

Language Policy of Stellenbosch University

Second draft (for public consultation)

with annotations

This document provides notes on the changes incorporated (and those not incorporated) into the second draft of the *Language Policy* (2016), as released for a second round of public consultation in July 2021.

The proposed changes since the first draft are indicated in yellow highlighted text: Additions are underlined and deletions are indicated with ~~strikethrough~~ text.

Notes/annotations are provided in shaded blue blocks (like this one).

For a complete set of responses received during the public consultation process, see the *Response Report*, which has been uploaded to the www.sun.ac.za/language website. The *Response Report* identifies eight (8) main themes and explains the methodology used by the task team to consider and code the feedback received. In addition to the public consultation, input was received and considered from Faculty Boards, the Rectorate, the Institutional Forum, Senate and Council.

The task team wishes to thank all the respondents, including institutional committees, for their input.

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 revision	This <i>Policy</i> lapses after five years and must be <u>revised reviewed</u> during its fifth year of operation. It may be revised <u>revised reviewed</u> earlier, or more than once during its period of operation, if the owner of the <i>Policy</i> considers it necessary.
Date of approval of previous <i>Policy</i>	22 June 2016
Owner of this <i>Policy</i>	Deputy Vice-Chancellor: {Learning and Teaching}
Institutional functionary (curator) responsible for this <i>Policy</i>	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.

Notes on proposed changes to *Date/frequency of revision*:

The reference to a *Policy* that “lapses” has been changed in line with 10.3, to better align with the standard wording used in Stellenbosch University policy and management documents. The task team proposes the consistent use of the word “review(ed)” throughout, instead of a mix of “revise” and “review”.

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 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.

Notes on feedback received and the addition proposed:

1. Constitution

A recommendation to list additional sections of the *Constitution* was considered by the task team for the revision of the *Language Policy* (2016). These additional sections include sections 9 on *Equality*, 30 on *Language and culture*, and 31 on *Cultural, religious and language communities*.

Indeed, all sections of the *Constitution* apply, whether referenced or not, including, e.g., section 6 on *Languages*; however, section 29(2) is deemed to be the most directly applicable section of the *Constitution* in terms of a university’s *Language Policy*. This section of the *Constitution* reads as follows and is deemed sufficient for the purposes of *The essence of the Policy*:

29. Education (2) *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 –*

- (a) equity;
- (b) practicability; and
- (c) the need to redress the results of past racially discriminatory laws and practices.

2. Multilingualism

In the *Essence of the Policy*, the task team proposes the inclusion of “...promote multilingualism and the appreciation thereof” to signal that the *Policy* not only aims to promote “institutional multilingualism (...where monolingual people co-exist), but also on individual multilingualism, actively encouraging individuals to use more than one language” (see 2. *The multilingual context*).

3. Equal treatment, equal status, parity of esteem

The task team debated the notions of “equal treatment”, “equal status” and the “parity of esteem” of languages and contemplated how to accommodate such feedback into the second draft of the *Language Policy*.

The first draft already highlighted the fact that Afrikaans is a *developed* academic language, while isiXhosa is a *developing* academic language. Using “equal treatment and status” could imply that Afrikaans, English and isiXhosa should be treated in exactly the same manner – with full parallel medium teaching in all three languages, which does not speak to the nuanced differentiation of how language is being used at Stellenbosch University currently.

With “parity of esteem”, it is understood that all languages are regarded as worthy of respect, recognition and value. This is supported, but rather than including it in *The essence of the Policy*, the task team unpacked it in more nuance under 2. *The multilingual context*.

1. Introduction

At SU ~~our focus is on engagement we create, disseminate, and engage critically~~ with knowledge. As part of this ~~engagement creative process~~, SU ~~takes into account~~ **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.

Notes on the editorial changes proposed and feedback received:

The editorial changes to the paragraph result from the interplay between the English and Afrikaans texts and aim to improve the clarity and flow of both, also highlighting the “creative” aspect of SU’s “engagement with knowledge”.

A suggestion to end the last paragraph of the *Introduction* with: “...by maximizing the Afrikaans and English offering of all undergraduate modules and supplementing the learning material with multilingual terminology lists” was considered, but not supported by the task team. Such provisions are discussed in 7.4.2 and did not seem appropriate for the *Introduction*.

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 users 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 ~~in the~~ regional **role-players Cape Higher Education Consortium (CHEC)**.

The contextual considerations for using these languages are as follows:

Afrikaans

Afrikaans **is an internationally respected language which** has developed a **substantial**

academic repertoire across a variety of disciplines over decades, to which SU has contributed significantly. Applying and enhancing the academic potential value of Afrikaans is a means of empowering a large and diverse community in South Africa. A proficient knowledge of 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 each other, 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. By means of specific initiatives and where reasonably practicable and pedagogically sound, SU is contributing contributes to the advancement of isiXhosa as a developing academic language in addition to using isiXhosa as a language to convey 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 is therefore 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 be visible in institutional gatherings where an initial check is done to determine language requirements and where translanguaging occurs, for instance. It would also be visible in individuals' willingness to learn and use a variety of languages.

Notes on feedback received and additions proposed:

This section has been expanded significantly to clarify the *value* (not merely the “*potential*”) of individual, institutional and societal multilingualism and how these relate to concepts such as “translanguaging” and “plurilingualism”.

The paragraph on *Afrikaans* has been expanded to include its international stature as an established academic language. The limiting geographical qualification of “~~in South Africa~~” has also been removed.

In this second version, the internal coherency of the draft *Language Policy* (e.g., consistently referring to “reasonably practicable and pedagogically sound” when discussing the academic use of isiXhosa) has been tightened to ensure that the institutional commitment to all three languages is consistent throughout the text.

The specific reference to the Cape Higher Education Consortium (CHEC) has been removed, not to limit the regional collaboration to a single example.

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, all faculties, professional academic and administrative support service divisions, Student Communities, and governance and management bodies, and staff and students of SU in their capacity as persons connected to SU.

Notes on feedback received and editorial changes proposed:

Although this section could be simplified by merely stating that “The *Language Policy* applies to the entire University”, some of the feedback was concerned about the application of the *Policy* in residence and campus settings as well. In this regard, this second draft now explicitly includes “Student Communities”, which is defined in the 13. *Glossary of terms and acronyms*.

The *Language Policy* also applies to administrative, postgraduate learning and teaching, research, and social impact activities of the University. Although this is not explicitly stated here, it is captured in section 5.4 (which lists the core strategic themes of the University).

“Professional academic and administrative support service” has been changed throughout.

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.

Notes on feedback received:

Different additions and proposed editorial changes were considered by the task team, but the current formulation is deemed to be clear and simple.

The use of the word “bereël” in the Afrikaans text was questioned and two alternative translations: “reguleer” and “reël” were considered.

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.

Notes on feedback received and the addition proposed:

No substantial changes are being proposed to the list of aims of the draft *Language Policy*.

The task team considered whether Section 6 of the *Constitution* focusing on official languages should be included under 5.1. The section deals with the responsibilities of national and provincial governance structures in terms of the recognition of all the official languages in South Africa. However, the task team decided against the inclusion of too many subsections of the *Constitution*.

In contemplating which terms to include in the list of definitions of the 13. *Glossary of terms and acronyms*, the task team decided to only include terms of key importance in the draft *Language Policy*. Since the term "unfair discrimination" appears only twice, and only in reference to Section 9 of the *Constitution*, its definition is not included.

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 should 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 **racial** discrimination and to ensure no direct or indirect unfair discrimination 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 as 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 general and our separate languages in particular** 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 which are linked to how disciplines create knowledge. These practices are best developed within the contexts of 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.
- 6.10 The *Language Policy* implementation adapts to the changing language demographics and language preferences of students and staff.

Notes on feedback received and changes proposed:

All proposed changes were considered by the task team, including suggestions to add more principles, collapse the three “foundational normative principles” with the rest, and/or delete 6.9 and 6.10.

“Past racial discrimination” has been changed, as proposed, and 6.5 simplified. Small editorial amendments are proposed to 6.7 to improve the readability of both the Afrikaans and English formulations.

The recommendation to delete 6.10 will be considered by the task team for the final draft. The intended flexibility required, is sufficiently addressed in 6.9. Clause 6.9 is not to be seen as an unqualified “escape clause” but should be read in conjunction with “7. Policy provisions”. (The task team also considered an alternative proposal to end 6.10 with: “...but does not deny any person their constitutional right to live and learn in their language of preference”.)

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 ~~Afrikaans and English are SU's languages of learning and teaching. SU supports their academic use through a combination of facilitated learning opportunities for students, including lectures, tutorials and practicals, as well as learning support facilitated by means of information and communication technology (ICT).~~

In the spirit of translanguaging, space ~~can be~~ is provided for the flexible use of other languages for teaching and learning in, e.g., tutorials and practicals, consultations, study groups as well as learning support environments. 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 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, at the least, 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, as well as a recorded version of the original unedited lecture and the real-time interpretation (if the interpreting took place online). 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. A recorded version of the original unedited lecture and (if interpreting was provided and took place online) the real-time interpretation will also be provided. 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, as well as a recorded version of the original unedited lecture and the real-time interpretation, (if the interpretation took place online). 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, as well as a recorded version of the original unedited lecture and the real-time interpretation (if the interpretation took place online).

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. A recorded version of the original unedited lecture and ~~(if interpreting was provided and took place online)~~ the real-time interpretation will also be provided if the interpreting took place online. 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 provides a variety of ICT-enhanced learning strategies, including educational (audio and/or video) recordings of lecture material, which are made available to students in Afrikaans, English and, in some cases, isiXhosa for self-directed learning, the further reinforcement of concepts and for revision.

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

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

7.1.7.2 Compulsory 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, e.g., 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 National Qualifications Framework (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 ~~for tests, examinations and other summative assessments~~ in undergraduate modules, excluding ~~undergraduate modules at NQF level 8 and~~ postgraduate modules at NQF level 7, are available in Afrikaans and English. ~~Question papers for tests, examinations and other summative assessments in postgraduate modules, including undergraduate modules at NQF level 8 and postgraduate modules at NQF level 7, are available in~~

~~English only.~~ 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 ~~for tests, examinations and other summative assessments~~ in postgraduate modules, including ~~undergraduate modules at NQF level 8~~ and postgraduate modules at NQF level 7, are at least available in English only. 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. ~~arrange the timeous availability of the alternative texts.~~

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 deviate from the policy provisions in this paragraph 7.1 in particular instances only if the deviation 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, and reported with the justification to Senate and approved by Senate, or, when urgent, by the Executive Committee of Senate.

Notes on feedback received and changes proposed:

The proposed change of the formulation to 7.1.1 is supported by the task team, i.e., to start the clause with "In the spirit of translanguaging". This links the clause to the section on "2. *The multilingual context*".

"Compulsory" is replaced by "Prescribed reading material".

Some concerns were raised about the language stipulations in 7.1.8 and 7.1.9 regarding undergraduate modules offered at NQF level 8 and postgraduate programmes (Advanced Diplomas) offered at NQF level 7.

In both these cases, though, an analysis of faculties' language implementation plans shows the pragmatic need for such modules to be regarded as "postgraduate" in nature. Typically, a three-year Bachelor's programme at exit-level 7 is regarded as "undergraduate", while anything from NQF level 8 onwards (Honours, Postgraduate Diploma, Master's and Doctoral programmes) is regarded as "postgraduate".

The Higher Education Qualifications Sub-Framework (HEQSF) allows for four-year professional Bachelor's degrees that are undergraduate in nature, but exit at NQF-level 8, at Honours level. However, final-year undergraduate modules at NQF level 8 often serve a dual purpose. They could also be offered to postgraduate students as part of their Honours- or Postgraduate Diploma studies. In some professional Bachelor's programmes, students have to complete examinations set in English by professional bodies. In other programmes, the modules offered at NQF level 8 are elective specializations, often offered by international academics, using specialized jargon and presented to small class sizes, which does not make the appointment of additional interpreters feasible.

Also, the HEQSF allows for Advanced Diplomas (which must be preceded by an appropriate Diploma or Bachelor's degree) to be offered at NQF exit level 7. Even though the exit-level is similar to that of a Bachelor's degree, the programmes are "postgraduate" in nature and typically serve a wide range of students.

The original 7.1.9 has been split into 7.1.9 and a new 7.1.10 to describe language provisions for assessment in undergraduate and postgraduate modules. Undergraduate modules at NQF level 8 are included with undergraduate assessments and a definition of *postgraduate programmes* is added in the list of definitions of the 13. *Glossary of terms and acronyms*. The option to produce, e.g., a thesis in Afrikaans or isiXhosa is included in this draft version, but with the proviso that there must be a “prior arrangement” to, e.g., ensure that the internal and external examination and moderation procedures can be arranged accordingly..

7.11 (previously 7.10) has been edited to clarify that the Braille Office is responsible for providing texts, not the lecturer(s).

Some concerns were raised about releasing recordings of unedited lectures. The draft Language Policy does not prescribe that all lectures should be recorded; it merely provides for the eventuality that, if a recorded online session made use of simultaneous interpreting services, then that unedited lecture will be made available.

A recommendation that all undergraduate summative assessments be translated into isiXhosa as well, is not deemed feasible at this stage. Another suggestion was for all module frameworks to be available in Afrikaans, English and isiXhosa.

7.2 Internal **institutional** communication

7.2.1 All official internal **institutional** communication will be conveyed in Afrikaans, English and isiXhosa. **The translation of existing policies only available in Afrikaans and English will be phased in from 2022 to 2024 by a third of the total number of policies per year, as prescribed by the *Language Policy Framework for Public Higher Education Institutions (2020)*. In an emergency, such communication shall be in the language(s) likely to be most effective.**

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 **residences and other living environments Student Communities**, language is used in such a way that **ensures that, where reasonably practicable, everybody is included and able to participate. no stakeholder is excluded from participating in any formal activities in these environments.**

7.2.6 The following provisions apply to **the user interfaces of** information technology (IT) software- **applications²** and mobile applications, **user interfaces**, and web content management systems:

7.2.6.1 Where multilingual operation is reasonably practicable (e.g., where SU **is able to 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 only caters for a single language, English is used.

7.2.7.4 For all other data, English is used.

Notes on feedback received and changes proposed:

The *Language Policy Framework for Public Higher Education Institutions* (2020) prescribes that “[a]ll official internal communication must be conveyed in at least two official languages other than English”. At SU, this would imply the use of Afrikaans, English and isiXhosa. However, if “official internal communication” is interpreted very broadly, such a prescription may be too difficult, if not impossible to implement, given limiting factors such as cost and the availability of human resources, e.g., to translate all “official communication” to isiXhosa. The proposed reformulation includes a phased approach for the translation of policies into isiXhosa and deletes the caveat on emergency communication.

See “13. *Glossary of terms and acronyms*” for a definition of “official internal institutional communication”.

Using language in an inclusive manner, where staff and students can freely participate, has been made more explicit in terms of internal meetings, in 7.2.2 and Student Communities, in 7.2.5.

Small editorial changes to 7.2.6 are proposed.

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. This means that official communication and meetings with them are generally in their language of preference, or that the necessary language services (e.g., translation or interpreting services) are provided.**
~~7.3.3~~ Where SU does not have the capacity to accede to the language preference, the medium of communication is English. ~~7.4.4~~

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.

Notes on feedback received and changes proposed:

As with “internal communication”, a clear definition of “external communication would be helpful and could be defined in a related/supporting regulation. (The University’s draft brand guidelines/regulations could perhaps unpack this in more detail.) In this version of the draft *Language Policy* the commitment to provide all external communication in both Afrikaans and English is reaffirmed. 7.3.3 has been collapsed into 7.3.2 as it does not seek to undermine the commitment articulated in 7.3.1.

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 ~~and professional academic support service division~~ 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 revised upwards 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 pedagogically sound and 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 facultyboard and Senate's Academic Planning Committee. Senate has the power either to accept the faculty's language implementation plan or to refer it back to the faculty: 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 reviews its use of language in their environments and records the language arrangements in the language implementation plan for that particular division. These plans are aggregated on RC level and reported to Senate via the Senate's Academic Planning Committee. Senate has the power to either accept the RC's language implementation plans or refer it back: with or without conditions to the responsibility centre. approved by the relevant line managers and the Rectorate.

Notes on feedback received and changes proposed:

7.4.2.1 has been changed to no longer prescribe that the English offering should be "revised upwards", but rather "maintained" to ensure that "all modules are accessible and that multilingualism is purposefully promoted".

A more apparent distinction has been made between the language planning processes for faculties (7.4.2) and professional academic and administrative support service divisions (7.4.5). Although Student Communities have always formed part of the reporting mechanism, via the Division for Student Affairs to the Deputy Vice-Chancellor: Learning and Teaching's responsibility centre, it is now explicitly included under 7.4.5.

It was not evident from the original formulation whether Senate could accept or refer language implementation plans back with or without conditions and this has now been clarified under 7.4.3.

The task team received some requests to delete clause 7.4.4; however, it is deemed necessary to include a proviso with which to handle unforeseen events (e.g., a lecturer that falls ill).

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. ~~This responsibility includes considering all possible options to accentuate the use of isiXhosa in official communication and ceremonies.~~
- 7.5.2 SU promotes and incentivises innovative multilingual and translanguaging practices by providing institutional funding for, ~~for example e.g.~~, 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- and trans-institutional collaborations, especially collaborations aimed at developing and strengthening ~~those~~ South African official **and other** languages ~~which are indigenous 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 **potential 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 language and~~ an emerging formal academic language receives particular attention for the purpose of its incremental introduction into **selected 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 per 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 indigenous other 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 marginalization of indigenous languages. To the extent that such programmes and modules fall within 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 services, divisions and management bodies, by providing, for example e.g., 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 services, divisions, and governance and management bodies may, after consultation with the Language Centre, also provide additional language support of their own.

Notes on feedback received and changes proposed:

The changes proposed are mainly editorial in nature.

Under 7.5.1 the reference to the inclusion of isiXhosa in official communication and ceremonies has been deleted as it is already articulated in 7.2.4.

Since the definition of "indigenous languages" as defined in the DHET's *Language Policy Framework for Public Higher Education Institutions (2020)* is deemed problematic, the references to it under 7.5.2, 7.5.4 and 7.5.5 have been deleted and the paragraphs rephrased.

7.5.3 on the advancement of Afrikaans has been expanded and a new paragraph 7.5.6 inserted to strengthen the alignment with the DHET's *Language Policy Framework for Public Higher Education Institutions (2020)*.

A proposed amendment to 7.5.4 to include that "free" basic communication skills short courses will be offered, has not been included, as it is operational in nature and short course costs could be covered in a range of ways.

Small editions were made to paragraphs 7.5.5 and 7.6 as indicated above.

8. Feedback, monitoring and conflict resolution

- 8.1 Each faculty and responsibility centre, and the Student 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 describes it and the reasons for it fully 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 Advisory Committee at his/her discretion to perform functions assigned to ~~the Committee~~ 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 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 Language Planning and Management Advisory Committee (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 Academic Planning Committee (APC), via the Student Academic Affairs Council (AAC), and if not resolved at the APC, the APC refers the matter to the Senate, with a recommendation.
 - 8.5.2 In the case of implementation by professional academic and administrative support services divisions, complaints are lodged within the relevant line management function or, in the case of the broader University, with the Rectorate via the Student Representative Council's executive committee.

- 8.5.3 In the case of implementation in ~~student living environments~~ **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 of the 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 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.

Notes on the feedback received and changes proposed:

The feedback, monitoring and conflict resolution routes are standard practice at SU and only small, editorial changes are proposed.

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 revision of this *Policy*;
- 9.1.1.3 Appointing a curator for this *Policy* from the Division for 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 Language Planning and Management (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 Language Planning and Management 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 revising this *Policy*, when such a revision process is initiated.
- 9.1.3 The Language Committee of Council is responsible for assisting the Council in exercising its general supervisory responsibility 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 The Council has a general supervisory 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*.

Notes on the feedback received and changes proposed:

Some feedback enquired about the composition of the Language Planning and Management Advisory Committee and if there were any measures to ensure its representativity of, e.g., all three languages. The task team confirmed that this is the case for all institutional committees. Every institutional committee represents a variety of faculties and responsibility centres, and committee members are appointed on the basis of their expertise.

9.1.2.3 is added to the responsibilities of the curator, and “general supervisory responsibility” has been changed to “general oversight”.

The academic oversight responsibility of Senate has been added as 9.1.5.

10. Revision

- 10.1 Language policy-making 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 Initiate at discession and oversee a review of the *Language Policy* with a view to its possible amendment or replacement.
- 10.3 The *Language Policy* lapses five years after the date of its implementation. Subject to paragraph 10.2.4, it must be revised 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.

Notes on the feedback received and changes proposed:

The editorial changes are proposed, because typically, policies are not described as documents that “lapse”; rather, they

remain in effect until a newer version is approved. Some of the feedback received, included suggestions to lengthen or shorten the review period; however, the task team considers five years to be appropriate.

The word “review” is used consistently in this draft. Policies do not always need major *revisioning*; sometimes only minor amendments are required.

The task team supports the current five-year review cycle.

11. Disclosure

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

Notes on the feedback received:

Recommendations to print and release the document in brochure format were considered and could form part of a general awareness campaign or strategy, but are not included as a provision in this draft. Instead, 9.1.2.3 now explicitly assigns the responsibility for awareness raising to the curator of the *Language Policy*.

12. Repeal

~~The *Language Policy* repeals and replaces the *Language Policy* adopted by Council on 22 June 2016.~~

Note:

The task team has decided to delete this section/paragraph as the information is already captured in the table on the first page of this *Policy*.

12. Related and supporting documents

N°	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, N° 18515 on 19 December 1997
5.	Language Policy Framework for Public Higher Education Institutions (2020)	Published in the Government Gazette, N° 43860 on 30 October 2020
6.	Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000	Published in the Government Gazette, N° 20876 on 9 February 2000
7.	Use of Official Languages Act 12 of 2012	Published in the Government Gazette, N° 35742 on 2 October 2012
8.	SU Regulation: Language Committee of Council (2016)	Approved by Council on 26 September 2016
9.	SU Regulation or Task description: Language Planning and Management Advisory Committee (to be drafted if such a committee is appointed)	To be drafted

Note:

The hyperlinks to these documents will be added in the final version. The task team considered the limited feedback received, but are not proposing any changes to the list of related and supporting documents at this stage.

13. Glossary of terms, abbreviations and acronyms

This glossary is an addendum to the *Language Policy* and may be updated with the most relevant language-related terminology and acronyms 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.
APC	The Academic Planning Committee is a standing sub-committee of Senate.
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.
CHEC	Cape Higher Education Consortium (CHEC), a not-for-profit company that represents the four public universities in the Western Cape, i.e., the Cape Peninsula University of Technology (CPUT), Stellenbosch University (SU), the University of Cape Town (UCT) and the University of the Western Cape (UWC).
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 <i>Language Policy Framework for Public Higher Education Institutions (2020)</i> , 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. “On site or online” are necessary qualifiers to indicate whether the interpreters are physically present in class, in which case the interpretation will take place on-site, or

¹ SU supports the view that Afrikaans and the Khoi and San languages are indigenous languages.

	whether remote simultaneous interpreting will take place, i.e., the interpretation takes place online.
IT	Information Technology.
LPM advisory committee	Language Planning and Management Advisory Committee.
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, e.g., 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 by the Chancellor, the Council, the 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). <i>What is an Authentic Learning Environment</i> . 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 Honours Degree, Postgraduate Diploma, Master's Degree and the Doctoral Degree.
PSO	Private Student Organisation
Reasonably practicable	
RC	Responsibility Centre , a reporting-line structure, reporting to a member of the Rectorate
South African official languages	South African official languages, as defined by the <i>Language Policy Framework for Public Higher Education Institutions (2020)</i> , refers 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.
SU	Stellenbosch University
Student Communities	Student Communities are listening-living-learning environments to which all students belong, most notably university residences, Private

	<u>Student Organisations and residential education clusters (which act 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 enroll in co-curricular experiential learning activities.</u>
Translation	It 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).
Translanguaging	This is an umbrella term for a context in which multilingual persons use the linguistic resources at their disposal to engage with each other 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.

Notes on the feedback received and changes proposed:

The definition of “indigenous languages”, as copied from the *Language Policy Framework for Public Higher Education Institutions* (2020), elicited some criticism. The task team believes the Department of Higher Education and Training’s definition to be academically incorrect and therefore inserted a footnote to signal that Stellenbosch University supports the view that Afrikaans and the Khoi and San languages are regarded as indigenous languages as well for the purposes of its *Language Policy*.

The reference to CHEC has been deleted under section 2 and therefore the acronym is no longer listed, while “PSO” and “RC” have been included. The university-specific term “Student Communities” is used throughout this second version of the draft *Language Policy*; therefore, a definition is included.

Some editorial changes are proposed to the definitions of “interpreting” and “multilingualism”.

The *Language Policy Framework for Public Higher Education Institutions* (2020) is vague on what is to be included or excluded in terms of “official internal institutional communication” and “external communication”. In this second draft, a definition is provided for “official internal institutional communication”.

The term “reasonably practicable” is currently open for interpretation. The task team could not articulate an exact definition, as the meaning of such a legal term will typically have to be contextualized within the principles and provisions of the *Language Policy*. The concern was raised in the feedback that “reasonably practicable” could be used as an “escape clause”, which is not the intention of the *Policy*.