

Three normative
foundational principles

Multilingualism as a resource

Broaden access and enhance
success

Facilitate pedagogically sound
learning and teaching

LEARNING AND TEACHING

Undergraduate learning and teaching

A/E 7.1.3 Separate lectures in Afrikaans and English

- Other learning opportunities (group work/tutorials) combine students from various language groups.
- Support in Afrikaans and English where reasonably practicable*

A+E 7.1.4 Both Afrikaans and English used in the same lectures

- All information in English, with summaries in Afrikaans
- Questions answered in the language of the question if lecturer is proficient in it
- First-year modules: simultaneous interpreting on-site or online

A|E|X 7.1.5 One language only

In some instances (e.g. subject matter, lecturer's proficiency, student vote) lectures are offered in one language only.

- Other languages are supported, where possible, with simultaneous interpreting on-site or online
- Other learning opportunities (consultations and tutorials) in Afrikaans and English provided lecturer is proficient in both

7.1.7 Learning material

- All prescribed reading material in English
- Prescribed reading material (excluding published material) in Afrikaans where reasonably practicable*
- Module frameworks and study guides in Afrikaans and English
- Where reasonably practicable* and where pedagogical need exists, isiXhosa and other languages are used to reinforce concepts

7.1.9 & 7.1.10 Assessments and question papers

- Undergraduate: both Afrikaans and English
- Postgraduate: at least in English

7.1.8 Postgraduate learning and teaching

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)

7.5 Promotion of multilingualism

- Accept co-responsibility for advancing multilingualism
- Incentivise innovative multilingual practices
- Advance academic value of Afrikaans
- Promote isiXhosa as indigenous formal academic language
- Strengthen language departments and entities through collaboration
- Advance study of international languages

Flexible use of multiple
languages in spirit of
translanguaging

Multilingual mindset

Individual multilingualism

Institutional multilingualism

English

isiXhosa

Afrikaans

COMMUNICATION

7.2 Internal communication

Languages used at meetings aimed at inclusion

All official internal communication in Afrikaans, English and isiXhosa – communication from Chancellor, Council, Senate, Rector, DVCs, COO or Registrar to the entire University

7.3 External communication

Afrikaans and English and where reasonably practicable*, isiXhosa if SU does not have capacity, default is English

7.2.5 Student communities

Language used should ensure that everyone is included and can participate

7.6 Language Centre Support

Reading and writing development
Research on language and language use
Translation, interpreting and editing services

Modules in professional communication, academic literacies, as well as Afrikaans, English, isiXhosa and SA Sign Language

7.4 & 8 Language planning and reporting

Faculties and responsibility centres must submit an annual language implementation plan and, once approved by Senate, publish it on their website.

Changes outside the regular review timeline are consulted in the faculty and reported at the next faculty board and Senate meetings. Students are informed of changes and reasons for changes as soon as practically possible.

Faculties and student communities report to DVC: Learning and Teaching on compliance with Language Implementation Plan each semester.

8.5 & 8.6 How to submit a complaint

Complaints can be submitted via a faculty's complaints procedure, the relevant staff member, the departmental chairperson or be escalated to the dean.

Support services staff may submit complaints to their line managers.

In student communities, complaints may be submitted to house committee or residence head. If not resolved at this level, complaints may be referred to Director: Centre for Student Communities or escalated to Senior Director: Student Affairs.

If above structures are not suitable, complaints may be submitted to SU Ombud for settlement in consultation with relevant structures.

* To determine reasonable practicability, each situation is considered on merit and based on contextual factors, namely number of students to benefit, language proficiency of staff and students, and resource, timetable and venue constraints.