreign Permanent (FP) applicants whose primary language is not English (note: an EFL country is defined as one in which English is not, for example, the medium of communication between educated groups of people who do not share a common language, or is not the medium of instruction in schools or a significant medium of written communication):

such applicants are required to submit one of the following: a recent score (obtained within 3 - 5 years before application for admission) of at least 570 (paper-based test) or 230 (computer-based test) on the Test of English as a Foreign Language (TOEFL); a recent overall band score of 7.0 (with no individual element of the test scoring below 6.0) on the International English Language Testing System (IELTS); or, noting that this may only be written at certain designated venues within South Africa, a score of at least 65% on the university's Placement Test in English for Educational Purposes (PTEEP).

on arrival at the university, all EFL undergraduate students will be required to write the PTEEP for placement, if necessary, in an academic literacy course or a mainstream course with an academic literacy component.

Administration

English is the language of internal governance and of administration. All English communication must be clear and concise and gender-sensitive.

All administrative heads of department will be required, with the aid of language and literature departments, and CALSSA (The Centre for Applied Language Studies and Services in Africa), to explore and implement ways in which the aims of multilingualism awareness and proficiency may be promoted.

Language Policy of the Stellenbosch University

Language Policy Doc 2 July 2003

Stellenbosch University

1.1

The core of the policy

The University of Stellenbosch is committed to the use and sustained development of Afrikaans as an academic language in a multilingual context. Language is used at the University in a manner that is directed towards engagement with knowledge in a diverse society.

1. Introduction

The core function of the University of Stellenbosch is its engagement with knowledge. The spectrum of knowledge of the University is compact in the sense that a number of focus areas form its core, and broad in the sense that it covers a variety of academic disciplines and that it also includes learning and teaching at undergraduate and postgraduate levels and research.

The University takes as a starting point that the international context is of crucial significance in its engagement with knowledge. At the same time the University is situated within a local socio-cultural context, both within South Africa and particularly in the Western Cape region. The University aims to apply locally the knowledge that has been discovered inter alia within the international context, taking into account the differences within the regional community and national society.

One aspect of our society is that a variety of languages function within it. The ascription in the Constitution of official status to eleven different languages amounts to an acknowledgement that each of these languages is recognized as an asset that should be used as a means of developing the human potential of the country. This important personal, professional and social asset should be exploited on a collective basis by the South African tertiary education sector to achieve this end.

Against this background, the University makes a contribution to the development of Afrikaans as an academic language, but at the same time takes into consideration the multicultural and multilingual reality of South Africa by, alongside the particular focus on Afrikaans, also taking English and isiXhosa into account. 2. Principles The Language Policy of the University is implemented taking the following important principles into account: 1. The University is a centre of excellence directed toward the production of knowledge through research, learning and instruction.

2. The University recognises and respects the core values enshrined within the South African Constitution. 3. The University takes into consideration strategic national policy and the processes of policy formation. 4. The Language Policy takes into account the values and premises set out in the Strategic Framework of the University. 5. The University recognises the particular status of Afrikaans as an academic language and shares the responsibility for

promoting Afrikaans as an academic language. 6. The University recognises the status of English as an important local and also acknowledged international academic language. 7. The University recognises the status of isiXhosa as an important local language, but also as a developing academic language, and intends, within the limitations of what is possible, to contribute actively to its development. 8. The Language Policy takes into account the diversification goals of the University. 9. The Language Policy places the University in a position to make a particular contribution to the promotion of multilingualism as an asset. 10. The University accepts the principle that the success of the Language Policy is dependent on the provision of acceptable and sufficient language services. 3. The multilingual context

The University's commitment to Afrikaans as an academic language does not exclude the use of various languages at the University in its engagement with knowledge: apart from Afrikaans, English and isiXhosa, Dutch, German and French are included.

Afrikaans

The University is committed to the exploitation of the academic potential of Afrikaans as a means of empowering a large and diverse community. This includes a significant group from disadvantaged communities, a considerable number of non-Afrikaans speakers as well as Afrikaans speakers who have a better command of Afrikaans than English. The University wishes to empower all such groups through university education in Afrikaans.

The Afrikaans language community is demographically, on the grounds of both the number of its users and its geographical distribution regionally and nationally, one of the stronger language communities in the country. Speakers of Afrikaans are in the majority at the University of Stellenbosch among both students and staff. Culturally Afrikaans is a standard language that has for decades functioned as an academic language and is a national asset as a fully developed cultural language.

English

The University of Stellenbosch makes use of English in its engagement with knowledge because of the language's international and local function, the strong presence of English speakers in the University and the need for academic proficiency in English for students who do not have English as their home language. English functions in combination with Afrikaans in the University.

isiXhosa

isiXhosa is an official language used by one of the larger language communities spread over a large area of South Africa that is on the increase in the Western Cape, among other regions. The University undertakes to contribute by means of particular initiatives to the development of isiXhosa as an academic language

4. Provisions of the Language Policy The Language Policy of the University is summarised in the following provisions:

Afrikaans is the default language of undergraduate learning and instruction 1 2. English is used in particular circumstances as a language of undergraduate learning and instruction.

Provisions 1 and 2 mean that, unless otherwise determined, the A-specification of the Language Plan applies automatically in all undergraduate modules. Any deviation in undergraduate modules from this default position will be allowed only after the reasons have been thoroughly considered.

3. Afrikaans and English are used in postgraduate learning and instruction. 4. The academic literacy of students in Afrikaans and English will be developed systematically. 5. The default institutional language of the University is Afrikaans. 6. English is used alongside Afrikaans as a language of communication for the University, as circumstances may require.

Provisions 5 and 6 mean that Afrikaans is used in all circumstances as the language of internal communication, but that the particular needs of non-Afrikaans speaking staff and students are catered for with the appropriate sensitivity.

7. Afrikaans, English and, where possible, isiXhosa are the University's languages of external communication. 8. Provision is made for isiXhosa in some programmes with a view to professional communication. 9. The University promotes isiXhosa as a developing academic language, amongst other ways, through its Language Centre.

With provisions 7, 8 and 9, the University wishes to emphasise the earnestness with which it treats its position within the multicultural and multilingual context of South Africa. The Language Centre will be launching particular actions to that end through its Unit for isiXhosa, a unit that functions in close co- operation with the Department of African Languages.

10. The University of Stellenbosch provides language services with respect to Afrikaans and English, and, in a limited sense, isiXhosa. 5. Language policy formation as a dynamic process

The University of Stellenbosch considers the forming of a Language Policy to be a dynamic process. For that reason, the University undertakes to test the Language Policy against changing circumstances by:

The term "default" is the wellknown sense “automatically”, and, as far as the management of the Language Policy and Plan is concerned, in the sense “the option not needing any further motivation.” Both these senses are well-established.

- doing research on the implementation, application and monitoring of the Language Policy, • consulting regularly with the wider university community, • processing and making known the information emerging from this research and consultation, and • adapting the Language Policy according to circumstances. 6. Language Plan

The Language Policy of the University is accompanied by a detailed language plan that is set out in the Calendar. 7. A policy directed toward the future.

The Language Policy of the University of Stellenbosch seeks to contribute, as a future-oriented policy, to the realisation of the ideal of creating a favourable learning and instruction environment for the benefit of the students; an environment within which Afrikaans as an academic language and the asset of multilingualism are combined in an imaginative way.

The University of the Western Cape

THE UNIVERSITY OF THE WESTERN CAPE

LANGUAGE POLICY

Preamble: The University of the Western Cape is a multilingual university, alert to its African and international context. It is committed to helping nurture the cultural diversity of South Africa and build an equitable and dynamic society. This language policy relates to one aspect of that commitment. It attempts to guide institutional language practice so that it furthers equity, social development, and a respect for our multilingual heritage.

Languages of Teaching, Learning and Assessment The languages of teaching, learning and assessment will be discussed under the following headings: • language(s) used in lectures, tutorials and practicals • language(s) used in the setting of tasks/assignments/examinations • language(s) used/allowed in the writing of assignments/examinations • language(s) in which text material is available • language(s) students use in their self-directed learning processes and activities.

Languages used in lectures, tutorials and practicals Lectures, tutorials and practicals for any module will be delivered in the language formally approved by the Faculty concerned, in accordance with the spirit of the policy. If lecturers are competent users of other languages, they are encouraged to use these languages in addition to main language of teaching, if such a practice facilitates communication or discussion.

Languages used in the setting of tasks, assignments, tests and examinations Regarding the languages used in the setting of tasks, assignments, tests and examinations, English, Afrikaans and Xhosa should be used wherever it is practicable to do so.

Languages used in writing tasks, assignments, tests and examinations Unless otherwise negotiated between a student or a class and a lecturer, the language in which tasks, assignments, tests and examinations should be completed shall be English.

Languages in which texts are available Regarding the languages in which texts are available, efforts should be made to provide alternatives and options in Afrikaans, English and Xhosa wherever it is practicable and academically desirable to do so. Texts here refers to support materials such as course outlines, lecture notes and computer courseware.

Languages students use in self-directed learning processes and activities Regarding the languages students use in their self-directed learning processes and activities, departments should actively seek to appoint some student tutors who can assist students in Xhosa and/or Afrikaans, as well as English.

2

Access to Academic and Professional Discourse • All students will have access to entry-level courses aimed at strengthening their English oral and aural communication skills and improving their academic literacy in English. • All students will have access to support services to assist them in developing their academic literacy in English.

Promoting Multilingualism • The university undertakes to make language acquisition courses in Afrikaans, English and Xhosa available to both administrative and lecturing staff. • All students will be encouraged, through enrichment programmes, to develop proficiency in Afrikaans, English and Xhosa.

Languages of Internal Communication The main language of internal communication for academic and administrative purposes shall be English. However, the university will progressively make important information available in Afrikaans, English and Xhosa. Essential information such as rules will be made available in the three languages as a matter of priority. If departments for whatever reason deem it necessary, or because research into the needs of the client group reveals a clear need, Afrikaans and Xhosa translations of formal communications should be made available, provided that it is practicable to do so.

In spoken debate and deliberation, the objective is to be understood by everyone present. Should a speaker prefer to speak in Afrikaans or Xhosa, use will be made of informal interpreting if it is practicable to do so.

The university shall have staff available to assist enquirers in Afrikaans, English and Xhosa, particularly in advisory sessions and at registration and in the examination periods. In appointing administrative staff who deal directly with students, the university will make their capacity to assist students in Afrikaans, English and Xhosa a strong recommendation. In these ways it will attempt to nurture and use the abilities of all in the university community in accordance with its mission statement, and to promote multilingualism, linguistic diversity and racial harmony at UWC.

Languages of External Communication The language used for external communication shall normally be English, unless sensitivity to the recipient requires use of another language. If individuals request information from the university in either Afrikaans or Xhosa, the information will be translated into that language, and the translated version will be sent to the individual accompanied by the English version. In all cases the official version shall be the English version.

Signage on campus will progressively be in Afrikaans, English and Xhosa, having due regard to readability and aesthetic considerations.

Adapted from the original draft discussion document (1998) by the Board of Management of the Iilwimi Sentrum (April 2003) Approved by Council, June 2003).

Cape Peninsula University

LANGUAGE POLICY

Policy Group(s): Curriculum; Assessment; Staff Development, Recognition of Prior Learning, Employment Equity; Teaching and Learning; Student Admissions and Access
 CPUT Statute and/or Regulation Reference No: To be inserted by the Registrar on Approval
 Relevant Government Legislation and/or policy: CHE (2001) Language Policy Framework for Higher Education Ministry of Education (2002). Language Policy for Higher Education South African Constitution (1996) Western Cape Language Policy (2001) Employment Equity Act (1998) Policy Reference and Version No: To be inserted by the Registrar upon approval Commencement Date January 2008 Review Date December 2018

Key Words for Search Engine: Language Policy, Taalbeleid, Umthetho-sisekelo Wolwimi

POLICY STATEMENT Intent: To align the CPUT language policy with the Ministry of Education's requirements (CHE 2001 & MoE 2002) and the CPUT strategic plan Scope: The scope of this policy applies to; 1. The CPUT Senate and its committees 2. Strategic units (Fundani Centre for Higher Education Development; Centre for e-Learning; Centre for Cooperative Education; Service Learning Unit; Student Finance; Student Counselling; and Libraries) 3. All academic departments 4. All administrative departments and support services Objective(s): This language policy sets out an operational framework for the use of language in all internal and external communication, administratively and academically at CPUT. Every unit or department will adapt the policy to their specific context, but within the parameters of the policy.

In accordance with MoE 2002, the CPUT language policy has the following objectives:

To ensure that the existing language of instruction supports student learning;

2. To contribute to the development of IsiXhosa as an academic/scientific language;
3. To promote a multilingual environment that recognises CPUT's unique African identity and historic circumstances;

In addition, the language policy should ensure that: 4. Increasing effect is given to the equal constitutional status of the three official languages of the Western Cape, namely; Afrikaans, English and isiXhosa.

5. Effective internal and external communication is promoted;

6. Both students and staff have the language skills and inclination required to participate in the academic environment, industry and society, in productive ways. Definitions and Acronyms CHE: Council on Higher Education DoE: Department of Education HE: Higher Education HEQC: The Higher education Quality Committee LoLT: Language of Learning and Teaching Multilingualism: using multiple languages; in CPUT context the focus is on Afrikaans, English and isiXhosa MoE: Ministry of Education Policy Provisions This policy provides guidelines for the implementation of the language policy in the following 3 sectors; 1. Academic 2. Administrative 3. Strategic units Policy Principles This policy is informed

by the following principles: 1. The core values as enshrined in the Vision and the Mission of CPUT;

- The affirmation of student and staff diversity, including the valuing of South African indigenous languages;
 - An acknowledgment of the need for all CPUT students to be proficient in academic English;
 - An acknowledgement of the need for all CPUT students to master the technical and professional languages of their fields and disciplines for reasons of employability;
5. The importance of language-sensitive teaching and learning methodologies and practices for students for whom English is not a first language;
- The development of isiXhosa as an academic language.
 - The promotion and the recognition of isiXhosa, Afrikaans and English as academic languages.

Policy Procedures

To facilitate the transformation of language practices at CPUT, in order to achieve the intent of this policy, the procedure is divided into the following three phases:

PHASE 1: January 2008 - December 2008 PHASE 2: January 2009 – December 2013

PHASE 3: January 2014 – December 2018

- Activities outlined in Phase 2 will be informed by the results of the language audit of Phase 1
- Activities outlined in Phase 2 should be reviewed in December 2013
- Activities outlined in Phase 3 will be informed by the results of the review of Phase 2
- Activities outlined in Phase 3 should be reviewed in December 2018

All faculties must annually review the implementation activities and submit a progress report on each review to senate.

PHASE 1: January 2008- December 2008

1. Language Audit A comprehensive audit of existing administrative and academic language practices, e.g. signage, LoLT, glossaries, assessment tasks, examination books, etc. should precede the activities in Phase 1 as listed below. Regardless of the findings of the audit, the following activities should be implemented upon approval of this policy:

- 1.1 Academic activities pertaining to
- 1.1.1 Language of learning and teaching
 - 1.1.2 Language of the learners
 - 1.1.3 Language of staff
 - 1.1.4 Language of teaching and learning materials
 - 1.1.5 Language of support
 - 1.1.6 Language of assessment
- 1.2 Administration activities pertaining to:
- 1.2.1 Staff recruitment practices
 - 1.2.2 Access to institutional documents, processes and procedures, e.g. signage and application forms
 - 1.2.3 Effective internal and external communication

PHASE 2: January 2009-December 2013 1. General Activities

Phase 2 will implement acceptable recommendations arising from findings of the Language Audit .

1.1. Language Resource Centre

The establishment of a language resource centre is one of the prerequisite conditions for successful implementation of this policy. This centre will assist the CPUT community with the development and transformation of language practices, e.g. the translation of documents, materials and assessments as a service for academic, administrative and service staff.

1.2. Recruitment of staff

In addition to English include regional language proficiency as a recommendation for the appointment of new academic, administrative and service staff.

1.3. Staff development and capacity building

In order to create a community where diversity is respected and supported, all staff (academic, administrative and service) should be enabled to communicate at least at a basic communicative proficiency in the three regional languages.

1.4. Hearing impaired students and staff A committee is set up to look at the provision of teaching and services in sign language for hearing impaired students and staff.

2. Academic Activities

2.1 Teaching and Learning English is the default language of teaching, however, where determined by department, site, discipline and market context, isiXhosa and Afrikaans should be used as the language of teaching, provided that such usage does not limit access, or promote marginalisation of any language community.

The process of developing isiXhosa and Afrikaans (to a varying degree and where required) as academic languages is to be phased in.

Given the default position of English, academic literacy practices in this language, as well as isiXhosa and Afrikaans, should continue in order to ensure successful teaching and learning.

2.2 Teaching Materials The default language for teaching materials is English. However, research shows that English texts are not always easy to understand. Support materials (e.g. glossaries) in isiXhosa and Afrikaans should be phased into all subjects.

2.3 Assessment English will remain the default language of assessment. However, in order to promote throughput, Departments should explore the possibility of incorporating isiXhosa and Afrikaans in assessments e.g. assignment questions, exam/test question papers.

2.4 Strategic units and support Support should be available in the students' preferred language: e-learning, counseling, tutorials, Writing Centre, Library services, student services

and general administrative services. Multilingual capacity should be developed in areas where it does not exist.

3. Administration

3.1 Student Admissions The following guidelines on language should be adhered to in the admissions process:

3.1.1 Proficiency in English language should never be used as a criterion in isolation (except in the case of foreign students). This criterion should be balanced against, other criteria such as proficiency in the mother tongue which may not be English ;

3.1.2 Good grades in languages other than English should be taken into consideration as indicators of an innate aptitude for languages that is to be valued in an academic institution;

3.1.3 A student may be required to write a proficiency test in English, the results of which will inform recommended support interventions;

3.1.4 Foreign students must submit proof of a recent English proficiency test and may be required to pass a special course in English as a second or foreign language before enrolment at CPUT.

3.2 Internal Communication

The language of internal communication refers to the language of meetings, written communication in electronic and print form, signage and spoken administrative interactions. The default language is English, however, in situations listed below, isiXhosa and Afrikaans should be used;

3.2.1 Signage and Documentation Signage at strategic points (e.g. Library, Administration building) some intranet documents e.g. institutional policies, general mail (important e-mails re: conditions of service), newsletters, job advertisements, general notices, complex and legal sections of registration forms, to be translated into isiXhosa and Afrikaans.

3.2.2 Disciplinary Hearings In disciplinary hearings, the subject of the hearing has the right to the services of an interpreter, and to use any one of the regional languages.

3.2.3 Meetings The default language for conducting meetings is English. However, where determined by the nature of the meeting, access to Afrikaans and isiXhosa should be provided by means of interpreting services.

3.3 External Communication The default language of external communication (internet, spoken and written communication) is English. However, where there is a need, isiXhosa and Afrikaans will be used.

PHASE 3: January 2014 – December 2018

1. Academic 1.1 Teaching and Learning Afrikaans and isiXhosa are to be used alongside English as LoLTs.

1.2 Teaching Materials Developmental phase of support materials (e.g. glossaries) in isiXhosa and Afrikaans to be completed in all subjects.

1.3 Assessment The process of incorporating isiXhosa and Afrikaans into assessments e.g. assignment questions, exam/test question papers is to continue.

1.4 Student Support and Development Further development of student support in the students' preferred language: e-learning, counseling, tutorials, Writing Centre, Library services, student services and general administrative services. Further development of multilingual capacity to continue.

2. Administration Activities listed in Phase 2 to continue in Phase 3.

Policy Implementation Plan 1. Institutional initiatives

1.1 Policy availability This policy should be made available in the three regional languages to all stakeholders at CPUT.

Senate has to see to it that the policy is made available in 3 regional languages.

1.2. Language Resource Centre This language policy requires CPUT to establish a Language Resource Centre (see Policy Procedures 1.1) as a pre-requisite condition for achieving many key aspects of the Policy Implementation Plan.

The establishment of the resource centre is the responsibility of Senate.

2. ACADEMIC ACTIVITIES

2.1. Monitoring and Review Senate shall appoint a sub-committee to monitor and review implementation on approval of this policy. The sub-committee will monitor the achievement of the above timeframes and quality of implementation by means of interim annual reports provided by faculties. These reports will inform the annual review process of the language policy.

Further, the sub-committee will review and amend the policy and implementation process in line with the policy procedure cycles outlined in the Policy Procedure. 2. 2. Implementation at departmental level Academic Heads of Department, programme convenors and administrative line managers should provide all staff with copies of this policy in order to identify training needs.

This policy should be discussed in all departments, academic and administrative, for the purpose of contextualization and adaptation to the specific discipline and/or service.

Implementation is to commence on acceptance of this policy.

Supporting/Related documents:

Policies: Teaching and Learning, Assessment, Recognition of Prior Learning, Admissions
Resources: CHE (2001) Language Policy Framework for Higher Education. Available at
<http://www.info.gov.za/otherrdocs/201/langframe.pdf>

Ministry of Education (2002). Language Policy for Higher Education. Available at:
<http://www.polity.org.za/pdf/languagepolicy.pdf>

Republic of South Africa, The Constitution of the Republic of South Africa, Act 108 of 1996
Western Cape Language Policy (2001)

Answers to FAQ 1. Will all lecturers be required to teach through the medium of languages other than English? Not necessarily. It is not the intention of the language policy to penalise staff; but rather to assist staff in the development of multilingual resources as well as the application of methodologies that are sensitive to the language needs of students. Proficiency in the regional languages (or in other targeted languages) will be a recommendation for all staff at the CPUT.

2. Should all assessments be in all three languages? Not necessarily. One should apply the rule of 'assess the way you teach'. A lecturer who teaches in a multilingual manner should also assess in this manner. There are also other possibilities, e.g. make the assessment available in more than one language, but the student can choose to write the answers in English. This way the lecturer makes the assessment more understandable to students.

3. Who is to assist academic staff with the translation of notes into isiXhosa and Afrikaans?
The proposed language resource centre

4. How will translations/ material development/ training be funded? Institutional budget

5. Will all documents be translated into three languages? Translating all documents and other forms of communication in three languages will prove to be too costly. It is proposed that certain strategic sections (e.g. where a student has to sign) be given in more than one language.

6. Should the practice of more than one language apply to all levels of study? English, Afrikaans and isiXhosa are to be used at undergraduate level. Post-graduate level studies could use mainly English as academic language whilst the other languages are being developed as academic languages.

7. How will foreign students be affected by the practice of multilingualism? The value of internationalization that is brought to CPUT through the admission of foreign students is acknowledged. However, CPUT is in the first instance a national resource committed to providing study opportunities to South African students; international students should consider the language policy of the institution when exercising their choice. (see Policy Procedures 3.1.4) Supporting procedures/ Language Resource Centre (see Policy Procedures 1.1)

Guidelines

ACCOUNTABILITY Implementation: 1. Language Policy sub-committee of Senate 2. Executive Management 3. Language Resource Centre 4. Administrative and Support staff managers 5. Faculty Management Committees 6. Heads of Academic Departments 7. Programme Convenors 8. Academic, Administrative and Service staff

Compliance: Language Policy sub-committee and Executive Management
Monitoring and Evaluation: 1. Language Policy sub-committee of Senate 2. Academic Departments (QA self evaluation) 3. Administrative Departments (QA self evaluation) 4. HEQC (External Programme and Institutional audits)
Development/Review: Language Policy sub-committee of Senate
Approval Authority: Senate Interpretation and Advice: 1. Language Policy sub-committee of Senate 2. Teaching and Learning Committees 3. Fundani Centre for Higher Education and Development

WHO SHOULD KNOW THIS POLICY? Executive Management Deans The Registrar Language Policy sub-committee of Senate Teaching and Learning Committees Language Resource Centre Administrative and Support staff managers Faculty Management Committees Heads of Academic Departments Programme Convenors Academic, Administrative and Service staff Students and other stakeholders

EFFECTIVENESS OF THIS POLICY Performance Indicator(s): 1. Language Policy available in the three regional languages once approved by senate.

2. Language Audit completed by December 2008.

3. Establishment of Language Resource Centre by end 2009.

Indicators below will be guided by the outcome of the audit. 4. Glossaries and support materials (class notes, teaching and learning aids, past exam/test papers) developed in isiXhosa and Afrikaans for at risk subjects by end 2013.

5. Assessments available in isiXhosa and Afrikaans for all subjects by end 2018.

6. Facilitation of support services in the students' preferred language by end 2018.

7. All signage and documentation (referred to in Policy Implementation Plan) translated into isiXhosa and Afrikaans by end 2018.

7. Interpreting services implemented by end 2018 8. Language of external communication is isiXhosa, Afrikaans and English by end 2018

9. Communicative proficiencies of staff in the three regional languages - ongoing

REVISION HISTORY Revision Ref No. Approved/ Rescinded

Date Authority Document Ref

000.2 June 2007 Senate 000.3 September 2007 Senate

Central University of Technology, Free State

A/ 13.1 LANGUAGE POLICY OF THE CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE (CUT)

13.1.1. POLICY STATEMENT

13.1.1.1 CUT is committed to promoting accessibility for students, practitioners, scholars, academics, support staff and the public, as well as to learning material and media/communication at the institution.

13.1.1.2 CUT shall, in all its endeavours, accommodate multilingualism within the regional, national and international contexts within which CUT operates, and within the limits of its mandate as a university of technology.

13.1.1.3 The CUT Language Policy, which determines the academic language and the language of all forms of institutional transaction, is based on mutual tolerance and respect amongst all cultural groups, and should be free from political influences. A university is an institution with an identity that is universal; therefore all commitments and practices shall align with this universality.

13.1.1.4 In the main, and subject to relevant clauses below, the academic language and the language of all forms of institutional transaction shall be English.

13.1.1.5 Within its budgetary and feasibility constraints, CUT shall continue in its endeavours to empower its students and staff in English proficiency.

13.1.2. PRINCIPLES

This Policy is guided by the vision, mission and core values of CUT, as well as developments in the National Higher Education Language Policy framework and in South Africa's transformation agenda and legal framework, with elements of these as detailed below:

13.1.2.1 Adherence to the tenets of the Constitution of the Republic of South Africa;

13.1.2.2 Taking cognisance of diversity, equity and reconciliation imperatives;

13.1.2.3 Creating a balance between regional, national and international needs;

13.1.2.4 Feasibility, cost-effectiveness and justifiability in the injunctions and the implementation of our Language Policy;

13.1.2.5 Affording all, especially students, ease of accessibility to instruction and educational material in a manner applicable to all;

13.1.2.6 Accommodating multilingualism and diversity;

13.1.2.7 Ensuring consistency with the image and vision of the institution in the usage and implementation of the Language Policy.

13.1.3. DEFINITIONS AND ABBREVIATIONS

The meaning of terminology used in the Policy is as follows:

“Academic language”: This denotes the language to be used in academic transactions. South African English will be used as the academic language in all teaching and learning endeavours of CUT, including facilitation, assessment, study guides, curricula, syllabi, class notes, research, scholarly work, publications and consultation hours. If a particular language is a subject, it should be taught according to the scholarly prescriptions of that language.

“Accommodating multilingualism”: Meaning that other languages will only be accommodated at CUT, but English will be the primary language.

“Cost-effectiveness”: Cost-effectiveness refers to what CUT can afford financially as a university of technology, within its limited resources.

“CUT”: Shall mean Central University of Technology, Free State.

“Feasibility”: Feasibility refers to what is achievable for CUT in terms of its size and shape, and within its mandate as a university of technology.

“Institutional transactions”: This denotes all forms of interaction and communication – written or otherwise – amongst the members of the University community and between the University and the public.

“Justifiability”: Justifiability refers to the evidence that the CUT Language Policy should be achievable in terms of its size, shape and mandate as a university of technology.

“Language of all forms of institutional transaction”: This denotes the language to be used in non-academic transactions.

13.1.4. HIGH-LEVEL PARAMETERS AND PROCEDURES

Although this is a policy document, some high-level parameters and related procedures for the policy are stipulated below. They serve to give further guidance.

13.1.4.1 Teaching & Learning:

13.1.4.1.1 During an instructional employee’s consultation with an individual student, the primary task of the employee is to facilitate the development of the learning skills and competency of the individual student.

13.1.4.1.2 Teaching and learning facilitation at CUT in all learning environments, such as the classroom, laboratories, etc., shall be conducted in English. Where facilitators of students identify a need for further facilitation in another language, such a need could be accommodated in consultation sessions outside of the learning environment, within the limits of CUT’s resources.

13.1.4.1.3 Paragraph 13.1.4.1.2 above notwithstanding, such accommodation during individual consultations shall not lead to dual or parallel sessions for groups of students.

13.1.4.1.4 The Language Policy does not prescribe the language of communication between the instructional employee and student in this setting, but assumes that the choice of language is determined by mutual agreement. Where a student's competency in the English language constitutes a serious communication barrier that could possibly be mediated by using the student's home language, use of the home language is recommended. This discretion rests with the instructional employee. Where the employee does not have instructional competency in the student's home language, the employee is advised to approach an available and capable colleague or senior student to provide interpreting services.

13.1.4.1.5 The stipulation reflected in paragraph 13.1.4.1.4 above shall not be construed as a legal obligation on the part of CUT in the event of no academic employee or senior student being available to converse in or interpret into a language other than English.

13.1.4.1.6 Bilingual/multilingual lexicons of concepts and terminology: Some instructional employees have invested time and effort to create a summary of the most important English concepts and terminology used during their modules and the Afrikaans equivalents of these. This is a laudable practice that should continue.

(a) Within feasibility constraints, this form of student support shall continue and be extended to Sesotho first-language speakers.

(b) Faculties shall encourage academic staff members to continue to develop the lexicons and terminology.

(c) Faculties shall organise annual plenary sessions of senior students who have excelled in particular disciplines to facilitate the ongoing development of such lexicons and terminology.

13.1.4.2 Language of correspondence: English will be the language of official correspondence at CUT in official documents, memoranda, letters, and any documents or e-mails pertaining to University business. However, multilingualism shall be accommodated by allowing CUT staff members to correspond informally with one another on personal matters in their language of preference.

13.1.4.3 Language of general communication: English will be used as language of general communication in CUT endeavours such as meetings, workshops, seminars, training sessions, publications, invitations, magazines, notices, and written announcements.

13.1.4.4 Language of institutional transactions: English will be used as the language of internal and external transactions such as telephone responses and face-to-face enquiries. However, another language could be accommodated, on mutual agreement between staff members, students and/or another person,

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provided that no other party or third person is excluded from such a transaction.

13.1.4.5 Language of record: English will be used as the language of record in agendas, minutes, policies, procedures, manuals, and all records of CUT.

13.1.5. REVISION OF THE POLICY

The CUT Language Policy shall be revised every five (5) years, keeping in mind the developments in the National Higher Education Language Policy framework. Such revisions shall not exclude intermittent amendments during this period should they be demanded by a changing policy framework.

13.1.6. RELATED DOCUMENTS

Higher Education Act, Act 101 of 1997 (as amended) – Section 27(2) refers.

National Higher Education Language Policy (November 2002).

Policy on the Naming of Facilities of the Central University of Technology, Free State.

Policy on the affixing of posters and notices on notice-boards at the Central University of Technology, Free State.

13.1.7. COMPLIANCE OFFICER

The Registrar is accountable for this Policy.

13.1.8. RESPONSIBLE OFFICER

The Registrar is responsible for the implementation of this Policy and should be contacted with regard to enquiries regarding the interpretation and practical implications thereof.

13.1.9. SIGNATURE OF APPROVAL

_____ CHAIRPERSON OF SENATE
DATE

_____ CHAIRPERSON OF COUNCIL
DATE

University of the Free State

Language Policy of the University of the Free State

(Approved by the UFS Council on June 6, 2003)

1. Preamble

1.1 The language policy of the UFS respects, and is founded on, the UFS's vision and commitment to quality and equity, its mission as a university and an academic institution; its values; its socio-political, cultural and geographical environment; its statute and its legislative environment, as stipulated in the sections that follow.

1.2 The language policy acknowledges and takes into account the constitutional, legislative, as well as the national policy and statutory context of the UFS.

1.2.1 The language policy of the UFS acknowledges and respects the stipulations and intentions of the Constitution that pertain to language diversity, as well as relevant higher education and other legislation. In particular, this policy subscribes to the constitutional stipulation that each person has the right to education in the official language or languages of his/her choice in public educational institutions, provided that such an education is reasonably practicable.

1.2.2 The language policy of the UFS has taken into consideration the Government's Language Policy for Higher Education of November 2002, which includes, among others, the following stipulations:

- that currently and in the foreseeable future, English and Afrikaans remain and will continue to serve as the dominant languages of instruction in higher education.
- that a medium- to long-term strategy to promote multilingualism, with specific reference to the development of other South African languages for use in instruction, be accepted.
- that strategies to promote skills in the designated language(s) of instruction be encouraged to prevent language from becoming an obstacle to equity, access and success.
- that, as a language of scholarship and science, Afrikaans is a national resource; that retaining Afrikaans as a medium of academic expression and communication in higher education is supported fully by the Minister of Education, who is committed to ensuring that this capacity of Afrikaans is not eroded; and that responsibility for the sustained development of Afrikaans rests with all historically Afrikaans universities and not only some of them.

1.2.3 The language policy of the UFS fully is in accordance with the national movement towards multilingualism and the recognition of language rights, as indicated by, inter alia, the announcement of the National Language Policy Framework in March 2003. The language policy also takes into account the 2003 guidelines of the Pan-South African Language Board (PANSALB) for higher education institutions.

1.2.4 In terms of the nature and basis of the University, as articulated in its 1999 Statute, the University acknowledges its multicultural composition, respects the rights of any person not to be subjected to discrimination (on the basis of any of the listed or unlisted grounds in terms of section 9 of the Constitution), and acknowledges the right of each person to exercise a free choice of using either Afrikaans or English. Furthermore, it stipulates that education is offered in Afrikaans and English on a parallel-medium basis, while the need to promote Sesotho as a language of science is taken into account insofar as this is reasonably practicable.

1.3 The language policy of the UFS recognizes, is founded on, and is directed at the manifestation of the intrinsic nature of a university as a place of scientific practice and scholarship, establishing and requiring a specific context for language and communication.

1.3.1 Language proficiency is therefore an integral part of various university activities such as teaching, learning, intellectual development, research, scientific analysis, academic discourse in the diversity of disciplinary communities, professional preparation and training, external liaison, as well as academic and administrative management.

1.3.2 The various university activities require a variety of appropriate ways of managing language practices, language skills (general as well as advanced/analytical) and language development.

1.3.3 To be a good university requires that the requisite language skills of staff and students should be supported, developed and promoted continuously as an integral part of a university's activities, within the framework of financial sustainability.

1.4 The language policy of the UFS acknowledges, proceeds from, and is directed at pursuing the notion that intrinsically and in terms of its statute and composition, the University is a multilingual and multicultural institution, within a multilingual and multicultural country, region and province.

1.4.1 Multilingualism at the UFS is sought and promoted within the context of the two main languages, namely, Afrikaans and English, including, alongside these languages, specific space for phasing in and developing Sesotho (see clause 2.1 and 2.2.5).

1.4.2 Multilingualism is pursued and promoted within the larger context of a commitment to a non-racial, non-sexist, multicultural and multilingual institution.

1.4.3 This implies that language policy and language practice are key elements in recognizing, appreciating, managing and harmonizing diversity in a balanced way.

1.5 The language policy respects and promotes specific values and principles.

1.5.1 The language policy respects, proceeds from, and is directed at pursuing the UFS's values of academic freedom and autonomy, equity, integrity, excellence and a service orientation.

1.5.2 In the specific context of diversity where multiculturalism and multilingualism are promoted, the UFS is directed by the following principles in its language policy and its application:

- non-marginalisation; - non-discrimination; - equity; - empowerment; - co-operation; - human dignity and respect (including mutual respect for and an appreciation of differences, traditions and preferences); and - a culture of sensitivity, politeness, an accommodating attitude and tolerance (in contrast to entitlement).

1.6 The language policy takes into account and recognises the historical context of the UFS's language practices.

1.6.1 The current language policy of the UFS emanates from the institution's accepting a parallel-medium language policy in 1994. This was preceded, from the establishment of this

institution in 1904, by various phases of unilingualism (initially English, in later phases exclusively Afrikaans) and bilingualism in various forms.

1.6.2 In developing and phasing in the policy of parallel-medium after 1994, significant modifications have been made to the administrative and academic functioning of the university, while significant time and human as well as financial resources have been spent on this endeavour. Huge demands have been made on staff with respect to their developing functional bi- or multi-lingualism.

1.6.3 The parallel-medium policy dramatically improved the accessibility of the UFS to, especially, black students who had previously largely been excluded from higher education. In the recent past, significant progress has also been made with extending translation and interpreting services as well as practical multilingualism in meetings and public events.

1.6.4 Indeed, the UFS has already made significant progress with transforming its language environment and extending bilingualism in academic as well as management contexts, in the interest of dealing with diversity in ways that display harmony and balance.

1.6.5 However, given the historical context and numerous constraints on the rate of the phasing-in process, existing language practices do not in all contexts facilitate the optimal functioning of and interaction among staff and students in a multilingual and multicultural environment, especially given a changing staff composition, employment equity, and restructuring in higher education. Many non-Afrikaans speakers continue to experience a significant level of exclusion and marginalisation as a result of language.

1.6.6 This historical situation, but especially the UFS's commitment to multilingualism, requires that the institution further develop and refine its language policy and practices in line with the various contexts that have been outlined above, and that are further specified below.

1.7 The language policy of the UFS must be understood and executed in conjunction and in balance with other policy objectives and policy documents of the UFS, in particular those that pertain to diversity and employment equity, and in ways that do not compromise the intrinsic multilingual character of the University.

1.8 The points of departure, principles and values referred to above, and the objectives below, must guide all interpretations, applications, and extensions of this policy.

1.9 If deemed desirable, a language manual with more specific guidelines and arrangements may be developed and made available, in conjunction with a language plan.

2. Main languages and objectives

2.1 The main languages of the UFS are Afrikaans and English.

2.2 Within the broad aims and orientation expressed in the Preamble, as well as the specification of main languages above, in its language policy the UFS specifically wishes:

- 2.2.1 to assist, in concrete terms, in establishing, developing and fostering institutionalised functional multilingualism and respect for language rights in higher education at the UFS;
- 2.2.2 to improve equity, access and success in higher education in the Free State and central regions;
- 2.2.3 to manage language proficiency in the main languages as a strategic priority;
- 2.2.4 to develop Afrikaans as an academic and scientific language;
- 2.2.5 to promote and support the development and frequency of use of Sesotho as a scientific language - as a South African language of the Free State - in higher education in the medium and long term;
- 2.2.6 to contribute to creating a culture of language and cultural tolerance as well as an accommodating attitude, as stipulated more closely in the values above;
- 2.2.7 to maintain and stimulate study and research in South African languages and literatures of the Free State.
- 2.2.8 to promote the study of selected foreign and other South African languages (including South African Sign Language) in its language programmes; and
- 2.2.9 to promote the quality of multilingual practices, among others, by means of quality assurance directed at written and spoken communication, as well as interpreting and translation services.

2.3 The UFS sets out to achieve these objectives by arranging practices with respect to languages and multilingualism, in cost-effective ways, in a purposeful manner, and by phasing in measures where necessary.

2.4 The UFS fosters and promotes multilingualism and multiculturalism by means of appropriate utilisation and allocation of various resources (human, physical, information-technology, equipment) and by making reasonable provision in its budget for the efficient and cost-effective implementation of the language policy, subject to the norm of affordability and financial sustainability.

3. Arrangements with respect to official domains of language use

The UFS commits itself to the following stipulations that govern its official domains of language use.

3.1 Teaching

3.1.1 The UFS maintains a system of parallel-medium teaching in Afrikaans and English.

3.1.2 The additional use of Sesotho in teaching situations, where there is a need and this is reasonably practicable, is encouraged.

3.1.3 For purposes of parallel-medium teaching:

3.1.3.1 contact lectures are offered in a parallel system involving Afrikaans and English:

3.1.3.2 practical classes may be offered, on the basis of special circumstances or needs, on a double- medium basis, subject to approval by the Executive Management;

3.1.3.3 selected postgraduate modules or courses may be offered, on the basis of exceptional circumstances, in only one of the two main languages or on a double-medium basis, subject to consensus being reached after thorough consultation with the students involved, subject to approval by the Executive Management, and provided that the number of such cases do not compromise the basic practice of parallel-medium in teaching;

3.1.3.4 for the sake of promoting multicultural learning situations and intercultural academic debate, special academic discussion situations may be dealt with by means of appropriate language arrangements such as simultaneous interpreting services or double medium, subject to approval by the Executive Management, and provided that the number of such cases do not compromise the basic practice of parallel-medium in teaching;

3.1.3.5 in exceptional circumstances, where the need arises and this is reasonably practicable, specific modules or courses may be facilitated by means of simultaneous interpreting services or appropriate measures (including South African Sign Language), subject to approval by the Executive Management;

3.1.3.6 other teaching and learning situations with specific language requirements (including the presence of deaf, partially sighted or blind persons) are dealt with in flexible and sensitive ways that are consistent with the spirit, framework, objectives and values of the language policy, subject to approval by the Executive Management.

3.1.4 To support the parallel-medium policy, the following practices are adopted:

3.1.4.1 course information and course guides are made available in both Afrikaans and English;

3.1.4.2 self-generated learning material is produced by the lecturer involved in both Afrikaans and English;

3.1.4.3 assessment is performed in Afrikaans or English, following student preference.

3.1.5 Textbook-based electronic support material (such as an electronic item bank) or electronic assessment instruments and software only available in English, may be used in the Afrikaans track, but not for primary assessment opportunities such as tests and examinations (unless special permission is granted by the Executive Management in exceptional cases).

3.1.6 Teaching programmes with exceptional requirements and objectives (such as internet-based distance- education programmes or programmes in other countries) may be offered in only one of the two main languages (learning material and assessment included), subject to approval by Council.

3.1.7 While refinements of this policy are awaited that take into account the situation obtaining at other points of delivery and on incorporated campuses of the UFS (such as the Qwaqwa campus), such points of delivery may, subject to approval by Council, exclusively use English in teaching.

3.2 Research

3.2.1 The language of the research environment is managed in ways that promote the objectives in section 2, within the spirit, framework and values of the language policy, and within the context of the institution's commitment and sensitivity to multilingualism and diversity.

3.2.2 The UFS encourages research in the main languages, and supports such outputs by providing appropriate translation and interpreting services.

3.2.3 The language of research publications at the UFS is co-determined by requirements of scientific publications and/or contracts.

3.3 Community Service

3.3.1 The language of community service is managed in ways that promote objectives in section 2, within the spirit, framework and values of the language policy, and within the context of the commitment to and sensitivity for multilingualism and diversity.

3.3.2 Where necessary and as far as possible, professional translation and interpreting services and related measures, are used, in conjunction with appropriate quality assurance measures.

3.4 Management, administration, and operations in faculties and support services

3.4.1 The language of management and administration is dealt with in ways that promote language accessibility and the objectives in section 2, in the context of the commitment to and sensitivity for multilingualism and diversity.

3.4.2 English is used as a language of management alongside Afrikaans, and is phased in where this is not yet the case.

3.4.3 The additional use of Sesotho, where desirable and reasonably practicable, is encouraged.

3.4.4 While refinements of this policy are awaited that take into account the situation obtaining at other points of delivery and on incorporated campuses of the UFS (such as the Qwaqwa campus), these campuses may deal with internal management and administration primarily in English.

3.4.5 Where necessary and as far as is possible, professional translation and interpreting services and related language facilitation measures, are used to facilitate communication.

3.4.6 Internal and external spoken communication

3.4.6.1 At official events, such as graduation ceremonies, office-bearers of the UFS should alternate between Afrikaans and English, except where circumstances dictate otherwise. Sesotho can be used to supplement these, if possible and desirable. Appropriate language facilitation services may be used to facilitate communication.

3.4.6.2 Where practicable, and depending on the language composition of meetings, these official meetings are to be handled in both the main languages: Council, Senate, Executive Management, Executive Committee, Faculty Boards, Departments, Student Representative Council, and the Institutional Forum. Appropriate language facilitation services can be used. Where the composition of specific meetings makes this necessary, Sesotho may also be used.

3.4.6.3 Chairpersons and members of meetings should consciously pursue a situation where members' language skills will be dealt with accommodatingly, respecting the values stated above, as well as the objective of multilingualism.

3.4.6.4 Telephonic and personal enquiries by students and other members of the public, as well as service rendering by staff, are dealt with in Afrikaans or English, or, where necessary and possible, in Sesotho. Appropriate language facilitation services may be used, together with training of front and contact staff to provide a multilingual response to these enquiries.

3.4.6.5 Job interviews are conducted in both main languages, except where a candidate expresses a preference for one of the main languages, on the basis of the intrinsic language requirements of each particular post, in a way that does not unfairly disadvantage any particular candidate, and in accordance with the UFS's policy with respect to employment equity and related matters.

3.4.6.6 Performance assessment takes place in Afrikaans or English, following the preference of the candidate. If necessary, Sesotho may be used, supported by an interpreting service.

3.4.6.7 Staff training and capacity development take place in both the main languages, unless specific circumstances dictate otherwise.

3.4.6.8 Disciplinary hearings take place in one or both of the main languages, with a sensitivity shown for the language skills and preferences of the persons who are subject to the hearing, as well as sensitivity to the fact that an interpreting services may be needed so that parties may fully understand proceedings and defend themselves to the best of their ability.

3.4.6.9 Job-related spoken communication between two staff members, where other staff members are present or otherwise (e.g. electronically) part of the communication, is conducted in one or both of the main languages so that no interested party is excluded.

3.4.6.10 In spoken external communication, the language of the target audience determines the choice of one or both of the main languages or Sesotho.

3.4.6.11 Public lectures, inaugural lectures, et cetera should be arranged in such a manner that both main languages are used at the event. The choice of using one or both the main

languages in the lecture is left to the speaker, suitably supported by audiovisual material and by language facilitation or interpreting where necessary.

3.4.7 Internal written communication

3.4.7.1 Agendas and minutes are drawn up in the language or languages of the meeting. (See clauses 3.4.6.2 and 3.4.6.3 above.)

3.4.7.2 Addenda for meetings are drawn up in the language or languages of the meeting or otherwise in the main language preferred by the compiler, provided that, if required, a translation or summary in the alternative main language will be made available as soon as is reasonably possible.

3.4.7.3 Policy documents are made available in full in Afrikaans as well as in English.

3.4.7.4 Formal internal items of correspondence (e.g. circulars, notices and information brochures) are drawn up, as far as possible, in both Afrikaans and English, unless specific circumstances dictate otherwise.

3.4.7.5 Conditions of service and proforma documentation such as payslips and IRP 5 documents are made available, according to the language preferences of employees, in either Afrikaans or English.

3.4.7.6 Any other internal documents are provided in both Afrikaans and English, as far as possible, utilising the following guideline: the more important it is that members of staff must understand a particular document correctly (in other words, the greater the risk of incorrect understanding), the more important it becomes to have the document available in both main languages.

3.4.7.7 On official internal documentation that is not made available immediately in both languages, it is to be indicated, as far as possible, that the text will be made available, on request, in the other language within a reasonable time.

3.4.7.8 Health and safety measures are made available, as far as possible, in both Afrikaans and English, as well as Sesotho where desirable.

3.4.7.9 Internal publications use both main languages to reflect multilingualism at the UFS in a balanced way, unless circumstances or the target audience dictate otherwise.

3.4.7.10 Internal invitations to university functions are issued in both Afrikaans and English, as well as Sesotho where desirable.

3.4.7.11 Informal internal correspondence is conducted in the language of preference of those involved, provided that, where required, a translation or summary is made available in the alternative language.

3.4.7.12 Signs on campus are prepared in both main languages, as well as in Sesotho where desirable.

3.4.8 External written communication

3.4.8.1 Correspondence with the public is conducted in either Afrikaans or English, depending on the language in which the correspondence was received. Where necessary and possible, Sesotho can be used.

3.4.8.2 Official international correspondence is conducted in English.

3.4.8.3 External invitations to university functions are sent out in both main languages, as well as in Sesotho where desirable.

3.4.8.4 Official notices and advertisements are published, as far as possible, in both main languages, taking into consideration the language preferences of the particular publication and the target audience.

3.4.8.5 External publications use both main languages to reflect the multilingualism of the UFS in a balanced way, unless circumstances or the target audience dictate otherwise.

3.4.9 Official statements to students, academic records, degree and diploma certificates

3.4.9.1 Official statements and study records issued to students (excluding records prior to the introduction of parallel-medium teaching) are dealt with in Afrikaans or English, depending on the preference of the student.

3.4.9.2 The wording on degree and diploma certificates appears fully in both Afrikaans and English on the same document, unless exceptional circumstances dictate otherwise.

3.4.10 The name of the university on all official documents, letterheads and visiting-cards is indicated in Afrikaans, English and Sesotho.

3.4.11 The university's internet web pages are compiled in Afrikaans and English, unless circumstances dictate otherwise.

3.4.12 The language policy of the UFS must also be reflected appropriately in its corporate identity, marketing and advertising material, as well as liaison material.

3.4.13 Other management and administrative situations with specific language requirements (including the presence of deaf, partially sighted or blind persons) are dealt with in ways that are flexible and sensitive within the spirit, framework, objectives and values of the language policy.

4. Arrangements with respect to inclusive language use

4.1 UFS office-bearers, staff and students avoid language use that is discriminatory or humiliating in nature, in particular as far as gender, race, disability and minority status are concerned.

5. Language strategy

5.1 To be able to realise its language policy, and subject to the affordability norm in clause 2.4, the UFS commits itself to:

5.1.1 a fair practice of language testing for all new first-year students in order to determine these students' needs with regard to improving their academic language proficiency in one or both of the UFS's main languages of instruction;

5.1.2 present language proficiency courses in the UFS's languages of instruction to students who do not achieve the desired standard in the said language testing, provided that in no way there will be unfair discrimination against the students involved;

5.1.3 create an empowering environment for the development of staff's language skills and multilingualism, by means of, among others:

5.1.3.1 presenting appropriate language proficiency courses in the main languages as an integral part of the standard orientation and staff development programmes of current and new staff, especially where a person is proficient in only one of the main languages, and insofar as this intervention is practicable and affordable for the institution;

5.1.3.2 making available professional language proficiency courses in Sesotho to personnel, insofar as this is practicable and affordable for the institution;

5.1.4 recognise multilingualism with respect to the main languages as a positive attribute when selection criteria are applied in making personnel appointments, within the stipulations of the UFS's policy with respect to employment equity as well as the appropriate legislation, and specifically in a way that does not impose any unfair obstacle to appointment (see also clause 5.3);

5.1.5 perform regular language needs analyses by means of language audits and other appropriate methods, so that informed adjustments can be made to the language policy, where and if required;

5.1.6 institute and phase in appropriate, affordable and effective multilingual support services, procedures and technology for the different domains; and

5.1.7 support the Southern Sotho Lexicographic Unit of the Pan-South African Language Board at the UFS.

5.2 The UFS will institute any measures that are required effectively to implement its language policy, subject to the provisions of clause 2.4.

5.3 The appropriate role of language proficiency considerations in appointing staff is regulated by the UFS's policy with regard to employment equity and the inherent requirements of a post, within the relevant stipulations of the Constitution and other relevant legislation.

6. Line managers, language committee and ombudsman

6.1 Each academic and administrative line manager and manager at the UFS is responsible for implementing the language policy, as well as supervising the process.

6.2 The UFS Language Committee functions as an advisory committee on language policy for the Office of Diversity and Equity, the Institutional Forum, Executive Management, Senate and Council. The Committee is constituted inclusively, consisting of members from the latter bodies, as stipulated in its Constitution.

6.3 The UFS language committee may request or initiate language audits or investigations into language matters on campus.

6.4 The UFS Language Committee reports annually, in an appropriate way, to Executive Management, Senate and Council on the state of language-policy matters on the campuses of the University.

6.5 An ombudsman may be instituted by the Council to assist in dealing with complaints and conflict, and/or playing a monitoring role.

6.6 The various roles of the language committee, ombudsman, line managers and the Director: Diversity and Equity must be stipulated.

7. Complaints and recourse

7.1 Any member of staff or student at the UFS may submit any complaints, questions or evidence with respect to the implementation of this language policy, without fear of reprisal, to any appropriate line manager or the Language Committee, or an independent body or person (e.g. the Director: Diversity and Equity or an ombudsman) who will be nominated for this purpose by the Council, or otherwise by the Rector or the Chairperson of the Council.

8. Amendments and interpretation

8.1 Since multilingualism is a critical and constitutive element of the nature and basis of the University of the Free State, amendments to this policy that imply substantive changes to its objectives, the main languages, parallel-medium teaching and the multilingual system in management and administration, are subject to approval by a two-thirds majority of the Senate, Executive Management and Council.

8.2 In case of any dispute over the interpretation of clauses in this policy, be these in Afrikaans or English, the Afrikaans formulations of the policy are decisive.

University of Fort Hare

(S/420/06)

LANGUAGE POLICY

September 2013

UNIVERSITY OF FORT HARE POLICIES AND PROCEDURES

TITLE: Language Policy POLICY NUMBER: REG.005 APPROVED BY: COUNCIL
 DATE: 11/09/2013 MINUTE: EFFECTIVE DATE: NO. OF PAGES: Nine (9) REVISED
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GLOSSARY OF TERMS

African languages Languages indigenous to the African continent. Constitution The Constitution of the Republic of South Africa. Historically disadvantaged languages In the South African context, these are the languages that were assigned low status by former powerful groups and which were, as a result, not used or developed for use in the media, education (after early primary school), or in public or economically significant domains. **Medium of instruction** The language of classroom instruction as indicated by the curriculum and language policy. **Multilingualism** The use of three or more languages by an individual or by a group of speakers such as the inhabitants of a particular region or a nation. **Functional multilingualism** The choice of a particular language of languages in a particular situation, determined by the context in which the language is used, i.e. the function, the audience and the message for which it is employed. **PanSALB** Pan South African Language Board. **Language of learning** The language through which educationally prescribed information is obtained, cognitive skills are developed and academic norms and values are entrenched / established. **Translation** The act of transposing a text from a source language to another (target) language in written form. **LoLT** Language of Learning and Teaching **Language acculturation** The process by which (a) a human being acquires the culture of a particular society from infancy; or (b) the merging of cultures as a result of prolonged contact.

1. **POLICY INTENT** The Language Policy of the University of Fort Hare seeks to give effect to the provisions of the Constitution (Section 6 of Act No 108 of 1996), the National Plan for Higher Education (2001) and the South African Languages Act with regard to the equitable use of as many as possible of the 11 official languages and the implementation of practical and positive measures to elevate the status and advance the interests of the previously marginalized languages. It seeks to ensure that (a) language is not an obstacle to academic development (learning, teaching and research); and (b) that effective institutional management with regard to language policy is effected.

2. COUNCIL LANGUAGE COMMITTEE

The Council Language Committee will be a committee of University Council. The Committee reports to the Council via the office of the Vice- Chancellor and it will be composed of members who have proven expertise and/or interest in language policy matters. These include: - Vice Chancellor: Chairperson (ex officio) - Dean of Social Sciences and Humanities - Head of Language Centre - Council Representative - Senate Representative

- Representatives from each academic language department - SRC Member for Academic Affairs - Institutional Forum representative

The functioning of the Council Language Committee is guided by the Standing Orders of the University.

3. PREAMBLE

The University wishes to inculcate amongst all its members an awareness of, sensitivity towards and respect for the multilingual nature of its community. The University further wishes to ensure that languages provide a bridge with regard to the accessibility of information, services and resources. The University recognises three languages, namely English, isiXhosa and Afrikaans as the official languages of the University. The three languages, English, isiXhosa and Afrikaans are representative of the language demography of our institution as well as the region. The University therefore specifies in this policy certain provisions aimed at accommodating, alongside English and Afrikaans, the progressive development of isiXhosa to eventually function in a similar capacity as English, whilst at the same time promoting the concept of multilingualism. The choice of the abovementioned languages is largely directed by demographic, educational and financial considerations and the University will, through this Policy, ensure that the rights of the remaining nationally official languages are taken into consideration, as far as is practicable.

IsiXhosa is the first language of the majority of the staff and students, and it is also the dominant language of the Eastern Cape. The University acknowledges the fact that it is developing its capacity to use isiXhosa as a focus of instruction across all disciplines. The University recognises the status of isiXhosa as a historically disadvantaged language and wishes to contribute towards its development as a fully-fledged academic language.

4. PRINCIPLES

The Language Policy:

4.1 Recognises the official languages / languages of administration / LoLT of the University of Fort Hare as English, IsiXhosa and Afrikaans;

4.2 Promotes functional multilingualism as far as is practicable;

4.3 Protects the rights of all officially recognized University languages;

4.4 Recognises the fact that the success and practicability of the Language Policy depends upon the provision of acceptable and sufficient language services;

4.5 Cultivates knowledge of, proficiency in and respect and tolerance for language rights and South Africa's linguistic diversity, as reflected by the heterogeneous composition of the staff and student bodies at the University;

4.6 Recognises institutional roleplayers such as PanSALB and the National Language Services of the Department of Arts and Culture;

- 4.7 Recognises the role of the Language Policy for Higher Education;
- 4.8 Negotiates constructive agreement amongst all parties involved;
- 4.9 Recognises that this Policy is a response to the dynamics at work within the institution and nationally;

4.10 Recognises that this Policy is evolving, flexible and subject to regular review;

4.11 Recognises that the intent of this Policy is to be academically justifiable, inclusive, non-discriminatory and practicable.

5. AIMS AND OBJECTIVES OF THE UFH LANGUAGE POLICY

Taking its impetus from the principles stated above and furthermore being consistent with the ethos, vision, mission and strategic goals of the University, as reflected in the Strategic Plan 2016 document, this policy provides for the implementation of the aims and objectives as specified below:

5.1. To elevate and advance the status of the historically disadvantaged languages through development initiatives that promote cultural expression in the indigenous languages;

5.2 To ensure that English, isiXhosa and Afrikaans be recognized as media of communication at the University as far as this is practicable;

5.3 To recommend the establishment of a Language Centre to coordinate all language development and promotional activities relating to the Language Policy of the University.

5.4 To deepen the epistemological contexts and contents of each discipline, to make each discipline more reflective of our uniquely African cultural and linguistic landscape in order to enrich global knowledge.

6. LANGUAGE POLICY OUTLINE The language policy of the University of Fort Hare recognises three languages as media of instruction, namely English, isiXhosa and Afrikaans.

The Language Policy offers a definitive expression of language acculturation embedded in teaching and learning, administration, research and communication through the use of English, isiXhosa and Afrikaans.

7. LANGUAGE USE

The implementation of the Language Policy will focus on the following areas of University activity:

7.1 Languages of Teaching, Learning and Assessment

The Language Policy of the University wishes to contribute towards excellence in teaching, learning and assessment in the following ways:

- English will remain the medium of instruction at undergraduate and postgraduate levels, provided that isiXhosa or Afrikaans is used on the basis of prior negotiation and agreement between the student and the relevant lecturer. IsiXhosa and Afrikaans shall be introduced progressively as additional media of instruction. Written course material and terminology lists may be developed and supplied in isiXhosa or Afrikaans. Whilst developing isiXhosa terminology, the use of isiXhosa in an instructional setting, should continue. - Academic units which are in a position to implement the policy sooner than others, are encouraged to do so. The choice of language must not have a negative impact on the access or academic success of other language groups.
- Where possible, informal translation and interpretation into isiXhosa during lectures should be encouraged.
- The Language Unit will make provision for Sign Language and Braille Practitioners and will also provide training where specific skills with regard to these are needed.

7.2 Languages of Research

- Researchers may use any of the institutional languages to conduct their research.
- IsiXhosa will be given preference as a language for research and research publications on an ongoing basis.

7.3 Languages of Administration

English, isiXhosa and Afrikaans will be used as languages of administration at the University.

Formal and informal isiXhosa and Afrikaans interpretation services will be made available in respect of:

- All internal, spoken communication situations such as meetings, debates and academic departmental meetings. Administrative enquiries or requests from students may be attended to in English or in any other language which both the student as well as the particular administrative officer may feel comfortable to use.
- All official written communication will be conducted through the medium of English, Afrikaans and/or isiXhosa. Where correspondence is conducted in a language other than English, an English translation of the document will be provided by the Language Centre for record- keeping purposes.

- All external, spoken communication will be determined by the language of the target audience. The University will provide an automatic telephone answering machine service which will be programmed to communicate with callers in English, isiXhosa or Afrikaans.
- All external, written communication, such as correspondence with members of the public, will be undertaken in English, or in an officially recognized University language, as required. International correspondence will be in English.

7.4 Labour relations

English will be used with regard to all labour-related matters with the exception of the following:

- Documents relating to conditions of service will be produced in English, isiXhosa and Afrikaans. These will include job descriptions, contracts, performance agreements, evaluation criteria, work ethics, benefits, rules and regulations, health and safety, the Employment Equity Act, the Labour Relations Act and the Code of Conduct.
- Job advertisements will be published in English, Afrikaans and isiXhosa, depending on the target market.
- Job interviews will be conducted in any of the official languages of the University as preferred by the interviewee (provided that it is an official language of the University), and translation and interpreting facilities will be made available.
- Evaluation reports will be drawn up in English and translated (if necessary) into the language of preference of the staff member involved.
- Disciplinary hearings will be conducted in English/isiXhosa/Afrikaans, depending upon the language preference of the staff member or student whose case is being heard.

7.5 University events

The following measures will apply:

- Official University ceremonial or commemorative events such as Graduation should reflect the use of the three institutional languages of the University. This means that all three official languages of the University will be recognized in the printed documents as well as the spoken items which form part of the ceremony or programme.
- Cultural events will be presented in any applicable language to reflect the linguistic diversity of the University.
- All forms of entertainment and sport will be conducted in any of the official University languages.

Provision will be made for translation and interpreting facilities for all the above mentioned events.

7.6 Language acquisition for students and staff

A staff development strategy will be initiated whereby short courses will be made available for the learning of conversational isiXhosa and Afrikaans on a voluntary basis. Programmes to promote competency in all the official languages of the University should be designed and made available by the Language Centre, academic departments, and the Teaching and Learning Centre.

7.7 Community engagement Community Engagement provides the opportunity to promote the principle of multilingualism. Language usage in Community Engagement projects and community outreach activities should respect the language and culture of a particular participating community. Results of any project or study should be communicated to participants in their home language.

8. THE LANGUAGE CENTRE

The Language Centre will be responsible for monitoring the implementation of the Language Policy.

The job description of the Head of Centre and the staffing complement of the centre will be determined in consultation with the Director of Human Resources and the Council Language Committee. The Standing Orders for the Centre will be determined by the Council Language Committee.

The Language Centre will be responsible for addressing any concerns related to the implementation of the Language Policy by any member of the University community.

9. MONITORING, EVALUATION AND REVISION OF THE POLICY

The Language Policy is to be monitored, evaluated and revised on a regular basis. The Policy specifies the appointment of a Council Language Committee with the following terms of reference:

- To closely monitor the implementation of the Language Policy, which will be under the auspices of the Council Language Committee and be effected by the Language Centre;
- To survey the language demographics of the University on a continuous basis every five years in order to make recommendations regarding the suitability / continued relevance / appropriateness of the language policy of the official and administration language(s);
- To monitor shifts in language attitudes and usage patterns provincially and nationally;
- To draft revisions of the policy based on feedback obtained through the monitoring process.

10. FINANCING OF THE LANGUAGE POLICY One of the main functions of the Council Language Committee will be to budget annually for the implementation of the Language Policy in accordance with the general norm of 0.5% of the annual University

budget. The budget will be determined by the Head of the Language Centre in consultation with the Chief Financial Officer. The University will make the necessary funding available as far as possible, in collaboration with the Department of Higher Education.

11. ACCOUNTABILITY

The University will obviously adhere to the stipulations of the Use of Official Languages Act (Act 12 of 2012): The University could be penalized: we need to adhere to its implementation plan.

- The policy owner is the Vice-Chancellor. - Final accountability for and authority over the implementation of the Language Policy rests with the Head of the Language Centre. - The Language Centre Head will be responsible for the drafting and presentation to Council Language Committee of the detailed plan of policy implementation.

12. CONCLUSION

The implementation of this Language Policy offers the University a unique opportunity for the creation of an environment which is conducive to teaching and learning within a multilingual context. It also creates opportunities for the development and promotion of isiXhosa to a fully- fledged academic language, as well as the further development of the other official languages. The effective implementation of the Policy will depend upon the support received from the members of the university community.

The adherence to the ratified National Language Policy and the Language Policy of Higher Education is imperative to the acceptable functioning of the University and it is the responsibility of the Language Centre to ensure that the University Language Policy is effectively implemented.

ANNEXURE: IMPLEMENTATION PLAN

BACKGROUND

The implementation plan will be phased in according to the time frame indicated below. The implementation of the Language Policy will be monitored and evaluated regularly. The implementation process will take into consideration:

- The development of the African Languages at University of Fort Hare.
- The promotion of and ensuring that isiXhosa is used for teaching and learning, research and publication.
- The advancement of inter-disciplinary collaboration in language promotion.

- The production of scholarly work in any of the three University of Fort Hare official languages, English, Afrikaans and isiXhosa.
- The expanding of the profile of African languages nationally and internationally.

**OBJECTIVE ACTIVITY PERFORMANCE INDICATORS / ROLEPLAYERS
RESPONSIBLE**

TIME FRAME

1 Draft Language Policy

Submit to UFH Council Language Committee

Document and Report by Council Language Committee

August 2013

2 Finalising Draft Policy

The Chairperson of the Council Language Committee will submit Draft Policy to Deputy Vice-Chancellor: Academic Affairs

Document submitted to Senate (completed by Council Language Committee)

October 2013

3 Establish a University Language Centre

Resolving Infrastructural issues

Chairperson of Council Language Committee / Dean of Social Sciences and Humanities

September 2013 – January 2014

4 Mqhayi Day Collaboration between UFH and Amathole District Municipality: Presentation of scholarly papers

Report to Council Language Committee

August 2013

5 International Day Celebrations

Presentations by members of the University community, representing various cultures.

Reporting to Council Language Committee

September 2013 (Ongoing)

6 Organogram Development of Organogram

Organogram Review Committee

September 2013

7 Staff Recruitment Recruitment of staff for Language Centre

Approval by SPAC

September 2013 – March 2014

8 Offering of short courses in isiXhosa

Recruitment of students

Report to Council Language Committee

2013 - onwards

9 Ensuring Terminology Development

Language Centre conducts Workshops

Report to Council Language Committee

Ongoing Report back every term

10 Raising the Status of African Languages

Language Centre conducts internal language awareness campaigns

Report to Council Language Committee

Ongoing Report back every term

11 Training of Translators

Language Centre conducts Workshops

Report to Council Language Committee

June 2014 - ongoing

12 Translation and editing

Translation of UFH documents

Language Centre reports to Council Language Committee

Ongoing

13 Creation of a Multi- lingual Language and Literature Journal

Establishment of Journal Call for and Submission of articles

Production and accreditation under the oversight of the Chairperson of Council Language Committee

Starting 2014 - ongoing

14 Development of a Degree Programme in Translation and

Preparation of documents by Prof Botha and language

Approval by Senate

2015

Interpreting departments

15 Introduction of short courses in isiXhosa

Recruitment of students

Report to Council Language Committee

Ongoing since 2011

16 Introduction of multi- lingual creative writing workshops

Workshops by Language Departments

Report to Council Language Committee

Ongoing since 2012

Raising awareness of University Language Policy

Awareness campaign on Language Policy of the University; presentations to various Faculty Boards

Report to Language Centre

June 2014 and ongoing

18 Orientation of incoming students on Language Policy

Orientation programme by Dean of Students

Report to Language Centre

2015 ongoing

19 Orientation of newly appointed staff

Part of Induction programme for new staff by TLC

Report to Language Centre

2015 ongoing

20 Signage Preparing of signage in tri-lingual format and submitting to sign writing company

Language Centre reports to Council Language Committee

2014 onwards

21 Provision for the needs of visually and auditory impaired students.

Develop facilities for Sign language and Braille users

Language Centre reports to Council Language Committee

2014 onwards

22 Collaboration with all faculties in using all official languages interdisciplinarily

Introduction of course content in the University's three official languages as part of the LKA programme

Director of LKA reports to Council Language Committee

2014 onwards

Rhodes University



RHODES UNIVERSITY
Where leaders learn

LANGUAGE POLICY

1. POLICY PARTICULARS

DATE OF APPROVAL BY RELEVANT COMMITTEE STRUCTURE:

Academic Planning and Staffing Committee: 16 August 2005

Quality Assurance Committee:

DATE OF APPROVAL BY SENATE: 2001; 3 October 2005

DATE OF APPROVAL BY COUNCIL: 2001; 06 October 2005

COMMENCEMENT

DATE: 2001; 1 January 2006

REVISION HISTORY: 1st revision 31 March 2003

2nd revision 2 August 2005

REVIEW DATE: 3-yearly

POLICY LEVEL: All University staff and students

RESPONSIBILITY [Person/Division/Committee accountable for]:

IMPLEMENTATION & MONITORING:

* The Vice-Principal, through the Quality Assurance Committee, will ensure that the various strategies outlined in this policy are implemented.

* Deans will monitor the broad implementation of the policy in their respective Faculties

* Specific task-linked responsibility rests at several levels, as follows:

Language of teaching and learning and development of Academic Literacy: Academic Development Centre and the Registrar's Division.

Promotion of multilingualism and sensitivity in language use: Academic Development Centre and Communications & Development Division.

Support for South African languages and the study of foreign languages: School of Languages, Department of English Language & Linguistics; Department of English,

Human Resources division.

Each of these divisions will submit a report every three years to the Vice Principal with respect to their areas of responsibility.

REVIEW AND REVISION:

The Language Policy as a whole will be reviewed by the Quality Assurance Committee every three years.

REPORTING STRUCTURE: Vice-Principal → Quality Assurance Committee → Senate → Council

2. POLICY STATEMENT

POLICY DECLARATION:

The language of teaching and learning at Rhodes University is English. However, the University supports the national commitment to ensuring that language should not act as a barrier to equity of access and success. The University further recognises the multilingual nature of the University community and the country, and aims to adopt a wide range of strategies which will create a higher education institution whose identity is multilingual and proudly South African.

POLICY OBJECTIVES:

The University language policy accordingly presents strategies for:

promoting proficiency in English, its designated language of teaching and learning

recognising and advancing the academic viability and status of the three major languages of the Eastern Cape Province: isiXhosa, Afrikaans and English

the promotion of multilingualism and sensitivity in language usage in such a way as to create and foster a supportive and inclusive, non-sexist and non-racist environment in which all members of the University can feel they belong

advancing the study of foreign languages by offering students the choice of a range of languages to study

providing appropriate support for the development of academic literacy.

2.3 DEFINITIONS:

Academic literacy: The ability to demonstrate membership of an academic community by reading, writing and thinking in ways that conform to the values and attitudes of that community.

Foreign language: A language which is not official in the country and which is generally not widely spoken by the indigenous people in the country.

Multilingualism: Having command of more than two languages.

3. POLICY IMPLEMENTATION

The actions AND processES by which the OBJECTIVES OF THE POLICY WILL BE ACHIEVED:

The policy will be widely distributed to all members of the University community, included in the University Calendar and displayed on the web-page.

A. Language of Teaching and Learning:

In order to ensure that language does not act as a barrier to equity and access for students from all linguistic backgrounds, Rhodes University aims to strengthen existing English language support structures and put additional measures into place that will improve competence in English. Accordingly,

The Academic Development Centre will:

Further develop the extended studies programmes in which the use of English as the language of learning and teaching is supported;

Continue to promote awareness of the crucial role of language competence as central to learning through the provision of formal staff development programmes leading to qualifications such as the Postgraduate Diploma in Higher Education (PGDHE);

Continue to offer support to staff in the development of curricula, the construction of personal teaching portfolios and the optimal identification of valid and reliable assessment strategies in order to ensure that language development is facilitated and that the assessment of language use is valid and appropriately weighted;

Regularly up-date language-learning materials, both written, and audio-visual, to facilitate the acquisition of English as an additional language, and make these available to all members of the University community;

Encourage the use of web-based resources and technology to support the learning of English.

Academic Departments will:

Continue to evaluate the extent to which course design and teaching methods are appropriate to those for whom English is an additional language as well as the extent to which they facilitate the students' ability to use English as the language of learning and teaching;

Ensure that all their prospective international students, who are not English first language speakers, comply with the IELTS / TOEFL³ criteria before they are permitted to register.

The Registrar's Division will:

Carry out an annual survey during registration to ascertain the linguistic demography and the linguistic practices of students, and to monitor students' views on the medium of teaching and learning at Rhodes University.

B. Support for South African Languages:

Rhodes University aims to maintain and strengthen the full academic courses which it currently offers in English, isiXhosa for non-mother-tongue speakers and in Afrikaans. In particular, given the unfortunate legacy of apartheid, it aims to promote the offering of courses in isiXhosa. The Department of English Language and Linguistics will continue to teach a module in South African Sign Language. The University also aims to strengthen the current status of isiXhosa by promoting its usefulness as a medium of communication for all academic and support staff. Accordingly,

The School of Languages will:

Devise strategies to recruit students into courses in isiXhosa and Afrikaans;

Where appropriate, encourage departments to make isiXhosa definitions of technical terms in a wide range of disciplines available to staff and students in order to facilitate learning;

Facilitate the use of isiXhosa and Afrikaans in informal non-academic communication where possible;

Explore the feasibility of providing the region with a centre for postgraduate programmes in Afrikaans and isiXhosa, collaborating with colleagues from neighbouring universities where appropriate;

³ TOEFL: Test of English as a Foreign Language; IELTS: International English Language Testing System

Explore the feasibility of reintroducing a programme in isiXhosa at post-graduate level for mother-tongue speakers by offering incentives such as scholarships to such students.

The Communications & Development Division will:

Where feasible, annotate key documents (e.g. application forms, bursary forms etc.) by providing addenda with explanatory notes in isiXhosa and/or Afrikaans;

Make budgetary provisions to enable them to provide additional signposting in isiXhosa and Afrikaans for the main buildings on campus, and to enable them to translate key University documents.

The Human Resources Division will:

Devise strategies to encourage members of the University who do not speak isiXhosa to enrol for the short communicative course in isiXhosa;

Ensure that advertisements for vacant positions indicate that competence in more than one official language will be a recommendation.

C. The Promotion of Multilingualism and of Sensitivity in Language Usage

Rhodes University undertakes to foster and encourage an awareness of, and sensitivity towards the multilingual nature of the University community in order to promote intercultural understanding and, at all levels, to make communication more effective. Accordingly,

The Registrar's Division will:

Ensure that, where feasible, official university correspondence with prospective and current students, staff and the public is available on request in at least two of the major provincial languages, taking into account the multilingual nature of the University community.

The Communications & Development Division will:

Obtain updated statistics annually on the linguistic competence of all University staff, and ascertain their self-assessed literacy levels;

Where necessary, use interpreters to make verbal presentations regarding certain policies or issues in the University;

Ensure that isiXhosa and Afrikaans are used on the Rhodes web page;

Critically examine all existing university documentation to ensure non-discriminatory linguistic usage;

Explore the potential of using Rhodos and Rhodes Music Radio to communicate in languages other than English.

Academic Departments will:

Be sensitive to linguistic demographics when allocating first-years to tutorials and aim for bilingual tutor support wherever possible and appropriate;

Make multiple copies of appropriate dictionaries accessible in the library;

Where appropriate, provide access to a wider range of dictionaries in examinations;

Encourage constructive debate about bilingualism, multilingualism and the role of language in learning.

The Academic Development Centre will:

Through workshops and formal programmes, sensitise staff and students to the need to counteract possible implicit sexist or racist bias in the language of materials for teaching, assessment and everyday usage;

Foster mentoring programmes which promote opportunities for interlingual contact where appropriate;

Devise strategies (in addition to the Alternative Admissions Research Project) to attract students from all linguistic groups with sufficient English proficiency and academic potential to succeed;

Establish appropriate courses to ensure that new lecturers receive training in methods and techniques for teaching students who speak a range of different languages and that existing staff are also encouraged to undertake training.

The Human Resources Division will:

Pursue staff employment policies and strategies which ensure that, for those positions where multilingualism will enhance effective communication and understanding, successful applicants have the required linguistic skills.

Student Support Services will:

Pursue staff employment policies and strategies to ensure that students from a wide range of linguistic backgrounds are provided for in terms of counselling and support.

D. The Study of Foreign Languages

Recognising the cultural and religious significance of various foreign languages in South Africa, Rhodes University aims to continue to work towards ensuring the ongoing viability and development of its foreign-language courses in French (the major European language of Africa), German, Classical Studies and Netherlandic Studies by consolidating present foreign language offerings over the next three years and promoting the study of foreign languages, including Dutch, French, German, Latin and Greek through adequate staffing, regular review of programmes and publicity for the School of Languages as a major centre for language studies at university level within South Africa. Accordingly,

The School of Languages will:

Ascertain the effect of foreign language policy at secondary school level and devise strategies which respond to the needs of school leavers in terms of future curriculum planning;

Pursue the installation of a multi-media laboratory to facilitate foreign language acquisition;

Continue introducing students in Classical Civilization to Latin and Greek;

Continue recruiting French mother tongue exchange students from France to assist with the teaching of French;

Continue using exchange students from Germany to assist with German language classes;

Consolidate established links which financially support the teaching of Dutch at Rhodes University;

Distribute School of Languages information booklets to schools.

E. Academic Literacy

In embracing the concept of Academic Literacy and the need to master the forms and conventions of the languages used in academic contexts, Rhodes University aims to support both undergraduate and postgraduate students in providing access to knowledge and knowledge production within the University. The University acknowledges that the ability to use English as the language of learning and teaching at tertiary level goes beyond the mastery of the formal structures of the language and encompasses the way language users relate to both spoken and written texts in academic contexts, which is itself underpinned by values about what constitutes knowledge and learning. The University undertakes to provide all

students with the means to improve their competence in the use of language for academic purposes. Accordingly,

The Academic Development Centre will:

Continue to support the acquisition of academic literacy through the development of extended programmes;

Strive to ensure that posts dedicated to literacy development are equitably distributed across the University;

Through the Office of the Dean of Research, investigate the viability of making writing respondents available to postgraduate students;

Continue to support students in the acquisition of academic literacy through their engagement with mainstream programmes. This support will take the form of tutorials and the provision of interactive learning materials;

Continue to promote awareness of the existence of a range of literacies through the provision of formal staff development programmes leading to qualifications such as the PGDHE;

Continue to support mentoring programmes which will assist students in understanding and acquiring the 'rules and conventions' which underpin the way knowledge is constructed and accessed.

3.2 Review procedure:

The Quality Assurance Committee should set up a sub-committee (Language Policy Review Committee) to reconsider the effectiveness of the Rhodes Language Policy at the beginning of 2008. This committee should include the following people, or their nominees:

Head: Department English Language and Linguistics (Convenor)

Head: Academic Development Centre

Head: Communications & Development Division

Head: School of Languages

Head: Department of English

Dean: International Office

Registrar

Director of Finance

Human Resources Division

Director, Academic Planning and Quality Assurance

President: SRC

The Committee will receive reports every three years from all Divisions and Departments with specific responsibilities (see section 1). Its recommendations will then be submitted (via the Quality Assurance Committee Minutes) to Senate and Council for consideration. If revisions are recommended and approved, a copy of the revised policy must be widely distributed by the Committee Secretariat, and the web version must be replaced by the new policy.

Nelson Mandela Metropolitan University

General Prospectus NMMU

NELSON MANDELA METROPOLITAN UNIVERSITY

LANGUAGE POLICY OF THE UNIVERSITY

1. PREAMBLE

The Language Policy of the Nelson Mandela Metropolitan University (NMMU) is designed to be consistent with Sections 6 and 29(2) of the Constitution of South Africa, Section 27(2) of the Higher Education Act of 1997, the National Plan for Higher Education of 2001, the report from the Council on Higher Education, July 2001 (“Language Policy Framework for South African Higher Education”), and the report from the Gerwel Committee, January 2002, on the position of Afrikaans in the university system. The nature and spirit of these national policy documents suggest that the acceptance of the linguistic realities of South African society by incorporating the principles of multilingualism can only lead to communicative empowerment and the optimisation of our country’s intellectual potential. In the context of the geographical area served by the University, this would mean the appropriate and sensible utilisation of established proficiency in the languages best known to learners, coupled with the enhancement of academic skills in English as the predominant language of tuition and assessment. At the same time, it embraces the imperative to develop and promote the isiXhosa language and culture and to ensure as far as possible the retention and strengthening of Afrikaans as an established language of scholarship and science.

The Language Policy will be:

- (i) sensitive to the educational, cultural and language background of students,
- (ii) responsive to the changing language needs and circumstances of the staff and students, inclusive, and
- (iii) non-discriminatory.

The Language Policy seeks to be in consonance with the NMMU's Vision, Mission and Values Statement. This will be done through the recognition of the linguistic and cultural needs of the University's diverse communities, the eradication of all forms of unfair language discrimination (in accordance with the Constitution and the Bill of Rights) and the promotion of equal access to knowledge by providing for the development of multilingual skills.

2. GLOSSARY OF TERMS

"Additive multilingualism" means the appropriate utilisation of established proficiency in the languages best known to learners in the process of enhancing academic skills in English or another target language.

"Council" means the Council of the Nelson Mandela Metropolitan University.

"English second language student" means a student who took English as a second language in Grade 12.

"Multilingual" means:

- (i) the ability to use more than one language;
- (ii) the actual use of more than one language; or
- (iii) tolerance towards the use of more than one language.

"Functional multilingualism" means selecting an appropriate language for communication purposes, with due respect to the requirements of the situation and the proficiency of the interlocutors (partners in the communication context). The implication is that not all official languages need to be used in equal measure for all domains and at all levels of usage, so that certain functions may be performed only in English, others only in isiXhosa or in Afrikaans, others in all three languages, etc. "Official language" means any one of the languages recognised as such by Council. "Primary language" means the language in which an individual is most proficient, which is generally the language spoken at home.

3. A COMMITMENT TO MULTILINGUALISM

Council, senior management, all staff and students are required to adopt a tolerant approach and a preparedness to give effect to the principles of functional and additive multilingualism through the implementation of this policy.

4. GUIDING PRINCIPLES

The Language Policy is designed: (i) to promote diversity, equity and reconciliation;

- (ii) to be constitutional and in consonance with the Language Policy for Higher Education;
- (iii) to be responsive to the needs of the university's constituency;

(iv) to be sensitive to the changing language needs and circumstances of the staff and students;

(v) to be academically justifiable, inclusive, non-discriminatory and practicable.

5. FLEXIBILITY AND TOLERANCE

It is accepted that the success of this policy is dependent on the adoption, throughout the institution, of a tolerant, flexible approach to matters concerning language and the recognition of the value of language in communicating clearly and providing unimpeded access to knowledge.

6. THE OFFICIAL LANGUAGES OF THE NMMU

The official languages of the NMMU will be English, Afrikaans and isiXhosa and its corporate image must reflect this lingual identity.

7. LANGUAGE USE FOR COMMUNICATION

For practical reasons and to avoid duplication, the language of internal governance and of administration will be English.

7.1 Internal written communication

- Documentation submitted to decision-making bodies, such as Council, Senate, Faculty Boards, committees, etc., as well as minutes, agendas and such like will be in English.
- Contributors to University publications, both paper-based and electronic, may use the language of their choice, but English gist summaries are recommended to encourage the furtherance of multilingualism.
- In notices to staff and students, the principle of multilingualism will be applied in as far as is practicable.

7.2 Internal oral communication

English is regarded as the default language for meetings, with the proviso that the principle of functional multilingualism will apply when appropriate.

7.3 External written communication

- The language used for general external correspondence aimed at a cross-section of language speakers will be English.
- However, where the language preference of an individual or body is known, communication will be in that official language as far as is practicable.

- Official documentation that has legal implications for the institution will be available in English only.
- General documentation of an informative nature (e.g. for marketing purposes or explaining health matters) circulated to students and the public will increasingly be made available in all three official languages.

7.4 External oral communication

In verbal communication with members of the public, employees of the NMMU should establish the language preference of a member of the public at initial contact and honour such preference inasmuch as it is feasible.

8. TEACHING, LEARNING AND ASSESSMENT

- While English is an international language of communication in science and in business, and is the preferred medium of teaching, learning and assessment in most programmes (with the exception of language and literature departments where other languages are studied), it is the primary language of not more than one third of the NMMU's students.

- Whereas it is a major objective to ensure optimal access to language-mediated knowledge, two avenues to achieve this objective need to be pursued:

(i) Effective literacy in English, by means of which all students should acquire the ability to communicate through the spoken and written word in a variety of contexts - academic, social, and in their future careers in this language; and

(ii) Optimum use of students' primary language (if not English) to ensure cognitive assimilation into the university sphere of knowledge acquisition.

These two aims should be pursued through an appropriate programme of language development based on additive multilingualism.

Where assessment is conducted in English, allowances may be made for English second language (see Glossary) and English foreign language students.

If the language needs in a particular programme and practical considerations (such as the language ability of lecturers, external examiners and students, class size and composition and infrastructure) warrant it, a faculty board can be requested to allow isiXhosa or Afrikaans to be used as the language of teaching and assessment. However, the choice of language must not have a negative impact on access for other language groups.

Where an entire class shares Afrikaans or isiXhosa as first language, teaching and assessment may be conducted in that language, subject to the ability of the lecturer.

Language departments will be able to determine the language to be used in their respective units.

To ensure internal coherence, the teaching and assessment policies of the NMMU must be in equilibrium with the language policy.

9. SIGNAGE

All three official languages will be used to generically identify offices and facilities. In deciding on the language used for the generic component of names of buildings or facilities (if applicable), the criterion of functionality must be applied. The principle of multilingualism could be exercised by alternating the language in cases where multiple signs for the same entity are required.

10. THE DEVELOPMENT OF ISIXHOSA AS AN ACADEMIC LANGUAGE

- Resources should be made available to develop and expand the isiXhosa language for educational and technological purposes as required.
- Staff and students should be made aware of the value and importance of such development.
- The development of these resources should not detract from the importance of maintaining and developing resources in Afrikaans and English.

11. TRAINING AND CAPACITY BUILDING

The NMMU will support the development of training programmes which enhance the capacity of employees and students to become proficient in any of the official languages.

12. LABOUR RELATIONS

The principle of functional multilingualism and recognition of the language rights of the employee will be maintained in respect of service contracts, letters of appointment, notifications, explanatory documents (e.g. with reference to pension benefits).

13. IMPLEMENTATION OF THE LANGUAGE POLICY

A joint Senate Management Committee, consisting of relevant stakeholders in the University community, will be appointed and be responsible for overseeing the implementation of the Language Policy.

The University acknowledges that the implementation of this policy may give rise to uncertainties in its practical application from time to time. For that reason, the University commits itself to playing a supportive role in assisting staff to meet their commitments in terms of the policy. The Implementation Committee is empowered to issue guidelines at the request of individual staff members and/or faculties to serve as guidelines on how this policy should be applied.

University of Pretoria

Office of the Registrar

Language Policy

1. Purpose

The University of Pretoria provides an intellectual home to anyone who has the interest and ability to participate in its programmes. The University acknowledges that every student has a right to excellent education. The University undertakes to develop and use the languages of tuition, Afrikaans and English, as valuable instruments of science. The Language Policy of the University is based on the provisions of the University's Statute as approved by Council, Senate and the Minister of Education.

Considerations

The University of Pretoria:

1.1 acknowledges that there are eleven official languages, that all official languages have equal status and that they all should be treated equitably;

1.2 promotes the development not only of all the official languages, but also of other languages used in the South African community;

1.3 recognises the right of every individual to receive tuition at a tertiary institution via the medium of the official language or languages of his or her choice, to the extent that it is fair and feasible for a particular institution to provide tuition through the official language or languages concerned;

1.4 adopts the principle that a language policy may not cause any persons to be denied reasonable access to higher education; and

1.5 adopts the principle that a language policy must be affordable.

2. Organisational scope "Applicable to"

University-wide.

3. Policy statement

Bearing in mind the above considerations, the following policy is accepted:

3.1 In conducting its business, the University shall use two official languages, namely Afrikaans and English with Sepedi as a third language of communication.

Document type: Policy

Document number: R 16/10

3.2 Tuition programmes can be presented either in Afrikaans or in English or in both these languages of tuition, provided that there is a demand for instruction in the language(s) concerned and that such programmes are academically and economically justifiable.

3.3 Afrikaans and English are to be used and developed as academic languages in order to achieve excellence in academic communication.

3.4 The University shall promote the development of other languages (official and non-official) by, inter alia, presenting language courses and language programmes in these languages, provided that there is a demand for such courses and that such courses are academically and economically justifiable.

3.5 In respect of administrative and other services, clients shall have the right to choose whether the University should communicate with them in Afrikaans or in English.

3.6 There is to be no discrimination against any staff member or student who has command of only Afrikaans or of only English or of only these two languages.

3.7 The University shall provide staff members with the necessary support and training to enable them to communicate in Afrikaans and in English.

3.8 The University shall support students by providing tuition in the languages of instruction.

3.9 Each unit within the University shall implement the above policy.

4. Implementation rules: Undergraduate academic programmes

Faculties

4.1 Each faculty shall apply the Language Policy as mentioned above in such a way that the aims of Paragraph 3(3) of the Statute will be achieved over the long term.

4.2 With consideration to Paragraph 3(3) of the Statute, each faculty shall submit a long-term language plan to Senate and the Executive detailing how the faculty aims to manage its affairs regarding the language of tuition with reference to (a) programmes in the faculty and (b) modules in the faculty.

4.3 A faculty's long-term language plan must be academically justifiable from a teaching and learning point of view.

4.4 The long-term language plan of each faculty is subject to approval by Senate and the Executive.

4.5 The University's budget and staff policy must enable a faculty to execute its approved long-term language plan.

4.6 The relevant dean will be responsible for the execution of the approved long-term language plan in the faculty.

4.7 The dean must report annually to the Executive on the ways in which the faculty's long-term language plan has been implemented.

Communication

4.8 Notice must be given in official University publications of which programmes will be presented in either Afrikaans or English or both languages.

4.9 Notice must be given in official University publications of whether individual modules (ie the building blocks of academic programmes) will be presented in either Afrikaans or English or both languages.

4.10 An individual lecturer or head of department may only deviate from the published information after the relevant dean has granted permission.

4.11 A faculty's long-term language plan is made known to prospective students in publications. Should a faculty's long-term plan change, sufficient notice should be given.

Examinations, tests and assignments

4.12 All students are entitled to write tests and examinations in either Afrikaans or English. A lecturer may not apply pressure of whatever nature to induce students to write tests or examinations in a specific language, with the exception that this rule does not apply to language modules.

4.13 Rule 4.12 also applies in principle to assignments. Students enrolled for professional qualifications may however be required from time to time to complete a task or tasks in a particular language as part of their professional training.

Disputes

4.14 Should a problem about the language of tuition occur between a lecturer and a student, the following persons (in the order mentioned below) are responsible for addressing and attempting to solve it:

head of department

dean

Registrar

Responsible member of the Executive

4.15 The Registrar is the person responsible for overseeing the implementation of and all decisions relating to the University's Language Policy.

4.16 The Registrar will report annually to Council on the implementation of the University's Language Policy.

4. Definitions/Abbreviations

5. Associated documents

6. Appendices

7. Responsibility for implementation

8. Policy life cycle

9. Document metadata:

Document Number:

University of Johannesburg

POLICY: LANGUAGE

Document number

Custodian/responsible executive

Registrar

Responsible Division Office of the Registrar

Status Approved

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Date of approval 25 October 2006

Amendments

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Review date 2013

2

Related documents

UJ documents (e.g. Policies, Regulations, Guidelines, Contracts) UJ Vision, Mission and Values University Code of Academic Ethics Student Recruitment and Selection Policy Recruitment Strategy Teaching and Learning Policy Policy on Quality Management Programme Policy Assessment Policy Policy on Higher Degrees and Postgraduate Studies Admission Policy

Other (e.g. Legislation, DoE and HEQC directives and guidelines) The Constitution of the Republic of South Africa (Act No. 108 of 1996)

South African Qualifications Authority (SAQA) Act (No. 58 of 1995) Higher Education Act (No. 101 of 1997) National Education Policy Act (No. 27 of 1996) Ministry of Education: National Plan for Higher Education in South Africa: February 2001 Ministry of Education: Language Policy for Higher Education 2003 The Development of Indigenous African

Languages as Mediums of Instruction in Higher Education 2003 Higher Education Policy Framework (HEQF): Government Gazette Vol. 481, July 2005 Ministry of Education: Higher Education Qualification Framework: August 2005 Minimum Admission Requirements: Government Gazette, No. 27 961 August 2005 Ministry of Education: Higher Education Quality Framework: August 2006

Stakeholders affected by this document (units and divisions who should be familiar with it):

Council members All University employees Students

3 External stakeholders (e.g. schools, prospective students)

Website address of this document: <http://www.uj.ac.za>

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1. PREAMBLE

The Language Policy of the University of Johannesburg is based on the following principles:

1.1 Recognition of: (a) different languages as an asset to and a reflection of the rich diversity of the South African nation;

(b) the important role of language in promoting respect for people's human dignity, and realising the objective of the transformation process to build a free and just democracy; (c) the barriers formed by language practices in the past, also in education, and the need rather to cultivate a spirit of mutual tolerance, respect and inclusiveness in all matters relating to language.

1.2. Respect for and compliance with the provisions of the Constitution in respect of language rights and language use, in particular the following: (a) parity of esteem and the equitable treatment of all official languages;

(b) the promotion of the status and use of historically disadvantaged languages;

(c) the right to receive education in an official language of one's choice in a public education institution, where that education is reasonably practicable;

LANGUAGE POLICY

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(d) effect must be given to this right by means of all reasonable educational alternatives, taking into account equity, practicability and the need to redress past discrimination;

(e) the right to use any language of one's choice, as long as the exercise of this right is consistent with the other provisions of the Bill of Rights.

1.3 Acknowledgement of our various languages working together as building blocks of the nation and, accordingly, the need to implement a policy of multilingualism as expressed in the Language Policy for Higher Education of the Department of Education, in particular the need to develop and study the indigenous African languages.

1.4 Recognition of the multilingual nature of the people of the province of Gauteng, with Sesotho sa Leboa, IsiZulu, English and Afrikaans being the preferred languages in the province.^{1 2}

1.5 Recognition of the language preservation and development function of institutions of higher education as custodians of knowledge, and recognition of the means of knowledge transmission as preservers of national culture.

1.6 Recognition of the need to use the first (home) language in the learning process.

1.7 Recognition of a student's right to choose a language of instruction other than the first (home) language.

1.8 The need for the optimal use of limited resources in order to provide students with the best possible education.

1.9 The need for a strategy and a detailed action plan for the progressive implementation of this policy.

¹ There is disagreement among language experts on the correct terminology to be used when reference is made to "Sesotho sa Leboa" and "IsiZulu". The terminology used in this policy statement reflects the terminology used in the Constitution. ² These languages will be used in the document in alternating order.

2. POLICY STATEMENT

2.1 The University of Johannesburg promotes multilingualism and designates Sesotho sa Leboa, English, IsiZulu and Afrikaans as its primary languages for academic, administrative, communication and marketing purposes.

2.2 The University strives to preserve and develop, on all its campuses, the designated languages, in particular, in its teaching, learning and assessment activities and makes

resources available to do so. Such resources include, but are not limited to, language proficiency support and development for students and staff, and translation and interpreting facilities and services.

2.3 The University strives towards the progressive provision of teaching, learning and assessment in IsiZulu, English, Afrikaans and Sesotho sa Leboa insofar as it is reasonably practicable to do so.

2.4 Due regard being given to the current underdeveloped state of Sesotho sa Leboa and IsiZulu, the University will adopt special and comprehensive short-, medium- and long-term measures to develop and use isiZulu and Sesotho sa Leboa progressively for academic, administrative, communication and marketing purposes.

2.5. The determination of what is reasonably practicable is made with reference to all relevant factors, including: (a) the reasonable demand for teaching, learning and assessment in a particular language, determined by means of the language preference exercised from time to time by students;

(b) the availability of academic staff who are able to provide teaching, learning and assessment in a particular language;

(c) the infrastructural, logistical and financial support available at the University to provide teaching, learning and assessment in a particular language;

(d) the interests of the students in the provision of the best possible educational opportunities;

(e) the extent to which teaching, learning and assessment in a particular language denies or diminishes teaching, learning and assessment opportunities in another language;

(f) the financial and other advantages that accrue to the University as a result of the provision of teaching, learning and assessment in a particular language;

(g) the existence of reasonable alternatives for the provision of teaching, learning and assessment in a particular language;

(h) the existing capacity of the University to provide teaching, learning and assessment in a particular language.

2.6 The application of these factors has a direct impact on the recruitment strategy of the University. The result should not be that students are recruited for study in a particular language that does not materialise after they have commenced their studies. Students enter into a contract with the University and the University is obliged to provide education in the language of instruction agreed upon during registration of students, provided that enough students register for a course in a particular language.

2.7 A student who is provided with teaching, learning and assessment in a particular language is entitled to academic and administrative support and service in that language. Study material must be made available in that language and where material in another language is used, the student must, where necessary, be assisted orally or in writing to understand it. Where academic records and other information cannot, for practical reasons, be made available in that language, the student is entitled to assistance to understand the information. The Language Unit to be established must assist lecturers in realising these objectives.

2.8 The languages used by the University for administration, communication, marketing and record-keeping are English, Afrikaans, Sesotho sa Leboa and IsiZulu. This principle is applied as follows:

(a) Informal communication: Students and staff of the University may communicate, orally or in writing, among themselves and with lecturers and officials of the University, where reasonably practicable, in the language or languages of their choice.

(b) Signage: Official signs on and outside University property must, as far as is reasonably practicable, be displayed in Afrikaans, Sesotho sa Leboa, IsiZulu and English. For these purposes, the four languages are used in alternating order.

(c) Student administration: Students are served as far as is reasonably practicable in the designated language of the University of their choice, for example, in respect of applications, registrations, bursaries, loans, accounts, notices, lecturing and assessment timetables, graduation arrangements, academic records, etc.

(d) Official interaction: In all formal discussions, meetings and structures of the University, participants may use any designated language of their choice and, where necessary, the University must provide interpreting and translating facilities and services to facilitate such use.

(e) Internal communication: All official oral, written or electronic communication inside the University must be conducted in one or more of the designated languages of the University, with a translation into another of those languages being made available on request. Official circulars and documentation for official meetings must, as far as is reasonably practicable, be distributed in all four designated languages of the University, unless it is unnecessary (there being no demand) or impractical in the case of a particular meeting or document.

(f) External communication: All official oral, written or electronic communication to the outside (such as press statements, advertisements, marketing publications, etc.) must, as far as is reasonably practicable, be conducted in all four designated languages of the University, depending on the need, target, medium of communication, etc. Correspondence must, as far as is reasonably practicable, be conducted in the preferred language of the recipient.

(g) Marketing: All oral, written and electronic marketing of the University must, as far as is reasonably practicable, be conducted in all four designated languages. This principle may be applied flexibly, depending on the subject matter, the medium of communication and the

target audience. The website of the University must progressively be made available in all four languages. Students must be recruited actively in accordance with the stated multilingual character of the University.

(h) Record-keeping: All official student, staff and institutional records of the University must be kept in the original language(s), but a translation in another designated language of the University may be made available on request, depending on relevant factors such as the size of the desired document and the administrative burden on the University.

(i) Brand: The approved logo of the University is used, but suitable indication of all four designated languages must be provided where appropriate, for example, on letterheads.

2.9 In all of the above arrangements, appropriate provision must be made, where necessary, for people with disabilities.

3. IMPLEMENTATION

3.1 Taking its existing capacity and tradition in respect of the use of language as the point of departure, the University must develop and extend its capacity purposefully and progressively towards the realisation of full multilingualism, as envisaged in this policy.

3.2 Sufficient financial and other resources must be solicited and made available for the full and effective implementation of this policy.

3.3 Every academic and administrative section of the University must implement this language policy within their respective fields of responsibility. They must report annually to their respective superiors on their implementation of the policy and the Vice-Chancellor must submit a joint annual report to Council.

3.4 The Senate appoints a Language Committee, the composition of which is determined in consultation with Council, with the following functions:

(a) the creation of an institutional climate that is conducive to multilingualism; the development of a strategy to promote and practise functional multilingualism at the University in accordance with this language policy and the preservation and development of the languages, in particular the indigenous African languages;

(b) the development, after consultation with all concerned divisions, of a detailed action plan for the progressive and effective implementation of this policy;

(c) providing the Council, the Senate and all other academic and administrative sections of the University with advice on the effective implementation of this policy;

(d) monitoring the use of language in teaching, learning and assessment, and in administration, communication, marketing and record-keeping, by all academic and administrative sections, respectively, and making regular recommendations to Council or Senate, as the case may be;

(e) the solicitation of funding to finance the resources required for the effective implementation of this policy;

(f) inter-institutional, national and international liaison on language use, preservation and development in higher education.

3.5 The Language Committee further performs the functions set out in Schedule A.

3.6 The University must establish a Language Unit that provides expert linguistic knowledge, guidance and advice, language proficiency support for students and staff and interpreting and translation facilities, services and support, required for the effective implementation of this language policy.

3.7 Council and Senate may review this policy from time to time in light of advice received from the Language Committee and the reports of the respective academic and administrative divisions of the University.

Schedule A Language Committee and Language Unit 1. Language Committee

1.1 The Language Committee is a committee of Senate and includes inter alia experts in language planning, language practice (translation, interpreting and editing, and dictionary practice), language teaching, language literacy development, as well as language and language-related research.

1.2 The Language Committee is responsible for language development, support and management, and performs inter alia the following functions:

(a) Inputs on continual language (policy) development and action plans, setting out inter alia the budgetary and staff implications, as well as implications for the appointment, recruitment and other relevant policies of the University. Such action plans must be consistent with the broad needs of the University, specifically in respect of: (i) teaching and research (including language literacy development); (ii) effective administration (including internal and external communication); (iii) engagement with the community. (b) Implementation of action plans (including language literacy development) and advice on the resources and institutional structures and other facilities and services required for this, and their most efficient deployment. (c) Monitoring of implementation activities. (d) Assessment of language policy and practice and providing advice to Council. (e) Inter-institutional, national and international liaison on the use, preservation and development of language in higher education. (f) Appointment of a language ombudsman to arbitrate language-related complaints.

2. Language Unit

2.1 The Language Unit functions under the guidance and control of the Language Committee. It coordinates and advises on all language and language-related functions currently being performed by individuals within departments, faculties and divisions on all campuses.

2.2 The Language Unit specifically performs the following functions:

(a) Language Services Office: The Language Services Office coordinates and manages translation, editing and interpreting within the academic, management and administrative context. The Office may also cooperate with other universities and institutions to translate study material and textbooks into indigenous languages and create and distribute terminology. (b) Language training programmes: Because poor language skills contribute to student underperformance, the Language Unit coordinates and provides advice on the following: (i) foundational language programmes; (ii) literacy programmes for adults; (iii) practical language proficiency programmes for staff and students, as well as for the broad community (at different levels and for different purposes); (iv) language and translation courses for degree, diploma and certificate programmes. (c) Language research: The coordination and quality control of specific research in cooperation with a possible Language Research Committee on: (i) language in higher education (including language audits); (ii) second-language teaching in higher education; (iii) the development, extension and preservation of indigenous and minority languages as languages of science and teaching; (iii) multilingualism in higher education; (iv) academic literacy (academic reading, writing, speaking); (v) terminology development (inter alia in cooperation with other higher education institutions and the Pan South African Language Board (PanSALB)).

(d) Liaison and cooperation with: (i) PanSALB; (ii) the Commission for the Promotion and Protection of the Rights of Cultural, Religious and Linguistic Communities; (iii) tertiary language institutes and departments (inter alia language development units provided by the Departments of Education and of Arts and Culture, as well as institutes for language pathology and sign language); (iv) national and international language and translation bodies. (e) The launch of language awareness campaigns among staff, students and the broad community. (f) The solicitation and management of funding, bursaries and prizes for: (i) expenditure of the Language Unit; (ii) research on multilingualism in higher education; (iii) promotion of the use of indigenous and minority languages; (iv) development and preservation of indigenous and minority languages as languages of education and science (e.g. through translation prizes); (v) development of translation, editing and interpreting skills (e.g. through translation prizes and sponsored clerkships).

Approved by Senate: 25 October 2006

UNISA

LANGUAGE POLICY

1. PREAMBLE

The University adheres to a policy of functional multilingualism in order to accommodate linguistic diversity. The promotion of the principle of multilingualism is enshrined in the Constitution of South Africa¹.

The University is committed to the promotion of equitable language rights with particular emphasis on uplifting the status and usage of the marginalized indigenous languages.

Multilingualism is also acknowledged as a powerful tool to promote social cohesion between diverse groups in our society.

The development of the diverse languages of our country will take time and resources and should be pursued in a phased way, as resources and developmental opportunities allow.

2. AIM

This policy informs the use of language in all aspects of communication of the University, i.e. tuition, public, internal and external communication. 3. DEFINITIONS

African languages mean African languages in South African;

Cognitive academic language Proficiency (CALP) is contrasted with Basic Interpersonal Language Skills (BICS) and is generally defined as "... those aspects of language proficiency which are closely related to the development of literacy skills..." (Cummins, J. 1980: 1772) and, as such, are closely related to the development of the higher-level cognitive and academic abilities that are crucial to academic success in secondary and higher education;

Functional multilingualism means that the choice of a particular language in a particular situation is determined by the context in which it is used, i.e. the function, the audience and the message for which it is used. The purpose and context of the communication, the availability of resources and the target audience determine the choice of languages;

Functional multilingual policy carries the same meaning as 'functional multilingualism' above; 1 Section 6 2 Cummins, J. 1980. The cross-lingual dimensions of language proficiency: implications for bilingual education and the optimal age issue. TESOL Quarterly 14(2): 175-187.

Glossary means a document containing definitions and translations in the official languages of terms for disciplines as categorized in the CESM manual;3

Language of record means the language in which documents destined for record keeping will be recorded;

Official languages are the languages referred to in section 6 (1) of the Constitution of the Republic of South Africa, 1996;

Primary language is the language first acquired and most used in the home during a student's childhood. 4. PRINCIPLES 4.1 The University: 4.1.1 acknowledges that there are eleven official languages in South Africa and ensures that, together with South African Sign Language, they enjoy parity of esteem and equitable treatment.

4.1.2 respects the founding values of human dignity, the achievement of equality, the advancement of human rights and freedom, non-racialism and non-sexism as proclaimed in the Constitution.

4.1.3 recognises the constitutional provision pertaining to the right to receive education in the official language(s) of choice, taking into consideration equity, practicability, and the need to redress the results of past racial discriminatory laws and practices.

4.1.4 recognises the educational value and benefits of teaching and learning in the primary language of the student.

4.1.5 realises that language is not only about communication, but also about identity and respect, and

4.1.6 undertakes to support the Language Policy and its implementation in terms of finance, technology and human resources. 4.2 Language(s) of tuition

4.2.1 The University will make tuition available in the official languages of South Africa on the basis of functional multilingualism.

4.2.2 At an undergraduate level functional multilingualism requires steps to ensure that all programmes are offered in all the official languages. To advance the goal of offering undergraduate programmes in all the official languages, undergraduate modules must be provided with a glossary. The Department of Language Services will facilitate the compilation of glossaries.

4.2.3 The Senate Language Committee may consider applications to offer
3 CESM manual refers to the South African Classification of Educational Subject Matter (2009) Department of Education undergraduate modules in English only provided that a glossary has been developed. In considering the application the following is taken into account:

a) The number of students registered for the module b) Students' preference for studying in other languages c) The availability of study material in other languages d) The ability of academic employees to offer the module in other languages.

4.2.4 At a postgraduate level and subject to clause 4.3.3 the language of tuition will be English provided that an Academic Department may, on the basis of functional multilingualism, decide to offer modules in one or more of the official languages. Departments teaching languages are exempted from this clause.

4.2.5 The University sets in place an infrastructure for undergraduate students to receive the necessary assistance in upgrading their cognitive academic language proficiency.

4.2.6 Where English and Afrikaans already have the capacity to operate as higher education-level languages, the University pro-actively supports African languages with a view to them becoming media of instruction at higher education level.

4.2.7 Decisions by Council on recommendation of Senate regarding languages of tuition are preceded by and based on a formal investigation into the tuition needs, attitudes and preferences of students.

4.2.8 The University invests resources in improving the language proficiency particularly the English skills, of all its students to enable students to access the library and other sources of information and enhance academic literacy in their fields of study. The University makes study material linguistically accessible through its instructional design and by devising strategies aimed at building language skills and academic literacy development into the study material.

4.2.9 Tuition may be offered in languages other than the official languages, subject to the proviso that official languages receive priority treatment when the University allocates resources.

4.2.10 The University provides special tuition aids required by students with sensory disabilities on request and where feasible, e.g. interpreters for South African Sign Language, Braille, tapes and other functional audio and video teaching means.

4.2.11 The University ensures that students with disabilities have access to their study material in order to enhance their formative and summative assessment through the use of Braille, tapes and other functional audio and video teaching means where these are needed.

4.3 Language(s) of research

4.3.1 Students are allowed to write:

4.3.1.1 their theses and dissertations in any of the official languages, where practical, and

4.3.1.2 the abstracts of their theses and dissertations in two languages, i.e. the language used in the thesis and any other official language, provided that one of the abstracts is written in English.

4.3.2 Where it is feasible for students and mutually acceptable for the student and supervisor (and an external examiner), students are allowed to write their theses and dissertations in any language.

4.3.3 Employees may publish articles in any language pertinent to their field of study and research. 4.4 Languages of public communication 4.4.1 Oral communication

4.4.1.1 In oral communication with the public, employees should make every attempt to accommodate the language preference of the interlocutor.

4.4.1.2 Employees refer telephone enquiries to other employees who are able to answer in the language chosen by the caller where feasible. Employees make optimal use of multilingual automatic answering services.

4.4.1.3 At all important service points (general information desks, student supervisory services, registration desks and the library) the University makes the means available to assist and advise students and employees in the language of their choice, including South African Sign Language to enhance a student-friendly ethos. 4.4.2 Written communication

4.4.2.1 In its languages of public communication, in an effort to create an enabling environment, the University endeavours to use the official languages of the province concerned.

4.4.2.2 Addressees answer correspondence in the language in which it is addressed to the University, where feasible.

4.4.2.3 Official brochures and reports are written in accessible, reader-friendly language to accommodate the target audience and the language community for which a given document is intended. In addition, writers adhere to a functional multilingual policy.

4.4.2.4 University publications consider their target readers and adhere to the institution's language policy. The use of various languages in these publications will be a visible sign of the University's commitment to multilingualism. Summaries are provided in other relevant languages.

4.4.2.5 The University strives towards attaining the capacity to use all official languages without neglecting minority South African languages or South African Sign Language.

4.4.2.6 In terms of the student communication and marketing strategy, all brochures will be produced in as many languages as possible but at least in Northern Sotho (Sepedi), Zulu and Afrikaans. The brochures will be printed in English and made available on the web in the other languages.

4.4.3 Signage and branding The University endeavours to do signage and branding in the languages of the province concerned.

4.4.4 Advertising Advertising should be in the language of the target audience concerned. Where possible all eleven official languages should be used in at least one of the media channels used that is radio, television, or newspapers.

4.5 Languages of internal communication

4.5.1 Oral communication

4.5.1.1 Oral communication takes place in languages understood by the parties concerned.

4.5.1.2 All official meetings are conducted in English.

4.5.2 Written communication

4.5.2.1 The language of record is English.

4.5.2.2 Documents of general interest to employees that change infrequently, for example the Institutional Statute of the University, conditions of service, rules and forms, are available in as many official languages as possible.

4.5.2.3 Documentation relating to meetings will be in English.

4.5.2.4 Notices and circulars on the intranet will be produced in as many languages as possible.

4.5.2.5 Official written communication will, as far as possible, be gender-neutral or gender-inclusive.

4.6. Communications with people of restricted sight or hearing

The University provides special communication aids required by students with sensory disabilities on request and where feasible, e.g. interpreters for South African Sign Language, Braille, tapes and other functional means to promote communication.

4.7. Special support for African languages

African languages, both as media of communication and tuition, have been historically disadvantaged. The University makes resources available for the development of the nine official African languages for the benefit of the University and the country. 4.8 Employee development and capacity building

4.8.1 The University provides facilities through the relevant department(s) or otherwise to advocate and encourage employees to learn an African language and South African Sign Language, and to increase their competence in any medium of instruction. These courses will be predominantly conversational in character, content and form to enable employees to communicate effectively.

4.8.2 Effective but affordable incentives that would encourage employees to use these facilities will be investigated on an ongoing basis. 4.9 Labour relations

4.9.1 All participants at employee disciplinary hearings and student hearings have the right to use any of the official South African languages and South African Sign Language.

4.9.2 A participant or employee at a disciplinary hearing must notify the University seven days prior to the commencement of the hearing that he/she will use a language other than English to enable the University to provide translation.

4.9.3 Where multilingual discussion has taken place, the University provides summaries of the proceedings in at least English for record purposes.

4.10 Social relations

Social events, just as any academic gathering within the University, are intended to further the educational mission of the University. The University respects the rights of its community members to participate in the academic and social events of the University in the language of their choice.

5. IMPLEMENTATION

The implementation of the policy is the responsibility of the Senate Language Committee.

Tshwane University of Technology

TSHWANE UNIVERSITY OF TECHNOLOGY POLICY

LANGUAGE POLICY

Date first issued: Date reviewed: Date approved by EMC / Senate: 19 May 2005 / 24 October 2005 Date approved by Council: 29 November 2005

This policy, its rules, guidelines and procedures shall replace all previous policies and their rules, guidelines and procedures and/or circulars on the language medium or media of the institution.

All previous policies and rules shall be rendered null and void by this approved policy.

1. POLICY ON LANGUAGE OF TEACHING, INSTRUCTION AND COMMUNICATION

It is the policy of the Tshwane University of Technology (TUT) – to use English as the primary language of teaching, instruction, communication and documentation.

2. INDIGENOUS SOUTH AFRICAN LANGUAGES FOR DEVELOPMENT The University has adopted Setswana as its primary indigenous South African language, whose terminology it will develop for academic, scientific and communication purposes.

2.2 The University has adopted SiSwati as its secondary indigenous South African language, whose terminology it will develop for academic, scientific and communication purposes, through the Nelspruit learning site.

TSHWANE UNIVERSITY OF TECHNOLOGY POLICY

3. DEFINITIONS In this document, unless otherwise indicated –

“official languages” means the official South African languages of the Republic of South Africa, namely Afrikaans, English, IsiNdebele, Sepedi, SeSotho, SiSwati, Xitsonga, Setswana, Tshivenda, IsiXhosa and IsiZulu;

"TUT" means the Tshwane University of Technology, as duly constituted in terms of the Higher Education Act, 1997 (Act No. 101 Of 1997), as amended; and

"University" means the Tshwane University of Technology, as duly constituted in terms of the Higher Education Act, 1997 (Act No. 101 Of 1997), as amended.

4. RULES

4.1 The University may use any other official South African languages for communication and teaching purposes where it is reasonably practicable: Provided that such use should not violate the language rights of other people.

4.2 The University shall promote other languages, including foreign languages commonly used in South Africa, through the presenting of language courses or programmes, depending on the demand and the economic viability of such courses or programmes. 4.3 The University shall academically support students in their efforts to become proficient in TUT's language or languages of teaching, instruction and communication.

4.4 The University shall, furthermore, promote multilingualism, by rendering professional translation services, and support staff members to become proficient in TUT's language or languages of teaching, instruction and communication, through various methods of language training, including short courses and workshops.

5. DOCUMENTS

Annexure A: Background information to the Language Policy Annexure 1 –7: Language profile figures and percentages

ANNEXURE A

BACKGROUND INFORMATION LANGUAGE POLICY

1 Legislative framework 1.1 Section 6(2) of the Constitution of the Republic of South Africa, 1996 recognises that, given the marginalisation of South African indigenous languages in the past, the State “must take practical and positive measures to elevate the status and advance the use of these languages”.

1.2 Section 29(2) of the Constitution provides that everyone has the right, at a public educational institution, to receive education in the official language of his or her choice where that is reasonably practicable. In order to give effect to this right, the Constitution requires the State to consider all reasonable educational alternatives, including single-medium institutions, taking into account equity, practicability and the need to redress the legacy of discriminatory laws and practices.

1.3 Section 27(2) of the Higher Education Act, 1997 empowers the Minister of Education to determine policy within the framework of which a higher education institution's Council, with the concurrence of its Senate, should determine the language policy of such institution, publish it and make it available, on request.

1.4 The Minister has determined through the Language Policy for Higher Education, published in November 2002, that all public higher education institutions should develop their own language policies within the above Ministerial policy framework, and submit them to the Minister.

2 The Tshwane University of Technology (TUT) acknowledges the following:

2.1 That there are eleven official languages, and that all official languages should enjoy parity, in respect of esteem, and be treated equally.

2.2 That every individual has the right to be taught or instructed in the official language or languages of his or her choice to the extent that teaching or instructing students in such official language or languages would be feasible to the University.

2.3 That no language policy should deny any person access to higher education.

2.4 That the vast majority of the South African indigenous languages has either not been fully developed or not been developed at all as academic or scientific languages.

2.5 That learners in the South African higher education environment are linguistically diverse; therefore, the language policy of the University should reflect the need to promote multilingualism.

2.6 That the University's language policy should take into account factors such as financial affordability, practical considerations and the right of a person to be taught or instructed in the language of his or her choice.

3 Language of teaching, instruction and communication In view of the above considerations and principles, the University shall use English as its primary language of teaching, instruction, communication and documentation.

4 Indigenous South African languages for development

4.1 The University shall adopt Setswana as the primary indigenous African language whose terminology it will develop for academic, scientific and communication purposes.

4.2 In view of the fact that SiSwati is the primary indigenous language of the Mpumalanga Province, where the University's Nelspruit learning site is situated, the University shall, furthermore, adopt SiSwati as its secondary indigenous African language whose terminology it will develop for academic, scientific and communication purposes, through the Nelspruit learning site.

5 Other official South African languages The University may use other official South African languages for communication and teaching purposes where it is reasonably practicable: Provided that such use should not violate the language rights of other people.

6 Foreign languages The University shall promote other languages, including foreign languages commonly used in South Africa, by presenting language courses or programmes, depending on the demand and the economic viability of such courses or programmes. 7 Support to students and staff 7.1 The University shall academically support students in their efforts to become proficient in TUT's language or languages of teaching, instruction and communication.

7.2 The University shall, furthermore, promote multilingualism, by rendering professional translation services, and support staff members to become proficient in TUT's language or languages of teaching, instruction and communication, through various methods of language training, including short courses and workshops.

8 REASONS FOR CHOOSING ENGLISH English is the language of communication on the science front and in business dealings all over the world. The University recognises the fact that proficiency in English is essential in making a successful career, locally and internationally.

The University will offer language courses to improve students' proficiency in English with the view to their attaining academic literacy. The University will, furthermore, offer English courses to staff, whose first language is not English, to improve their proficiency in English.

Data collected from the MIS, for the period of 2002 to 2004, show that 48% of all TUT students had stated English to be their preferred language, which makes English the preferred language of the majority of the students [Annexure 5(a) and 5(b)].

9 REASONS FOR CHOOSING SETSWANA The MIS data for 2002 to 2004 show that Sepedi and Setswana are the African languages spoken most by TUT students [Annexure 5(a) and 5(b)]. 13% of all students stated Sepedi to be their home language, and 10% of all students indicated Setswana to be their home language.

Sepedi and Setswana fall within the same language group. The University should choose one of the two languages for focusing resources and developing it into a language of teaching, instruction and communication.

The three campuses of TUT in the Tshwane Metropolitan Area are situated in close proximity to the North-West Province, where Setswana is the language spoken by most of the population (see Annexure 6). Setswana is the fourth African language spoken most in Gauteng, after IsiZulu (first), SeSotho (second) and Sepedi (third), (see Annexure 6). Setswana is the second language spoken most in Tshwane (17% of the Tshwane population), after Sepedi (22% of the Tshwane population), (see Annexure 7).

At a provincial level, Setswana is the African language spoken most in the North-West Province. It is spoken by 64% of that province's population, while Sepedi is the African language spoken most in the Limpopo Province. It is spoken by 52% of that province's population (Annexure 6 and 6.1).

The universities in the Limpopo Province have a greater claim to and are most be suitable for the development of Sepedi, since they are situated in the province where Sepedi is the language spoken by most of the population; therefore, Setswana is the more logical choice for TUT to make for developing purposes.

The North-West University is the only institution of higher learning that has currently chosen Setswana for development into a language of teaching, instruction and communication. The North-West University is geographically close enough to TUT, and so is the University of Botswana, for inter-institutional collaboration in the development of Setswana.

In developing Setswana to be a language of teaching, instruction and communication, the University will research and develop language training resources, material and courses in Setswana for staff and students. Staff whose home language is not Setswana will be encouraged to take a Setswana short course with the aim to becoming proficient enough to be able to communicate relatively freely in that language.

The University will collaborate with other institutions, as well as the Government, in developing Setswana as a language of teaching, instruction and communication in higher education.

10 REASONS FOR CHOOSING SISWATI TUT is the only public institution of higher learning with residential learning sites in Mpumalanga (Nelspruit and Witbank). SiSwati and IsiNdebele are the African languages spoken most in Mpumalanga. These two languages are more marginalised and underdeveloped than any other indigenous South African language.

SiSwati is the language spoken most in Mpumalanga. It is spoken by 30% of the population of Mpumalanga, followed by IsiZulu (26%) and IsiNdebele (12%) (see Annexure 6 under Mpumalanga). The Nelspruit learning site is currently involved in the development of a SiSwati Dictionary in cooperation with the Pan–South African Language Board (PANSALB).

There have been numerous requests from the Mpumalanga community that SiSwati be offered as a subject at the Nelspruit Campus. The Department of Arts and Culture recently approached that campus with the view to collaboration in establishing a SiSwati Language Research and Development Centre.

Currently, there is no other institution of higher learning that is developing SiSwati into a language of teaching, instruction or communication. No other institution than TUT, through the Nelspruit Campus, is more suitable to develop SiSwati. The Nelspruit Campus lies close to the University of Swaziland, which will make collaboration between the two institutions easy. The University will, through the Nelspruit learning site, develop SiSwati as a language of teaching, instruction and communication.

11 REFERENCES

Census 2001 Report, Statistics South Africa Constitution of the Republic of South Africa, Act No. 108 of 1996 Guidelines for language planning and policy development, PANSALB 2001 Guidelines on the layout of a language policy for Institutions of Higher Education, PANSALB 2003 Higher Education Act, Act No. 101 of 1997 Language Policy for Higher Education, Ministry of Education, 2002 Language Policy Framework for South African Higher Education, Council for Higher Education (CHE), 2001

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..... EM TYOBEKA (PROF) CHAIRPERSON OF THE EMC
AND THE SENATE

..... RV MATLHARE CHAIRPERSON OF THE COUNCIL

University of KwaZulu-Natal

LANGUAGE POLICY OF THE UNIVERSITY OF KWAZULU-NATAL Approved by
Council 1 September 2006

Introduction

The Higher Education Act of 1997 informs language policy for higher education. The documents Language in Education Policy (1997) and the Language Policy for Higher Education (2002) set out the framework for the policy development. Under the Higher

Education Act, and subject to the policy determined by the Minister of National Education, each higher education institution must determine the language policy of each institution and publish such a policy.

The University of KwaZulu-Natal identifies with the goals of South Africa's multilingual language policy and seeks to be a key player in its successful implementation. There is a need to develop and promote proficiency in the official languages, particularly English and isiZulu. The benefits for students becoming proficient in English, the dominant medium of academic communication and of trade and industry internationally, and the lingua franca in government and institutions in South Africa, are clear. Proficiency in isiZulu will contribute to nation building and will assist the student in effective communication with the majority of the population of KwaZulu-Natal. This policy seeks to make explicit the benefits of being fully bilingual in South Africa.

The policy for the University makes clear:

- the need to preserve and promote respect for, and proficiency in, the languages referred to in the Constitution, and other languages, including the heritage languages, that facilitate potentially valuable cultural, scientific and economic ties;
- the development of an awareness of multilingualism through an acknowledgement of all the official languages of KwaZulu-Natal, namely isiZulu, English and Afrikaans;
- the need to achieve for isiZulu the institutional and academic status of English;
- the provision of facilities to enable the use of isiZulu as a language of learning, instruction and administration; and
- the need to foster research in language planning and development.

The University will continue to use English as its primary academic language but will activate the development and use of isiZulu as an additional medium of instruction together with the resources (academic and social) that make the use of the language a real possibility for interaction by all constituencies in the University.

1. Rationale

1.1 The central function of the University is to generate and impart knowledge, in accordance with the highest international standards, and to add to the store of knowledge by research and cooperation with scholars, nationally and internationally.

1.2 At our University, students whose home language is isiZulu form an important and growing language group, reflecting the fact that isiZulu speakers are by far the largest single language group in KwaZulu-Natal. The University therefore has a duty to provide a linguistic and cultural ethos favourable to all students.

1.3 The University's capacity to generate and disseminate knowledge in its research and outreach activities is linked to its ability to mobilise isiZulu fully.

1.4 IsiZulu is one of the official South African indigenous languages named in the Constitution, whose 'use and status' have been 'historically diminished'. The University, following the Constitution, is bound to 'take practical and positive measures to elevate the status and advance of the use of isiZulu'. The University is also bound to promote the principle of multilingualism i.e. that all official languages of South Africa enjoy parity of esteem and are treated equitably.

1.5 The language policy of the University forms part of a

wider interconnected strategy at the national level to promote multilingualism and, at the provincial level, to advance isiZulu.

2. Principles guiding the University's language policy

2.1 The University's learning, teaching, and research must continue to be of the highest quality and to be recognised as such nationally and internationally. 2.2 The University's language policy is informed by the national and provincial policy requirements. 2.3 The language policy is in accordance with the University's vision and mission statement which includes the injunction to promote and foster tolerance and respect for diverse cultural and social values. 2.4 The University recognises the value of the English language as an international language of scholarship and the main language of administration and business at the University of KwaZulu-Natal. 2.5 The University equally recognises the importance of isiZulu as a custodian of culture, heritage, and tradition and as a means of communication. 2.6 The University recognises the importance of the Afrikaans linguistic and cultural tradition and of the Afrikaans language as a means of communication. 2.7 The University recognises that the languages and traditions of the South African population of Indian origin enhance the cultural richness of the Province. 2.8 The University intends to develop the use of isiZulu as a language of instruction and communication and it is the responsibility of the Faculties, in consultation with the University Languages Board, to determine and effect the process. 2.9 The policy of multilingualism calls for the active cultivation of respect for diversity in language and culture. 2.10 University policy on language will be driven by leadership and example.

3. The development of languages of instruction of the University

3.1 The University acknowledges the position of English as the dominant language of instruction and believes it will be necessary to work with the status quo while developing isiZulu for use in all higher education functions. 3.2 The University will develop isiZulu for use in instruction as part of a medium- to long-term strategy to promote bilingualism. For this purpose the University shall draw up a language plan setting out details of implementation such as time frames and costing. 3.3 The promotion of isiZulu for use in instruction will require the development of dictionaries and other teaching and learning materials. To achieve this the University shall work closely with PANSALB, the Ministry of Education and the Department of Arts and Culture. 3.4 The successful implementation of the language policy will depend on the injection, over a period of time, of substantial financial resources from the State, as undertaken in the Language Policy for Higher Education. 3.5 In order to ensure that language does not act as a barrier to access and success, the University shall provide language and academic literacy development programmes in English and isiZulu.

4. The development of isiZulu and English for academic study and research

4.1 The University shall pay particular attention to curriculum development in English and isiZulu. 4.2 The University will work in collaboration with the University of Zululand to

create a regional platform for the development and study of isiZulu. 4.3 The University will encourage research conducted in and through isiZulu.

5. The promotion of multilingualism in institutional policies and practices

5.1 The University shall use a similar approach to that proposed for the study of isiZulu and English in clause 4 above to encourage the development and study of other languages, in particular those spoken on the African continent and necessary for the promotion of international trade and tourism, as well as academic and cultural contact. 5.2 The University recognises its role in the promotion of multilingualism for social, cultural, intellectual and economic development. This includes other official and other indigenous languages as well as the heritage and foreign languages. 5.3 To this end university emblems, public signs and notices and, where appropriate, public ceremonies such as graduation, inaugural lectures and other public functions will be in English and isiZulu. 5.4 The languages of administration will be English and isiZulu. 5.5 To enhance the knowledge of existing academic and administrative staff the University will provide language courses for staff who do not have English or isiZulu communication skills.

5.6 Candidates for posts in the administrative or academic sectors shall be expected to have knowledge of English and isiZulu. Where knowledge of either language is inadequate for the post, there will be provision for access to communication courses as appropriate.

6. Review of Language Policy

This Policy will be reviewed in 2018, at the end of Phase 1 of its implementation, or earlier if deemed necessary.

University of Zululand

FINAL DRAFT: UNIVERSITY OF ZULULAND LANGUAGE POLICY

Principles

The variety of languages that function in our country is recognised as an asset which should be used as a means of developing the human potential of our country. The University takes as its starting point the need to prepare students to participate fully in a multilingual society, where multilingual proficiency and awareness are essential.

The University recognises that communication is a two-way process which is equally the responsibility of the entire University community (including students, teachers, administrators, parents, workers etc.). Everyone is expected to exercise good judgement in their use of language and ensure that it does not cause offence to others. Language used in governance and administration must be clear and concise and respectful to all persons.

The University adopts the principle that a language policy may not cause any persons to be denied reasonable access to higher education.

The University accepts its responsibility to assist students and staff of all backgrounds in improving their communication skills, in more than one language.

The University promotes the development of the official languages used in the region, with the understanding that language, culture and literature are intrinsically interrelated. The University also promotes the development of foreign languages which are strategically important from economic perspectives such as trade, tourism and diplomatic relations.

The University will not discriminate against any staff member or student on the basis of language.

Policy

Given the multilingual and multicultural nature of our society, the University commits itself to the development of multilingual awareness, multilingual responsiveness and multilingual proficiency. In realising this commitment

the University adopts the goal of becoming a dual medium institution: Instruction will continue to be provided in English while isiZulu is also developed as a medium of instruction.

the University will, in conducting its business, use the more appropriate of the two official languages, English and isiZulu. In respect of administrative and other services, the University will make it possible for communication with employees and parents and students to take place in ways which accommodate their language ability.

the University will recognise in effective and functional ways the importance of language, literature and cultural studies.

the University will recognise in effective and functional ways the importance of other indigenous languages.

the University will recognise in effective and functional ways the importance of foreign languages such as Portuguese, French, German, which are strategically important in the region, from economic perspectives such as trade, tourism and diplomatic relations.

Implementation

Implementation of the policy will not take place overnight, but will be phased in, in consultation with stakeholders.

In implementing this policy, the University will be guided by the provision of the Bill of Rights, which states that:

Everyone has the right to use the language and to participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights (Section 30 of the Constitution); and

Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account:

equity;

practicality; and

the need to redress the results of past racially discriminatory laws and practices (Section 29(2) of the Constitution).

And in implementing this policy the University will endeavour to:

ensure that its students acquire effective literacy in English, that is the ability to communicate through the spoken and written word in a variety of contexts, including academic and social contexts, and in their future careers;

become a centre for development of isiZulu language, culture and literature (in areas like terminography, lexicography, language technology etc.), and will spearhead the development of vocabulary and supporting materials in applied disciplines. This will be done in three phases: a short-term phase of five years, a medium-term phase of ten years, and a long-term phase of fifteen years;

provide staff members with the necessary support and training to enable them to communicate functionally in English and in isiZulu, for example through language acquisition and upgrade programmes;

commit itself to the use and sustained development of Afrikaans as an academic language;

promote the development of South African languages and literatures (both official and non-official) by presenting courses and programmes in these languages;

promote the teaching and learning of strategically important foreign languages in the region;

develop a unit to provide language services (such as translating, editing and interpreting) in isiZulu, English and Afrikaans.

The University considers the development of a language policy to be a dynamic process and will therefore publicise the policy; consult with the broader university community; review the policy from time to time; and adapt the policy as required.

Drafted by

Langa Mathenjwa

Elsa Meihuizen

Myrtle Hooper

6/3/03

With acknowledgments to

The Language Policy for Higher Education. November 2002.

and the language policies of

The University of Pretoria <http://www.up.ac.za/policies/language.html>

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UHLAKA LOMGOMO WOKUSETSHENZISWA KOLIMI ENYUVESI AZULU

IZIMISO

Ukwehlukana kwezilimi ezisebenza ezweni lakithi kubonwa njengento ewusizo okufanele isetshenziswe ekuthuthukiseni abantu bezwe lakithi. Inyuvesi ikuthatha njengesidingongqangi ukuthi kubekwe abafundi esimeni sokuthi bakwazi ukubamba iqhaza eligcwele emphakathini ozilimiziningi, lapho kunesidingo sobuchwepheshe nokuqonda ngalezi zilimi eziningi.

Inyuvesi ikuqonda kahle kakhlophe ukuthi ukuxhumana yinto eyenzeka phakathi kwabantu ababili nokuthi lokhu kuyisibopho sawo wonke umuntu ongumphakathi wale nyuvesi. Lokhu kubandakanya abafundi, othisha, abaphathi, abazali, izisebenzi njalonzalo. Wonke umuntu kulindeleke ukuba aqikelele indlela asebenzisa ngayo ulimi nokuthi aqiniseke ukuthi ayikhubi abanye abantu. Ulimi olusetshenziswa ekuphatheni nasekusingatheni inyuvesi kufanele kube ulimi olucacile, oluyihlaba esikhonkosini nolukhombisa ukuhlonipha wonke umuntu.

Inyuvesi iyasivuma isimiso sokuthi umgomo wolimi akufanele wenze abanye abantu bangakwazi ukufinyelela emfundweni ephakeme.

Iyakuvuma futhi ukuthi kusemahlombe ayo ukusiza abafundi kanye nezisebenzi ezivela ezindaweni nasezimeni zempilo ezinhlobohlobo, ekutheni bakwazi ukuthuthukisa amakhono abo okuxhumana ngezilimi ezingaphezulu kolulodwa.

Inyuvesi ikhuthaza ukuthuthukiswa kwezilimi ezisemthethweni ezisetshenziswa kulesi sifunda, ibe iqonda kahle kakhlophe futhi ukuthi ulimi, amasiko nemibhalo zithupha ziya ogwayini. Iyakukhuthaza futhi ukuthuthukiswa kwezilimi zakwamanye amazwe ezibonakala zineqhaza elinqala emkhakheni wezomnotho njengakwezohwebo, ezokuvakasha nasebudlelwani namanye amazwe.

Inyuvesi ayiyukubandlulula nanoma yisiphi isisebenzi sayo noma umfundi wayo ngokolimi.

UMGOMO

Ngenxa yokuba masikomaningi nokuba zilimiziningi komphakathi wethu, inyuvesi izibophezele ekuthuthukiseni ukuqonda ngalezi zilimi, ukuvumelana ngazo nobuchwepheshe kuzo.

Ukuze kuphumelele lokhu kuzibophezela

Inyuvesi ithatha isinqumo sokuba yisikhungo esisebenzisa izilimi ezimbili. Ukufundisa kona kusazoqhubeka ngolimi lwesiNgesi ngesikhathi isiZulu sisathuthukiswa silungiselwa ukuba sisetshenziswe naso ekufundiseni.

Inyuvesi izosebenzisa izilimi ezimbili ezisemthethweni, okuyisiNgisi nesiZulu ekuqhubeni imisebenzi yayo yansukuzonke. Mayelana nomsebenzi wokuphatha neminye imisebenzi, inyuvesi iyoqikelela ukuthi ukuxhumana nezisebenzi, abazali nabafundi kwenzeka ngolimi abayoluqonda kangcono.

Inyuvesi iyobonakalisa ngezindlela ezifanele nezikhombisa ubumqoka bezifundo zolimi, imibhalo namasiko.

Inyuvesi iyobonakalisa ngezindlela ezifanele nezikhombisa ukubaluleka kwezinye izilimi zendabuko.

Inyuvesi iyobonakalisa ngezindlela ezifanele nezibonakalayo ubumqoka bezilimi zakwamanye amazwe ezifana nesiPutukezi, isiJalimane nesiFulentshi ezibonakala zibalulekile kulesi sifunda uma kuziwa kwezomnotho njengezohwebo, ezokuvakasha nobudlelwane namanye amazwe.

INDLELA YOKUWUSEBENZISA LO MGOMO

Ukusetshenziswa kwalo mgomo akuyona into ezokwenzeka isigubhukane, kuzoba nendlela ongeniswa ngayo ngokubonisana nabathintekayo.

Ekusebenziseni lo mgomo inyuvesi iyobe ilawulwa izimiso zomqulu wamalungelo esiNtu othi:

Wonke umuntu unelungelo lokusebenzisa ulimi alukhethayofuthi abambe iqhaza empilweni yamasiko ayikhethayo, kodwa akekho ovunyelwe ukusebenzisa lawa malungelo ngendlela engahambisani nanoma yisiphi isimiso soMqulu wamaLungelo. (Isigaba 30 Somthethosisekelo) nokuthi-

Wonke umuntu unelungelo lokuthola imfundo ngolimi alukhethayo esakhiweni semfundo somphakathi lapho leyo mfundo inganikezwa ukuze kuqinisekise ukuthi leli lungelo kuyafinyelelwa kulona ngempela nokuphoqelelwa kwaleli lungelo, umbuso kufanele uhlolisise yonke imigudu efanele yemfundo, kubandakanya nezakhiwo zemfundo ezifundisa ngolimi olulodwa, kube kunakekelwe okulandelayo-

Lokho okugculisayo wonke othintekile;

Ukuthi kungenzeka yini; futhi

Isidingo sokulungisa imiphumela yemithetho nenqubo eyedlule eyayibandlulula ngokobuzwe.

Ukuqinisekisa ukuthi abafundi bathola ulwazi olunqala lwesiNgisi, okuwukwazi ukuxhumana kahle ngaso uma bekhuluma noma bebhala ezimeni ezahlukene, okubandakanya

kuzo ukusisebenzisa ekufundeni, ekuxhumaneni nomphakathi nanokuthi bakwazi ukusisebenzisa emisebenzini yabo yangomuso.

Ukuba yisikhungo sokuthuthukisa ulimi lwesiZulu, imibhalo kanye namasiko aso (eminxeni efana nokuqanjwa kwamagama, ukubhalwa kwezichazimazwi, ukufakwa kolimi emishinini efana nekhompuyutha) nokuhlabela phambili nokuthuthukiswa kolwazimagama nezinsiza eziyosiza ekufundeni lena eminye imikhakha. Lokhu kuyokwenzeka ngezigtshana, isigaba sokuqala seminyaka emihlanu, esimaphakathi seminyaka eyishumi naleso esilulekile seminyaka eyishumi nanhlanu. .

Ukulekelela izisebenzi zayo ngokuthi iziqeqeshe ukuze zikwazi ukuxhumana nabanye ngesiNgisi noma isiZulu.

Ukuzibophezela ekusebenziseni nasekusizeni ekuthuthukiseni isiBhunu njengolimi olungasetshenziswa emfundweni.

Ukukhuthaza ukuthuthukiswa kwezilimi zaseNingizimu Afrika (ezisemthethweni nezingekho emthethweni) nemibhalo yazo ngokwethula izifundo nezinhlelo ngazo lezi zilimi.

Ukukhuthaza ukufundwa nokufundiswa kwalezo zilimi zakwamanye amazwe ezibukeka zisemqoka ngezindlela ezithize kulesi sifunda.

Ukusungula isikhungo esizokwenza imisebenzi ethile efana nokuhumusha kususwa kolunye ulimi kuyiswa kolunye nokuhlela imibhalo kusetshenziswa ulimi lwesiZulu, isiNgisi nesiBhunu.

Inyuvesi ikubona ukusungulwa komgomo wolimi njengento ebalulekile ngakho-ke izowusabalalisa lo mgomo; izoxhumana nawo wonke umphakathi wakule nyuvesi ngokubanzi; iyowubukeza lo mgomo ngezikhathi ezithile nokuthi iwamukele njengoba kufanele.

Ubhalwe yilaba abalandelayo

Langa Mathenjwa

Elsa Meihuizen

Myrtle Hooper

16/2/03

Eminye yemisebenzi esetshenzisiwe:

The Language Policy for Higher Education. November 2002.

and the language policies of

The University of Pretoria <http://www.up.ac.za/policies/language.html>

The University of Cape Town <http://web.uct.ac.za/misc/policies/langpoly.htm>

The University of Stellenbosch www.sun.ac.za/taal/LangPolFinal2002.doc

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The University of Monash <http://www.adm.monash.edu.au/unisec/pol/acad09.html>

finale konsep: taalbeleid van die universiteit van Zululand

BEGINSELS

Die verskeidenheid tale van ons land word as 'n bate erken wat gebruik behoort te word vir die ontwikkeling van menslike potensiaal. Die Universiteit aanvaar as uitgangspunt die noodsaaklikheid daarvan om studente voor te berei vir volwaardige deelname aan 'n multitalige gemeenskap waarin meertalige vaardigheid en intertalige respek essensieel is.

Die Universiteit gee erkenning aan die aard van kommunikasie as 'n tweerigting proses waarvoor gelyke verantwoordelikheid aanvaar moet word deur almal wat deel vorm van die universiteits-gemeenskap (insluitende studente, dosente, administrateurs, ouers, werkers, ens.). Van almal word verwag om 'n gesonde oordeel aan die dag te lê in hul taalgebruik ten einde te verseker dat dit nie aanstoot gee nie. Taalgebruik in bestuursaangeleenthede en administrasie moet duidelik, saaklik en respekvol wees.

Die Universiteit aanvaar die beginsel dat 'n taalbeleid niemand redelike toelating tot hoër onderwys mag ontsê nie.

Die Universiteit aanvaar die verantwoordelikheid om studente en personeellede uit alle agtergronde te ondersteun in die verbetering van hulle kommunikasievaardighede in meer as een taal.

Die Universiteit onderneem die bevordering van die amptelike tale van die streek met die verstandhouding dat taal, kultuur en letterkunde onlosmaaklik aan mekaar verbonde is. Die Universiteit onderneem ook die bevordering van vreemde tale wat vanuit 'n ekonomiese oogpunt in aangeleenthede soos handel, toerisme en diplomatieke verhoudings, van strategiese belang is.

Die Universiteit sal nie op grond van taal teen enige personeelid of student diskrimineer nie.

BELEID

Gegewe die multitalige en multikulturele aard van ons gemeenskap, verbind die Universiteit hom tot die ontwikkeling van 'n multitalige bewustheid, responsiwiteit en taalvaardigheid.

Om uitvoering te gee aan hierdie onderneming –

aanvaar die Universiteit die doelwit om 'n dubbelmedium onderriginstansie te word: die taal van onderrig bly Engels, terwyl isiZulu ook ontwikkel word as die tweede onderrigmedium.

sal die Universiteit twee amptelike tale, naamlik Engels en isiZulu, gebruik in die uitvoering van sake. In die lewering van administratiewe en ander dienste sal die Universiteit kommunikasie met werknemers, ouers en studente moontlik maak op maniere wat hulle taalvaardigheid akkommodeer.

sal die Universiteit op effektiewe en funksionele wyses erkenning gee aan die belang van taal-, literatuur- en kulturele studies.

sal die Universiteit op effektiewe en funksionele wyses erkenning gee aan die belang van ander inheemse tale.

sal die Universiteit op effektiewe en funksionele wyses erkenning gee aan die belangrikheid van vreemde tale soos Portugees, Frans en Duits wat vanuit 'n ekonomiese oogpunt in aangeleenthede soos handel, toerisme en diplomatieke verhoudinge, van strategiese belang belang is in hierdie streek.

implementering

Die implementering van hierdie beleid sal nie oornag plaasvind nie, maar sal ingefaseer word in konsultasie met belanghebbendes.

As riglyn vir die implementering van hierdie beleid aanvaar die Universiteit die volgende bepaling van die Handves van Regte in die Konstitusie:

Elkeen het die reg om die taal van eie keuse te gebruik en om aan die kulturele lewe van eie keuse deel te neem, maar niemand wat hierdie regte uitoefen, mag dit doen op 'n wyse wat met enige bepaling van die Handves van Regte onbestaanbaar is nie (Afdeling 30); en

Elkeen het die reg om in openbare onderwysinstellings onderwys te ontvang in die amptelike taal of tale van eie keuse waar daardie onderwys redelikerwys doenlik is. Ten einde doeltreffende toegang tot en verwesenliking van hierdie reg te verseker, moet die staat alle redelike alternatiewe in die onderwys, met inbegrip van enkelmediuminstellings, oorweeg, met inagneming van –

billikheid;

doenlikheid; en

die behoefte om die gevolge van wette en praktyke van die verlede wat op grond van ras gediskrimineer het, reg te stel (Afdeling 29(2)).

En in die implementering van sy taalbeleid streef die Universiteit daarna om:

te verseker dat studente 'n effektiewe geletterdheid in Engels verwerf, waaronder verstaan word 'n kommunikasievermoë in die gesproke en geskrewe woord in 'n verskeidenheid kontekste, insluitende akademiese en sosiale kontekste en in hul toekomstige beroepe;

'n sentrum te word vir die ontwikkeling van die isiZulu taal, kultuur en letterkunde (op gebiede soos terminologie, leksikografie, taaltegnologie, ens.), en om die leiding te neem in die ontwikkeling van woordeskat en ander ondersteunende materiaal in toegepaste dissiplines. Dit sal gedoen word in drie fases: 'n korttermyn fase van vyf jaar, 'n medium-termyn fase van tien jaar, en 'n langtermynfase van vyftien jaar.

lede van die personeel te voorsien van die nodige ondersteuning en opleiding om hulle in staat te stel om op funksionele wyse in Engels en isiZulu te kommunikeer, byvoorbeeld deur taalverwerwings- en opgraderingsprogramme.

die volgehoue gebruik en ontwikkeling van Afrikaans as akademiese taal te ondersteun;

die ontwikkeling van alle Suid-Afrikaanse tale en kulture (beide amptelik en nie-amptelik) te bevorder deur die aanbied van kursusse en programme in hierdie tale;

die onderrig en verwerwing van strategies belangrike vreemde tale in die streek te bevorder;

taaldienste (soos vertaling, tolk en redigering) te lewer in isiZulu, Engels en Afrikaans.

Die Universiteit sien die ontwikkeling van 'n taalbeleid as 'n dinamiese proses and sal gevolglik die beleid publiseer, met die breër universiteitsgemeenskap daarvoor konsulteer, en die beleid van tyd tot tyd hersien en aanpas soos nodig.

Opgestel deur

Langa Mathenjwa

Elsa Meihuizen

Myrtle Hooper

17/03/03

Met erkenning aan

The Language Policy for Higher Education. November 2002.

en die taalbeleide van

Die Universiteit van Pretoria <http://www.up.ac.za/policies/language.html>

Die Universiteit van Kaapstad <http://web.uct.ac.za/misc/policies/langpoly.htm>

Die Universiteit van Stellenbosch www.sun.ac.za/taal/LangPolFinal2002.doc

Die Universiteit van Plymouth <http://www.plym.ac.uk/pages/view.asp?page=797&ss=>

Die Universiteit van Monash <http://www.adm.monash.edu.au/unisec/pol/acad09.html>

2. Questionnaires

University of Johannesburg

Respondent 1

Hello all, I am a bachelor student at the University of Utrecht, the Netherlands and currently writing my thesis on language policies of South African universities. If you could answer the following seven questions about the language policy of the University of Johannesburg that would be great! Thank you. – Floor

What is your mother-tongue and what other languages do you speak?

- Mother-tongue: Sesotho.
- Other languages: English

What is the language of instruction for your studies?

- English

What would your preferred language of instruction be at the University?

- English

Are you aware of the fact that UJ has four official languages?

- I am aware of two only. English and Afrikaans

Are you satisfied with the language policy of the UJ, having four official languages?

- As long as English remains as the main language of instruction, I am satisfied

Should UJ contribute to the development of Sesotho sa Leboa and isiZulu as academic languages?

- It could but I do not see what the benefit of that would be.

What is your opinion on multilingualism in South Africa's tertiary educational system?

- The South African workforce is predominantly comprised of English and Afrikaans therefore, I do not see how students would benefit from being taught in other South African languages. I think that finding work would be a problem.

Respondent 2

What is your mother-tongue and what other languages do you speak?

- Swati (mother tongue), English, IsiZulu, and Tswana.

What is the language of instruction for your studies?

- English.

What would your preferred language of instruction be at the University?

- English

Are you aware of the fact that UJ has four official languages?

- I am aware of two mediums used at the University which is English and Afrikaans, I don't know what the other two could be.

Are you satisfied with the language policy of the UJ, having four official languages?

- No, I think its better that we all are lectured in English.

Should UJ contribute to the development of Sesotho sa Leboa and isiZulu as academic languages?

- Yes.

What is your opinion on multilingualism in South Africa's tertiary educational system?

- It limits ones understanding of globalization in a sense that students will only conform to the cultures and morals that come with the language that is mostly favoured at that particular institution. Language carries a lot more than just instruction there is more to it especially in a country that has a very gruesome background.

Respondent 3

What is your mother-tongue and what other languages do you speak?

- isiSwati
- isiZulu
- English

What is the language of instruction for your studies?

- English

What would your preferred language of instruction be at the University?

- English

Are you aware of the fact that UJ has four official languages?

- I know that there are some official languages but do not know which of them exactly. Except English and Afrikaans

Are you satisfied with the language policy of the UJ, having four official languages?

- Nah I think it must use all 11 official languages of SA.

Should UJ contribute to the development of Sesotho sa Leboa and isiZulu as academic languages?

- No I don't, because UJ is competing globally and thus learning in your native language must limit your opportunities.

What is your opinion on multilingualism in South Africa's tertiary educational system?

- Is not wrong encouraging student to know other languages, as I personally I'm learning a bit of Xhosa, Tswana and Sesothu, not of the idea of using them as means basic of learning, though if there are sufficient resource they might be used for assisting such as tutorials and other course assisting mechanisms.

Respondent 4

What is your mother-tongue and what other languages do you speak?

- Zulu, also speak Xhosa, Tswana, English.

What is the language of instruction for your studies?

- English.

What would your preferred language of instruction be at the University?

- English.

Are you aware of the fact that UJ has four official languages?

- Yes but the other two which are Zulu & Sotho are only visible in brochures and application forms not in the modes of learning or assessment.

Are you satisfied with the language policy of the UJ, having four official languages?

- No, I think it's better that we all are lectured & assessed in English.

Should UJ contribute to the development of Sesotho sa Leboa and isiZulu as academic languages?

- Most definitely.

What is your opinion on multilingualism in South Africa's tertiary educational system?

- It can aid a lot of individuals who are linguistically challenged because of their backgrounds and lack of. Though it might hinder individuals when concerning the issues of Globalization and global trade, English is the most common spoken language in the world but we should not neglect the native vernacular languages in our tertiary institutions.

University of the Free State

Respondent 1

What is your mother-tongue and what other languages do you speak?

- Tshivenda, 5 other languages

What is the language of instruction for your studies?

- English

What would your preferred language of instruction be at the University?

- English

Are you satisfied with the parallel medium basis (Afrikaans and English) language policy of the University of the Free State?

- No, it's not fair that our native languages are not represented. I also believe there is an advantage if you study in your home language. Non speaking kids are forced to study in English whether they understand or not

Should the University of the Free State contribute to the development of Sesotho as an academic language?

- Yes, the province is predominately Afrikaans and Sesotho, if they are going to have Afrikaans, Sesotho should be equally represented

What is your opinion on multilingualism in South Africa's tertiary educational system?

- I think because we such a rich history in SA, prejudicism is never far off. As an English student majority of my class mates are black students. With much division @ UFS, I find the option of multilingualism has a major cause in the division. Another issue can be English and Afrikaans student may study the same course but because of different professors, their teaching methods as well as exam scope may be different from each other. You may find one class must study everything while the other class has a demarcation.

From my experience it makes very difficult to compete academically

Another problem is that, in most graduate studies where we have to a lot more presentation; it is harder to fairly critique an Afrikaans student especially when language is a barrier. There seem to always be some provision based on Afrikaans however it's not the same the other way round.

Respondent 2

What is your mother-tongue and what other languages do you speak?

- Mother tongues are both Afrikaans and English

What is the language of instruction for your studies?

- English

What would your preferred language of instruction be at the University?

- English

Are you satisfied with the parallel medium basis (Afrikaans and English) language policy of the University of the Free State?

- No, a lot of disciplines lose valuable information in translation from Afrikaans to English

Should the University of the Free State contribute to the development of Sesotho as an academic language?

- No, Sesotho does not have a lot of words and explanations in their own language for different terms used across different disciplines. Examples are University, Psychology, and Chemistry. In Sesotho these words are relatively new as compared the introduction of these fields to the culture. They are spelled exactly as someone would pronounce it with a Sesotho accent because the words are borrowed, and not unique to the language. If Sesotho had to be taught on a higher education level, then the entire language has to be shaped, new words have to be invented, discussed and the academic impact of such a change has to be discussed in detail.

What is your opinion on multilingualism in South Africa's tertiary educational system?

- Multilingualism adds a different perspective to the possible opportunities tertiary education in South Africa can offer. As a society, we are trending towards globalization. If multilingualism had to carry on in our country then I would much rather suggest having international languages as a second or third medium, rather than having local languages.
The spectrum of languages used does not have to be specific to Sub Saharan Africa, but could also be collaborated with Europe, Asia, Russia and South America. Not only would this promote collaboration with other countries on a cultural level, but a sharing of sorts on the academic platform would also occur. This is extremely important in promoting competitive academic markets.

Respondent 3

What is your mother-tongue and what other languages do you speak?

- My mother tongue is Sesotho and the other languages I can speak are English, Afrikaans and Tswana.

What is the language of instruction for your studies?

- English

What would your preferred language of instruction be at the University?

- English as I feel it helps you around the world. Be great in Sesotho but for expanding purpose English is perfect.

Are you satisfied with the parallel medium basis (Afrikaans and English) language policy of the University of the Free State?

- I feel English should be first language and either Afrikaans or and ethnic African language should be included to the preference of the student.

Should the University of the Free State contribute to the development of Sesotho as an academic language?

- Yes but think should work on demography of the universities and the language used. Example Zulu in the university of kwazulu natal being used as 2nd language.

What is your opinion on multilingualism in South Africa's tertiary educational system?

- It's a good thing as it expands and integrates students with different cultures and people and bring people together.

UNISA

Respondent 1

What is your mother-tongue and what other languages do you speak?

- My mother tongue language is Sesotho. I speak, Setswana, isiXhosa, isiZulu, South African sign language, and English and Afrikaans.

What is the language of instruction for your studies?

- It's English.

What would your preferred language of instruction be at the University?

- Sesotho.

What do you think 'functional multilingualism' means in the context of UNISA?

- Unisa uses all the 11 official language on advertisements but the language of teaching and learning remains a barrier for most South African.

Are you satisfied with the language policy of UNISA, aiming for tuition on the basis of functional multilingualism?

- No, I know that I could perform better if I were taught in my mother tongue language. I've studied through English all my life but using a dictionary has been a laborious and time consuming practice for most of my school career. Sometimes I would have difficulties expressing myself in English and for most of my school career I remained passive because of the language barrier.

Should UNISA contribute to the development of African languages as academic languages?

- Unisa may do that but the problem lies with the whole South African education system. However, a demand for African languages is not created. All South African learners are educated in English or Afrikaans from their early childhood education till their tertiary education. Therefore trying to fix the problem from the top would be chaotic.

What is your opinion on multilingualism in South Africa's tertiary educational system?

- I think the South African tertiary education system is complex. It's too globalized and marginalizes the indigenous languages. Black students and lecturers keep speaking English and using the complex multilingual nature of South Africa as an excuse. Again, accommodating all the 11 languages in our education system would lead to segregation which will contradict the aim our new democracy. However, the language barrier is taking its toll on a majority of South African learners and affecting the national pass rate drastically.