saam vorentoe · masiye phambili · forward together

Language Policy of Stellenbosch University
Final draft

Reference number for this document	
HEMIS classification	
Purpose	To regulate, manage and govern language use in all aspects of the University
Type of document	Policy document
Accessibility	General (external and internal)
Date of implementation	1 January 2022 or as soon as possible thereafter
Date/frequency of review	This *Policy* must be reviewed during its fifth year of operation. It may be reviewed earlier, or more than once during its period of operation, should circumstances necessitate a revision or should the owner of the *Policy* consider it necessary.
Date of approval of previous *Policy*	22 June 2016
Owner of this *Policy*	Deputy Vice-Chancellor: Learning and Teaching
Institutional functionary (curator) responsible for this *Policy*	Senior Director: Learning and Teaching Enhancement
Date of approval	[Insert date of approval]
Approved by	Stellenbosch University Council with the concurrence of Senate
Keywords	institutional communication, interpreting, language, languages of learning and teaching, language planning, multilingualism, policy, translanguaging, translation
Validity	The English version of this policy is the operative version, and the Afrikaans version is a translation thereof.

Table of contents

The essence of the Policy

Stellenbosch University (SU) is committed to engagement with knowledge in a diverse society. The *Language Policy* aims to give effect to section 29(2) of the South African *Constitution* and to the *Language Policy Framework for Public Higher Education Institutions* (2020) in relation to language usage in the University's academic, administrative, professional and social contexts. The *Policy* aims to increase equitable access to SU for all students and staff, promote multilingualism and the appreciation thereof, and facilitate pedagogically sound learning and teaching. Without losing sight of the fact that SU also serves continental and global communities, we commit ourselves to multilingualism by using the three official languages of the Western Cape, namely Afrikaans, English and isiXhosa.

1. Introduction

At SU we create, disseminate, and engage critically with knowledge. As part of this creative process, SU acknowledges the diversity of our society, including its linguistic diversity, and the intellectual wealth inherent in that diversity.

The *Constitution* grants official status to eleven languages and regards all these languages as assets that should be used as a means of developing human potential. The *Constitution* determines that no-one may be discriminated against unfairly on prohibited grounds. It further determines that everyone has the right to receive education at public education facilities in the South African official language or languages of their choice, taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices.

The *Language Policy* aims to increase equitable access to SU for all students and staff, and to ensure that language practices facilitate pedagogically sound learning and teaching.

2. The multilingual context

SU follows a dynamic process to attract outstanding students, employ talented staff and make the institution inclusive and diverse, including the use of more than one language. As a research-intensive university, SU creates opportunities for the development of academic literacies and the advancement of individual, institutional and societal multilingualism.

SU is a national asset with global reach, and SU's students and staff represent most of the language groups in South Africa. Although we acknowledge that all South African and international languages function as resources for communication, we choose to focus our institutional commitment on the use of Afrikaans, English and isiXhosa, which are the three official languages of the Western Cape Province. This we do in the spirit of collaboration, especially with regional role-players. Applying and enhancing the academic value of Afrikaans, English and isiXhosa remains a means of empowering large and diverse communities. The contextual considerations for using these South African official languages at SU are as follows:

Afrikaans

Afrikaans is an internationally respected language that has developed a substantial academic repertoire across a variety of disciplines, to which SU has contributed significantly, and continues to contribute. Proficiency in Afrikaans also aids internationalisation, as it opens doors for learning and research with some of the University's most solid academic partnerships in the Netherlands and in Belgium.

English

Speakers of the various South African languages often use English to communicate with one another, and English has significant academic, professional and international value. Therefore, SU uses English routinely, but not exclusively, in its academic, administrative, professional and social contexts.

IsiXhosa

IsiXhosa is an indigenous language used by one of the largest language communities in South Africa, and in the Western Cape specifically. SU contributes to the promotion of isiXhosa as an additional academic language through its own initiatives and in partnership with other universities and entities. SU also advances isiXhosa by using it for all official internal communication as prescribed by the *Language Policy Framework for Public Higher Education Institutions* (2020).

The focus of the *Language Policy* is not only on institutional multilingualism (i.e. on establishing multilingual institutional spaces where a diverse group of monolingual people co-exist), but also on individual multilingualism, actively encouraging individuals to use more than one language. Individual multilingualism is an asset that SU would like to develop because of the clear academic advantages this presents, both nationally and internationally. Creating opportunities for individual multilingualism allows an individual to develop his or her linguistic repertoire made up of languages or varieties of languages in different forms and at different levels of mastery. As individuals' experience of language in its cultural context expands, they do not keep these languages and cultures in strictly separated mental compartments, but rather build up a communicative, plurilingual competence to which all knowledge and experience of language contribute and in which languages interrelate and interact. Translanguaging in the classroom is one such plurilingual practice. While it is important to create space for students to use tools such as translanguaging to communicate informally in the classroom, there is also a need for students to study language(s) formally and utilise the academic and technical registers of these languages.

Multilingualism is about more than an individual's willingness to learn and use multiple languages. The focus of the *Language Policy* is also on promoting inclusivity and an appreciation of the value of diversity. Multilingualism, therefore, is also an attitude. Multilingualism equips students to tap into a broader and more diverse knowledge base; to engage with society in a way that speaks to the heart, not just the mind; to be dynamic professionals, able to better demonstrate problem-solving, listening and interpersonal skills; and to be well-rounded individuals who can make informed decisions that take more than just their own thinking into consideration. This awareness would, for instance, be visible in institutional gatherings where an initial check is done to determine language requirements and where translanguaging occurs. It would also be visible in individuals' willingness to learn and use a variety of languages.

3. Application of the Policy

The *Language Policy* applies to the entire University, including staff and students in their capacity as persons connected to SU, faculties, professional academic and administrative support service divisions, student communities, and governance and management bodies of SU.

4. Purpose of the Policy

The purpose of the *Language Policy* is to regulate, manage and govern language use in all aspects of the University.

5. Aims of the Policy

5.1   To give effect to section 29(2) (language in education) and 29(1) (b) (access to higher education) read with section 9 (equality and the prohibition against direct and indirect unfair discrimination) of the *Constitution*.

5.2   To give effect to the *Language Policy Framework for Public Higher Education Institutions* (2020), made in terms of sections 3 and 27(2) of the *Higher Education Act* 101 of 1997.

5.3   To contribute to achieving SU's vision, as contained in the University's *Vision 2040 and Strategic Framework 2019-2024*, so as to enable inclusivity and equitable access to SU for all prospective and current students and staff in pursuit of excellence.

5.4   To facilitate effective learning and teaching, research, and service delivery at SU in terms of the institution's core strategic themes: a thriving Stellenbosch University; a transformative student experience; purposeful partnerships and inclusive networks; networked and collaborative teaching and learning; research for impact; and employer of choice.

5.5   To promote individual and institutional multilingualism as an important characteristic of SU, as to how the University operates, how students learn, and the differentiated graduate attributes developed in academic programmes and co-curricular activities.

6. Policy principles

The *Language Policy* is based on the following foundational normative principles, which must guide all aspects of the interpretation and implementation of this *Policy*:

6.1   In line with the *Language Policy Framework for Public Higher Education Institutions* (2020), individual and societal multilingualism should be seen as "a resource to facilitate cognitive development, epistemic access, inclusiveness, transformation, social cohesion and respect for all languages".

6.2   Language at SU strives to broaden access to and enhance success in academic, administrative, professional and social contexts, and should not constitute a barrier to students or staff. This is particularly important given the constitutional imperatives to redress the results of past discrimination and to ensure no direct or indirect unfair discrimination of any kind against present or prospective SU staff and students.

6.3   All aspects of the *Language Policy* and the implementation thereof in learning and teaching should facilitate pedagogically sound learning and teaching.

Building on the three foundational normative principles stated in 6.1 to 6.3, the following principles must also be taken into account in interpreting and guiding the implementation of this *Policy*:

6.4   SU respects the languages and language varieties used by students and staff, and acknowledges their language preferences and levels of language proficiency.

6.5   SU acknowledges the complex role of language in our society. All languages are regarded as resources for the effective construction of knowledge.

6.6   SU applies the institution's chosen languages in such a way that it includes all students, staff and other stakeholders.

6.7   SU acknowledges that academic literacies and the use of academic languages comprise sets of complex practices that are linked to how disciplines create knowledge. These practices are best developed within academic disciplines and their fields of study.

6.8 SU establishes suitable language services and academic staff development services to support the implementation of the *Language Policy*.

6.9 The *Language Policy* and its implementation are informed by what is reasonably practicable in particular contexts. Relevant factors to be considered include, but are not limited to, the three foundational normative principles set out in 6.1 to 6.3 above; the number of students who will benefit from a particular mode of implementation; the academic language proficiency of the students involved; the availability and academic language proficiency of staff members; timetable and venue constraints; and SU's available resources and the competing demands on those resources.

7. Policy provisions

The policy principles in paragraph 6 give rise to the following binding policy provisions:

7.1 Learning and teaching

7.1.1 In the spirit of translanguaging, space is provided for the flexible use of languages of learning and teaching in tutorials and practicals, consultations, study groups, learning support environments and on online learning platforms. Although Afrikaans and English are SU's primary languages of learning and teaching (as described below), translanguaging in multiple languages is encouraged to support and enhance learning.

7.1.2 Undergraduate modules are offered by any of the measures set out in paragraphs 7.1.3, 7.1.4 and 7.1.5, or in the case of undergraduate modules at National Qualifications Framework (NQF) level 8, paragraph 7.1.8, below.

7.1.3 For undergraduate modules where it is reasonably practicable and pedagogically sound to have more than one class group:

7.1.3.1 There are separate lectures in Afrikaans and English.

7.1.3.2 Learning opportunities, such as group work, assignments, tutorials and practicals involving students from various language groups, are utilised to promote integration within programmes.

7.1.3.3 Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours or routinely scheduled tutorials and practicals).

7.1.4 For undergraduate modules where both Afrikaans and English are used in the same class group, the combination of facilitated learning opportunities is as follows:

7.1.4.1 During each lecture, all information is conveyed at least in English, and summaries or emphasis on content are also given in Afrikaans. Questions in Afrikaans and English are, where reasonably practicable, answered in the language of the question.

7.1.4.2 Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours, or routinely scheduled tutorials and practicals).

7.1.4.3 For first-year modules, SU makes simultaneous interpreting available on-site or online during each lecture. During the second and subsequent years of study, SU makes on-site or online

simultaneous interpreting available upon request by a faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the interpreting service in a module, it may be discontinued.

7.1.5 In the following instances, undergraduate lectures will be offered in one language only:

7.1.5.1 Where the nature of the subject matter of the module justifies doing so, for example, where the module is on the language itself.

7.1.5.2 Where the assigned lecturer is proficient to teach only in Afrikaans or English. For these modules additional support is provided:

(a) If the lectures are in Afrikaans, SU makes simultaneous interpreting in English available on-site or online during each lecture. If the lectures are in English, SU makes simultaneous interpreting of the first-year modules available in Afrikaans on-site or online during each lecture. During the second and subsequent years of study, SU makes simultaneous interpreting available in Afrikaans on-site or online upon request by a faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the service in a module, it may be discontinued.

(b) In addition to lectures and where reasonably practicable, there are appropriate, facilitated learning opportunities (e.g. consultations during office hours, or routinely scheduled tutorials and practicals) in Afrikaans and English.

7.1.5.3 Where all the students in the class group have been invited to vote by means of a secret ballot, and those students who have voted, unanimously agree to it, the module will be presented in Afrikaans only or English only, provided that the relevant lecturers and teaching assistants have the necessary academic language proficiency and agree to do so.

7.1.6 In addition to lectures, based on students' needs and practicability, SU may provide a variety of ICT-enhanced learning strategies, for example, educational (audio and/or video) recordings of lecture material and lectures, which could be made available to students in English and/or Afrikaans, and, in some cases, isiXhosa or South African Sign Language, for self-directed learning, the further reinforcement of concepts, and revision.

7.1.7 The learning materials for undergraduate modules are made available as follows:

7.1.7.1 All prescribed reading material is provided in English, except where the module is about the language itself.

7.1.7.2 Prescribed reading material (excluding published material) is also provided in Afrikaans where reasonably practicable.

7.1.7.3 SU module frameworks and study guides are available in Afrikaans and English.

7.1.7.4 Where reasonably practicable and where there is a pedagogical need, isiXhosa and other languages are used to further reinforce concepts

by, for example, the inclusion of multilingual glossaries of key concepts and academic terms.

7.1.8   In all aspects of postgraduate learning and teaching, including undergraduate modules at NQF level 8 and postgraduate qualifications at NQF level 7, English or any other language(s) may be used, provided the lecturer(s) and all the students are academically proficient in the other language(s).

7.1.9   Question papers in undergraduate modules are available in Afrikaans and English. Students may answer all assessments and submit all written work in either Afrikaans or English or, by prior arrangement and if the lecturer is proficient to grade the assessment in isiXhosa, in isiXhosa.

7.1.10   Question papers in postgraduate modules are at least available in English. Students may answer all assessments and submit all written work in English or, by prior arrangement and if the lecturer is proficient to grade the assessment in Afrikaans or isiXhosa, in Afrikaans or isiXhosa.

7.1.11   Where students or staff need alternative texts such as Braille or enlarged texts as a means to communicate and understand information and these are not available, the relevant member of staff should liaise with SU's Braille Office to support the making available of the alternative texts by that Office.

7.1.12   As South African Sign Language is the primary language of some Deaf people, a Sign Language interpreter and/or real-time captioning is available during lectures, tutorials and principal SU public events, where it is required and it is reasonably practicable to do so.

7.1.13   Faculties may motivate for an exemption from the policy provisions in this paragraph 7.1 in particular instances, only if the exemption is:

7.1.13.1 consistent with the principles of this *Policy*; and

7.1.13.2 justified by the human and physical resources made available by the University, by pedagogical concerns or by faculty-specific considerations; and

7.1.13.3 approved by the relevant faculty board, reported with the motivation to Senate, and finally approved by Senate, or, when urgent, by the Executive Committee of Senate.

7.2   Internal communication

7.2.1   All official internal institutional communication will be conveyed in Afrikaans, English and isiXhosa. The isiXhosa translation of existing policies available in Afrikaans and English only will be phased in from 2022 to 2024 by a third of the total number of policies per year.

7.2.2   The language(s) used during internal meetings must be aimed at ensuring that everybody is included and able to participate.

7.2.3   Oral or written enquiries and requests by students and staff are, where reasonably practicable, dealt with in the language of the enquiry or request.

7.2.4   Afrikaans, English and isiXhosa are used judiciously at official events, such as official meetings, ceremonial occasions, and inaugural lectures.

7.2.5   In student communities, language is used in such a way that ensures that, where reasonably practicable, everybody is included and able to participate.

7.2.6   The following provisions apply to the user interfaces of information technology

(IT) software and mobile applications, and web content management systems:

7.2.6.1 Where multilingual operation is reasonably practicable (e.g. where SU can influence the development of a software application, or where an application supports it, or SU builds an application), SU supports Afrikaans and English based on the user's language preference.

7.2.6.2 Where commercial software applications that do not support multilingual operation are employed, the operation defaults to English.

7.2.6.3 Where the user's language preference is unknown, the default is English.

7.2.7 The following provisions apply to information system or software application data:

7.2.7.1 Where reasonably practicable, data pertaining to an individual should be multilingual.

7.2.7.2 Where the data design accommodates multilingualism and where feasible, the associated user interfaces for capturing the data should support multilingual data capture.

7.2.7.3 Where the data design caters for a single language only, English is used.

7.2.7.4 For all other data, English is used.

7.3 External communication

7.3.1 Afrikaans and English and, where reasonably practicable, isiXhosa are SU's languages of external communication.

7.3.2 SU respects the language policies and preferences of its stakeholders, partners and external correspondents and will accommodate their preferences as far as reasonably practicable. Where SU does not have the capacity to accede to the language preference, the medium of communication is English.

7.3.3 IT system or application user interfaces for stakeholders are treated as in 7.2.6. Examples would be user interfaces for alumni, donors and parents or guardians.

7.4 Language planning

7.4.1 Annually, the Deputy Vice-Chancellor: Learning and Teaching agrees with the deans of the faculties the mechanisms to ensure accountability for the implementation of this *Policy*, which include at the least the annual report on the realisation of the language implementation plan to each faculty (see 8.1) and the compliance report submitted after each semester (see 8.2), with due regard to the policy principles detailed in paragraph 6 and to paragraphs 7.4.2.1 to 7.4.2.3. No later than the last meetings of Council and Senate of each year, the Deputy Vice-Chancellor: Learning and Teaching reports to Council, via the Rectorate and Senate, on the accountability mechanisms agreed with the deans of the faculties for the next ensuing year.

7.4.2 Each faculty describes its implementation of this *Policy* in its language implementation plan, which must be aimed at ensuring that all modules are accessible and that multilingualism is purposefully promoted so that:

7.4.2.1 the English offering is maintained so as to achieve full accessibility to SU for academically deserving prospective and current students

who prefer to study in English;

7.4.2.2   the Afrikaans offering is managed so as to sustain access to SU for students who prefer to study in Afrikaans and to further develop Afrikaans as a language of tuition where reasonably practicable; and

7.4.2.3   isiXhosa is used where and to the extent that this is reasonably practicable and pedagogically sound.

7.4.3   Every faculty reviews its use of language for learning and teaching, and records the language arrangements in its language implementation plan annually, at the least. This plan is reported to Senate via the faculty board and Senate's Academic Planning Committee (APC). Senate has the power either to accept the faculty's language implementation plan or to refer it back to the faculty, either with or without conditions. Once accepted, the language arrangements for learning and teaching of a particular module are published in the relevant module frameworks.

7.4.4   Changes to the language arrangements in a faculty's language implementation plan that fall outside the regular review process, but are necessitated by, for example, a specific student group's preferred language of tuition, pedagogical considerations or the unavailability of a lecturer with the necessary language proficiency, can be made by the relevant departmental chairperson and dean after consultation with the faculty's academic affairs student committee. These changes are reported at the following faculty board and Senate meetings. The students of the specific modules are informed of the changes and the reasons for these changes as soon as practically possible.

7.4.5   Every responsibility centre (RC), including professional academic and administrative support service divisions, as well as student communities regularly review their use of language in their environments and record the language arrangements in the language implementation plan for that division. These plans are aggregated on RC level and reported to Senate via Senate's APC. Senate has the power either to accept the RC's language implementation plans or refer it back to the RC, either with or without conditions.

7.5   Promotion of multilingualism

7.5.1   The Language Centre, faculties, the language departments, professional academic and administrative support services, governance and management bodies and students are co-responsible for the advancement of individual and institutional multilingualism at SU.

7.5.2   SU promotes and incentivises innovative multilingual and translanguaging practices by providing institutional funding for, for example, expanding teaching in more than one language in faculties; conducting language research; sharing multilingual and translanguaging good practices; providing the infrastructure and professional development to employ ICT-enhanced learning strategies; supporting discipline-specific academic literacies initiatives; and fostering inter-institutional and trans-institutional collaborations, especially collaborations aimed at developing and strengthening South African official and other languages.

7.5.3   SU supports scholarly content developed in Afrikaans and the continued use of Afrikaans as a scientific language across the University. SU advances the academic value of Afrikaans by means of, for example, teaching, conducting research in and about Afrikaans, holding symposia, presenting short courses,

supporting language teachers and hosting guest lecturers in Afrikaans; presenting Afrikaans language acquisition courses; developing academic and professional literacies in Afrikaans; supporting Afrikaans reading and writing development; providing language services that include translation into Afrikaans, and editing of and document design for Afrikaans texts; developing multilingual glossaries with Afrikaans as one of the languages; support for access to scientific texts in Afrikaans, and promoting Afrikaans through academic publications (in relevant research fields where the specific target group can be engaged in a meaningful way) and popular science publications in the general media.

7.5.4   IsiXhosa as an indigenous formal academic language receives particular attention for the purpose of its incremental introduction into various disciplinary domains, prioritised in accordance with student needs in a well-planned, well-organised and systematic manner, where reasonably practicable and pedagogically sound. The academic role and leadership of the Department of African Languages, through its extensive experience in advanced-level teaching and research in language and linguistic fields, will be harnessed to the full. In certain programmes, isiXhosa is already used with a view to facilitating effective learning and teaching, especially where the use of isiXhosa may be important for career purposes. SU is committed to increasing the use of isiXhosa, to the extent that this is reasonably practicable and pedagogically sound, for example, through teacher training, basic communication skills short courses for staff and students, career-specific communication, discipline-specific terminology guides (printed and mobile applications) and phrase books.

7.5.5   As required by the *Language Policy Framework for Public Higher Education Institutions* (2020) and on the University's own initiative, its environments, including the Department of African Languages and the Language Centre, will be strengthened to enable it to develop South African official languages other than Afrikaans, English and isiXhosa into languages of learning and teaching, scholarship, and research in South Africa. The University will also explore and document strategies and opportunities for collaboration on intellectualising previously marginalised indigenous languages in higher education in South Africa and studying and developing the Khoi, Nama and San languages.

7.5.6   SU will continue to advance the study of international languages, and also address the marginalisation of indigenous languages. To the extent that such programmes and modules fall under the faculties of Education and Arts and Social Sciences as well as the Language Centre, SU will assist, where reasonably practicable, in preparing sufficient language teachers, interpreters, translators and other language practitioners to serve the needs of South Africa's multilingual society.

7.6   Support from the Language Centre

The Language Centre provides language support services aimed at the effective implementation of the *Language Policy*, in collaboration with the faculties, professional academic and administrative support service divisions and management bodies, by providing, for example, reading and writing development support, language services that include translation, interpreting and editing services; modules in professional communication, academic literacies, and modules in language acquisition for Afrikaans, English, isiXhosa and South African Sign Language, and research on language and language use. The faculties, professional academic and administrative

support service divisions, and governance and management bodies may, after consultation with the Language Centre, also provide additional language support of their own.

8. Feedback, monitoring and conflict resolution

8.1 Each faculty and responsibility centre as well as the Students' Representative Council submit a report to the Rectorate once a year, by a date determined by the Deputy Vice-Chancellor: Learning and Teaching, detailing:

   8.1.1 any difficulties that it has experienced with implementing the *Language Policy*;

   8.1.2 any mechanisms, strategies or techniques that have improved the implementation of the *Policy*, or may better advance the goals of the *Policy*; and

   8.1.3 any suggestions for amendments to the *Policy*.

8.2 Each faculty reports in writing to the Deputy Vice-Chancellor: Learning and Teaching after the end of each semester on its compliance during that semester with the relevant faculty's language implementation plan. In each instance where there has been non-compliance, the report fully describes it and the reasons for it, and the steps the faculty is or will be taking to avoid future deviations from the language implementation plan.

8.3 The Deputy Vice-Chancellor: Learning and Teaching may appoint a Language Planning and Management (LPM) Advisory Committee at his/her discretion to perform functions assigned to it. These functions could include: assisting with the processing of language implementation plans and implementation reports to identify good practices and issues for further deliberation and make recommendations for improvement by faculties and/or professional academic and administrative support services. These recommendations can be considered by the Deputy Vice-Chancellor: Learning and Teaching to include in the annual Learning and Teaching report to the Council.

8.4 The Deputy Vice-Chancellor: Learning and Teaching prepares an annual report on matters concerning the *Policy* to the Council, via the Rectorate, Senate and the Council's Language Committee. When preparing the report, the Deputy Vice-Chancellor: Learning and Teaching takes into account the reports described in paragraphs 8.1 and 8.2 as well as the feedback from the LPM Advisory Committee (paragraph 8.3). The aims of the report include addressing areas of concern and sharing knowledge within the University.

8.5 Students who feel negatively affected by the implementation of the *Language Policy* should adhere to the following procedures:

   8.5.1 In the case of implementation by faculties, complaints are lodged as prescribed by the relevant faculty's appeals/complaints procedure or, in the absence of such a procedure and in order of preference, with the relevant staff member, the relevant departmental chairperson or head, or the dean. If the complaints are not satisfactorily resolved at faculty level and the complaints are related to academic contexts, students can refer the complaints to the APC, via the Student Academic Affairs Council (AAC), and if not resolved at the APC, the APC refers the matter to Senate, with a recommendation.

   8.5.2 In the case of implementation by professional academic and administrative support service divisions, complaints are lodged within the relevant line management function or, in the case of the broader University, with the Rectorate via the Students' Representative Council's executive committee.

8.5.3   In the case of implementation in student communities, complaints are lodged with the house committee or the relevant resident head. If the complaints are not satisfactorily resolved at university residence or Private Student Organisation (PSO) level, students may refer the complaints to the Director: Centre for Student Communities or escalate it to the Senior Director: Student Affairs, if needed.

8.5.4   In cases where the use of the mentioned structures is not suitable, complaints may be submitted to the SU Ombud for settlement in consultation with the relevant structures.

8.6   Staff members who feel negatively affected by the implementation of the *Language Policy* should adhere to the following procedures:

8.6.1   In the case of implementation by faculties, complaints are lodged, in order of preference, with the relevant departmental chairperson, or the dean.

8.6.2   In the case of implementation by professional academic and administrative support services, complaints are lodged within the relevant line management function or, in the case of the broader University, with the Rectorate via the Deputy Vice-Chancellor: Learning and Teaching.

8.6.3   In cases where the use of the mentioned structures is not suitable, complaints may be submitted to the SU Ombud for settlement in consultation with the relevant structures.

9. Policy governance

9.1 Roles

9.1.1   The **owner** of this *Policy* is the Deputy Vice-Chancellor: Learning and Teaching, who is responsible for performing the functions conferred upon the Deputy Vice-Chancellor: Learning and Teaching by the other provisions of this *Policy* as well as the further functions below:

9.1.1.1   Giving guidance regarding the interpretation and implementation of this *Policy*;

9.1.1.2   Initiating and overseeing the review of this *Policy*;

9.1.1.3   Appointing a curator for this *Policy* from the Division of Learning and Teaching Enhancement and overseeing the functioning of the curator;

9.1.1.4   Releasing and communicating this *Policy* and monitoring its effective implementation; and

9.1.1.5   Overseeing the functioning of the LPM Advisory Committee, if appointed.

9.1.2   The **curator** of this *Policy* referred to in paragraph 9.1.1.3 is responsible for:

9.1.2.1   Chairing and managing the LPM Advisory Committee, if appointed;

9.1.2.2   Coordinating, overseeing, and monitoring the University's language planning and management processes;

9.1.2.3   Raising awareness regarding the *Language Policy*; and

9.1.2.4   Convening one or more task teams for reviewing this *Policy*, when such a review process is initiated.

9.1.3   The Language Committee of Council is responsible for assisting Council in

exercising its general oversight role in respect of language issues at the University, including the implementation of this *Policy*, and in considering any proposed amendments to or replacements of this *Policy*.

9.1.4 Council has a general oversight responsibility in respect of language issues at the University, including the implementation of this *Policy*, and approves the *Language Policy* with the concurrence of Senate and after consultation with the Institutional Forum.

9.1.5 Senate has an academic oversight responsibility, and Senate's concurrence with Council is required for the approval of the *Language Policy.*

10. Review and revision

10.1 Language policymaking and implementation are dynamic processes.

10.2 The Deputy Vice-Chancellor: Learning and Teaching:

10.2.1 Facilitates the testing of the *Language Policy* against changing circumstances through research on the implementation, monitoring and impact of the *Policy*.

10.2.2 Facilitates regular consultation with the broader SU community about matters concerning the *Language Policy*.

10.2.3 Publishes information gained from such research and consultations.

10.2.4 Initiates at his/her discretion and oversees a review of the *Language Policy* with a view to its possible amendment or replacement.

10.3 The *Language Policy* must be reviewed during its fifth year of operation. It may be reviewed earlier, or more than once during its period of operation, if the owner of the *Policy* considers it necessary.

11. Disclosure

The *Language Policy* is a public document and is published on the University's website.

12. Related and supporting documents

Nº	Document name	Status
1.	Conceptual Framework Document for Academic Literacies at Stellenbosch University, 2020	Institutional framework adopted by the Committee for Learning and Teaching on 17 September 2020
2.	Constitution of the Republic of South Africa, 1996	Adopted on 8 May 1996 and amended on 11 October 1996 by the Constitutional Assembly
3.	Disability Access Policy, 2018	Institutional policy approved by SU Council on 26 March 2018
4.	Higher Education Act 101 of 1997, as amended	First published in the Government Gazette, Nº 18515 on 19 December 1997
5.	Language Policy Framework for Public Higher Education Institutions (2020)	Published in the Government Gazette, Nº 43860 on 30 October 2020
6.	Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000	Published in the Government Gazette, Nº 20876 on 9 February 2000

7.	Use of Official Languages Act 12 of 2012	Published in the Government Gazette, Nº 35742 on 2 October 2012
8.	SU Regulation: Language Committee of Council (2016)	Approved by Council on 26 September 2016
9.	SU Mandate of the Language Planning and Management Advisory Committee (to be drafted if such a committee is appointed)	To be drafted

Addendum A: Glossary of terms and abbreviations

This glossary is an addendum to the *Language Policy* and may be updated with the most relevant language-related terminology and abbreviations used at Stellenbosch University, with approval by the Academic Planning Committee.

AAC	The **Academic Affairs Council** is a student leadership structure formed by the elected class representatives from each faculty.
Academic literacies	**Academic literacies** refer to the discourse competences required for success in higher education in textual, digital, visual, gestural, numeral, and other modes of communication specific to and across different disciplines. An individual that is competent in the academic literacies of a discipline would have **academic language proficiency** in that discipline.
APC	The **Academic Planning Committee** is a standing sub-committee of Senate.
Epistemic access	**Epistemic access** or epistemological access is the successful process of knowledge acquisition, creation and dissemination through enabling learning and teaching pedagogies.
ICT	Information communications technology
Indigenous languages	**Indigenous languages**, as defined in the *Language Policy Framework for Public Higher Education Institutions* (2020), are languages that have their heritage roots in Africa (also referred to as African languages in literature and some policy documents) and that belong to the Southern Bantu language family, where "Bantu" is used purely as a linguistic term.[1]
Interpreting	**Interpreting** is an activity that aims to transfer spoken or signed meaning accurately from one language to another within a specific situational or institutional context. In educational contexts, spoken and/or signed interpreting are usually performed in the simultaneous mode (on-site in real time, monitoring their output while maintaining a short time lag between the original and interpreted messages) and utilising discipline-specific terminology. While simultaneous interpreting will usually take place on-site, with the interpreters present in class, simultaneous interpreting may also take place online (where the interpreters and/or several or all of the participants in the interpreted lecture may be located off-site) in the context of online learning and teaching. The aim of educational interpreting is to facilitate academic access and success in a pedagogically sound, multilingual learning environment. It is important to note that the concept of "simultaneous" interpreting indicates that the interpretation takes place in real time, or live.
IT	Information technology
LPM advisory committee	Language Planning and Management Advisory Committee

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[1] SU supports the view that Afrikaans and the Khoi, Nama and San languages are indigenous languages.

Multilingualism	**Multilingualism** is the use of more than one language for a variety of purposes, at different levels of proficiency. Individual multilingualism (also called plurilingualism) refers to a person's repertoire of language use, for example, using Sesotho for basic conversation in service encounters, English for academic studies, and isiXhosa for communication in the family. In literature on multilingualism, societal multilingualism refers to formal language arrangements (or policies) in communities where speakers of different languages co-exist. Societal multilingualism does not necessarily mean individual multilingualism. Institutional multilingualism is a type of societal multilingualism, as reflected in the activities and policies of an organisation, and does not necessarily imply individual multilingualism. Multilingualism also denotes an attitude, which includes an appreciation of diversity.
NQF	National Qualifications Framework
Official internal institutional communication	**Official internal institutional communication** refers to all communication from the Chancellor, Council, Senate, the Rector, a Deputy Vice-Chancellor, the Chief Operating Officer or the Registrar to the entire University.
Pedagogical need	**Pedagogical need** refers to learning contexts and opportunities that enable epistemological (knowledge) access, facilitate diverse learning preferences, promote active engagement, provide the means through which cognition and understanding are achieved, and advance the construction of robust (knower) identities.
Pedagogically sound	**Pedagogically sound** facilitation of learning is responsive to students' pedagogical need through the "application of authentic principles to the design of learning for higher education". These principles include "real-world relevance", "multiple perspectives", "collaborative construction of knowledge" and "authentic assessment" (Herrington, A. Herrington, J. (2008). *What is an Authentic Learning Environment*? IGI Global)
Postgraduate qualifications	**Postgraduate qualifications** are accredited programmes, registered on the National Qualifications Framework, for which the minimum admission requirements are an appropriate diploma at NQF level 6 or a bachelor's degree at NQF level 7 or higher, as specified by the Higher Education Qualifications Sub-Framework. Postgraduate qualifications include the advanced diploma, bachelor's honours degree, postgraduate diploma, master's degree and doctoral degree.
PSO	Private Student Organisation
RC	**Responsibility centre**, a reporting-line structure that reports to a member of the Rectorate.
South African official languages	**South African official languages**, as defined by the *Language Policy Framework for Public Higher Education Institutions* (2020), refer to the eleven official languages of South Africa specified in the *Constitution of the Republic of South Africa*, 1996, namely Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda and Xitsonga.
Student communities	**Student communities** are listening-living-learning environments to which all students belong, most notably university residences, PSOs and residential education clusters (which serve as an additional student community to which every student belongs). Membership affords students the opportunity to participate in committee structures, societies and sport clubs, and to enrol in co-curricular experiential learning activities.

SU	Stellenbosch University
Translanguaging	**Translanguaging** is an umbrella term for a context in which multilingual persons use the linguistic resources at their disposal to engage with one another and with texts to create meaning. In a classroom context, the purpose is to deepen learning using a variety of strategies, including (but not limited to) code switching, translation practices, co-languaging and interpreting, without any attempt to limit communication or engagement with text to one language or variety of a language.
Translation	**Translation** refers to an activity that aims to transfer written meaning from one language to another within a specific situational or institutional context. The objective of professional translation is to ensure that both texts communicate a similar message, while taking into account the text function, the rules of grammar of both languages, their writing conventions, their idiomatic usage, and the applicable terminology. The written nature of professional translations requires them to be well finished products. A distinction is made between translation, which consists of transferring ideas expressed in writing from one language to another, and interpreting, which consists of transferring ideas expressed orally or through signing (as in the case of Sign Language).