

## Language Survey: Students and Staff 14 August 2022

### Introduction

The Stellenbosch University (SU) Council approved the revised Language Policy in December 2021 for implementation from 2022. The process for the Language Policy revision was initiated in October 2020. Since the Language Policy (2016) had passed the Constitutional Court muster in 2019, the Language Policy Revision Task Team used the 2016 policy as point of departure. The task team consisted of representatives of SU's 10 faculties, its professional and administrative support services, and its student representatives, with technical experts co-opted as necessary.

The purpose of the language policy is to regulate, manage and govern language use in all aspects of the institution. The three foundational principles of the Language Policy (2021) determine that SU regards multilingualism as a **resource**, that language should **broaden access** and **enhance success**, and that the policy and its implementation should facilitate **pedagogically sound learning and teaching**.<sup>1</sup>

All undergraduate students were surveyed in the first and second semester in 2017, after the first year of the implementation of the 2016 Language Policy. Another survey was conducted in July 2019. The 2019 survey was expanded to include SU staff, including both academic and non-academic staff. The student and staff survey was repeated in May 2022. Additional questions about the promotion of multilingualism, the support provided by the Language Centre and language preferences regarding assessments were included in the 2022 survey.

### Student survey

#### Background

E-mail invitations to complete an online survey were sent out to all students (31 597) between 9 May and 6 June 2022 to solicit their feedback on the implementation of the SU Language Policy in the learning, living, co-curricular and administrative environments during 2022. The survey included consent to participate in a research section that students had to complete to gain access to the survey. Copies of the consent letter and survey are available on request.

Out of 31 597 students, of which 21 058 were undergraduates, a total of 1 785 responded, which included both undergraduates (1 172) and postgraduates (613). In 2019, the survey had 1 216 responses, of which 897 were undergraduates. In 2017, the survey targeted only undergraduate students with 4 793 responses in the first semester and 2 571 responses in the second semester.

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<sup>1</sup> <https://www.sun.ac.za/english/Pages/Language.aspx>

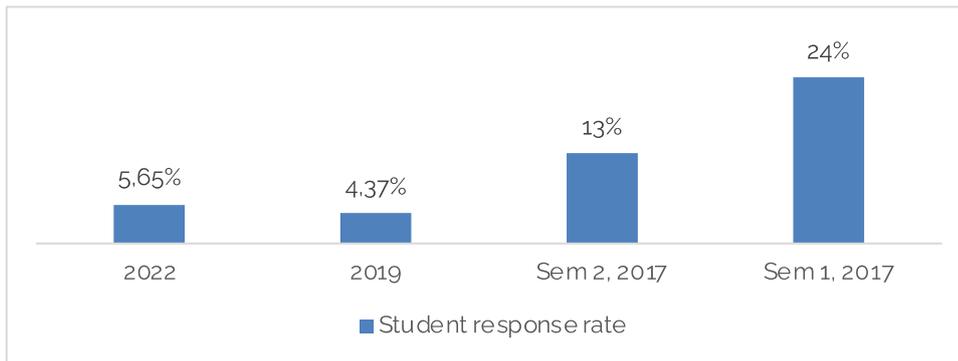


Figure 1: Response rate per survey.  $n(2017\_sem1) = 4\,793$ ,  $n(2017\_sem2) = 2\,571$ ,  $n(2019) = 1\,216$  and  $n(2022) = 1\,785$

The survey consisted of three sections:

- Section A: Personal information
- Section B: Language in the learning environment
- Section C: Language in the living, co-curricular and administrative environments. This section included questions related to the reporting and resolution of students' dissatisfaction with language-related issues in the learning, living, co-curricular and administrative environments

The main objective of the survey was to solicit students' feedback about their perceptions of the implementation of the 2022 Language Policy in order to:

- address any issues that students might have with the implementation of the Language Policy;
- provide feedback to the faculties for their faculty reports to Senate at the end of the semester about the implementation of the Language Policy in the respective faculties;
- provide feedback to the Language Committee about the continued implementation stages of the new Language Policy; and
- inform research about the implementation of the Language Policy.

This report contains a summary of the results, organised according to the sections of the survey. Only undergraduate students were polled for their perceptions with regard to the implementation of the new Language Policy in 2017. In 2019 and 2022, the postgraduate students were included but disaggregated for the report. To give a fair comparison between years, in this report, only undergraduate responses are included when comparing different survey years. Questions were added in the 2022 survey focussing on student experiences of the promotion on multilingualism on campus, and the postgraduate feedback was included there.

Separate reports with the feedback disaggregated according to faculty will be prepared for each faculty.

## Section A: Students' personal information

### Q1: Your faculty

As Figure 2 shows, the majority of the undergraduate respondents of the 2022 survey were from the Faculty of Arts and Social Sciences followed by the Economic and Management Sciences, Engineering, Medicine and Health Sciences, and Science faculties. This is approximately commensurate with the number of students in the respective faculties.

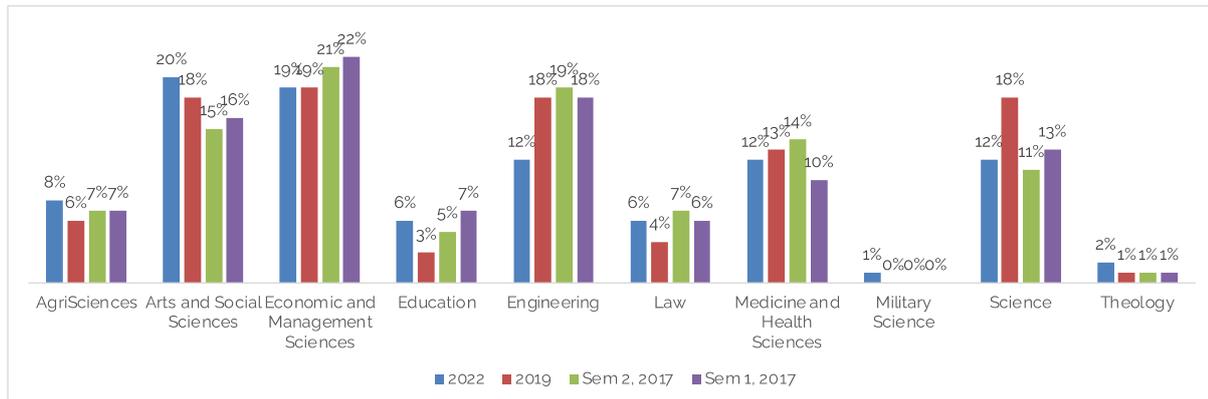


Figure 2: Response rate per faculty.  $n$  (2017\_sem1) = 4 793,  $n$  (2017\_sem2) = 2 571,  $n$  (2019) = 897 and  $n$  (2022) = 1 172

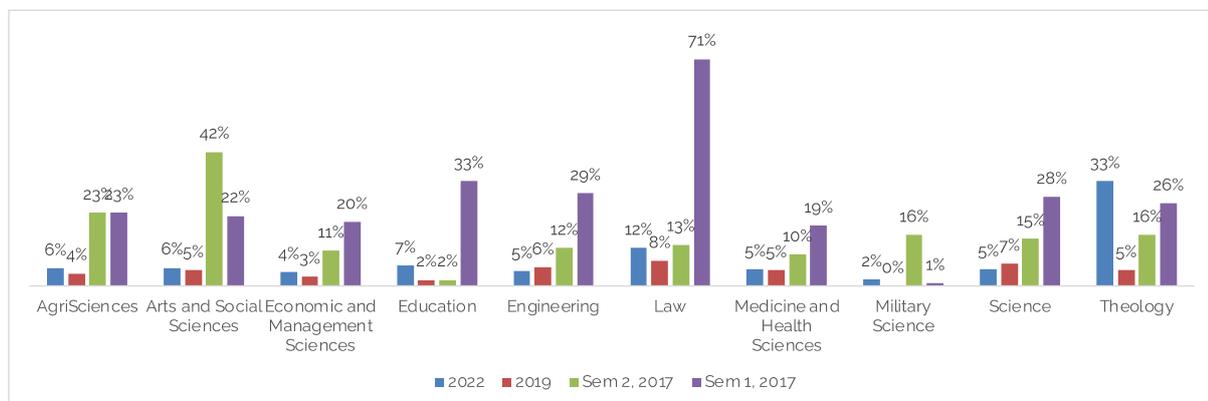


Figure 3: Response rate per student body of faculty, undergraduate only.  $n$  (2017\_sem1) = 4 793,  $n$  (2017\_sem2) = 2 571,  $n$  (2019) = 897 and  $n$  (2022) = 1 172. Total undergraduate student body in 2022 = 21 058.

### Q2: Your year group

Figure 4 shows that the largest number of respondents were postgraduate students in 2022, followed by first years, and then non-final-year and final-year students. For most of the survey responses, the postgraduate feedback was not included to give a more accurate correlation to the undergraduate survey responses from 2019 and 2017.

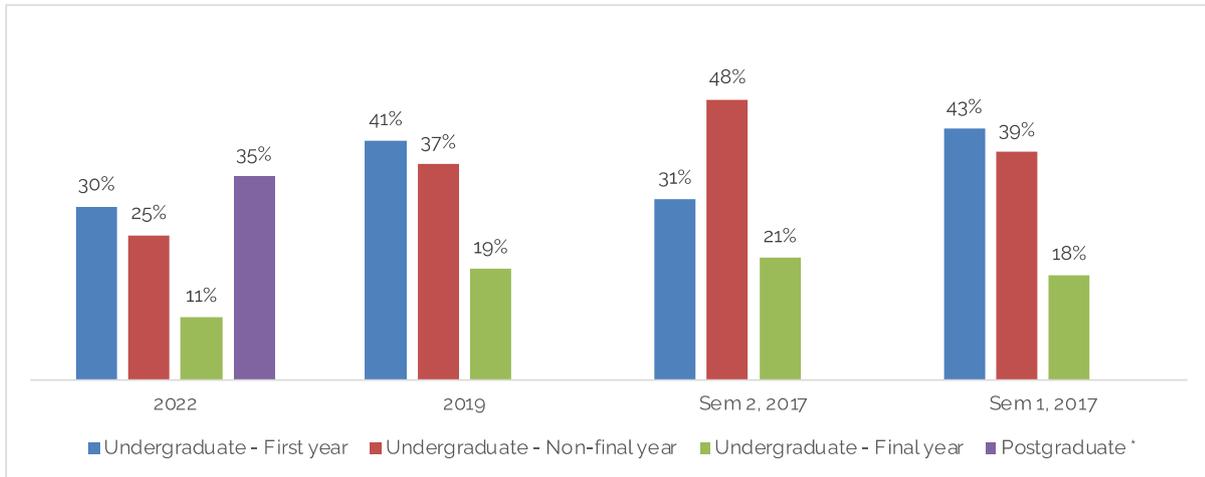


Figure 4: Respondents per year group.  $n$  (sem1\_2017) = 4 793,  $n$  (sem2\_2017) = 2 550,  $n$  (2019) = 897 and  $n$  (2022) = 1 757

### Q3: What is your home language?

The majority of the respondents indicated that their home language was Afrikaans (41%), followed by English (34%).

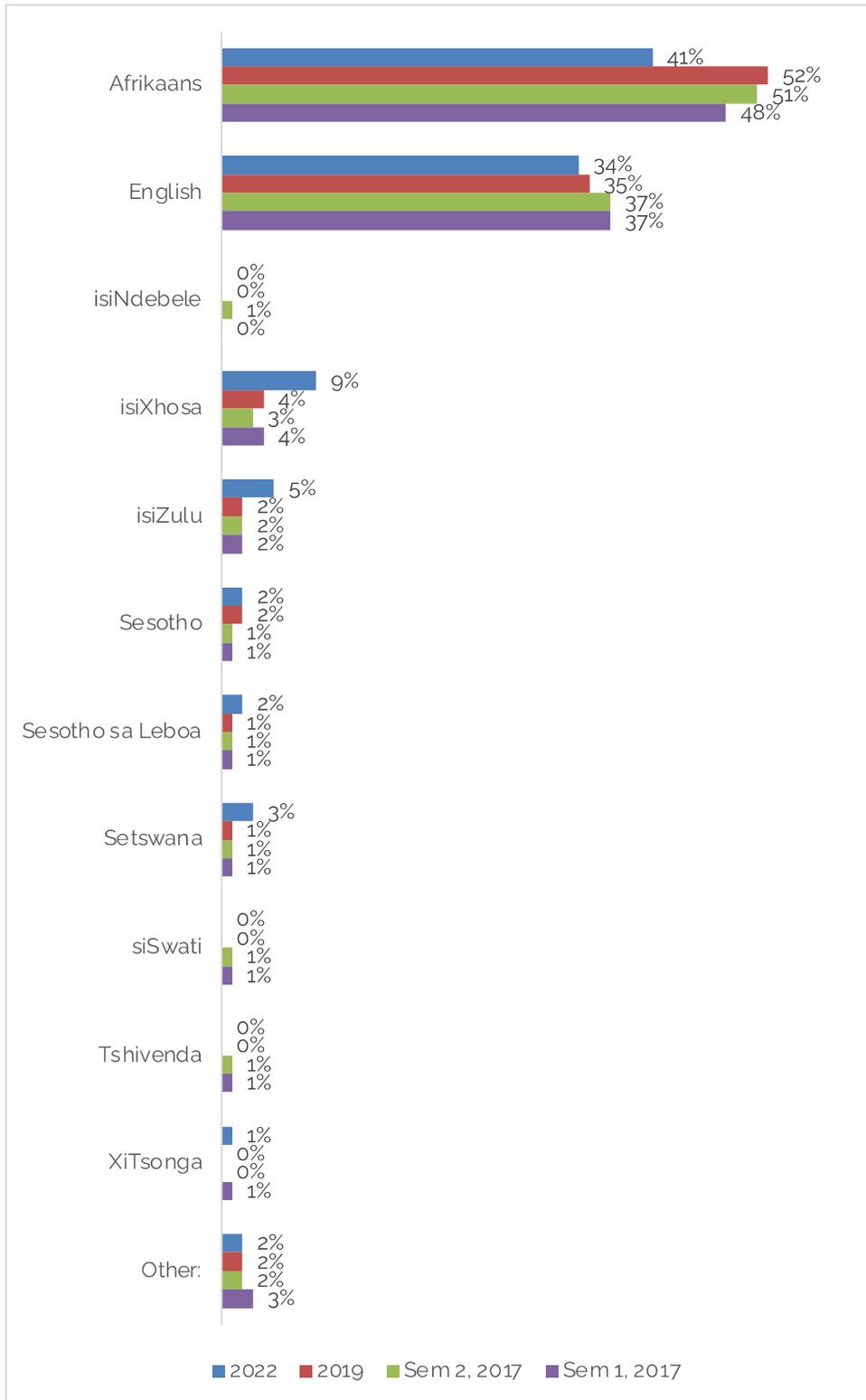


Figure 5: Response rate per home language. n (sem1\_2017) = 4 793, n (sem2\_2017) = 2 516, n (2019) = 897 and n (2022) = 1 143

#### Q4: How many languages do you speak?

This was a question added to the 2019 survey, with the majority of respondents (62%) speaking two languages.

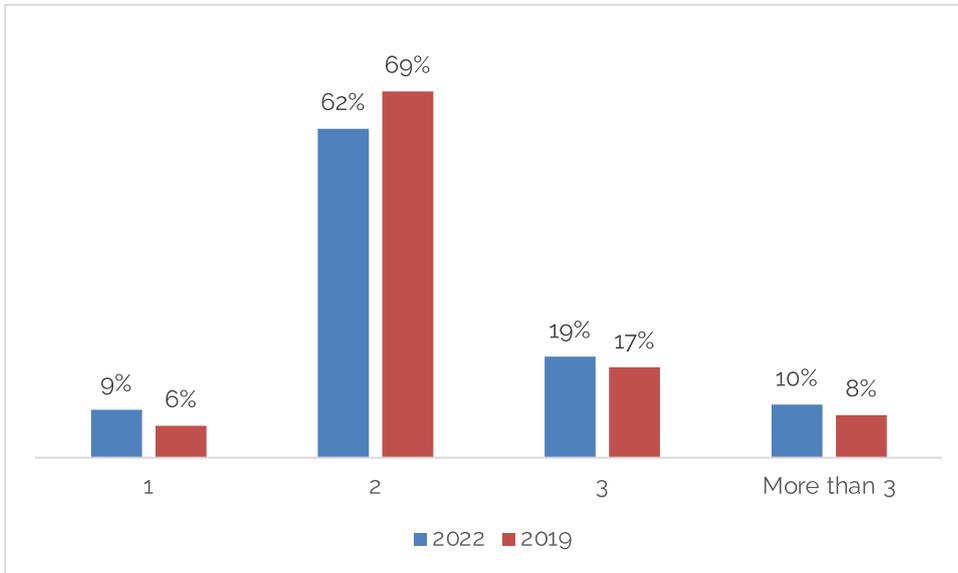


Figure 6: Response rate per number of languages spoken.  $n$  (2019) = 897 and  $n$  (2022) = 1 143

**Q5: What is your language of preference for learning with regard to lectures, tutorials practical and/or clinical sessions, learning material and assessments?**

Despite the higher number of Afrikaans respondents, there was a preference for English lectures (73%, up from 66% in 2019 and 61% in 2017), tutorials (72%, up from 63% in 2019 and 61% in 2017) and learning material (74%, up from 71% in 2019 and 65% in 2017).

There also was a downward trend, with 12% of respondents (down from 19% in 2019 and 24% in 2017) indicating a preference for Afrikaans-only lectures and tutorials, and 10% of respondents (down from 15% in 2019 and 21% in 2017) indicating a preference for Afrikaans-only learning material.

Figure 10 indicates that 73% of all respondents preferred assessments to be only in English.

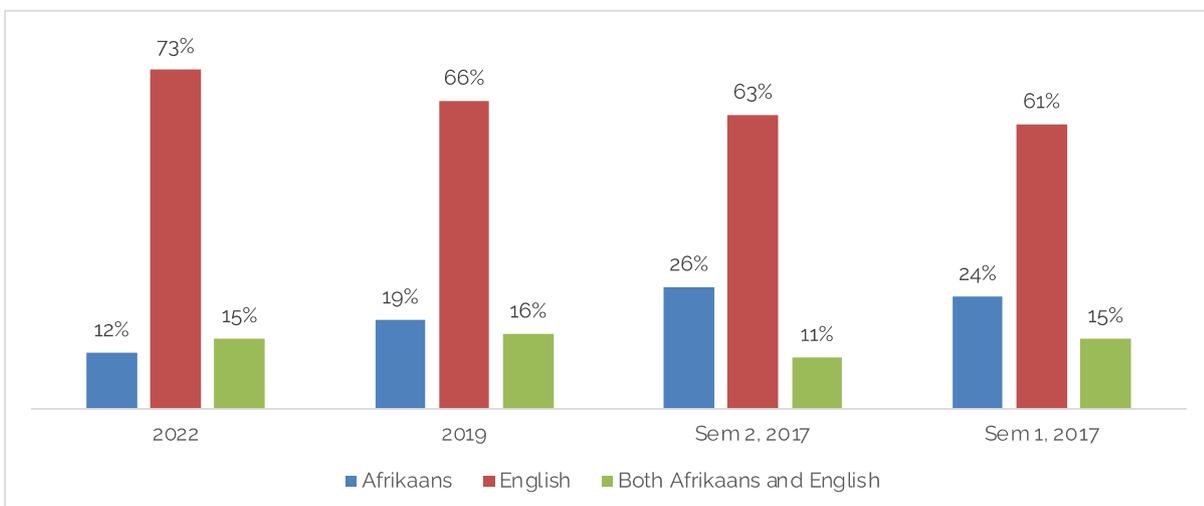


Figure 7: Response rate for language of preference: **Lectures**. Removed "Not applicable".

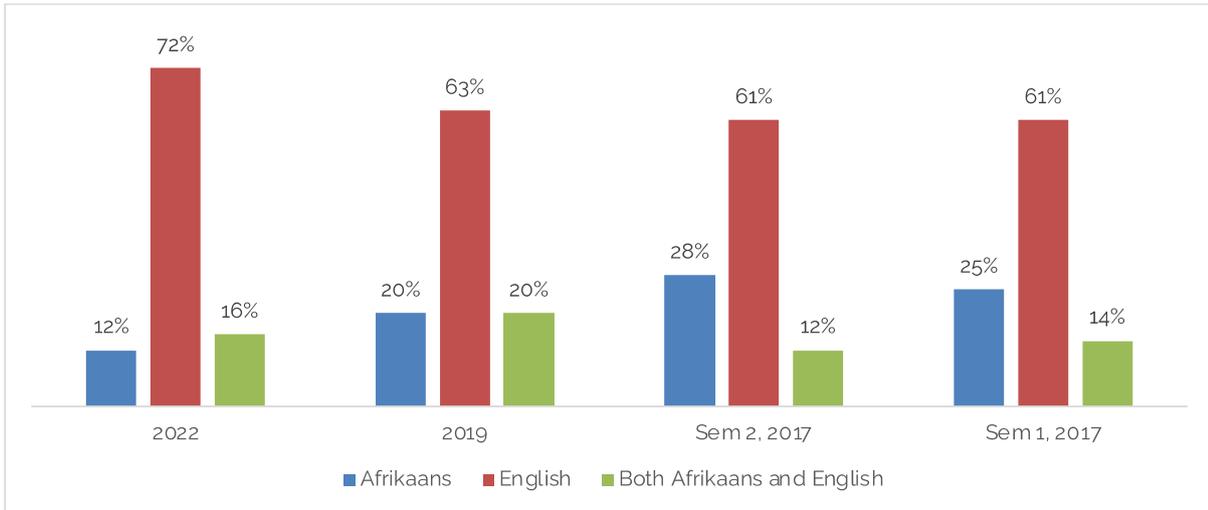


Figure 8: Response rate for language of preference: **Tutorials, practical and/or clinical sessions**. Removed "Not applicable".

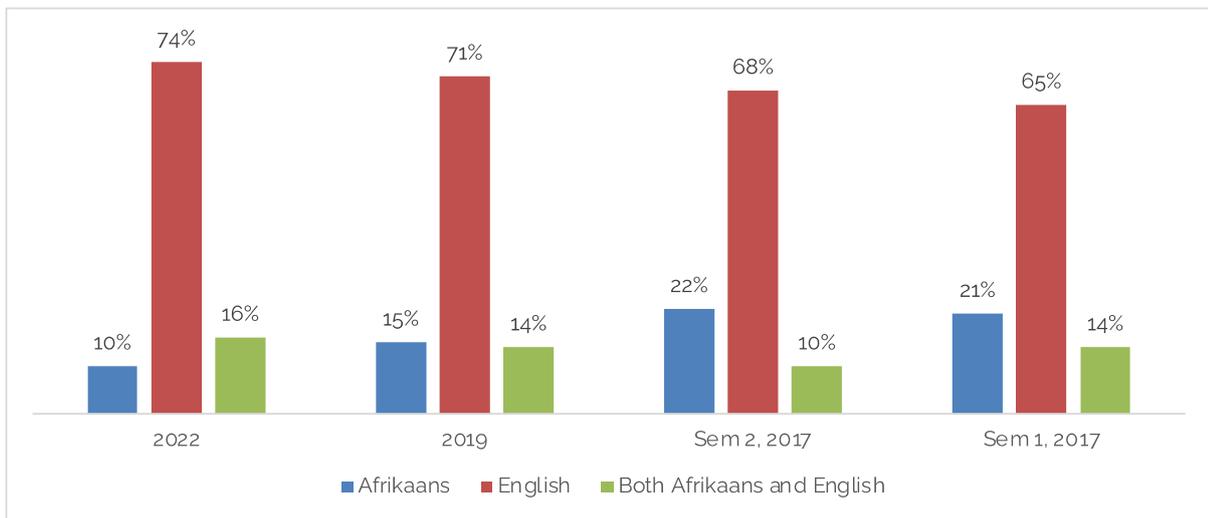


Figure 9: Response rate for language of preference: **Learning material**. Removed "Not applicable".

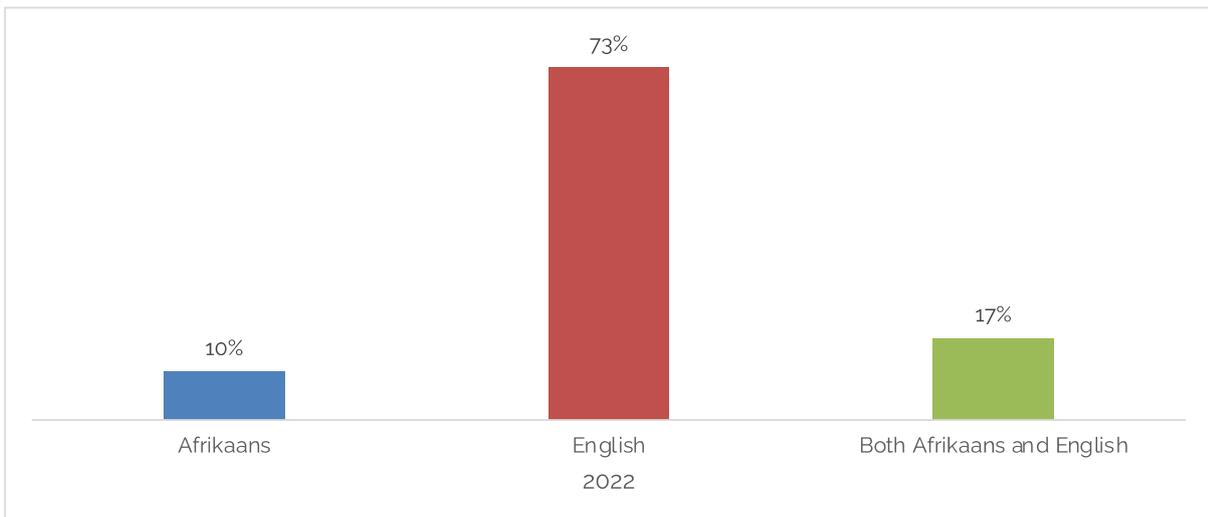


Figure 10: Response rate for language of preference: **Assessments**. Removed "Not applicable". n (2022) = 1138. New question in 2022.

If the feedback pertaining to lectures in Figure 7 is disaggregated into the home language groups, namely Afrikaans, English and a combined group of other language speakers, one can see a drop in the Afrikaans home language respondents who preferred lectures in Afrikaans only (50% to 35% to 28%) and an increase in their preference for both Afrikaans and English lectures (17% to 27% to 32%) (Figure 11). Nearly all the English and other home language students preferred lectures in English only (figures 12 and 13).

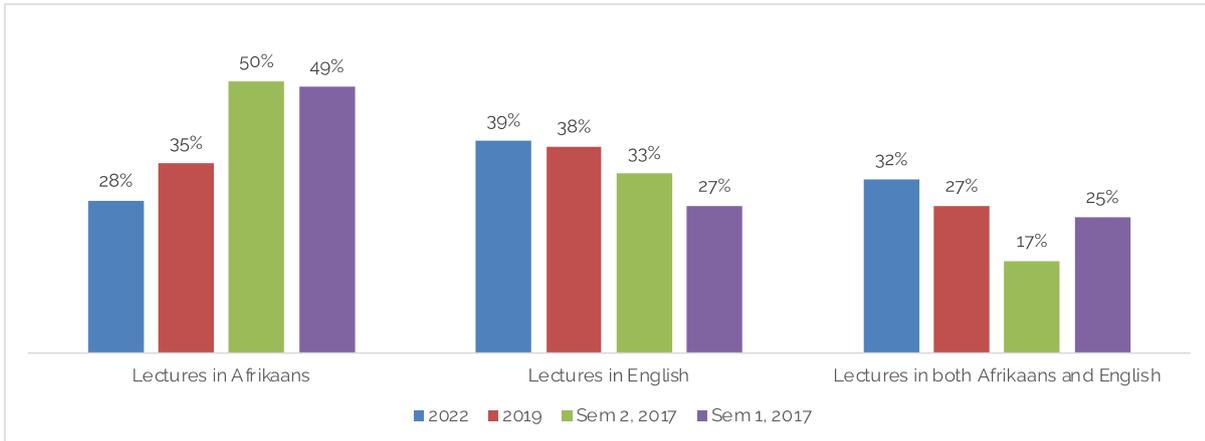


Figure 11: **Lecture** language preference of students per home language group: **Afrikaans** n (2022) = 472

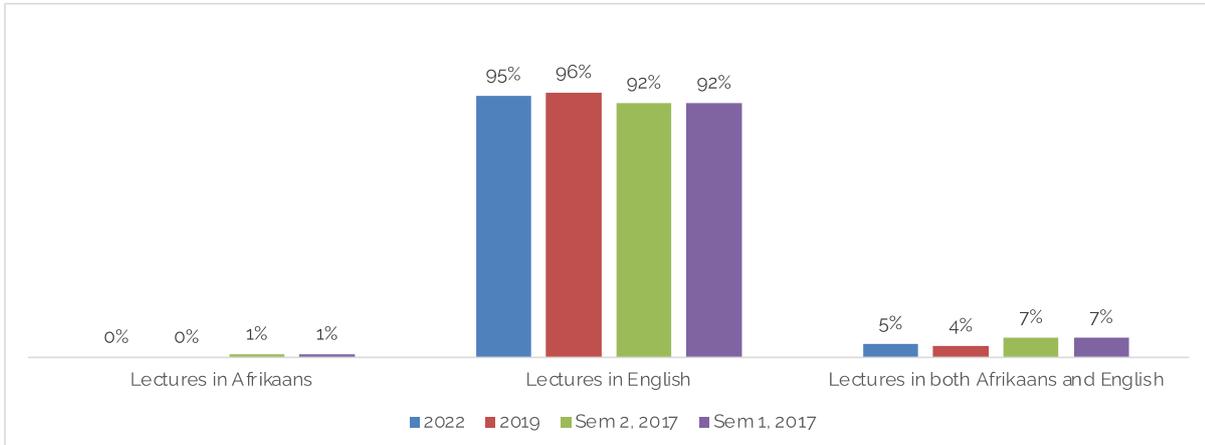


Figure 12: **Lecture** language preference of students per home language group: **English** n (2022) = 383

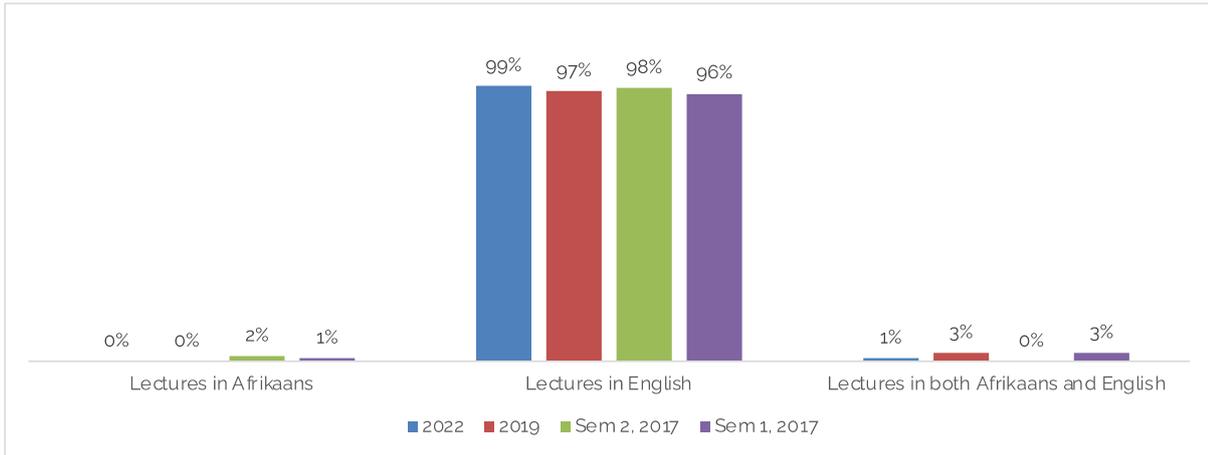


Figure 13: **Lecture** language preference of students per home language group: **Other** n (2022) = 282

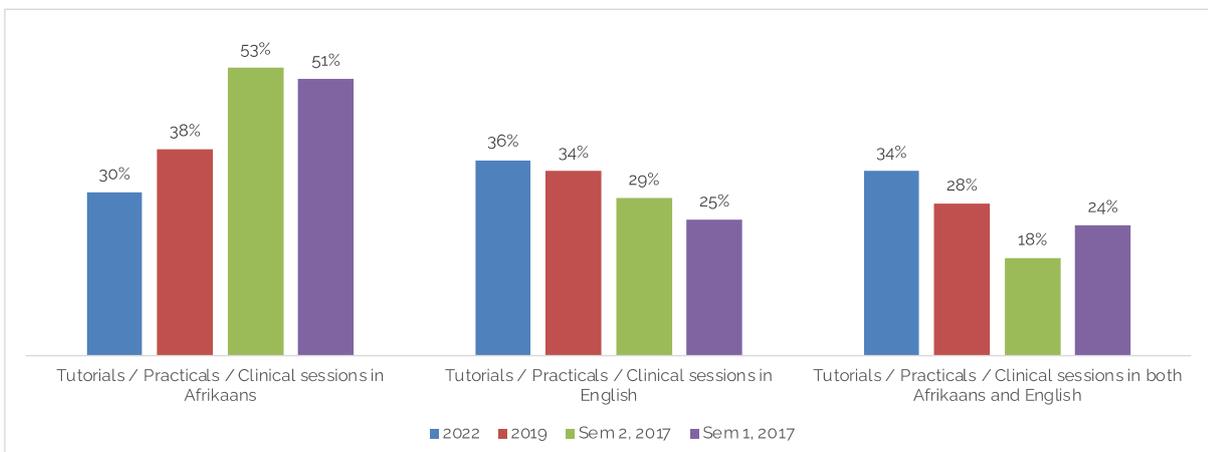


Figure 14: Availability of **tutorials, practicals and/or clinical sessions** in language of preference per **Afrikaans home language group**

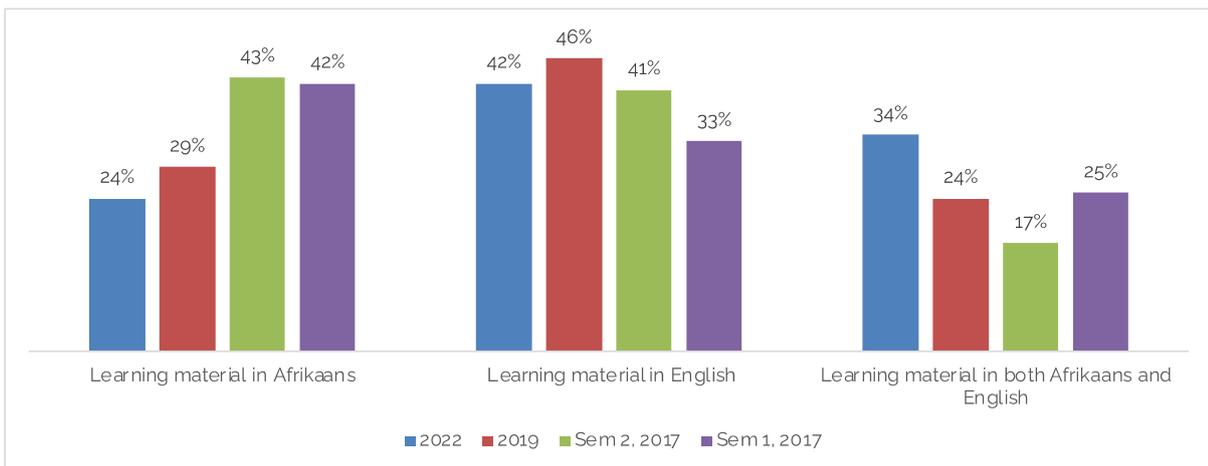


Figure 15: Availability of **learning material** in language of preference per **Afrikaans home language group**

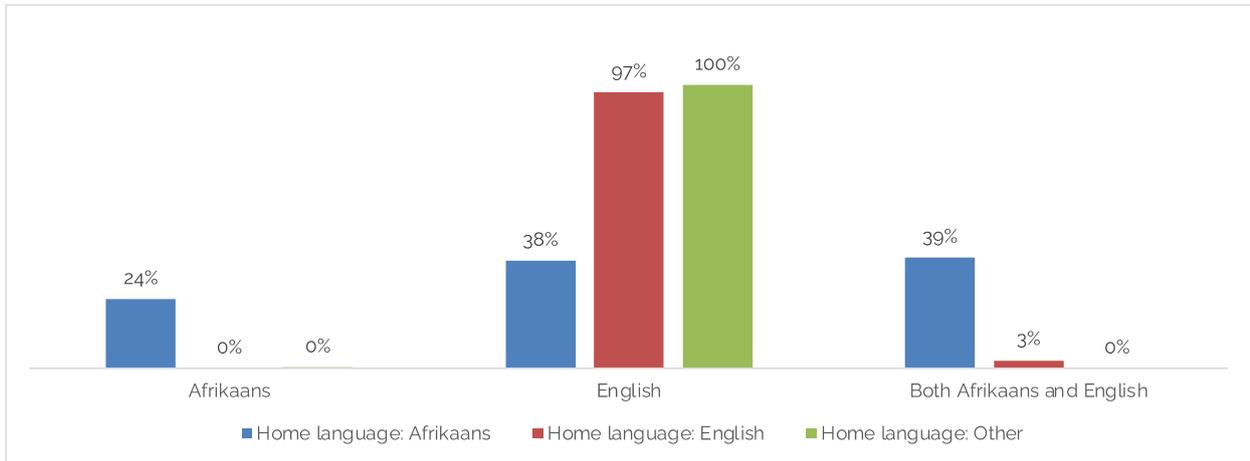


Figure 16: Availability of **assessments** in language of preference per home language group. New question in 2022.

It is interesting to note that the language of preference for assessments for the Afrikaans home language group shows a preference (39%) for assessments in both Afrikaans and English (Figure 16).

**Q6: Have elements such as lectures, tutorials, learning material and assessments been available in your language of preference as far as the various modes in the SU Language Policy provide for?**

More than 84% of the respondents in 2022 indicated that the lectures, tutorials/practicals/clinical sessions, learning material and assessments were available in their language of preference as far as the modes in the SU Language Policy provided for (Figure 17).

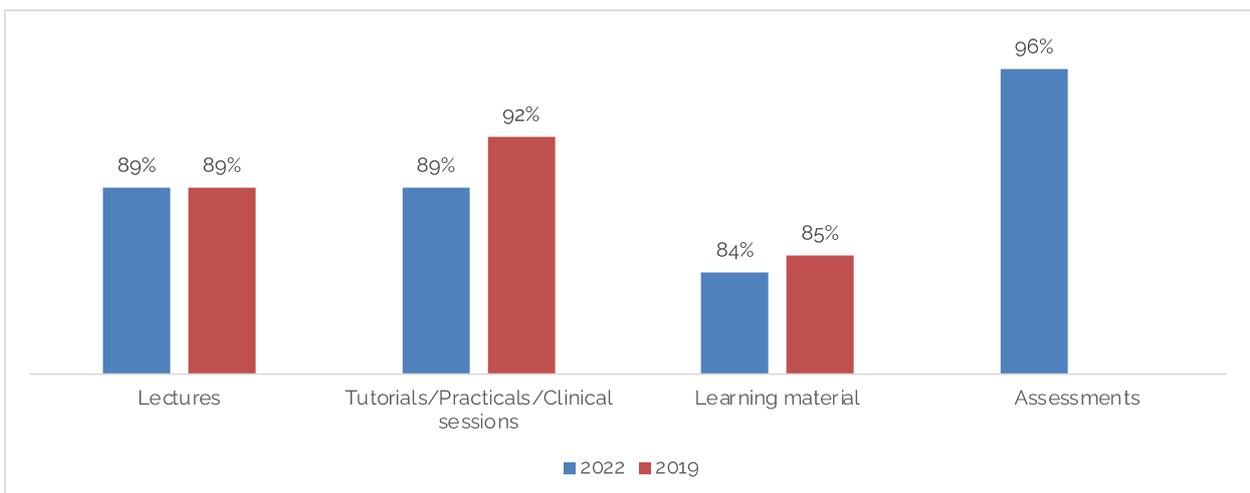


Figure 17: Percentage of respondents indicating "yes" when asked whether these elements were available in their language of preference, as far as is provided for in the modes in the SU Language Policy. n (2019) = 891, n (2022) = 1 131

When Question 6 is disaggregated according to home language, we find that the views of Afrikaans home language students and English home language students have remained almost unchanged but that there has been a slight decrease in the other home language group, who indicated that lectures were available in their language of

preference (Figure 18).

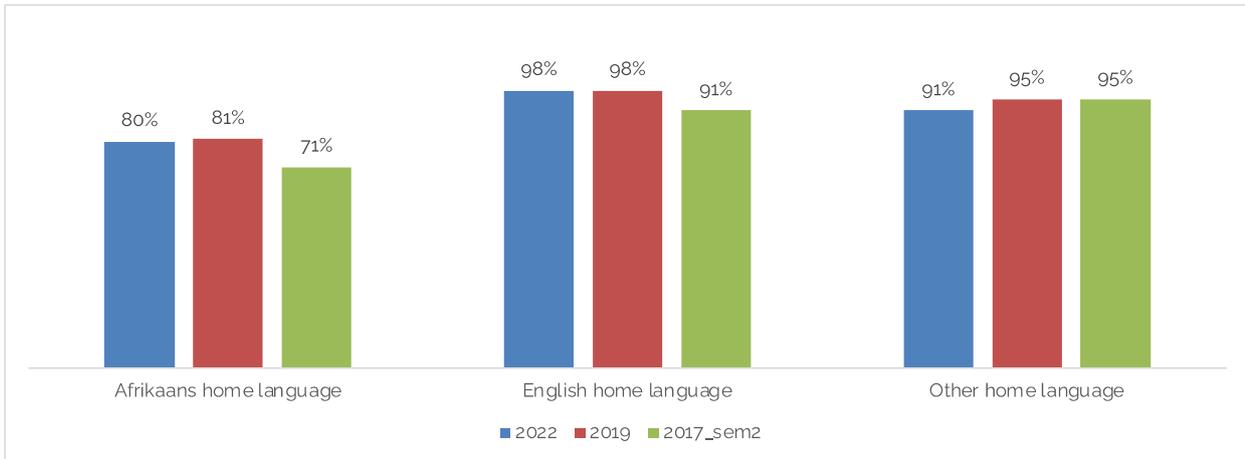


Figure 18: Availability of lectures in language of preference, per home language group  
 Afrikaans home language: n (2022) = 470; n (2019) = 467; n (2017\_sem2) = 1 303  
 English home language: n (2022) = 381; n (2019) = 314; n (2017\_sem2) = 949  
 Other home language: n (2022) = 281; n (2019) = 115; n (2017\_sem2) = 523

**Q7: The Language Policy speaks to the multilingual context of SU with the goal to promote institutional multilingualism and individual multilingualism by actively encouraging individuals to use more than one language. Have you experienced this promotion?**

When students were asked whether they experienced the promotion of institutional and individual multilingualism, about two-thirds indicated that they did experience this to some extent. It was the least experienced during tutorials, practicals or clinical sessions (Figure 19).

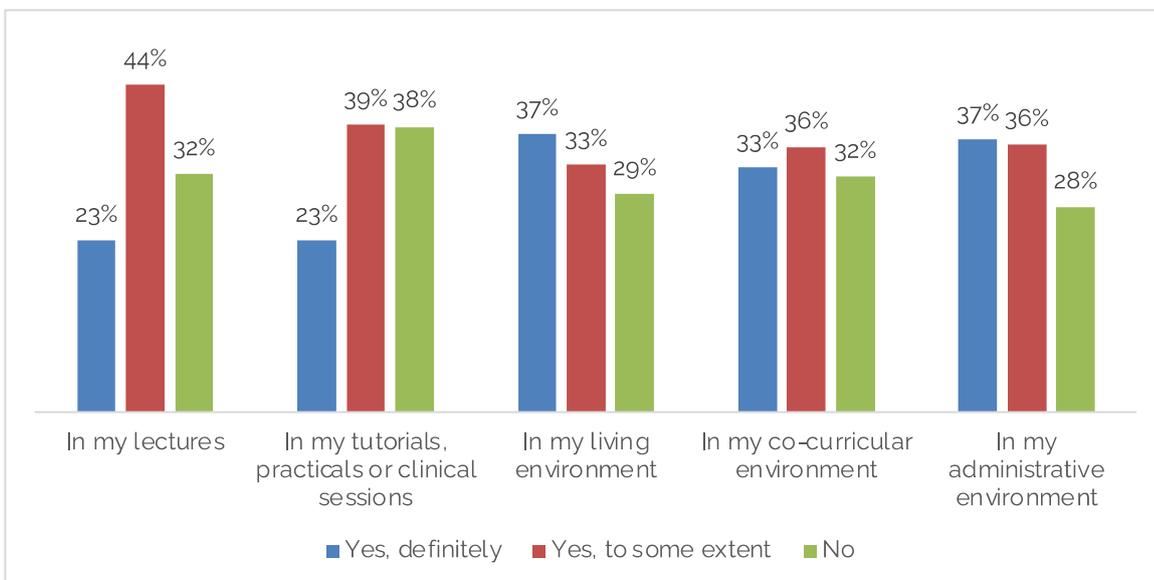


Figure 19: Experience of promotion of institutional and individual multilingualism. New question in 2022. n (2022) = 1 627. Included postgraduate response. Both undergraduate and postgraduate responses were included in the graph.

A new question was added in the 2022 survey as the survey was directed to both undergraduate and postgraduate students. Of the 63% that indicated "yes", 2% were postgraduate students (Figure 20).

### Q8: Are you enrolled in any undergraduate modules?

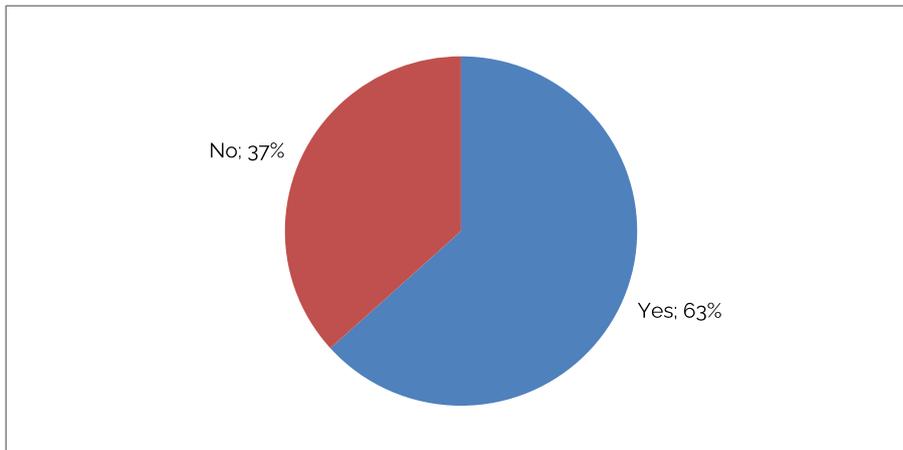


Figure 20: Enrolment in undergraduate modules. New question in 2022. n (2022) = 1 702. Included postgraduate response.

It is clear from the low response rate to a new question (**Question 9**) that was added about the support provided by the Language Centre, that more awareness needs to be raised about the services provided by the Language Centre.

## Section B: Language in your learning and teaching environment

Students were given the three options for the use of language in the University learning environment as specified in the Language Policy and were then asked to respond to questions about the implementation of the three options:

1. **Parallel-medium (PM) teaching:** Students can choose whether they want to attend an Afrikaans or English lecture.
2. **Dual-medium (DM) teaching:** Both Afrikaans and English are used in the same class group.
3. **Single-medium (SM) teaching:** Only one language of presentation (Afrikaans or English) is used.

### Q10: Did your lecturers make an arrangement with you about the use of language in class?

Figure 21 shows that 41% of the respondents indicated that language arrangements were made known in all of their modules. From the 2017 survey, the options "Most of my modules" and "Few of my modules" were combined to reflect the 2019 and 2022 options of "In some of my modules".

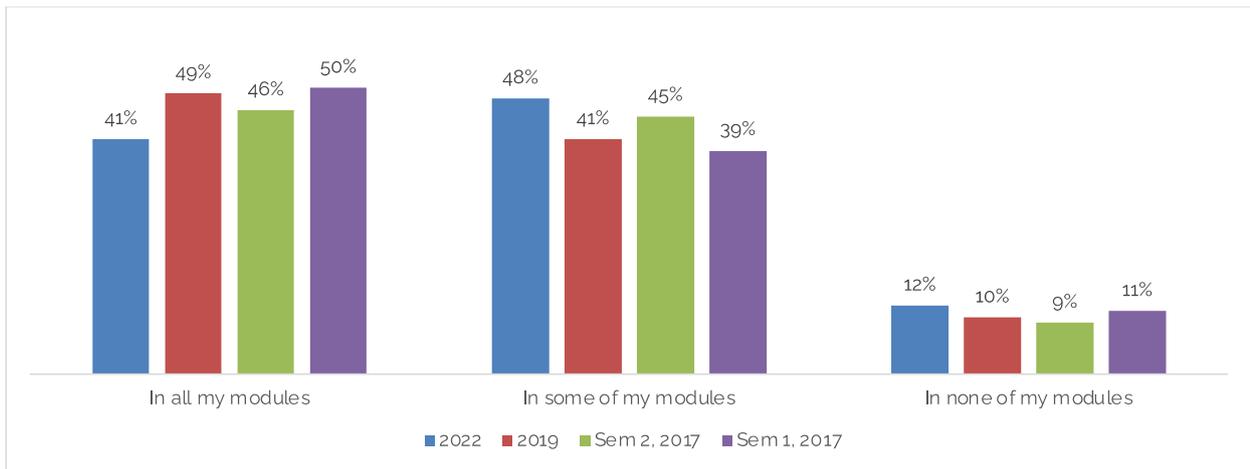


Figure 21: Response rate for language arrangements: percentage “yes” that lecturers told class in which mode the module will be offered. n (2017\_sem1) = 4 279, n (2017\_sem2) = 2 115, n (2019) = 897 and n (2022) = 947

**Q11: Are any of your modules taught in parallel medium, where students can choose whether they want to attend an Afrikaans or English lecture?**

The next three questions probed whether the three language options were implemented, as communicated by the lecturers, in the various language policy arrangements as per the SU Language Policy. Since the questionnaire was administered electronically, these options only became available once the students had indicated that a module was presented by means of a specific option.

More than two-thirds of the respondents indicated that some of their modules were taught in parallel medium. This is up from half in 2017 and 2019 (Figure 22).

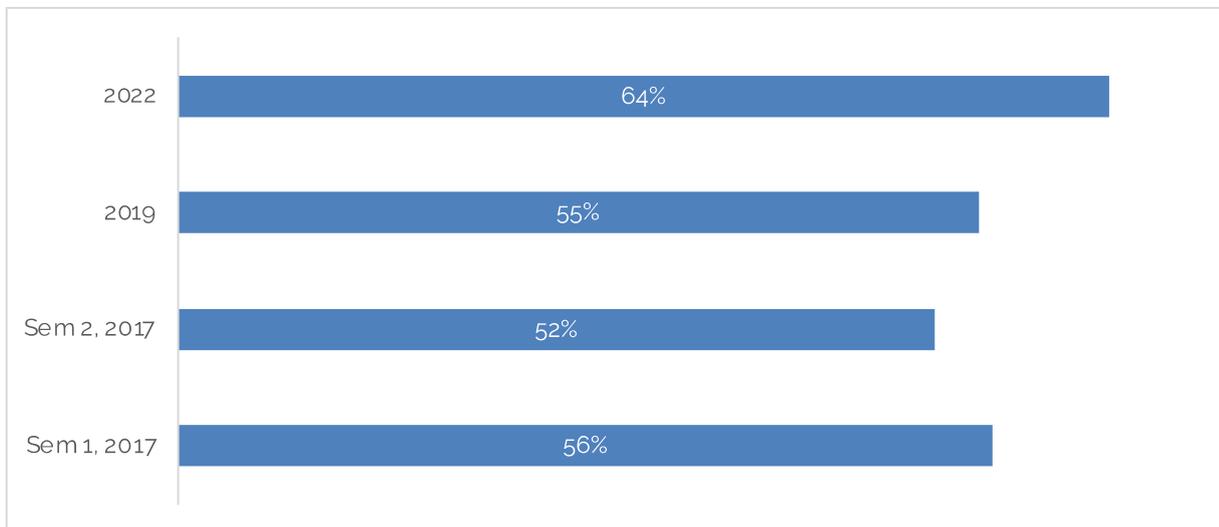


Figure 22: Percentage of respondents indicating that some of their modules were taught in parallel medium

**Q12: How many of your modules are specified for parallel-medium teaching?**

This question was added as of the 2019 survey to determine how many of the respondents' modules were specified for parallel-medium teaching.

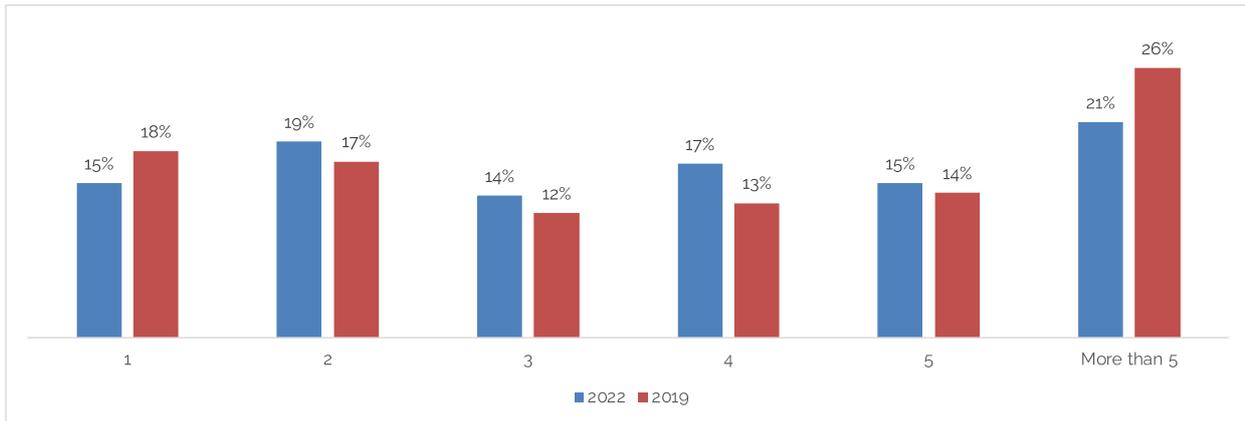


Figure 23: Percentage of respondents indicating how many of their modules were specified for parallel-medium teaching

### Q13: Was the language arrangement (parallel medium) implemented as communicated?

Only those students who had answered “yes” to the question on whether some of their modules were presented in parallel medium were shown the next question, which asked whether the language arrangement was implemented as communicated. This question was changed in the 2017 second semester survey to align more closely with the Language Policy specifications for the parallel-medium option. Figures 24 to 26 reflect the results of the 2017 second-semester survey and the survey responses in 2019 and 2022.

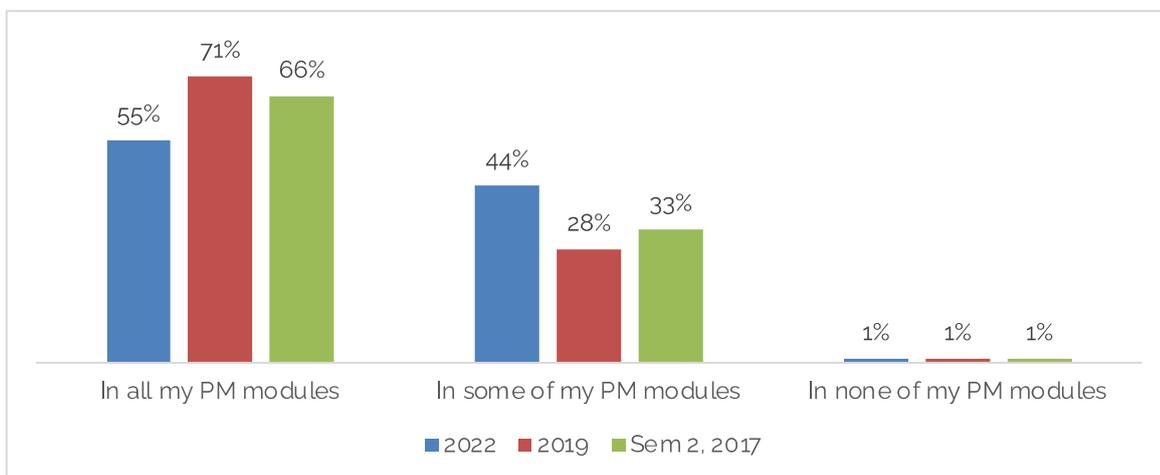


Figure 24: Percentage of respondents indicating that parallel-medium teaching was implemented as communicated for lectures. Separate lectures in Afrikaans and English were available for the module. The question was phrased differently in 2017\_sem1.

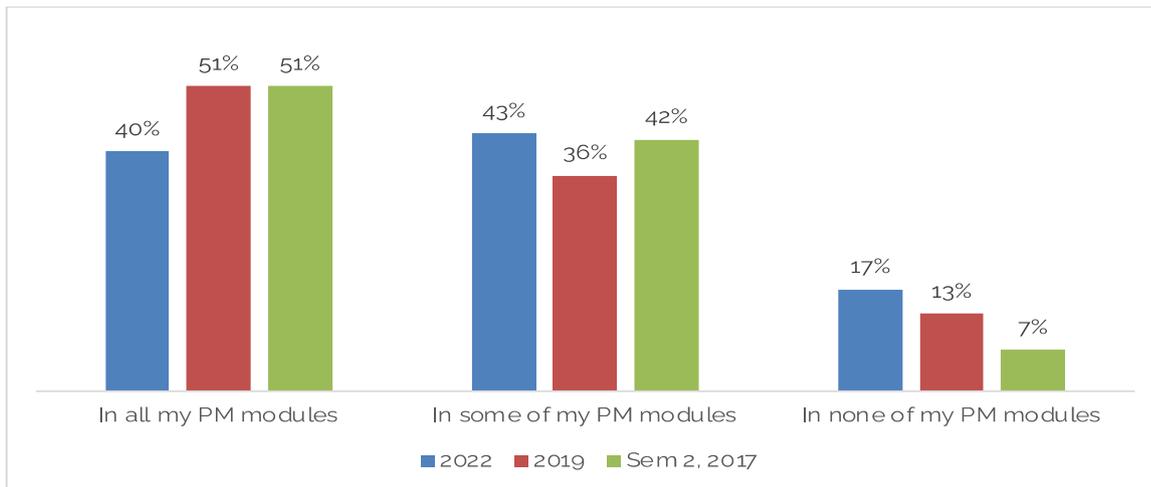


Figure 25: Percentage of respondents indicating that parallel-medium teaching was implemented as communicated. Other learning opportunities were utilised to promote integration of students from different language groups (e.g. in group work, assignments, tutorials and practicals). The question was phrased differently in 2017\_sem1.

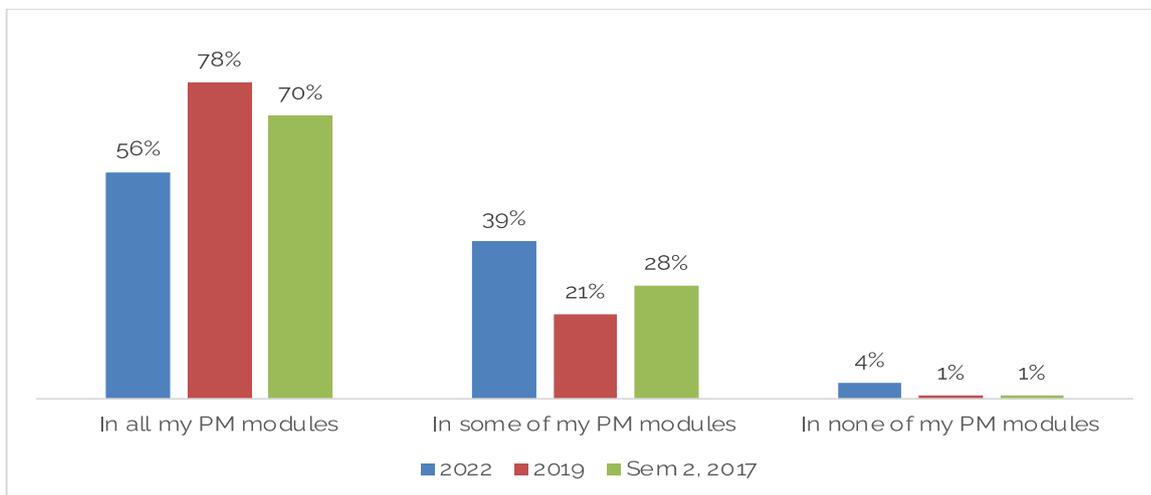


Figure 26: Percentage of respondents indicating that parallel-medium teaching was implemented as communicated. Students were supported in Afrikaans and English during a combination of appropriately facilitated learning opportunities (e.g. consultation during office hours or routinely scheduled tutorials and practicals). The question was phrased differently in 2017\_sem1.

**Q14: Are any of your modules presented with the language arrangement that both Afrikaans and English are used in the same class group?**

As per Figure 27, more than half of the respondents indicated that some of their modules were presented in both Afrikaans and English during the same class session. This has declined slightly in 2022 from the second-semester 2017 and 2019 surveys.

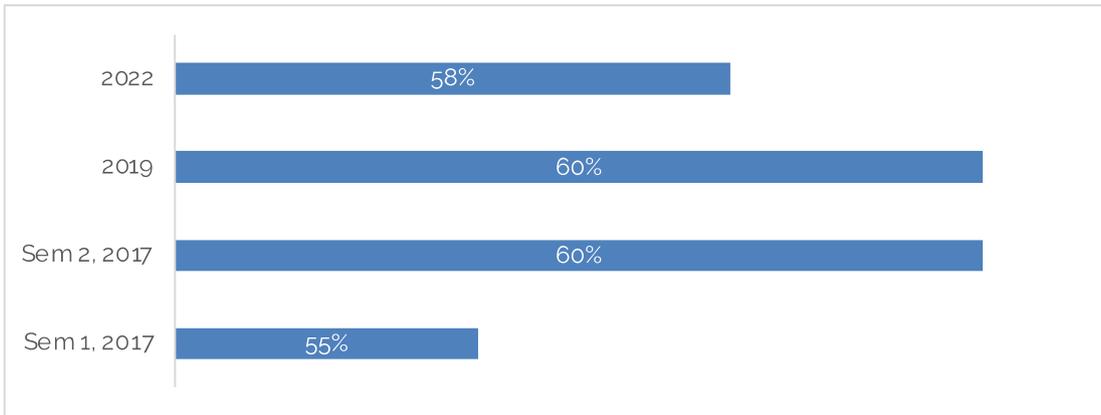


Figure 27: Percentage of respondents indicating that some of their modules were specified for dual-medium teaching, whereby both Afrikaans and English were used in the same class session.

**Q15: How many of your modules are specified for dual-medium teaching?**

Question 15 was added since the 2019 survey to determine how many of the respondents' modules were specified for dual-medium teaching.

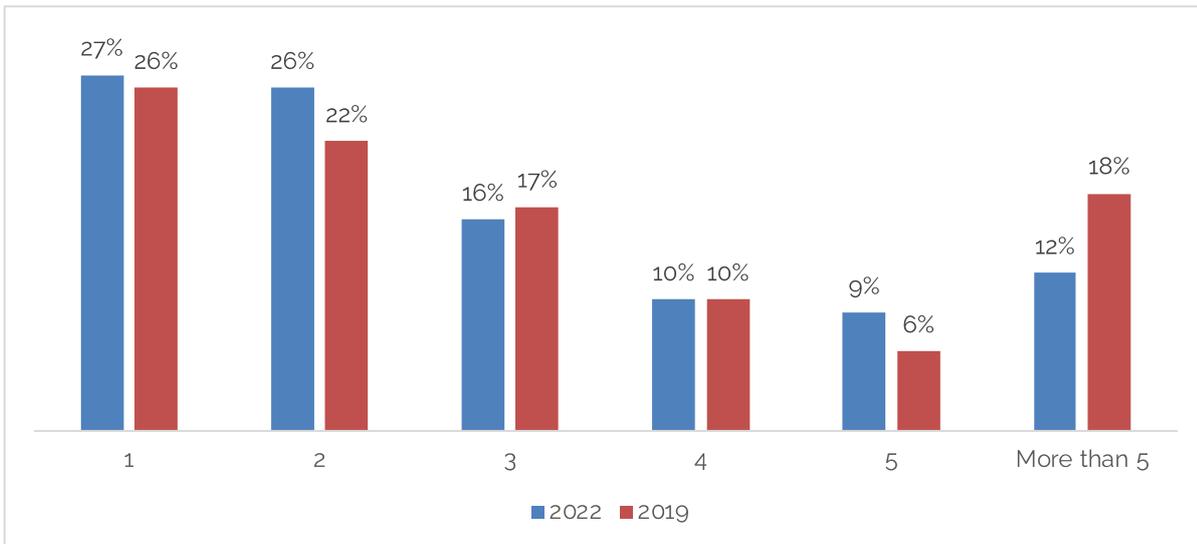


Figure 28: Percentage of respondents indicating how many of their modules were specified for dual-medium teaching

**Q16: Was the language arrangement (dual medium) implemented as communicated?**

Only those students who had answered "yes" to the question whether some of their modules were presented in dual medium were shown the next question, which asked whether the language arrangement was implemented as communicated. This question was changed in the 2017 second-semester survey to align more closely with the Language Policy specifications for the dual-medium option. Figures 29 through 32 reflect the results of the 2017 second-semester and the 2019 and 2022 survey

responses.

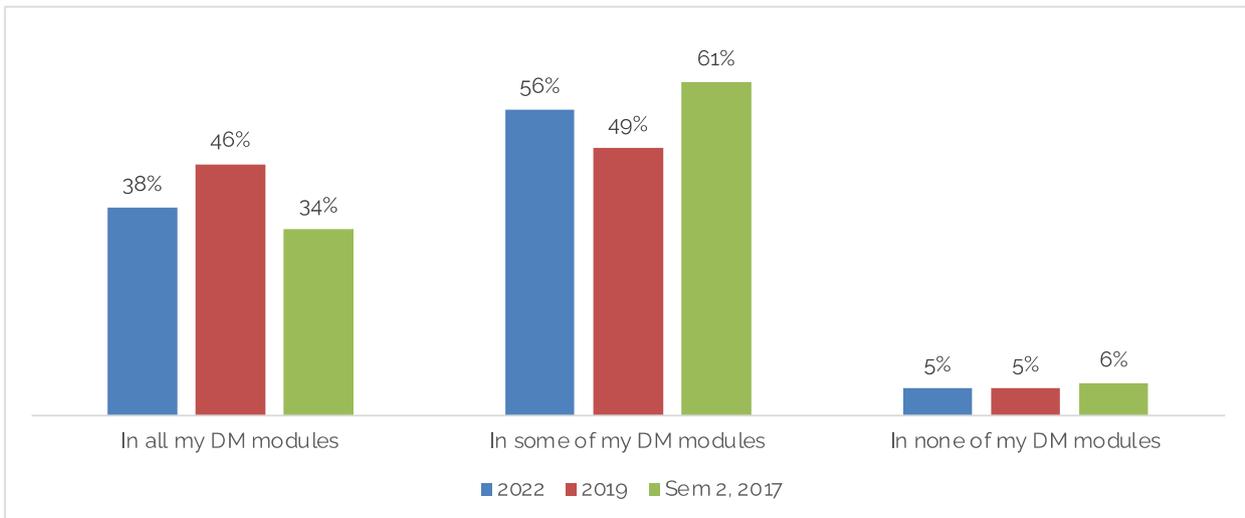


Figure 29: 2017 semester 2 and 2019: Percentage of respondents indicating that teaching in Afrikaans and English in the same class was implemented as communicated. During each lecture, summaries or emphasis on content is also given in Afrikaans. The question was phrased differently in 2017\_sem1.

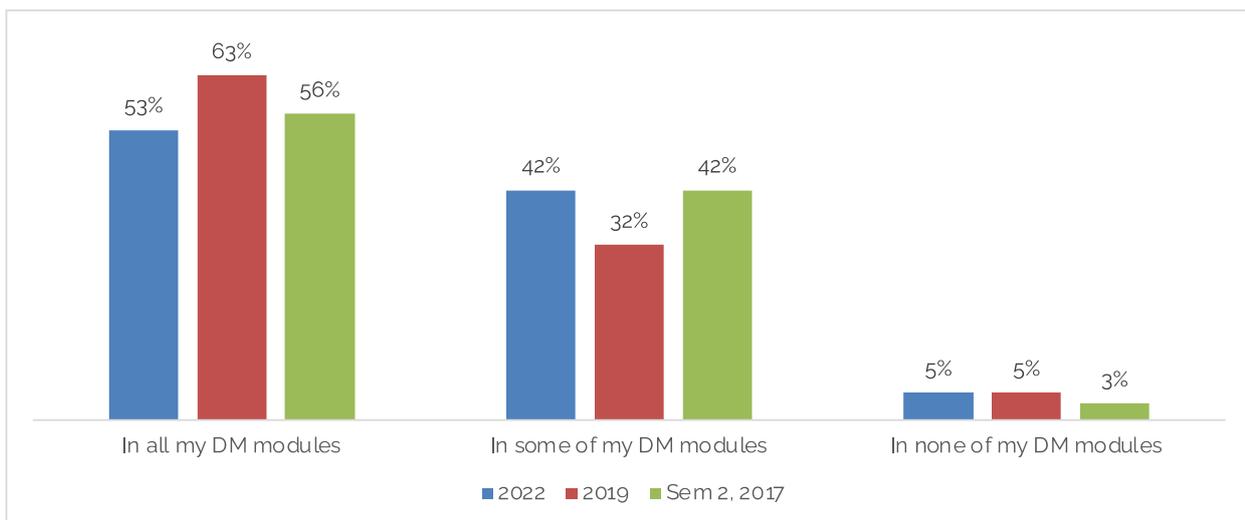


Figure 30: 2017 semester 2 and 2019: Percentage of respondents indicating that teaching in Afrikaans and English in the same class was implemented as communicated. Questions in Afrikaans and English are, at least, answered in the language of the question. The question was phrased differently in 2017\_sem1.

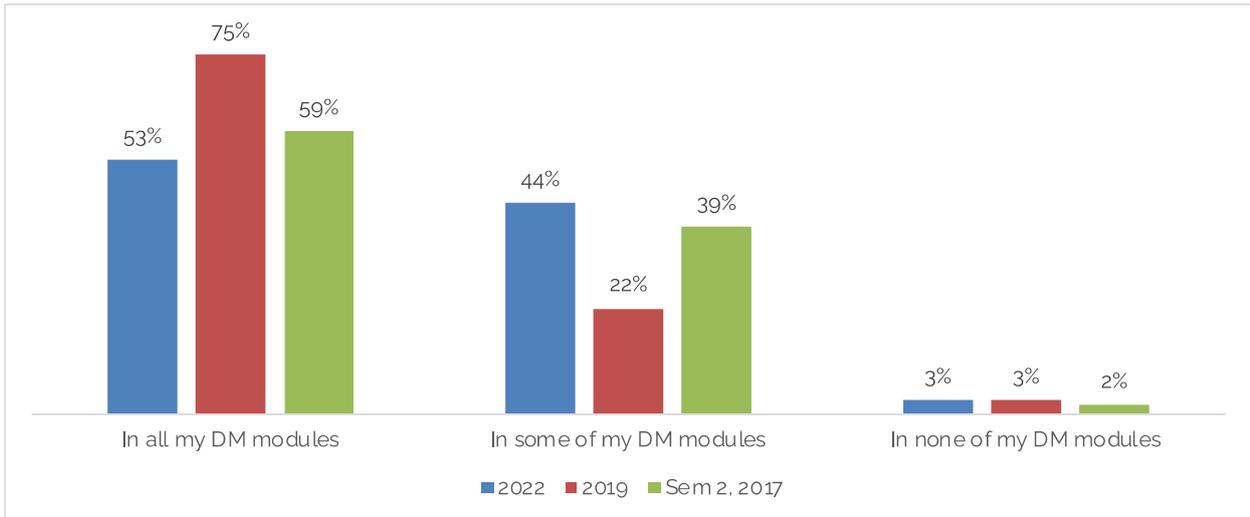


Figure 31: 2017 semester 2 and 2019: Percentage of respondents indicating that teaching in Afrikaans and English in the same class was implemented as communicated. Students are supported in Afrikaans and English during a combination of appropriately facilitated learning opportunities (e.g. consultations during office hours or routinely scheduled tutorials and practicals). The question was phrased differently in 2017\_sem1.

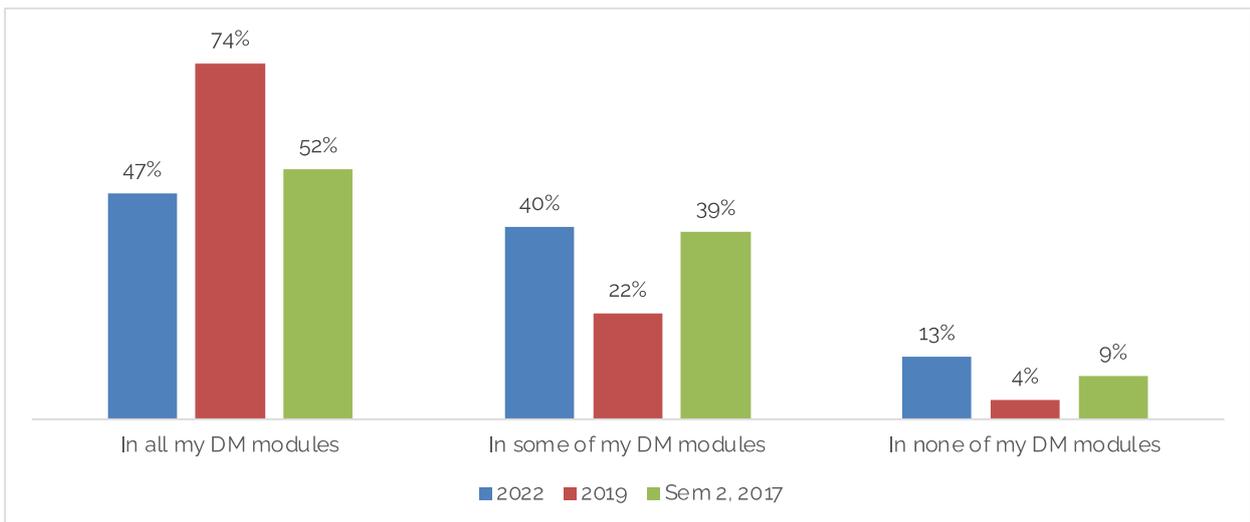


Figure 32: 2017 semester 2 and 2019: Percentage of respondents indicating that teaching in Afrikaans and English in the same class was implemented as communicated. In the case of first-year modules, SU made simultaneous interpreting available during each lecture unless all students opted out after two weeks. The question was phrased differently in 2017\_sem1.

**Q17: Are any of your modules presented in just one language (Afrikaans or English)?**

Half of the respondents in 2022 (up 3% from 2019) had the experience of modules being presented in just one language (Figure 33). It should be noted that the “yes” response was very high, considering that only about 5% of the modules are presented in just one language. It is possible that some of the students interpreted the one-language option as the parallel-medium teaching option whereby classes are also presented in one language only (although the other language is taught in parallel).

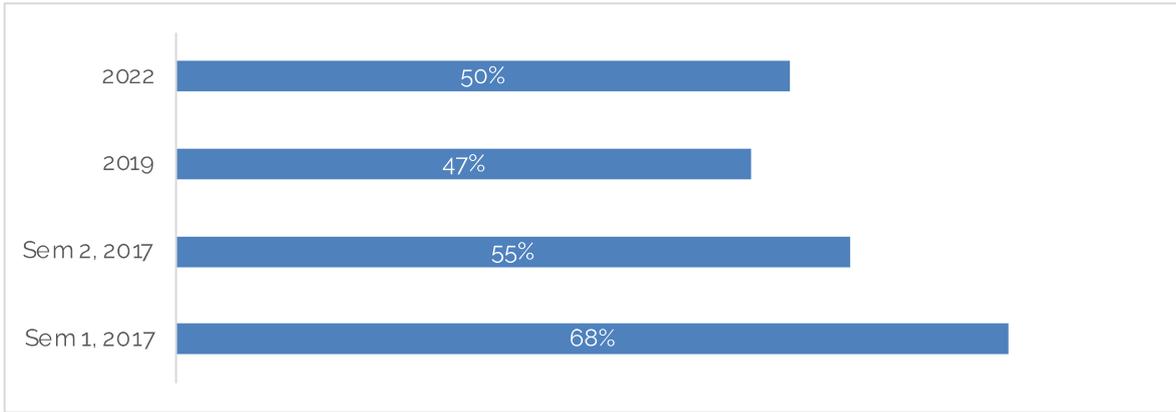


Figure 33: Percentage of respondents indicating that some of their modules were specified for single-medium teaching

**Q18: How many of your modules are specified for single-medium teaching?**

Question 18 was added since the 2019 survey to determine how many of the respondents' modules were specified for single-medium teaching.

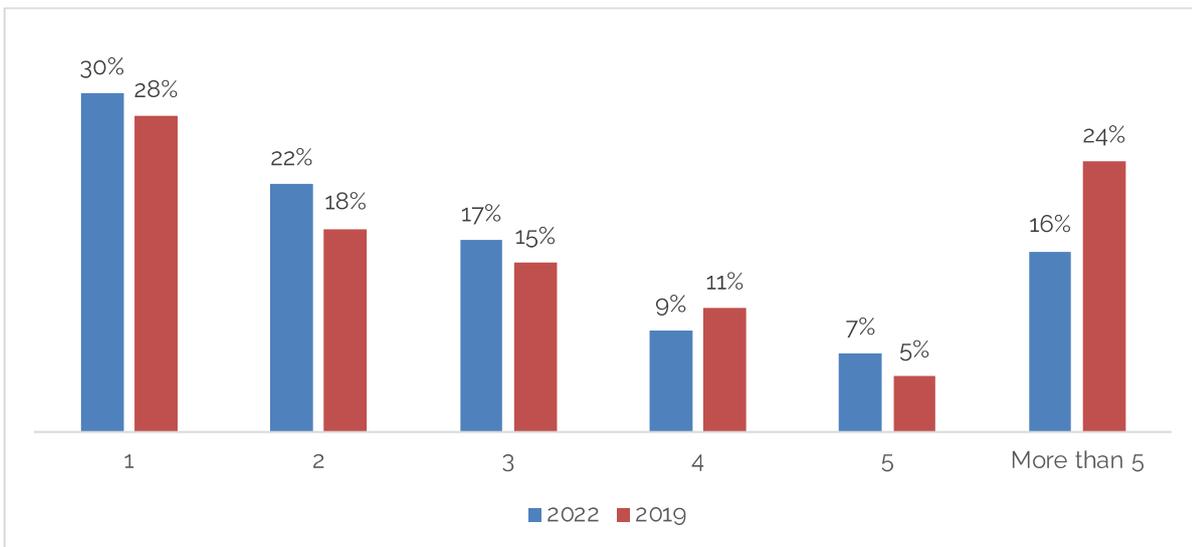


Figure 34: Percentage of respondents indicating how many of their modules were specified for single-medium teaching

Only those students who had answered “yes” to the question whether some of their modules were presented in one language were shown the next question, which asked whether the language arrangement was implemented as communicated. This question was changed in the 2017 second-semester survey to align more closely with the Language Policy specifications for the single-medium option. Figures 35-37 reflect the results of the 2017 second-semester and the 2019 survey responses.

**Q19: Was the language arrangement (single medium) implemented as communicated?**

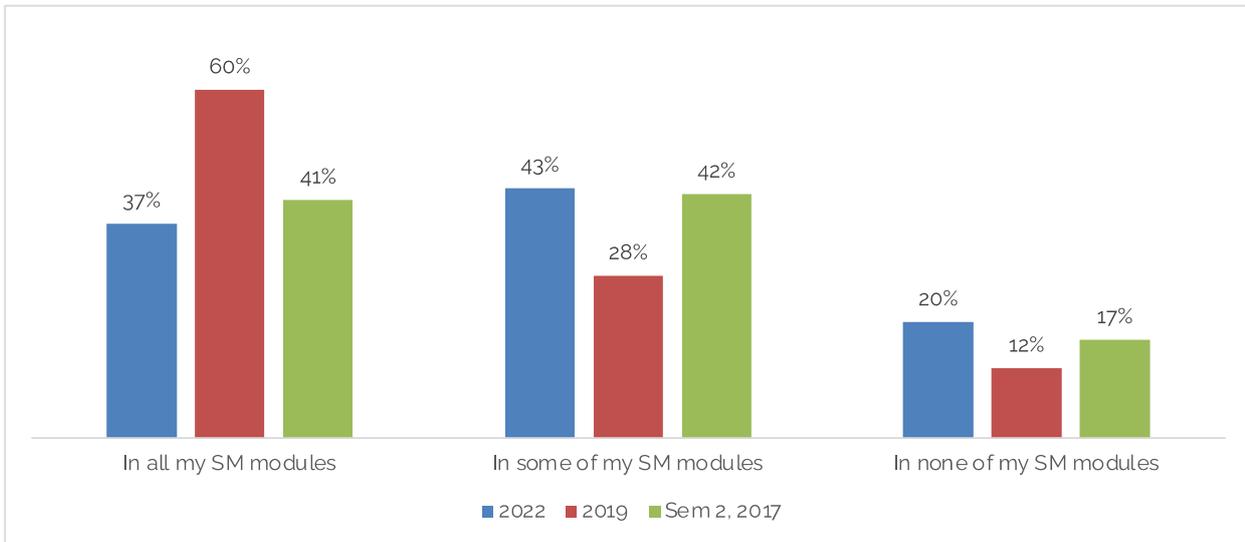


Figure 35: Percentage of respondents indicating how many of their modules were specified for single-medium teaching. In the case of first-year modules in English, SU made simultaneous interpreting available in Afrikaans unless all students opted out after two weeks. The question was phrased differently in 2017\_sem1.

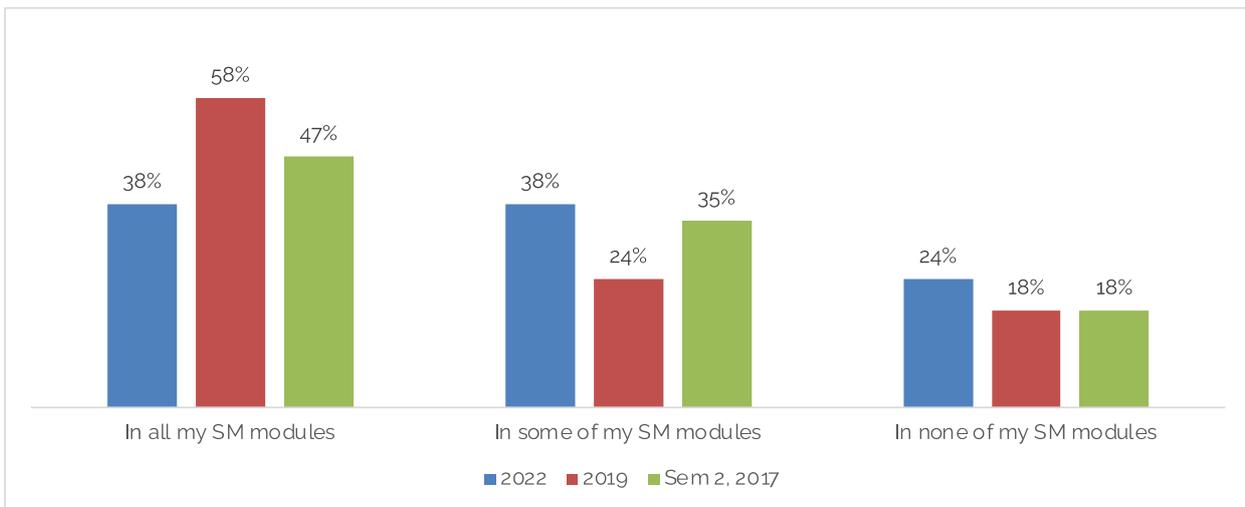


Figure 36: Percentage of respondents indicating how many of their modules were specified for single-medium teaching. In the case of lectures in Afrikaans, SU made simultaneous interpreting available in English modules in all study years unless all students opted out after two weeks. The question was phrased differently in 2017\_sem1.

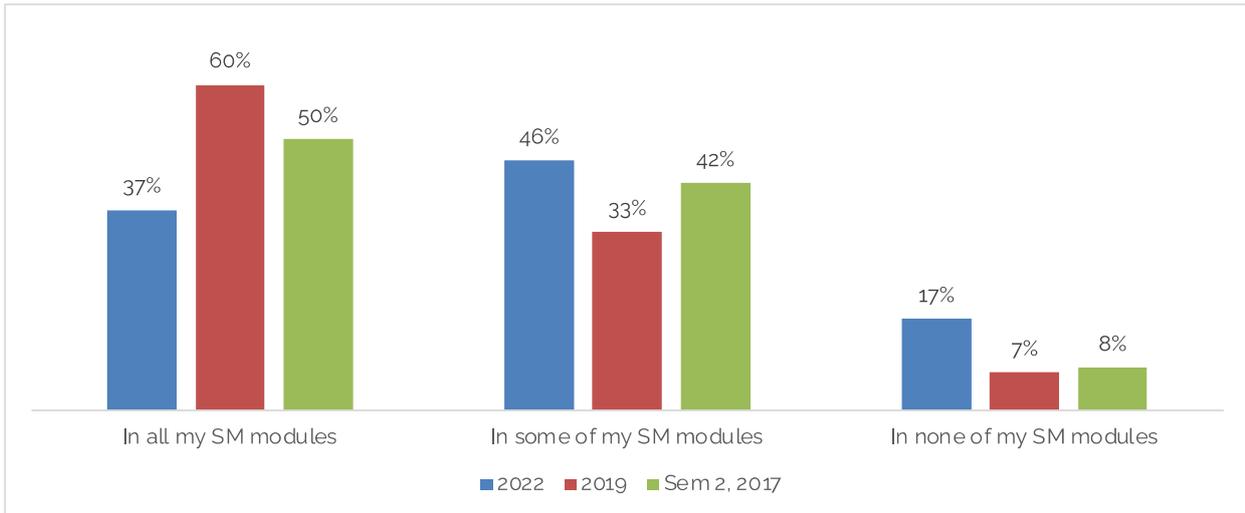


Figure 37: Percentage of respondents indicating how many of their modules were specified for single-medium teaching. Students are supported in Afrikaans and English during a combination of appropriately facilitated learning opportunities (e.g. consultations during office hours or routinely scheduled tutorials and practicals). The question was phrased differently in 2017\_sem1.

### Other learning support

#### Q20: Were the following available to you in your language of preference (Afrikaans or English)?

This question was added in the second-semester survey in 2017 and was repeated in the 2019 and 2022 surveys. Figures 38 to 40 reflect high compliance levels with regard to whether the different elements were available in the respondents' language of preference (Afrikaans or English).

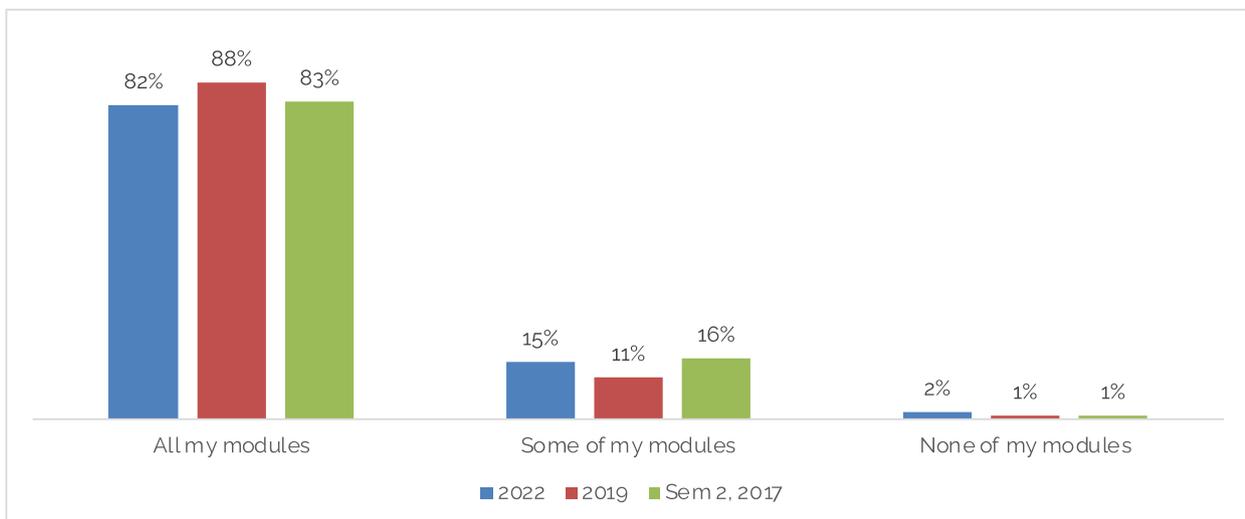


Figure 38: Percentage of respondents indicating that they were satisfied with other learning support provided in their language of preference (Afrikaans or English): module frameworks or study guides

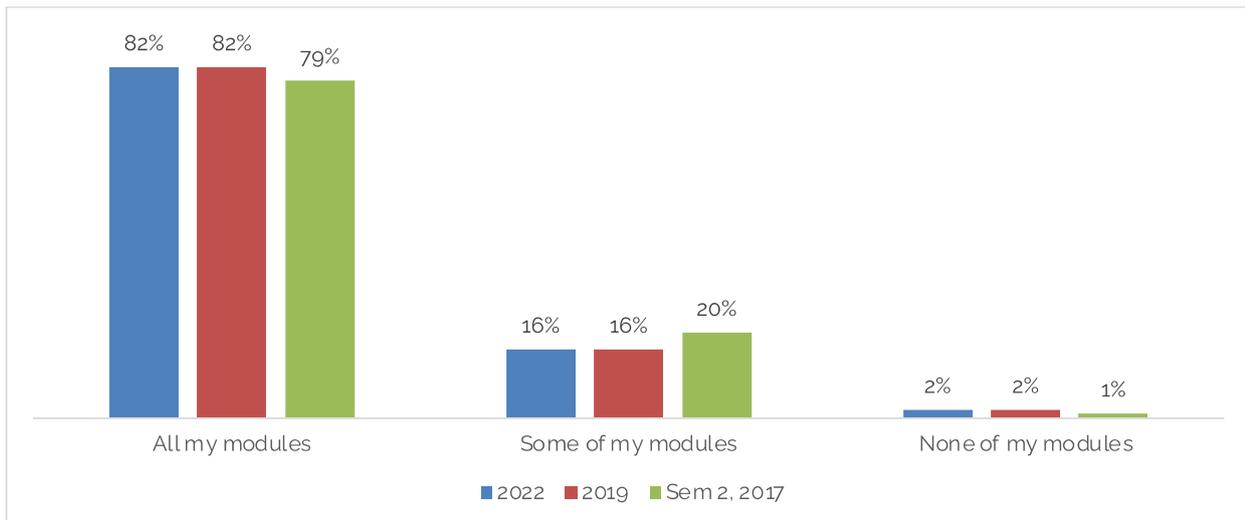


Figure 39: Percentage of respondents indicating that they were satisfied with other learning support provided in their language of preference (Afrikaans or English): question papers for tests, examinations or other summative assessments (undergraduate only)

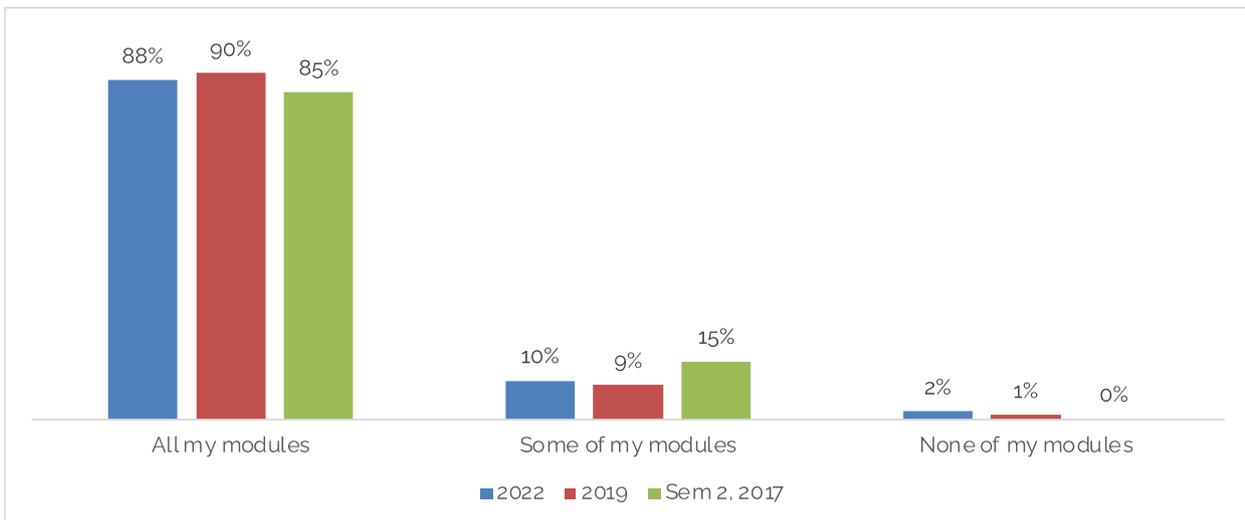


Figure 40: Percentage of respondents indicating that they were satisfied with other learning support provided in their language of preference (Afrikaans or English): All compulsory reading material was provided at least in English, except where the module was about the language itself.

## Section C: Living environment, co-curricular environment and administrative environment

### Q21: Where do you live?

The question was rephrased in 2019 to include residence, other university accommodation and another living environment in comparison to the 2017 surveys, which contained only the options residence and other living environment. The results of the 2019 and 2022 survey are displayed in Figure 41. In both the first-semester and second-semester surveys of 2017, approximately half of the respondents indicated that they lived in a residence.

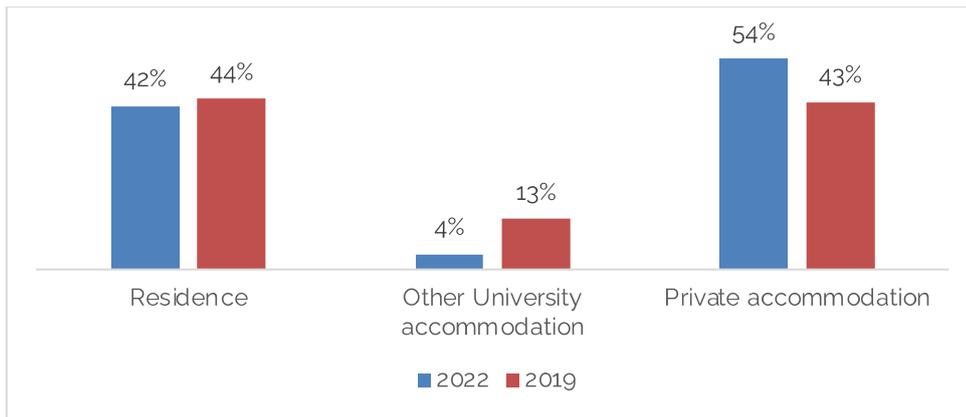


Figure 41: Percentage of respondents in residential or other living environments. n (2019) = 897, n (2022) = 810

### Q22: What is your practical language of preference?

It is noteworthy that the preference for Afrikaans was higher in the living environment (24%, down from 28% in 2019) than in the learning environment (12%, down from 19% in 2019) (Figure 7). Similarly, the preference for both Afrikaans and English was also higher in the living, co-curricular and administrative environments when compared with the learning environment (Figure 7) and up from 2019 to 2022.

It is also clear from figures 42 to 44 that respondents preferred the option of "Both Afrikaans and English" to "Either Afrikaans or English" (an option added in 2019).

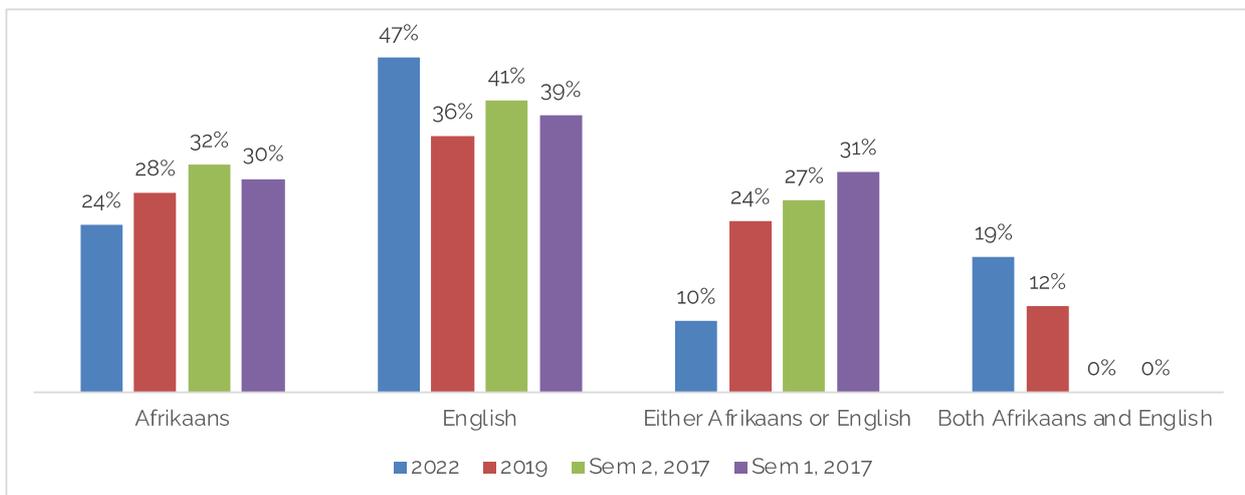


Figure 42: Practical language of preference, as practically possible, in the **living environment** (e.g. residence). Option "Both Afrikaans and English" added in 2019.

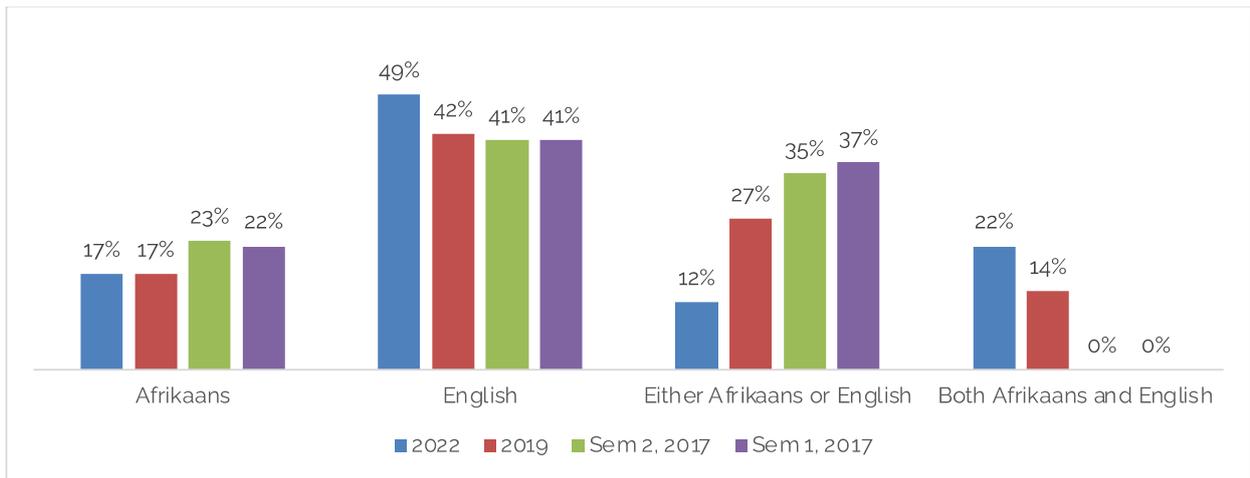


Figure 43: Practical language of preference, as practically possible, in the **co-curricular environment** (e.g. sport club and society). Option "Both Afrikaans and English" added in 2019.

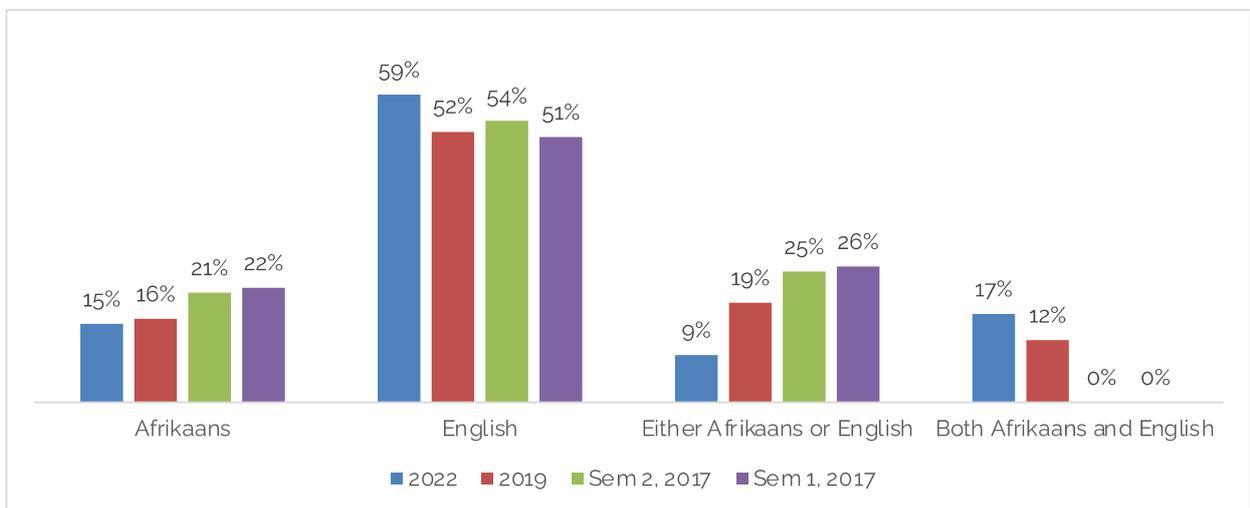


Figure 44: Practical language of preference, as practically possible, in the **administrative environment** (e.g. academic administration). Option "Both Afrikaans and English" added in 2019.

**Q23: I feel comfortable that I may express myself in my language of preference in:**

It is clear from figures 45 to 47 that the overwhelming majority of the respondents (more than 80% agreed or strongly agreed) felt in 2017, 2019 and 2022 that they could express themselves in their language of preference in all three environments (living, co-curricular and administrative) and that they felt included when there was communication in all three environments (again, more than 80% of the respondents agreed or strongly agreed, from figures 48 to 50).

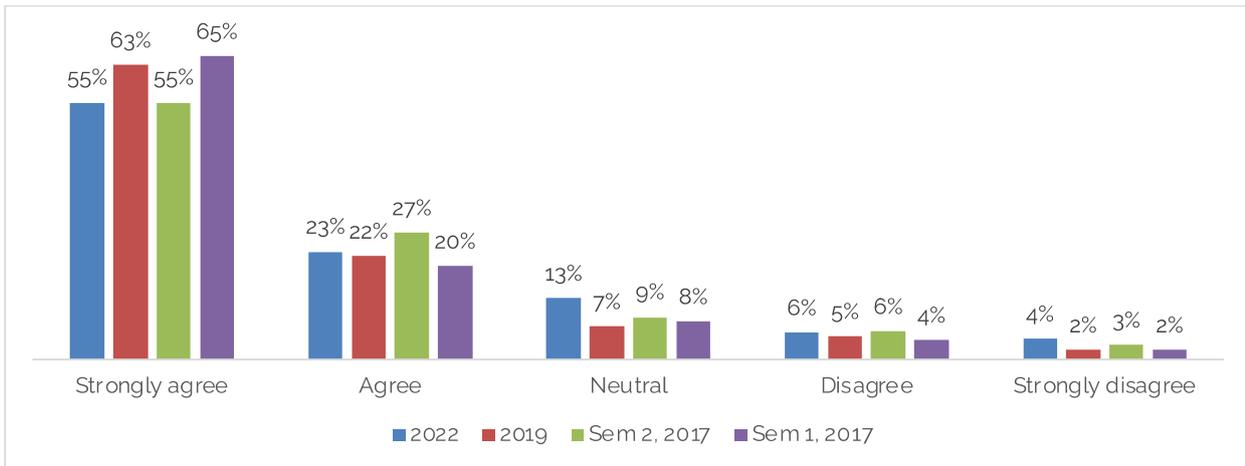


Figure 45: Students' comfort levels regarding expressing themselves in their language of preference (Afrikaans or English), as practically possible, in the **living environment** (e.g. residence)

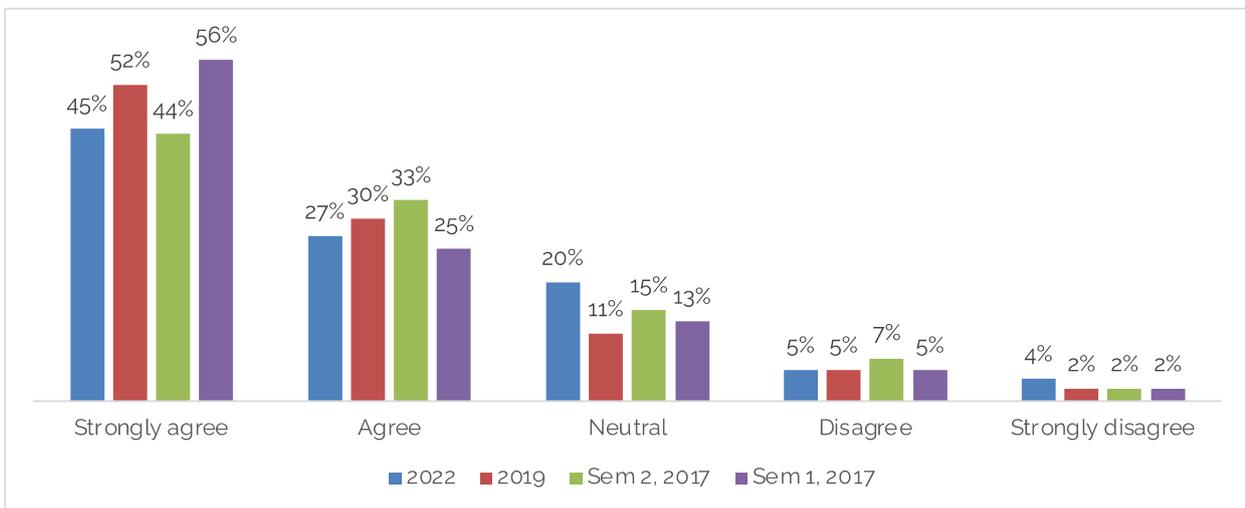


Figure 46: Students' comfort levels regarding expressing themselves in their language of preference (Afrikaans or English), as practically possible, in the **co-curricular environment** (e.g. sport club and society)

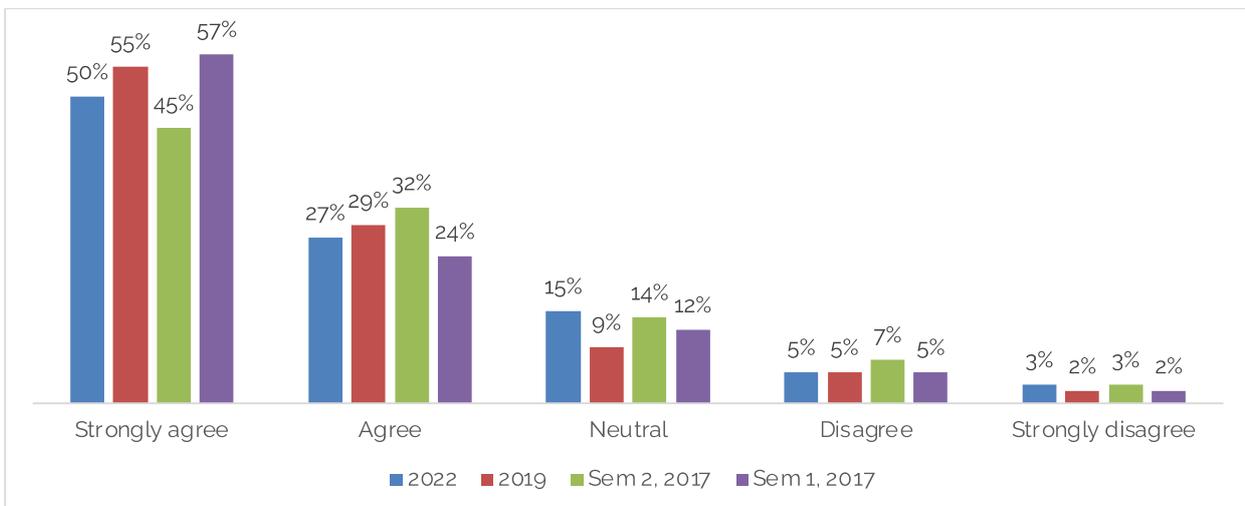


Figure 47: Students' comfort levels regarding expressing themselves in their language of preference (Afrikaans or English), as practically possible, in the **administrative environment** (e.g. academic administration)

**Q24: I feel included when there is communication in the:**

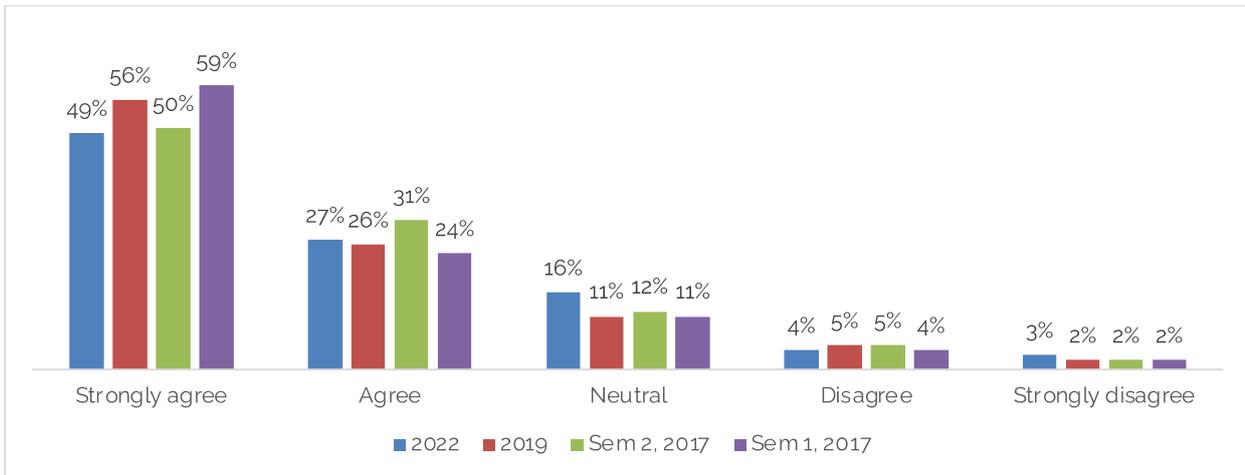


Figure 48: Students' sense of inclusion when communication takes place in the **living environment** (e.g. residence)

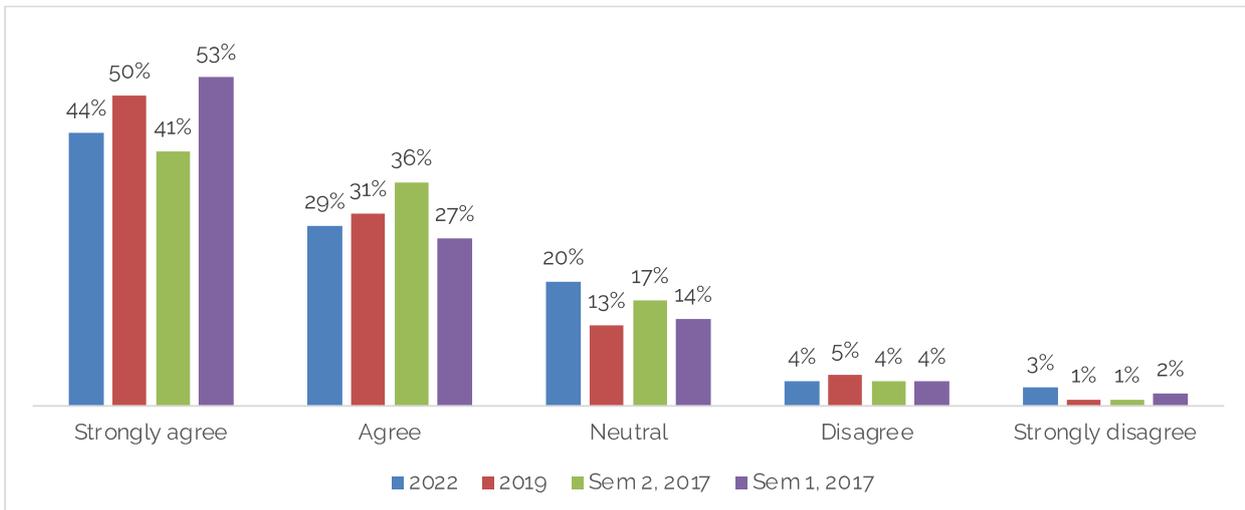


Figure 49: Students' sense of inclusion when communication takes place in the **co-curricular environment** (e.g. sport club and society)

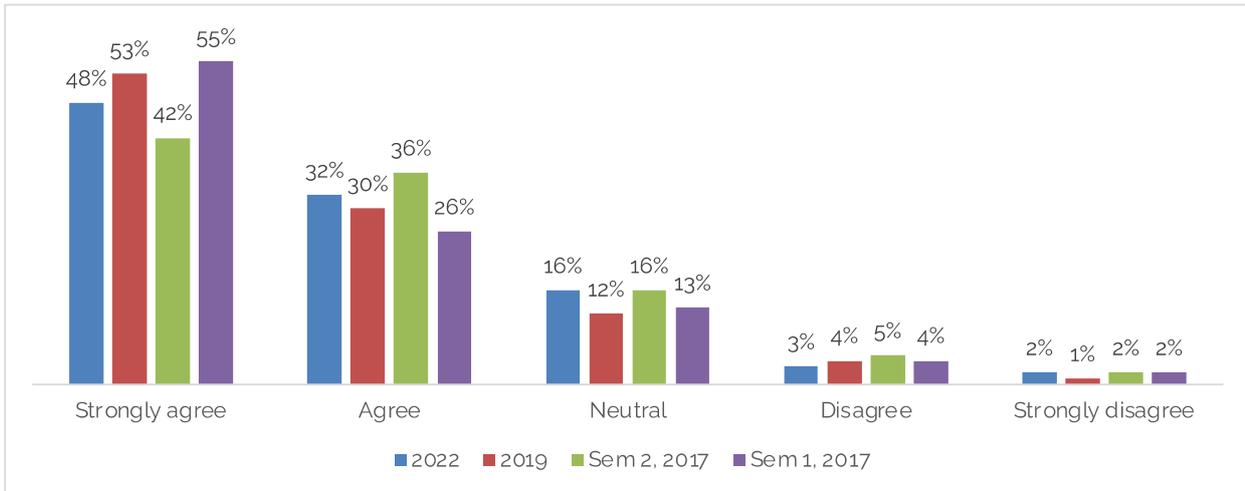


Figure 50: Students' sense of inclusion when communication takes place in the **administrative environment** (e.g. academic administration)

The last five questions of the questionnaire aimed to determine whether the students knew where to report their dissatisfaction with language-related issues, whether they reported dissatisfaction in either the learning, living, co-curricular or administrative environments, and whether they felt that their language-related issues were addressed satisfactorily.

**Q25: Do you know where to report your dissatisfaction with language-related issues?**

Of the respondents, 22% in 2017, 17% in 2019 and 15% in 2022 indicated that they knew where to report their dissatisfaction with language-related issues (Figure 51).

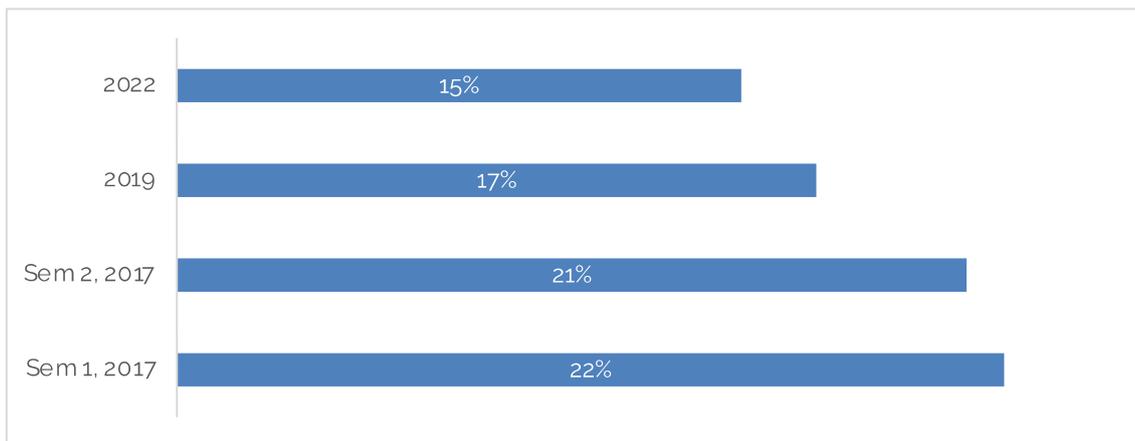


Figure 51: Percentage of respondents knowing where to report dissatisfaction with language-related issues as per the SU Language Policy procedures in §8.5

n (2022) = 808  
 n (2019) = 897  
 n (2017\_sem2) = 2017  
 n (2017\_sem1) = 4072

However, only a small minority of the respondents indicated that they ever had a reason to report dissatisfaction with language-related matters in the learning, living, co-curricular and administrative environments (figures 52 to 55). Given the responses to questions 21 and 22, it was not surprising that the need to report dissatisfaction was the lowest in the living, co-curricular and administrative environments.

**Q26: Dissatisfaction in the learning environment:**

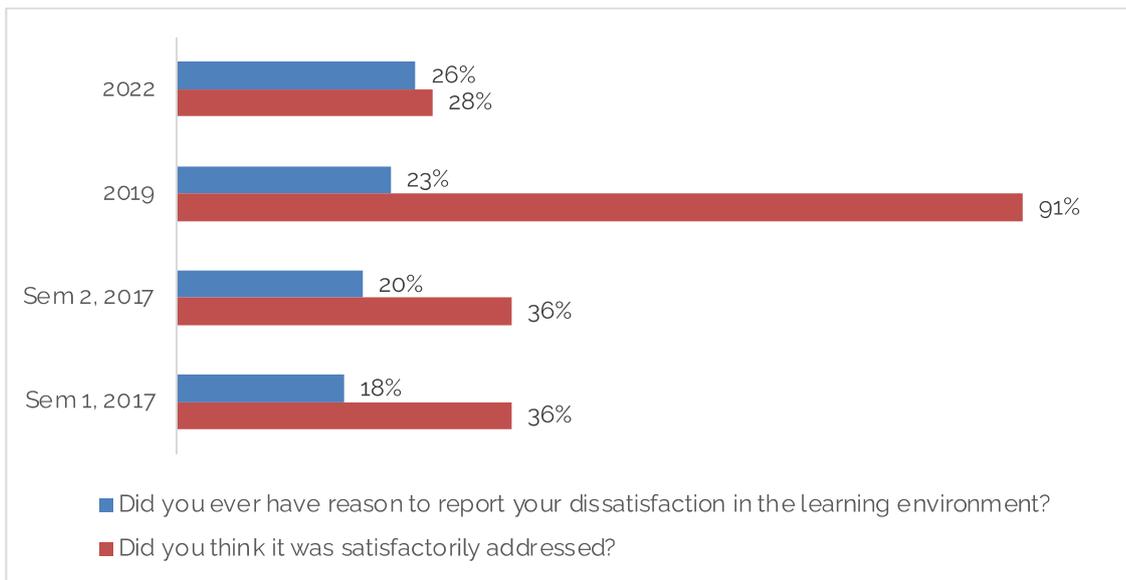


Figure 52: Dissatisfaction in the learning environment

*n* (2022) = 210/807 and *n* (2022) = 58/209  
*n* (2019) = 210/897 and *n* (2019) = 139/153  
*n* (2017\_sem2) = 413/2 030 and *n* (2017\_sem2) = 135/378  
*n* (2017\_sem1) = 750/4 103 and *n* (2017\_sem1) = 249/702

**Q27: Dissatisfaction in the living environment:**

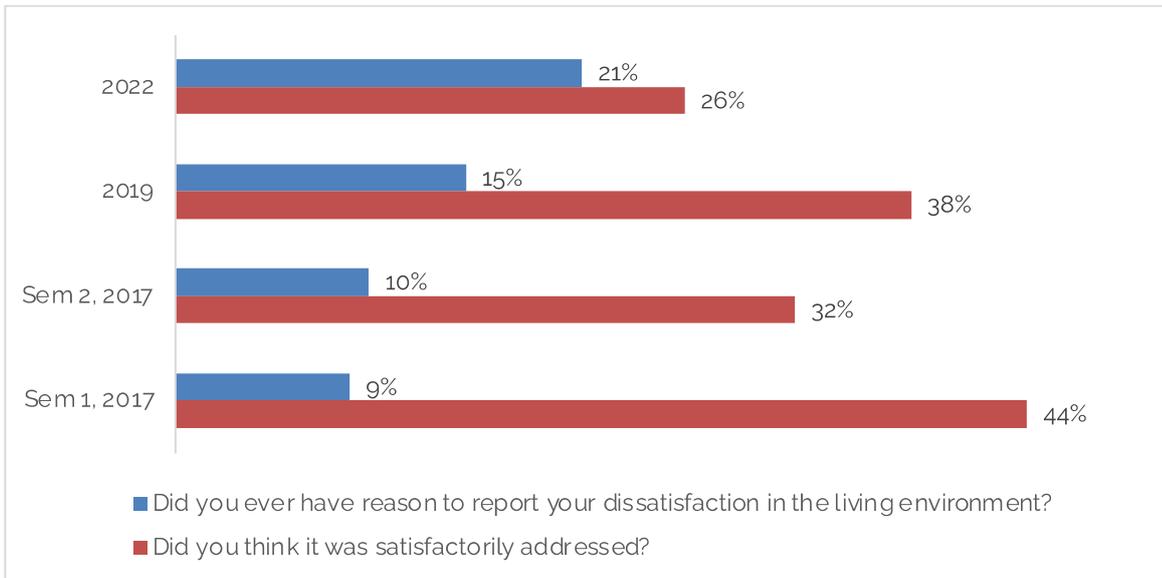


Figure 53: Dissatisfaction in the living environment

$n(2022) = 171/804$  and  $n(2022) = 44/170$   
 $n(2019) = 136/897$  and  $n(2019) = 51/136$   
 $n(2017\_sem2) = 413/2\ 030$  and  $n(2017\_sem2) = 135/378$   
 $n(2017\_sem1) = 360/4\ 103$  and  $n(2017\_sem1) = 249/702$

**Q28: Dissatisfaction in the co-curricular environment:**

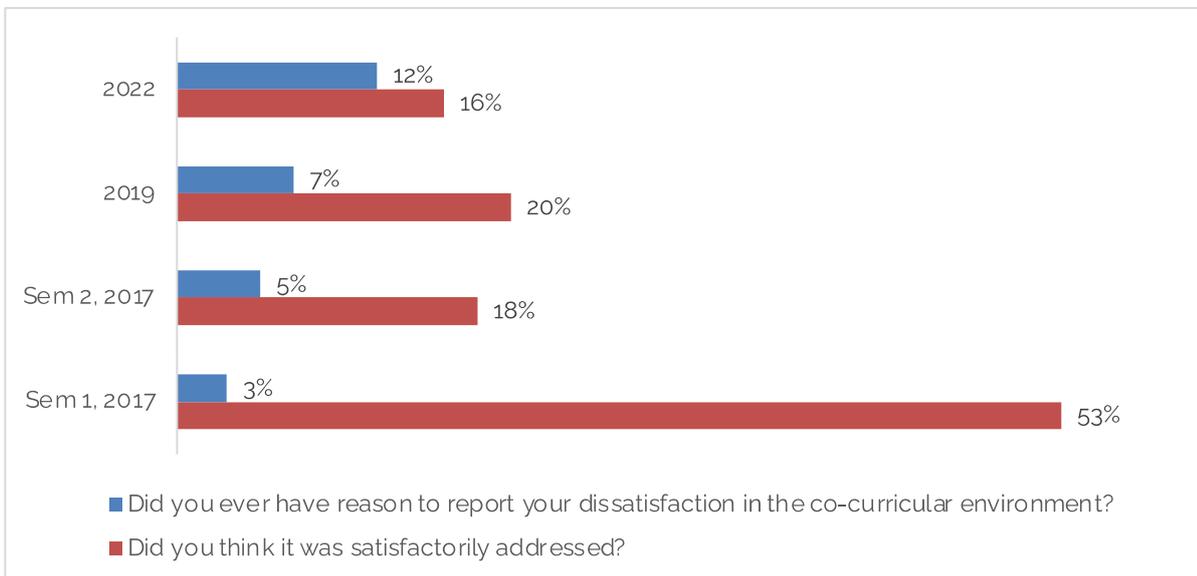


Figure 54: Dissatisfaction in the co-curricular environment

$n(2022) = 97/804$  and  $n(2022) = 16/97$   
 $n(2019) = 60/897$  and  $n(2019) = 12/60$   
 $n(2017\_sem2) = 91/2\ 030$  and  $n(2017\_sem2) = 15/82$   
 $n(2017\_sem1) = 138/4\ 100$  and  $n(2017\_sem1) = 62/118$

## Q29: Dissatisfaction in the administrative environment:

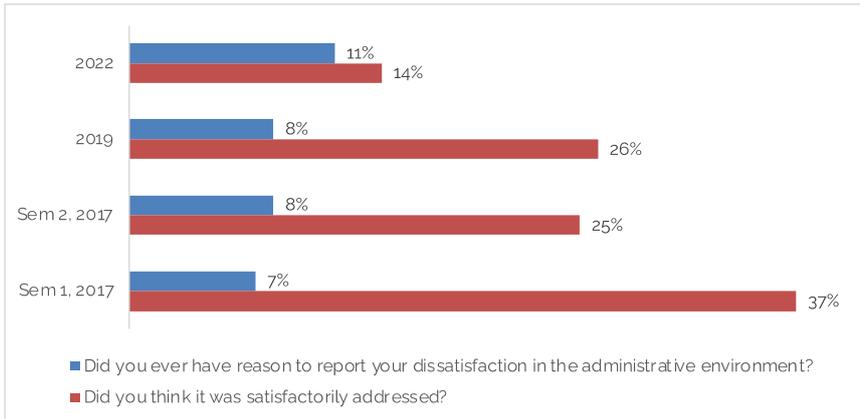


Figure 55: Dissatisfaction in the administrative environment

$n(2022) = 85/803$  and  $n(2022) = 12/84$

$n(2019) = 73/897$  and  $n(2019) = 19/73$

$n(2017\_sem2) = 157/2\ 030$  and  $n(2017\_sem2) = 33/131$

$n(2017\_sem1) = 271/4\ 102$  and  $n(2017\_sem1) = 77/211$

## Concluding remarks: Student survey

This brief report provides an analysis of the change in uptake of the SU Language Policy, comparing the responses to the survey sent out in March 2017, during the fifth week of classes after the implementation of the new SU Language Policy and again in the third quarter of 2017, to that of students in July 2019, at the beginning of the second semester, a year and a half after the first survey. The 2022 survey was conducted in the middle of the first semester, four months after the updated Language Policy had been implemented.

All undergraduate students were polled for their perceptions with regard to the implementation of the then new Language Policy in 2017, and postgraduate students were included in 2019 and 2022.

With regard to the learning environment, it is encouraging to note that:

- the majority of the students indicated that the lecturers did clarify the arrangement about the use of language in class; and
- the language arrangements were implemented as communicated, especially in the parallel-medium and single-language options, although there was also a very high level of satisfaction with the implementation of the dual-medium option (both English and Afrikaans in the same class group).

With regard to the living, co-curricular and administrative environments:

- there appears to be a greater preference for bilingualism beyond the classroom than in the learning environment, with a higher percentage of students showing a preference for both Afrikaans and English as their practical language; and
- the majority of the students felt comfortable expressing themselves in their language of preference and also felt included in communication that took place in these environments.

## Staff survey

### Background

The staff survey conducted in 2019 was repeated in 2022, with the addition of questions that focussed on the promotion of institutional and individual multilingualism on campus. E-mail invitations to complete an online survey were sent out to all (4 643) academic and nonacademic staff in May 2022. The responses received were compared to the survey sent to the staff in 2019. The response rate in 2022 was 13.1% (610 out of 4 643) compared to 13.7% (594 out of 4 336) in 2019. The staff were not included in the 2017 survey.

### Section A: Your personal information

#### Q1: Your faculty or responsibility centre

Most of the respondents were from the Faculty of Medicine and Health Sciences, followed by the faculties of Economic and Management Sciences, and Arts and Social Sciences, and the Responsibility Centre of the Deputy-Vice Chancellor: Learning and Teaching (Figure 56).

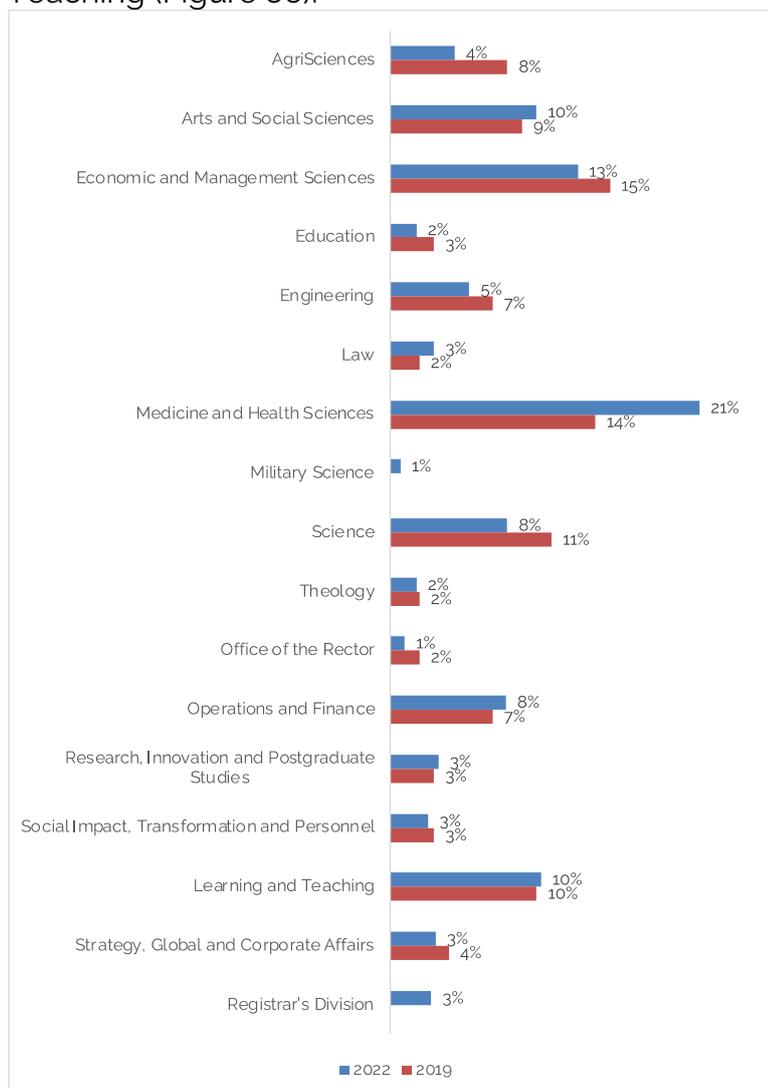


Figure 56: Response rate per faculty or responsibility centre.  $n$  (2019) = 594,  $n$  (2022) = 610

### Q2: What is your home language?

The majority of the respondents indicated that their home language was Afrikaans (56%), while 32% indicated that they spoke English at home (Figure 57).

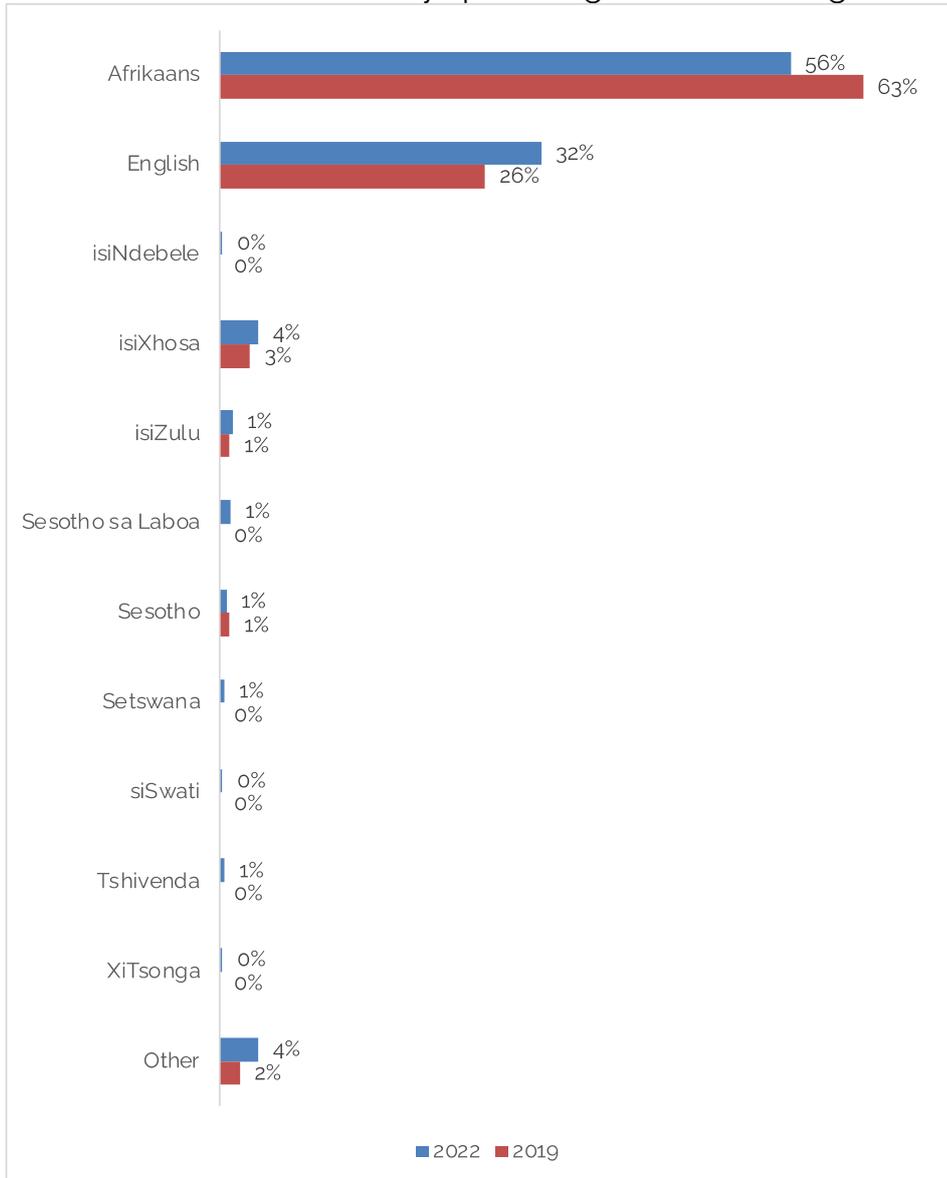


Figure 57: Percentage of respondents per home language

### Q3: How familiar are you with the contents of the SU Language Policy as it pertains to your working environment?

The percentage of respondents who indicated that they were to a large extent familiar with the Language Policy is down from 48% to 36%, followed by the respondents indicating that they were only familiar to some extent (52%). The minority of the respondents (12%) indicated that they were not at all familiar with the Language Policy (Figure 58). The majority of respondents (68%, up from 62% in 2019) indicated that they had read the policy (Figure 59).

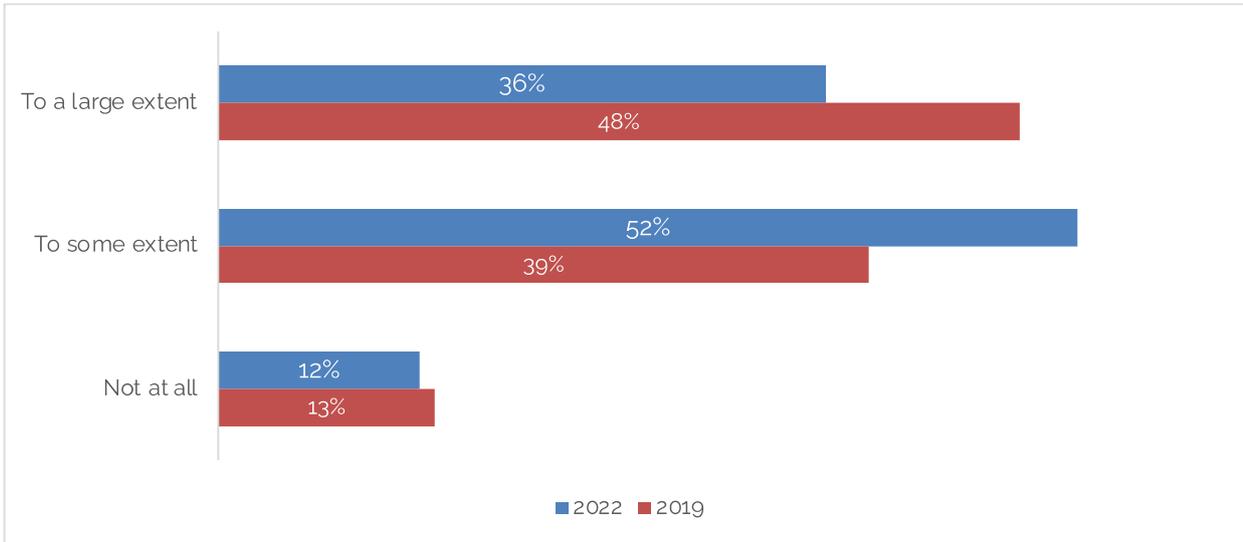


Figure 58: Percentage of respondents categorised by familiarity with SU Language Policy in the **working environment**

**Q4: I am familiar with the contents because:**

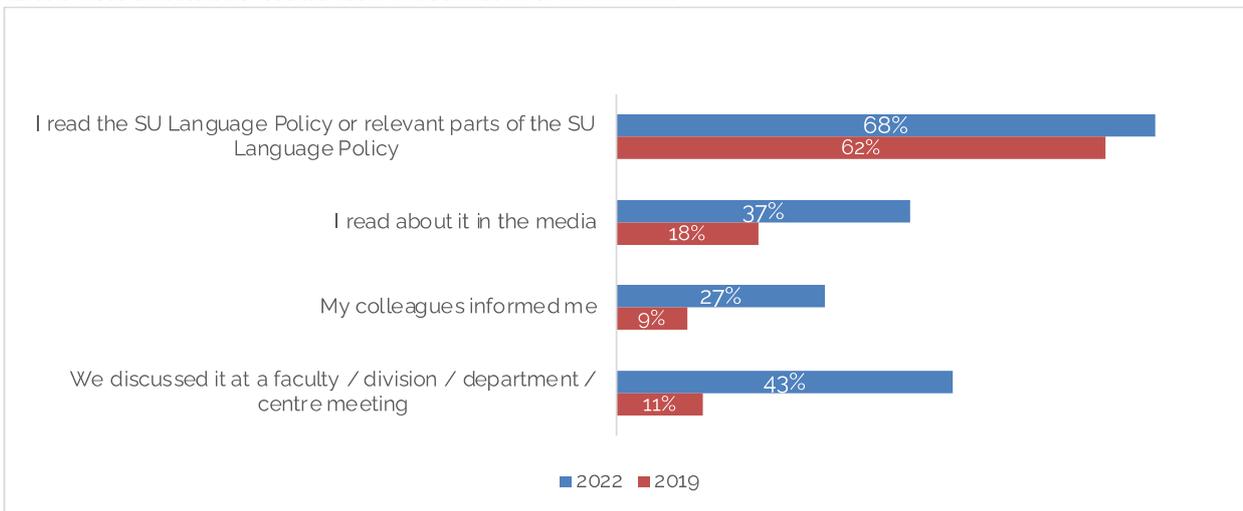


Figure 59: Percentage of respondents familiar with the contents of the SU Language Policy per reason stated

**Q5: Role classification**

About half of the respondents (47%) indicated that they were in the support environment (Figure 60).

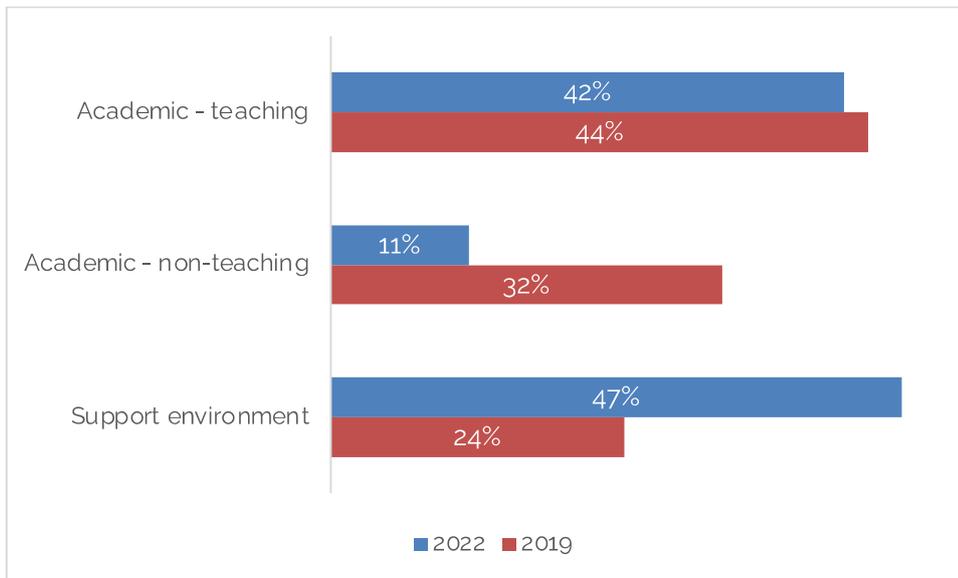


Figure 60: Percentage of respondents according to role classification. Confusion arose in 2019 with what the C1, C2 and C3 classification represented. The C3 category in 2019 was therefore possibly too high because many C2 staff members indicated afterwards that they had mistakenly selected C3. This was addressed in 2022, using descriptions of the roles instead.

### Q6: Do you teach undergraduate modules?

Less than half of the respondents (43%) indicated that they taught undergraduate modules (Figure 61).

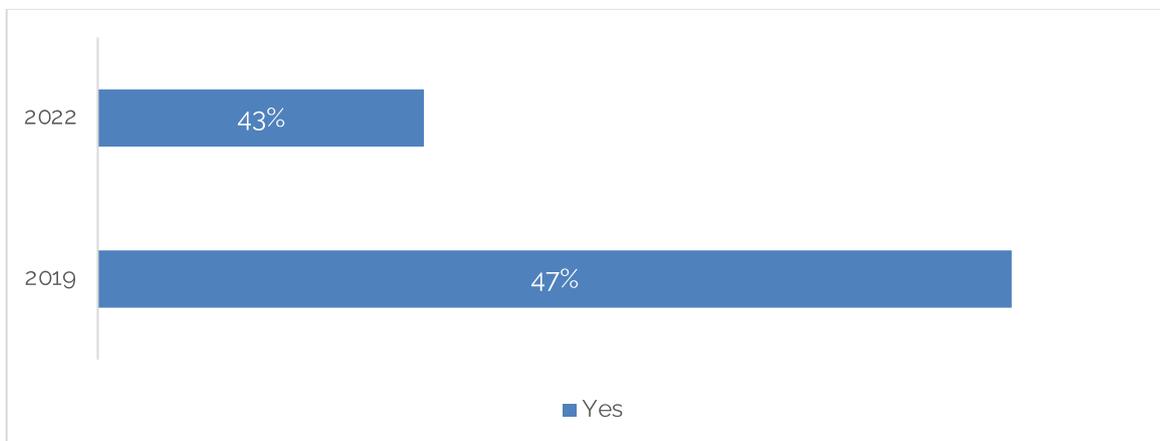


Figure 61: Percentage of respondents who teach undergraduate modules

### Q7: The Language Policy speaks to the multilingual context of SU with the goal to promote institutional multilingualism and individual multilingualism by actively encouraging individuals to use more than one language. Have you experienced this promotion?

Of the staff surveyed, 80% indicated that they experienced this promotion of multilingualism to some extent (Figure 62).

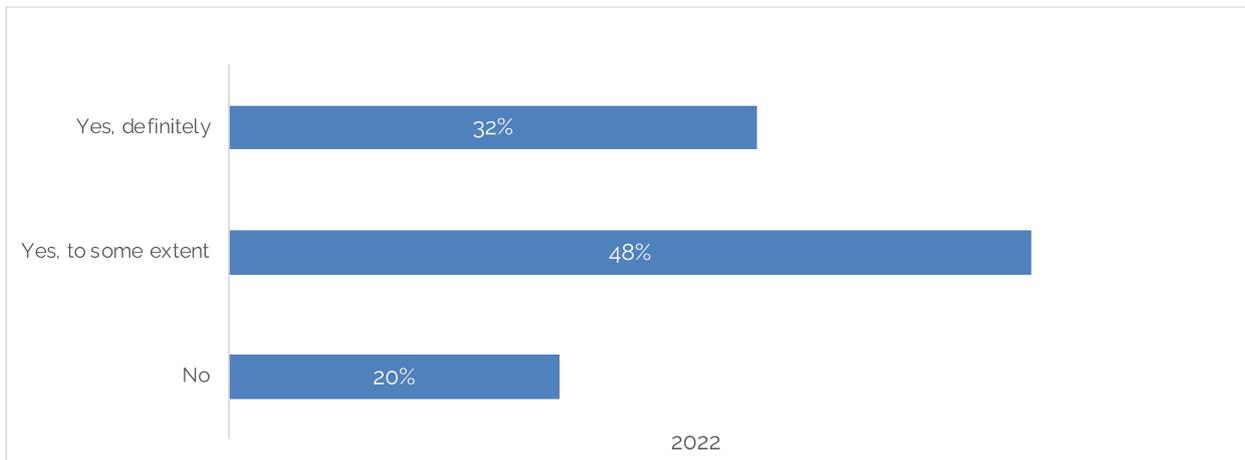


Figure 62: Percentage respondents indicating their experience of the promotion of multilingualism. New question in 2022.

It is clear from the low response rate to a new question (**Question 8**) that was added about the support provided by the Language Centre, that more awareness needs to be raised about the services provided by the Language Centre.

## Section B: Language in the teaching and learning environment

The respondents were given the three undergraduate language options as specified in the SU Language Policy:

1. **Parallel-medium (PM) teaching:** The module is taught in Afrikaans and in English to separate class groups (SU Language Policy §7.1.3).
2. **Dual-medium (DM) teaching:** Both Afrikaans and English are utilised in the same class group, but all information in the module is conveyed at least in English, with summaries or emphasis of the key concepts in Afrikaans interspersed in the same lecture (SU Language Policy §7.1.4).
3. **Single-medium (SM) teaching:** Only one language of presentation (Afrikaans or English) is used for the module; for example, all lectures are offered exclusively in English and are not available in Afrikaans, or vice versa (SU Language Policy §7.1.5).

Only those staff members who had answered “yes” to the question of whether they taught undergraduate modules were shown the next section, which asked about language in the teaching and learning environment. If they had answered “no” to the question, they were directed directly to Section C: Language in the working environment.

### **Q9: Do you tell your class group which mode the module will be offered in and explain what it entails?**

The response from lecturers about informing their students about the module mode (66%) is considerably higher than the response of the students recalling that the language mode has been discussed with them (41%) (figures 21 and 63).

About a third of the respondents indicated that they taught in the parallel-medium option (Figure 64). It is clear from Figure 65 that the lectures are implemented as required and from Figure 67 that students are supported in Afrikaans and English during a combination of appropriately facilitated learning opportunities, but only half of the respondents indicated that they used other learning opportunities to promote integration of students from different language groups in all their modules (Figure 66).

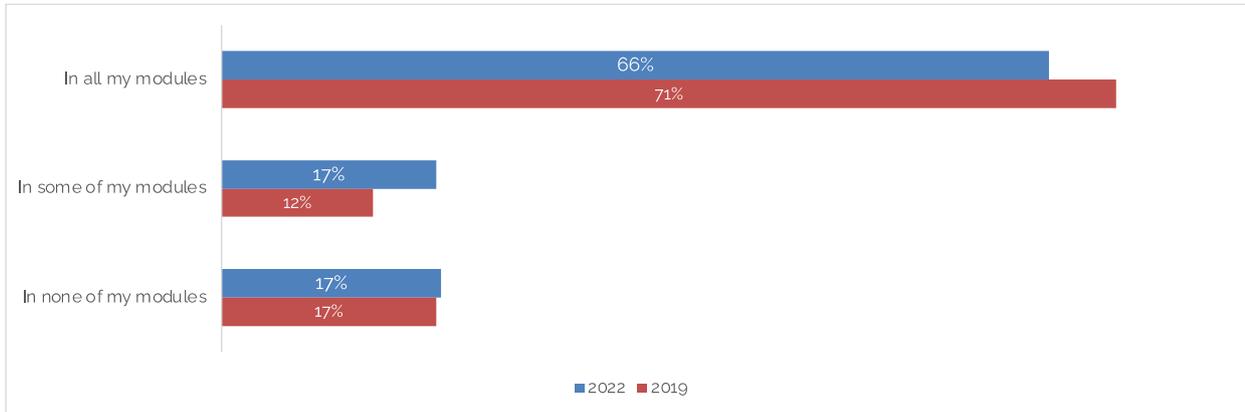


Figure 63: Percentage of undergraduate lecturers who told class group in which mode module would be offered and explained beforehand what it entailed. n (2022) = 230

**Q10: Do you present any modules that are specified for parallel-medium teaching?**

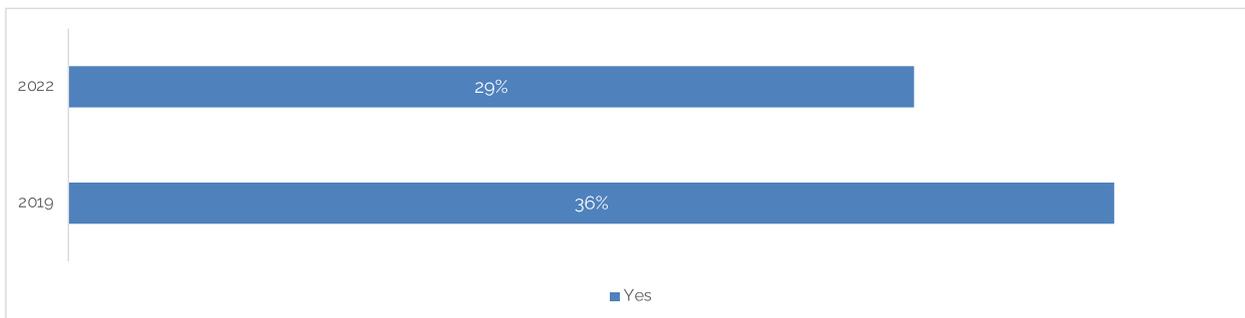


Figure 64 : Percentage of lecturers teaching modules that are specified for parallel-medium teaching

**Q11: I implement the language arrangements as communicated in parallel-medium teaching (as per SU Language Policy §7.1.3).**

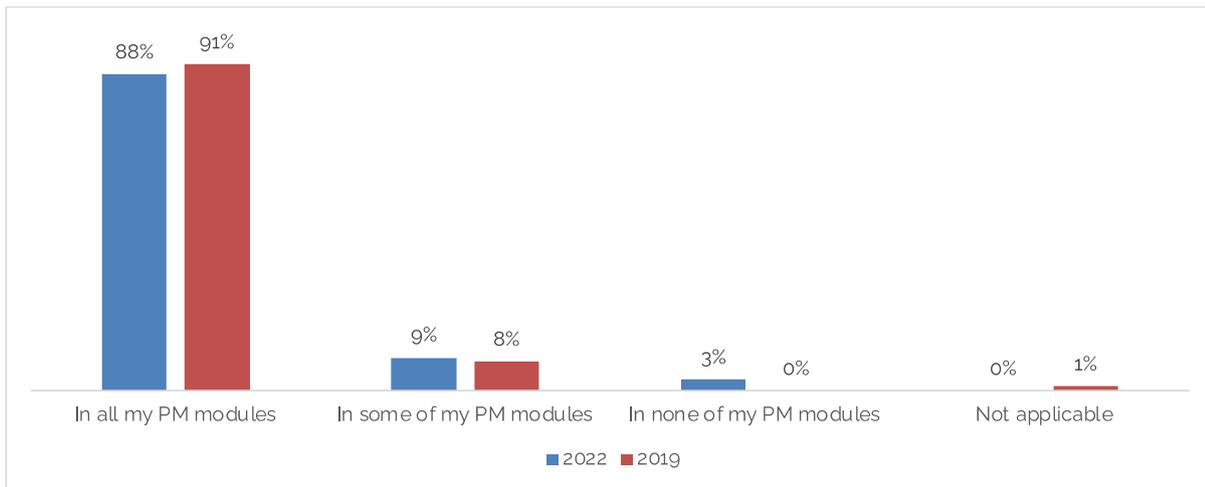


Figure 65: Percentage of respondents indicating that parallel-medium teaching was implemented as communicated for lectures: Separate lectures in Afrikaans and English were available for the module.

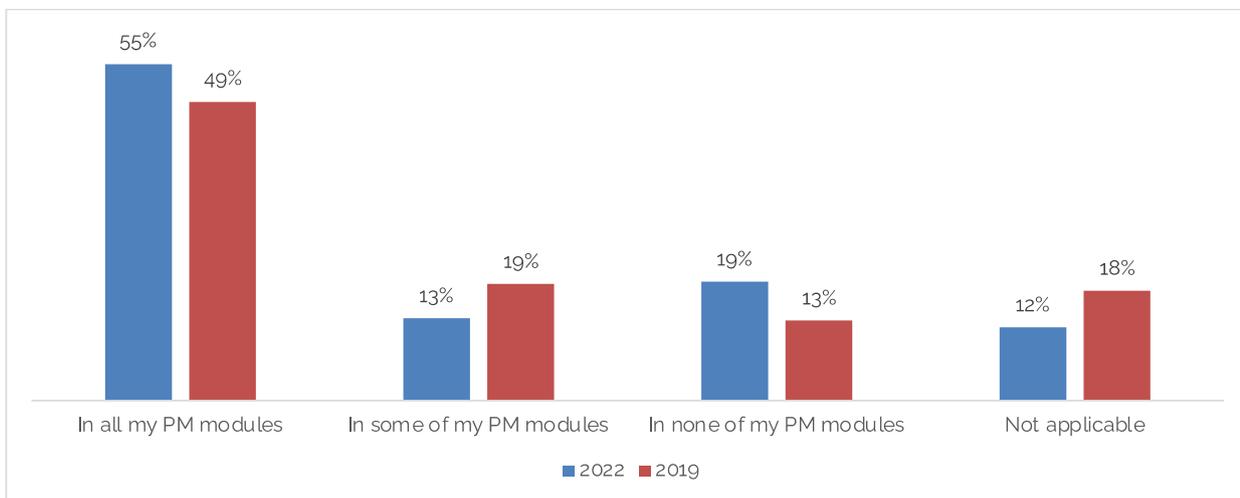


Figure 66: Percentage of respondents indicating that parallel-medium teaching was implemented as communicated for other learning opportunities. Other learning opportunities were utilised to promote integration of students from different language groups (e.g. in group work, assignments, tutorials and practicals).

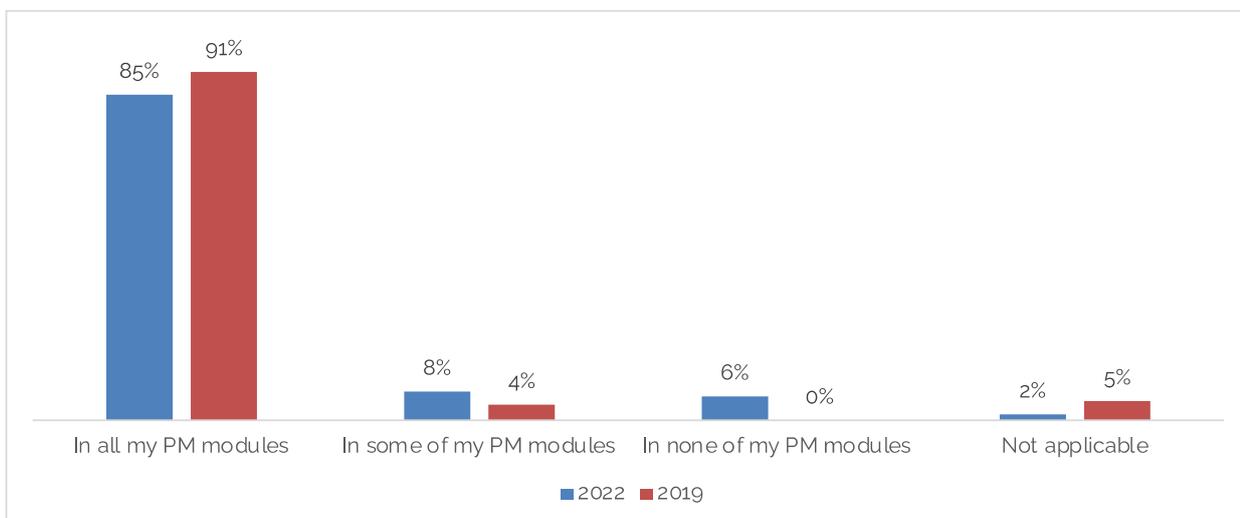


Figure 67: Percentage of respondents indicating that parallel-medium teaching was implemented as communicated in supporting students. Students were supported in Afrikaans and English during a combination of appropriately facilitated learning opportunities (e.g. consultation during office hours or routinely scheduled tutorials and practicals).

**Q12: Do you present any modules that are specified for dual-medium teaching?**

Roughly half of the respondents (47%) indicated that they used the dual-medium option in teaching and learning (Figure 68). The provision of summaries and interpreting in the first year still requires some attention as only 60% of the lecturers indicated that they provided summaries in Afrikaans in all their modules (Figure 69) and only 24% (down from 35% in 2019) provided interpreting. Interpreting is made available for the first two weeks of the semester but is discontinued if there is no student uptake (Figure 72). 80% and more of the respondents indicated that the questions were answered in both Afrikaans and English (Figure 70) and that students were supported during facilitated learning opportunities (Figure 71).

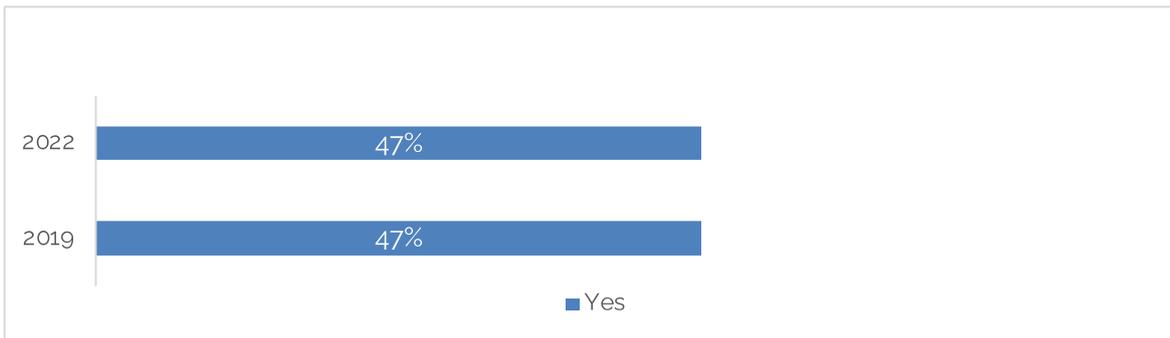


Figure 68: Percentage of lecturers present modules that are specified for dual-medium teaching

**Q13: I implement the language arrangements as communicated in dual-medium teaching (as per SU Language Policy §7.1.4).**

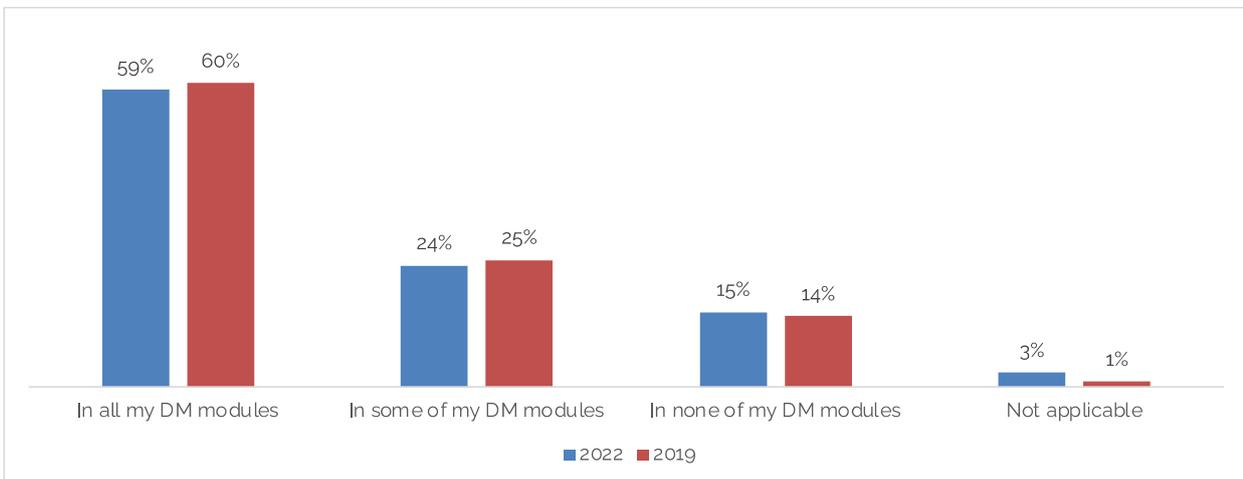


Figure 69: Percentage of respondents indicating that dual-medium teaching was implemented as communicated during lectures. During each lecture, summaries or emphasis on content is also given in Afrikaans.

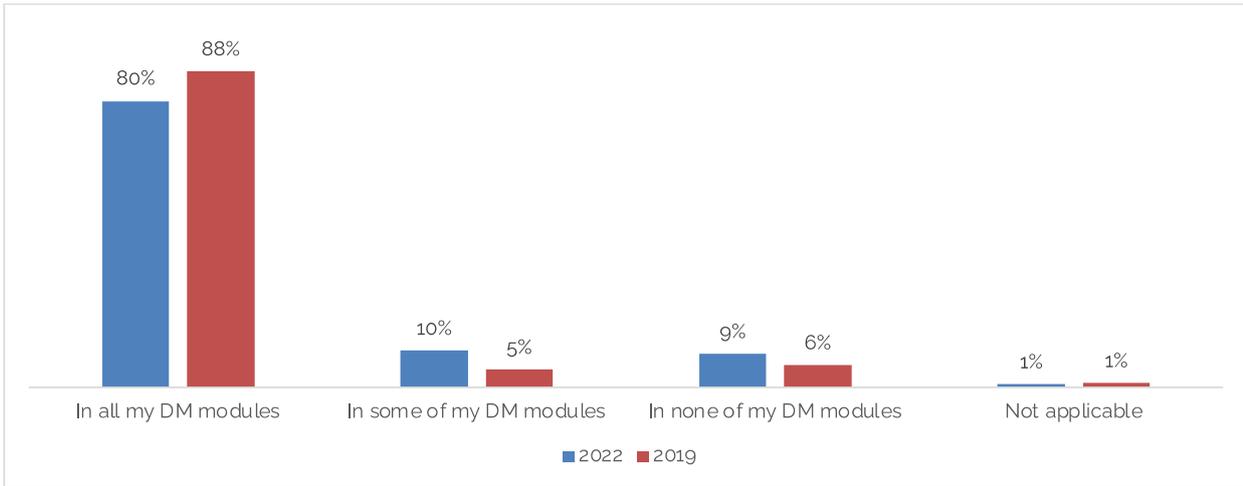


Figure 70: Percentage of respondents indicating that dual-medium teaching was implemented as communicated. Questions in Afrikaans and English are, at the least, answered in the language of the question.

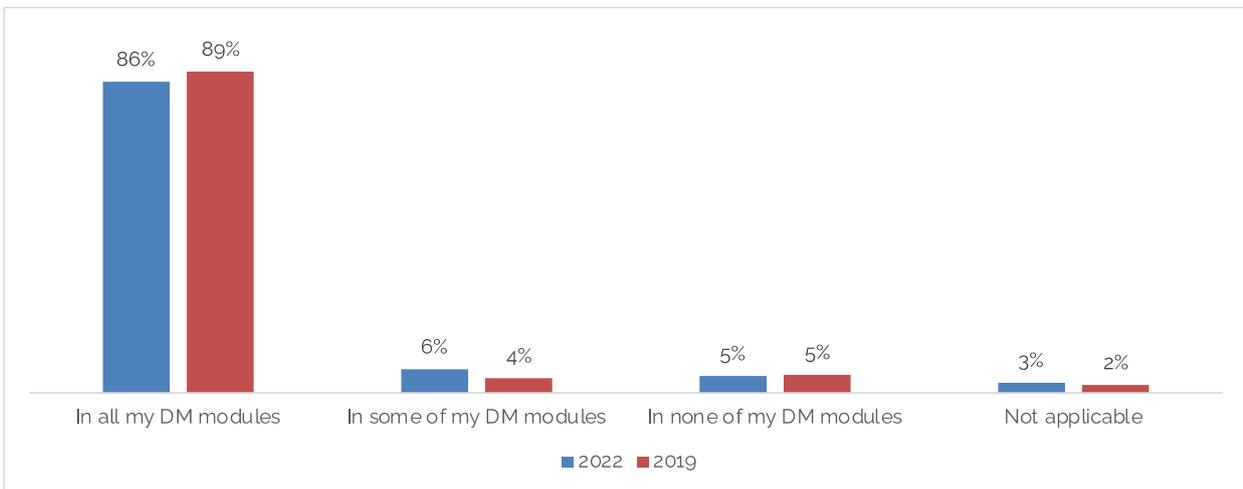


Figure 71: Percentage of respondents indicating that dual-medium teaching was implemented as communicated. Students are supported in Afrikaans and English during a combination of appropriately facilitated learning opportunities (e.g. consultations during office hours or routinely scheduled tutorials and practicals).

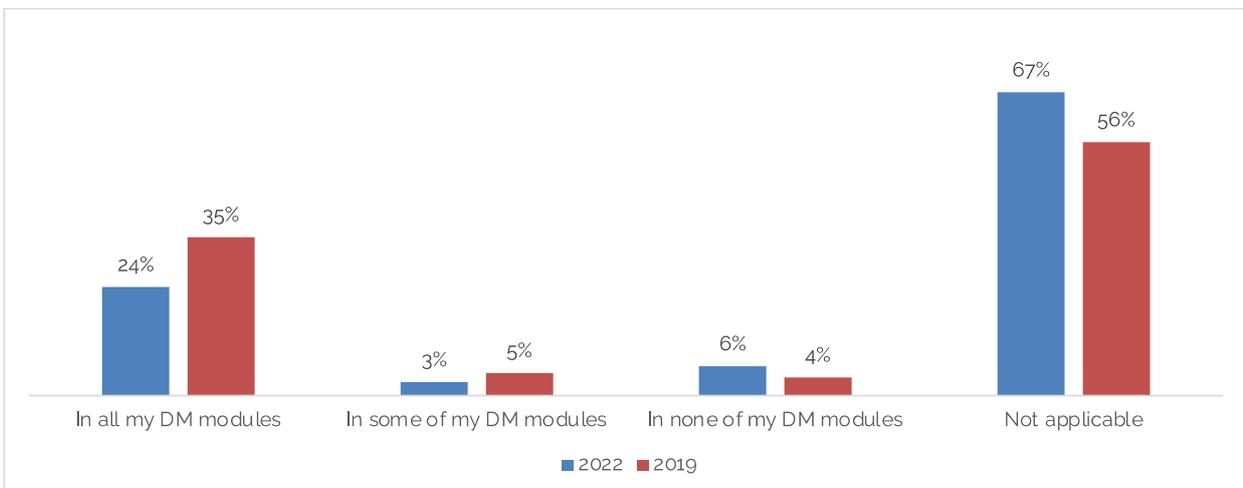


Figure 72: Percentage of respondents indicating that dual-medium teaching was implemented as communicated. In the case of first-year modules, SU made simultaneous interpreting available during each lecture unless all students opted out after two weeks.

**Q14: Do you present any modules that are specified for single-medium teaching?**

Almost half (47%) of the respondents indicated that they taught using a single medium (Figure 73). It is understandable why the “not applicable” percentages are so high with regard to the first-year modules in English because not that many first-year modules are taught in English (Figure 74). Similarly, there are also not that many Afrikaans single-medium modules, and the “not applicable” percentage is also high (Figure 75).

Only 36% (down from 51%) of the respondents indicated that students were supported in Afrikaans and English in a combination of appropriately facilitated learning opportunities in all of their modules (Figure 76).

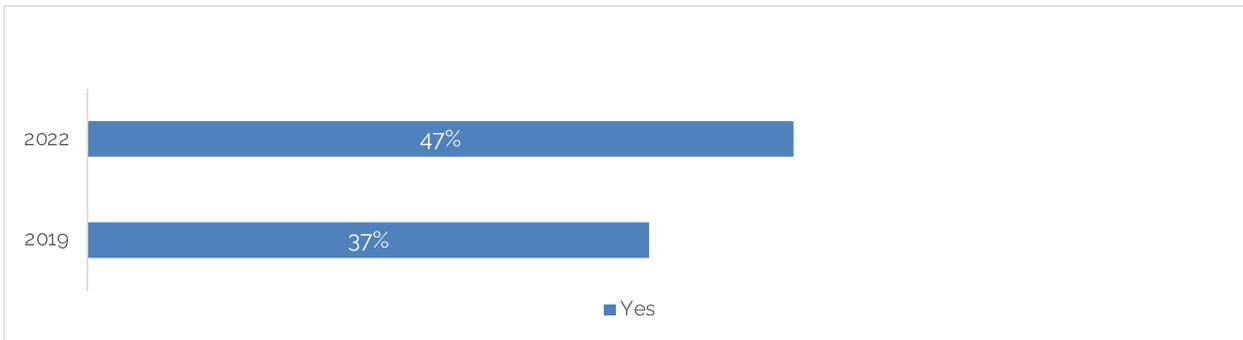


Figure 73: Percentage of lecturers present modules that are specified for single-medium teaching

**Q15: I implement the language arrangements as communicated in single-medium teaching (as per SU Language Policy §7.1.5)**

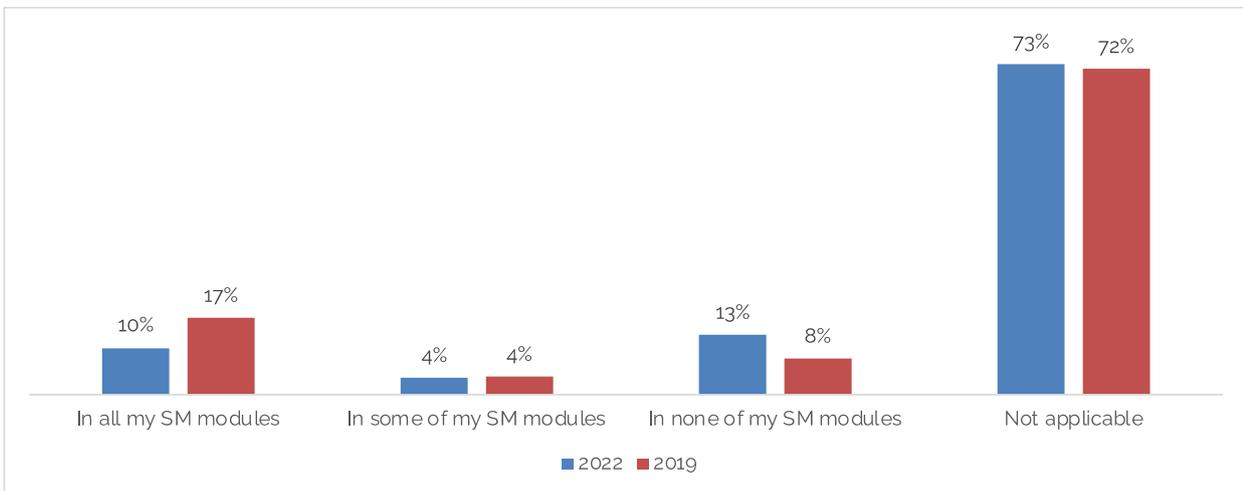


Figure 74: Percentage of respondents indicating that single-medium teaching was implemented as communicated. In the case of first-year modules in English, SU made simultaneous interpreting available in Afrikaans unless all students opted out after two weeks.

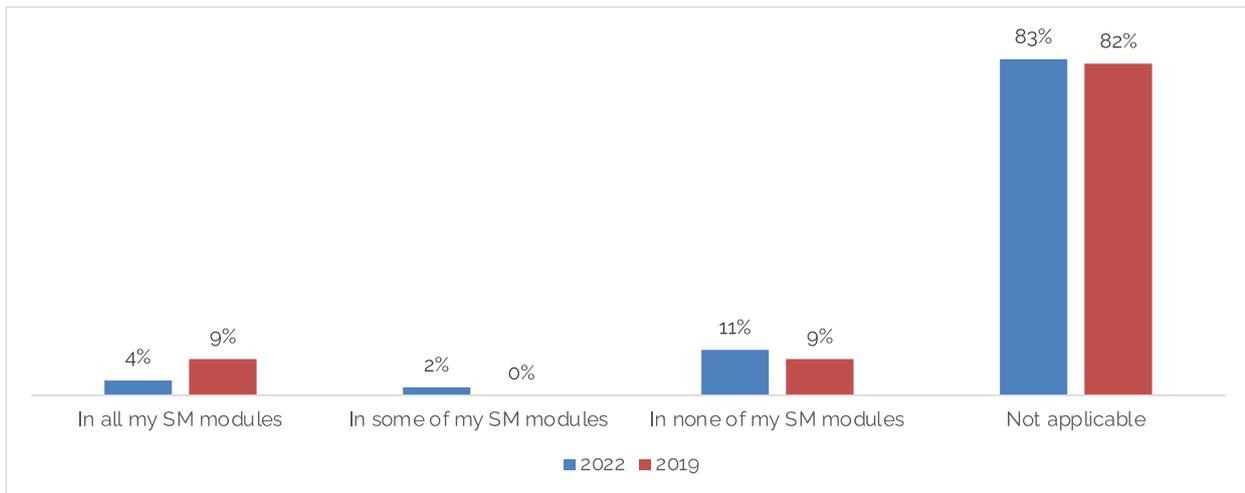


Figure 75: Percentage of respondents indicating that single-medium teaching was implemented as communicated. In the case of lectures in Afrikaans, SU made simultaneous interpreting available in English for modules in all study years unless all students opted out after two weeks.

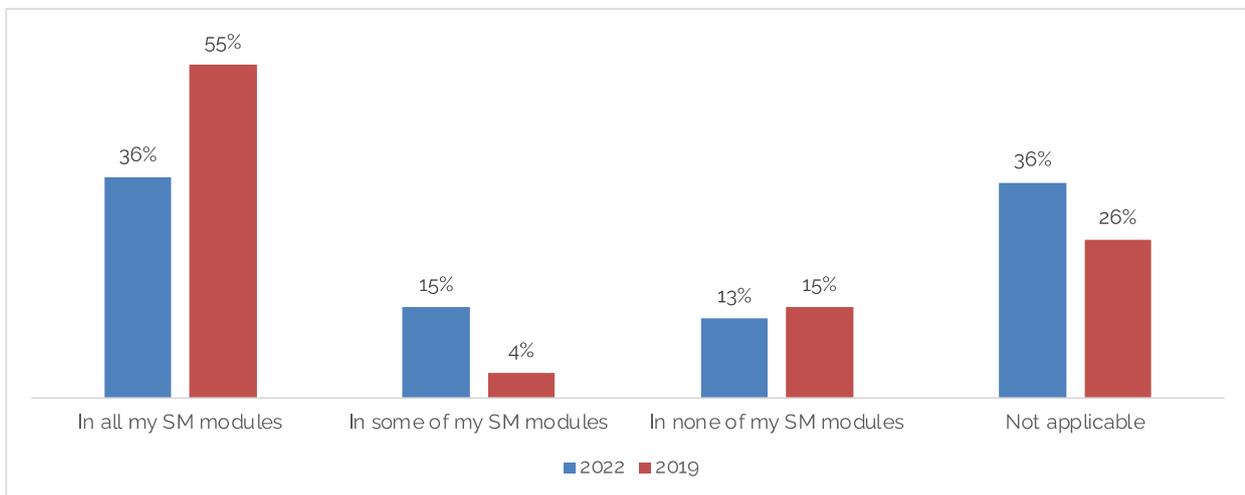


Figure 76: Percentage of respondents indicating that single-medium teaching was implemented as communicated. Students are supported in Afrikaans and English during a combination of appropriately facilitated learning opportunities (e.g. consultations during office hours or routinely scheduled tutorials and practicals).

## Other learning support

### Q16: Do you make the following available to your students in Afrikaans and English?

The majority of the respondents indicated that the module frameworks (Figure 77) and assessments (Figure 78) were available in both Afrikaans and English and the compulsory reading material at least in English (Figure 79).

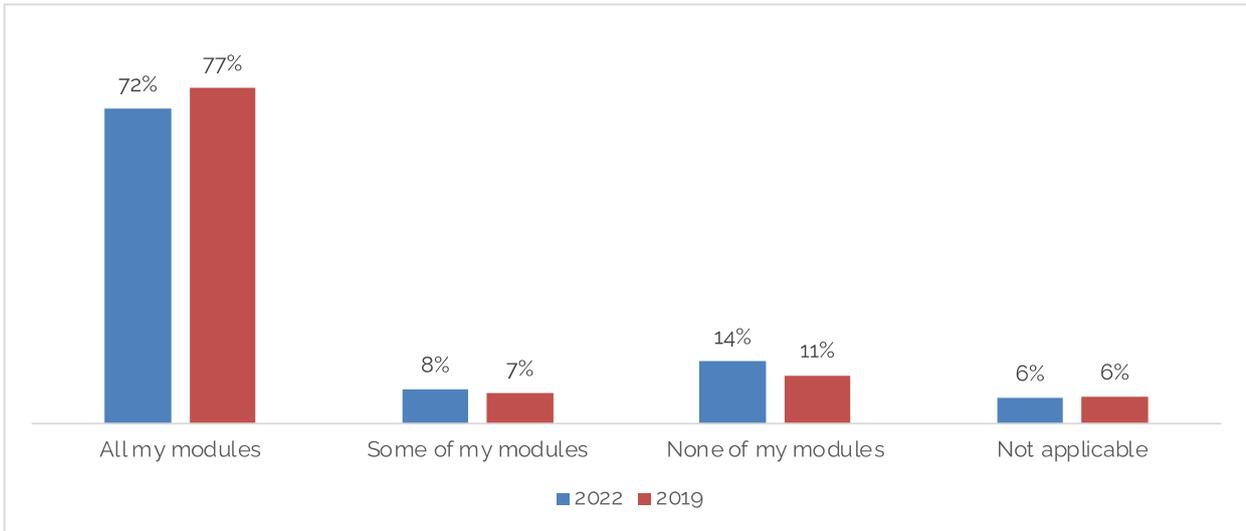


Figure 77: Percentage of respondents indicating that they made module frameworks and study guides available in Afrikaans and English

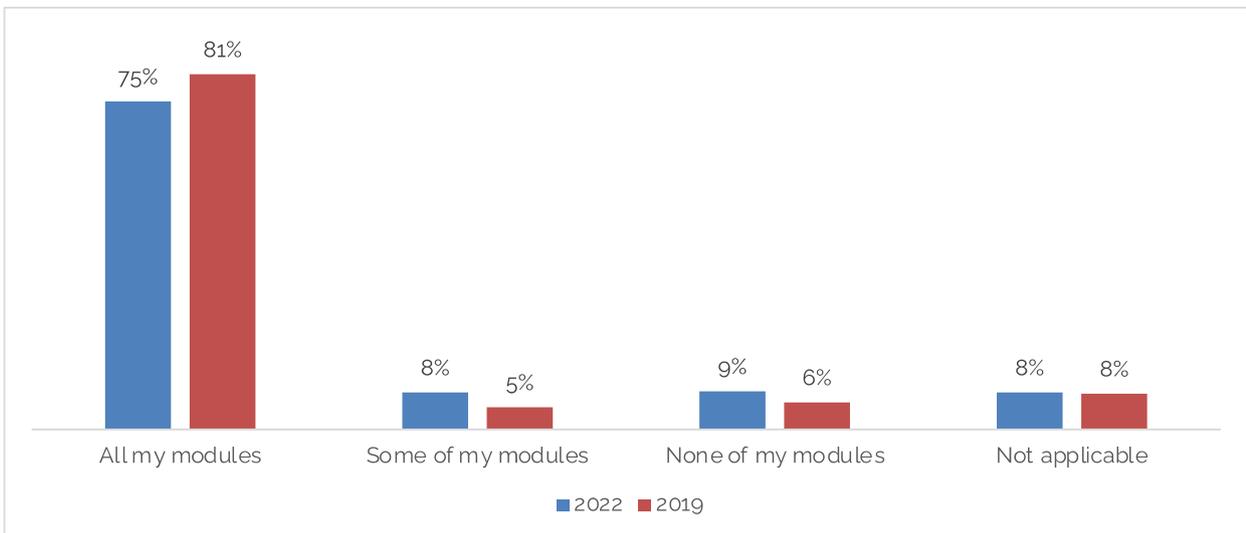


Figure 78: Percentage of respondents indicating that they made question papers for tests, examinations or other summative assessments available in Afrikaans and English

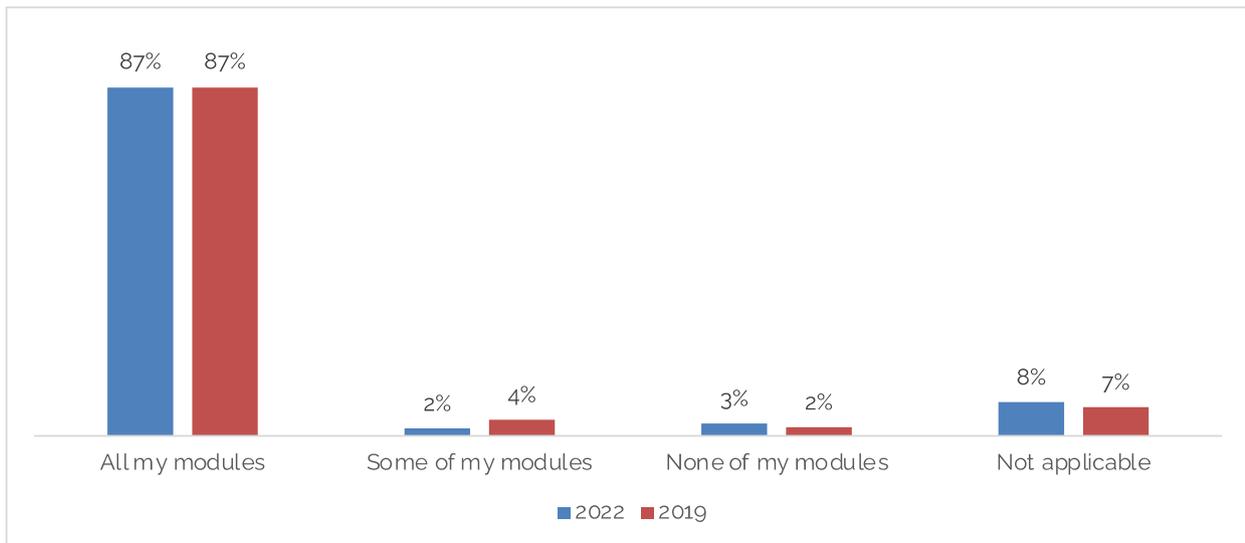


Figure 79: Percentage of respondents indicating that they made all compulsory reading material available at least in English except where the module is about the language itself

**Q17: Have any of your students in the current academic year complained to you about your implementation of the SU Language Policy in the learning environment?**

Only a very small minority (6%) of the respondents indicated that their students complained about their implementation of the Language Policy (Figure 80). The majority of the issues was resolved in a direct discussion between the lecturer and the student (Figure 81).



Figure 80: Percentage of complaints made by students in the current academic year regarding implementation of the SU Language Policy in the learning environment

**Q18: How did you resolve the issue (mark all that apply)?**

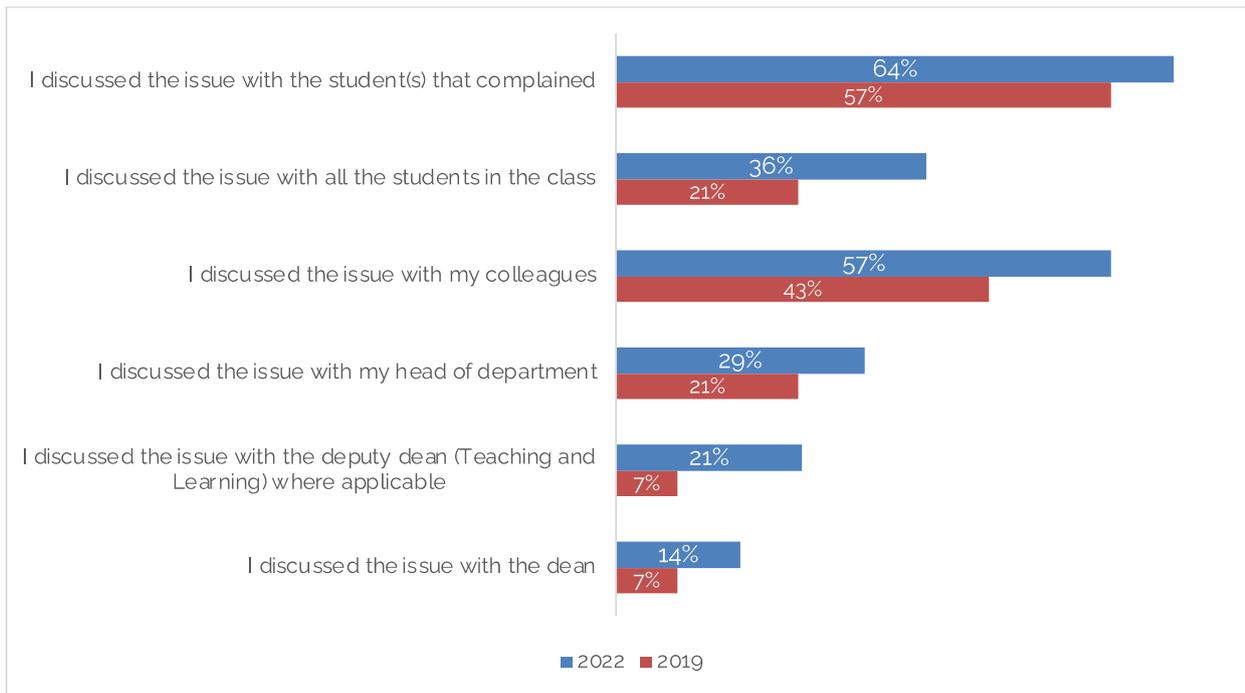


Figure 81: Percentage of how issues were resolved; respondents could select all that applied. n (2019) = 14, n (2022) = 14.

### Section C: Working environment

It is clear from Figure 82 that English is the practical language of preference in the environments specified. Afrikaans is the preference mostly in informal meetings (19%, down from 27% in 2019) and in communication between colleagues (14%, down from 20% in 2019). Both English and Afrikaans are mostly the preference in informal meetings (27%, up from 20% in 2019), and English mostly in the research environment (70%) and in meeting documentation (68%) (Figure 82).

Around 70% of all respondents agreed and strongly agreed that they could express themselves in all environments, with people feeling the most comfortable with communication between colleagues (82% in 2022 and 80% in 2019) (Figure 83).

It is also encouraging to note that 78% and more of all respondents agreed or strongly agreed that they felt included in the various environments in terms of language usage (Figure 84).

### Q19: What is your practical language of preference with regard to:

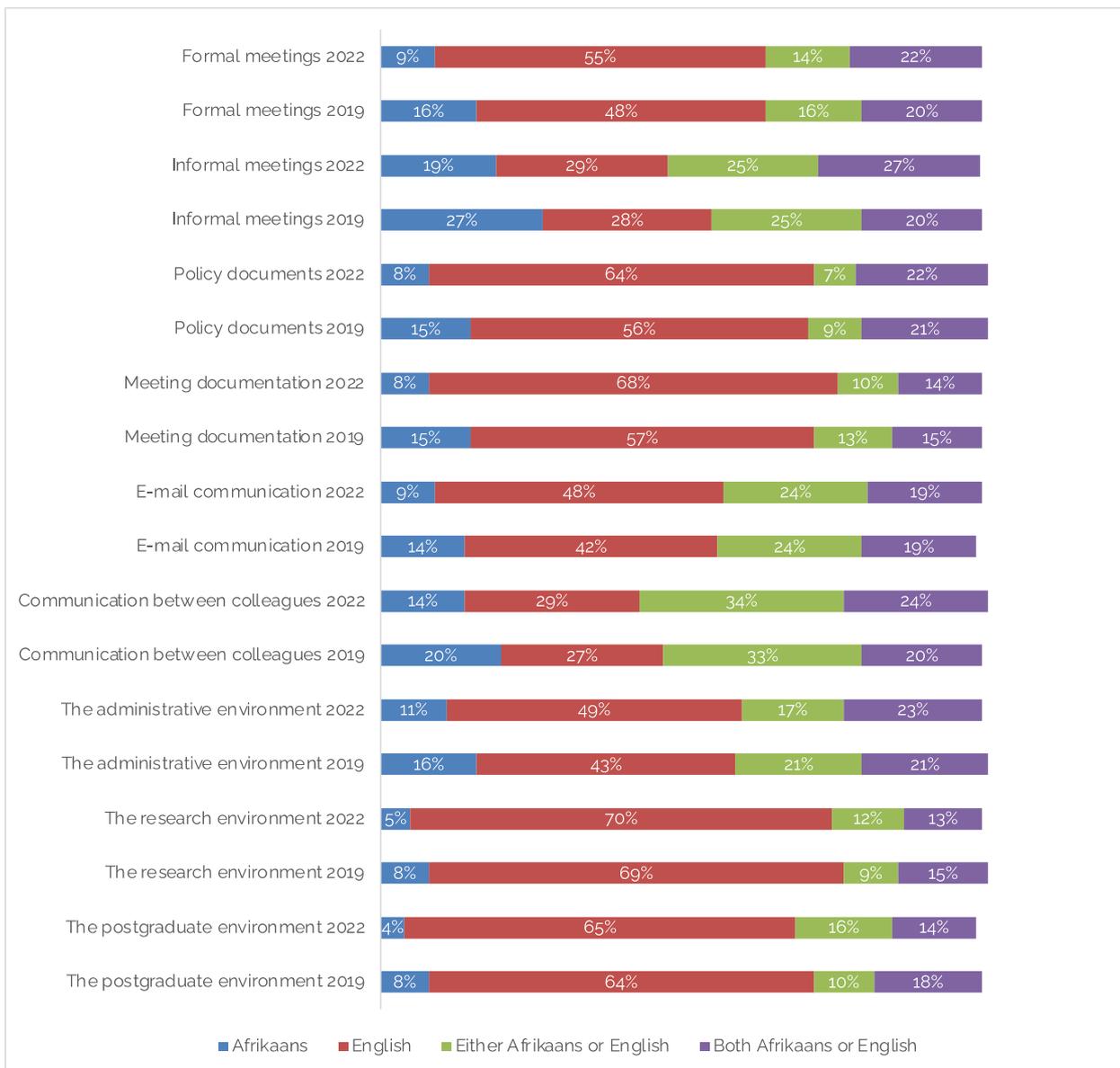


Figure 82: Percentage of respondents indicating practical language preference. Removed "Not applicable".

**Q20: I feel comfortable that I may express myself in my practical language of preference (Afrikaans or English) in:**

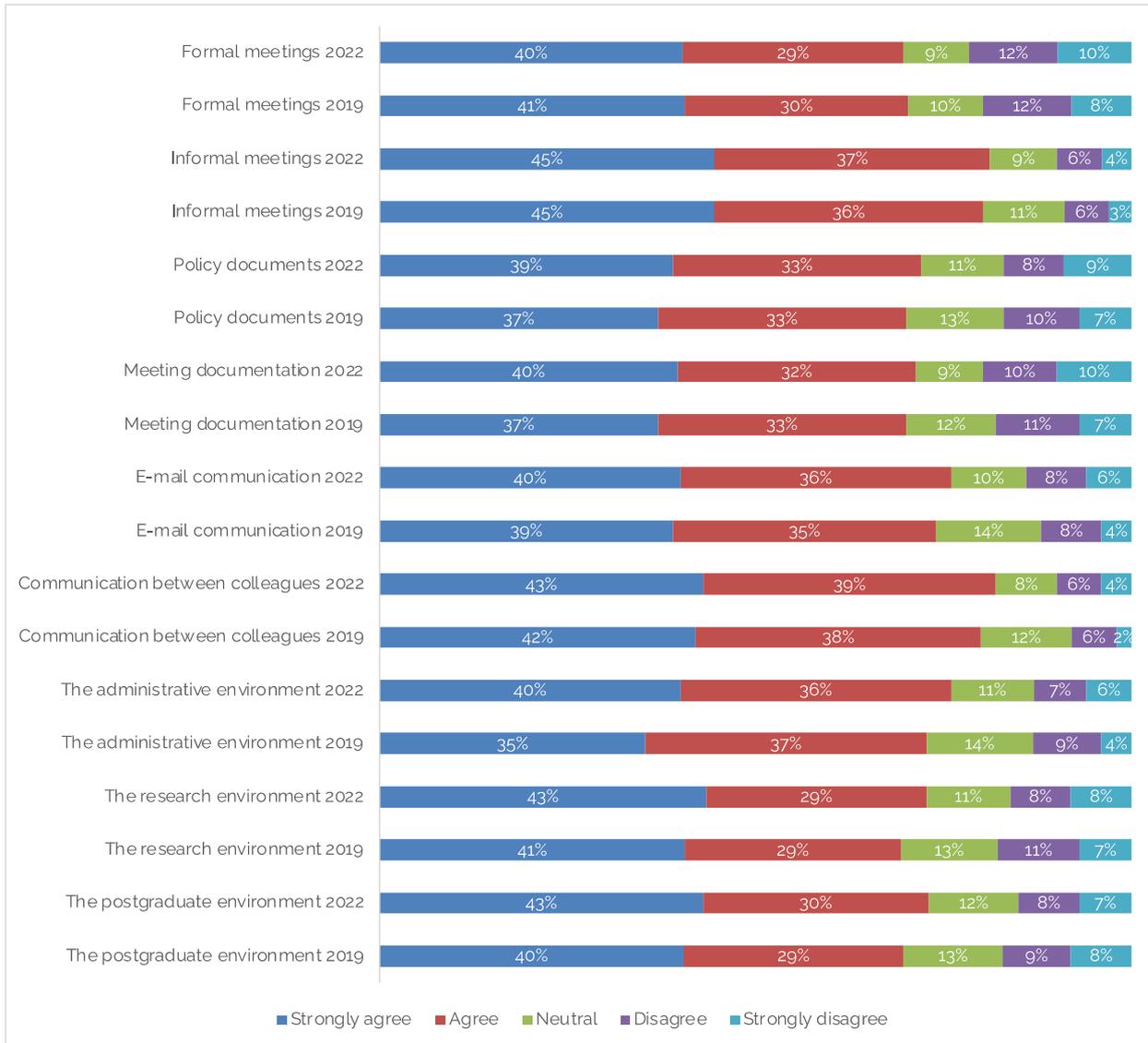


Figure 83: Comfort levels of staff regarding expressing themselves in their language of preference (Afrikaans or English). Removed "Not applicable".

**Q21: I feel included in terms of language usage in:**

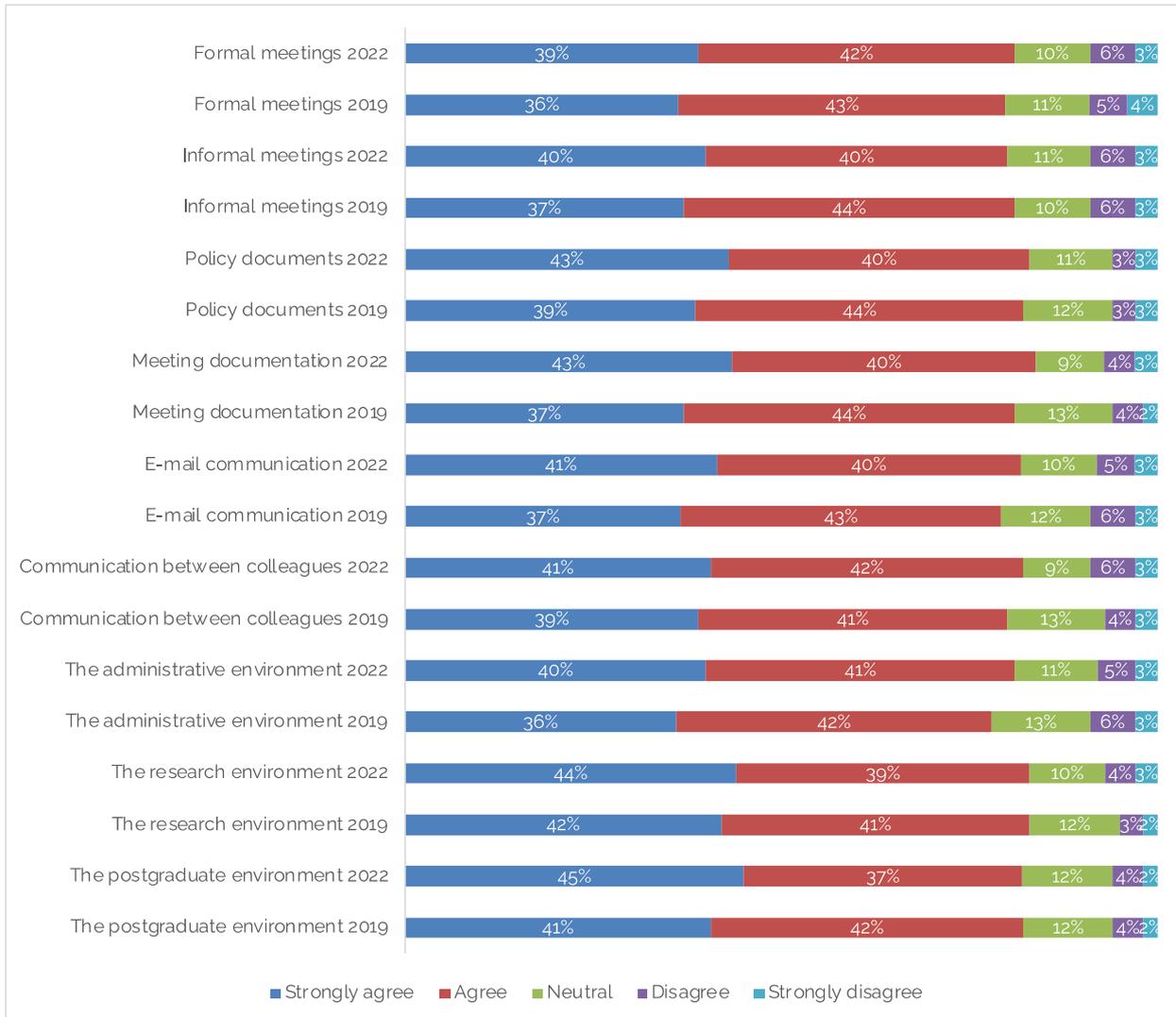


Figure 84: Feeling of inclusion by staff in terms of language usage. Removed "Not applicable".

**Q22: Do you know where to report your dissatisfaction with language-related issues, if any (as per the SU Language Policy procedures in §8.6)?**

The respondents indicated that they knew where to report their dissatisfaction with language-related issues (37%, up from 29% in 2019) (Figure 85), with only 7% indicating that they had a reason to report their dissatisfaction (Figure 86). A total of 22 (down from 37 in 2019) respondents indicated that this dissatisfaction was related to a deviation from the Language Policy (Figure 87), with only 4 out of 36 staff members in 2022 indicating that these issues were addressed satisfactorily (Figure 88).

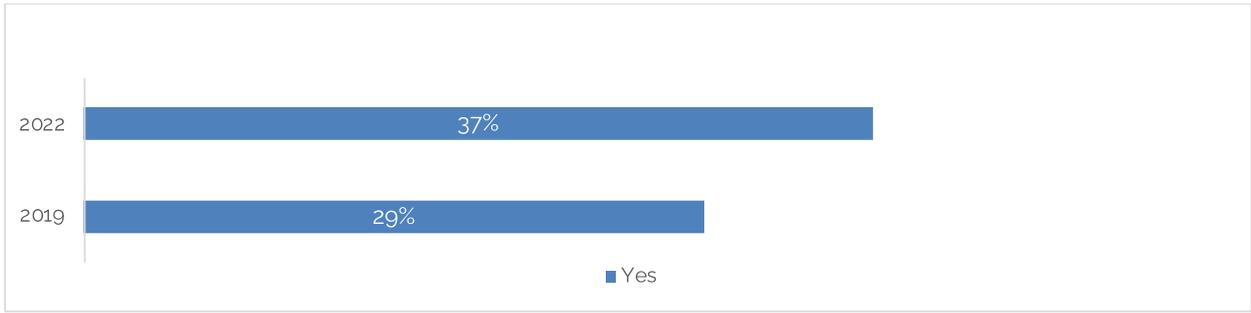


Figure 85: Percentage of respondents knowing where to report dissatisfaction with language-related issues

n = (2022) = 225/610  
 n = (2019) = 174/594

**Q23: In the current year, have you had reason to report your dissatisfaction with language-related issues in your working environment?**



Figure 86: Dissatisfaction with language-related issues in the working environment in the current year

n = (2022) = 42/610  
 n = (2019) = 72/594

**Q24: Was your dissatisfaction as a result of a deviation from the SU Language Policy?**

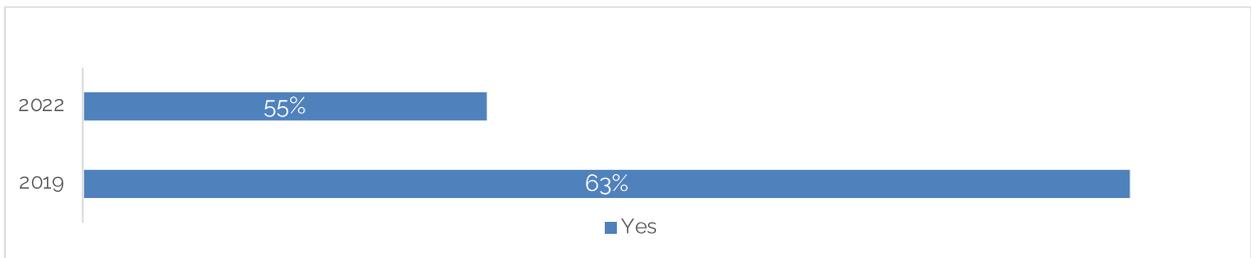


Figure 87: Dissatisfaction as a result of a deviation from SU Language Policy

n = (2022) = 22/40  
 n = (2019) = 37/59

### Q25: Do you think that your dissatisfaction was addressed satisfactorily?



Figure 88: Dissatisfaction addressed satisfactorily

n = (2022) = 4/36

n = (2019) = 7/61

### Concluding remarks: Staff survey

It is clear from the results of the staff survey that there is a high level of compliance in teaching and learning with regard to the implementation of the three language implementation options (parallel medium, dual medium and single medium). More awareness raising in terms of creating opportunities for students to learn together and share across different language groups still has to follow. It appears from the responses that the staff members were satisfied with the use of multiple languages in the environments provided and that they felt included in terms of language usage. Lastly, not many staff members knew where to report their dissatisfaction with the implementation of the Language Policy, but only a small minority had had reason to complain about the implementation thereof.