

FACULTY OF ARTS AND SOCIAL SCIENCES

LANGUAGE IMPLEMENTATION PLAN 2023

Revised 1 September 2022

This plan replaces all previous versions and is ONLY applicable to the 2023 academic year.

1. Introduction/Context

The Faculty supports the principle of multilingualism¹ without exclusion, acknowledging the value of cultural, linguistic and other forms of diversity in the Faculty as an asset in epistemological, pedagogical, research, administrative and social contexts. The Faculty's Language Implementation Plan is based on the principle of ensuring that language does not form a barrier to access and optimal learning and teaching at Stellenbosch University. The Faculty is committed to flexible combinations of languages, specifically English, Afrikaans and isiXhosa, as contextually appropriate to specific lectures, seminars, tutorials, practicals, and administration. Such combinations facilitate inclusivity through diversity. This Language Implementation Plan (LIP) was initially drafted during a strategic planning session of departmental chairpersons and vice-deans on 30 November 2015, finalised in December 2015 and tabled at the Faculty Board on 17 February 2016. The 2023 version was circulated to departmental chairpersons and the BA Student Committee (BASC) for input from staff and students about possible revisions. The current version reflects this feedback. We acknowledge that the Language Implementation Plan presently emphasises the ideals of multilingualism, rather than materialising in practice the equitable use of the three languages foregrounded in the faculty. We commit to finding ways in which to see isiXhosa, English and Afrikaans sharing a more egalitarian relation in teaching and learning, so as to assist student success.

2. Aims of LIP and promotion of multilingualism

The Language Implementation Plan of the Faculty promotes:

- Excellence in teaching, research and social impact
- Multilingualism as a graduate-attribute
- Student success
- A welcoming and inclusive culture
- Access to the Faculty

¹ In this document, *multilingualism* refers to the ability of a person to have access to, and work fairly comfortably in more than one language. It stands in contrast to *monolingualism* which entails that a person can only speak one language.

- Respect for diversity among students and staff
- Flexible solutions for any challenges of multilingualism

Multilingualism is promoted through, inter alia:

- The provision of module outlines in English and in Afrikaans
- The provision of class notes and/or slides in English and in Afrikaans
- The presentation of lectures, tutorials and practicals in either double medium or parallel medium
- The active encouragement of students to become familiar with difficult ideas and thought processes by speaking in their preferred language, and calling on peers for translation and interpretation in the classroom space
- The provision of tutorial and practical material in English and in Afrikaans
- The setting of tests and exams in English and in Afrikaans, with students having the option to formulate their answers in either language
- The appointment of student assistants / tutors with multilingualism in mind
- The appointment of English/Afrikaans/isiXhosa tutors/mentors in the Faculty's EDP program
- The provision of interpretation services in English/Afrikaans/isiXhosa in the Faculty's EDP programme
- The development of five discipline-specific terminology glossaries in English/Afrikaans and isiXhosa

3. Language use in teaching and learning

The aims stated above ensure that communication regarding teaching, learning and administration will be available in English and Afrikaans, with provision made for the use and development of isiXhosa as a language of tuition and administration. The details of the implementation of this goal will be determined by the realities of the pedagogical and administrative space, such as in specific language disciplines. These realities also include student needs and the linguistic abilities of staff.

The goal stated above means that undergraduate students can study in both English and Afrikaans, with teaching staff providing access to learning material in more than one language. In the pedagogical space, the implementation comprises the following, taking into consideration the realities of specific language disciplines:

- 3.1. For undergraduate modules where it is reasonably practicable and pedagogically sound to have more than one class group:
 - 3.1.1. There are separate lectures in Afrikaans and English.
 - 3.1.2. Learning opportunities, such as group work, assignments, tutorials and practicals involving students from both language groups are utilised to promote integration within programmes.

- 3.1.3. Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours or scheduled tutorials and practicals).
- 3.2. For undergraduate modules where both Afrikaans and English are used in the same class group, the combination of facilitated learning opportunities is as follows:
 - 3.2.1. During each lecture, all information is conveyed at least in English and summaries or emphasis on content are also given in Afrikaans, either orally or in the form of slides or notes. Questions in Afrikaans and English are answered in the language of the question, where reasonably practicable.
 - 3.2.2. Students are supported in Afrikaans and English during a combination of appropriate, facilitated learning opportunities (e.g. consultations during office hours, or scheduled tutorials and practicals).
 - 3.2.3. For first-year modules, SU makes simultaneous interpreting available during each lecture. During the second and subsequent years of study, simultaneous interpreting is made available by SU upon request by a faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the interpreting service, it may be discontinued.
- 3.3. In the following instances, lectures will be offered in one language only:
 - 3.3.1. Where the nature of the subject matter of the module justifies doing so, for example where the module is on the language itself.
 - 3.3.2. 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 available in English. If the lectures of the first-year modules are in English, SU makes simultaneous interpreting available in Afrikaans; and during the second and subsequent years of study, simultaneous interpreting is made available by SU upon request by a Faculty, if the needs of the students warrant the service and SU has the resources to provide it. If two weeks have passed with no students making use of the interpreting service, it may be discontinued.
 - (b) In addition to lectures, there are appropriate, facilitated learning opportunities (e.g. consultations during office hours, or routinely scheduled tutorials and practicals) in Afrikaans and English.
- 3.3.3. 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, agree unanimously to it, the

module will be presented in Afrikaans only or English only, provided that the relevant lecturers and teaching assistants have the necessary language proficiency and agree to do so.

4. Language in administration

For administrative purposes, communication is conducted in both English and Afrikaans, with the use of isiXhosa as required and where practicable. This means that:

- All administrative communication with undergraduate students is in both English and Afrikaans (e.g. correspondence from the Dean's Office and departments, information on websites, yearbook entries, promotional material), where practicable and as contextually determined;
- At postgraduate level, English is mostly used;
- Correspondence with and from the Dean's Office and Faculty committees is in both English and Afrikaans, as contextually determined;
- Faculty committee proceedings are in both English and Afrikaans, subject to the principle that all participants must have access to all information;
- Faculty Board meetings are conducted in a flexible manner in English and Afrikaans with participation in English, Afrikaans and isiXhosa. Professional interpreting services are used to ensure that all participants have access to all information and can make contributions in any of these languages.

5. Feedback mechanisms on implementation

The Faculty in general and the language departments in particular regularly conduct scientific studies on language in relation to teaching practices, student learning, and changing disciplinary parameters. This provides a body of expertise that can guide future decisions on language policy.

Mechanisms for student feedback include specific questions on the practice and experience of the use of language in teaching modules. This feedback is made available to lecturers, departmental chairs and the Dean. Any concerns about language practice are addressed initially with the lecturer.

In their annual performance appraisals, lecturers report on their experience of the Faculty's Language Implementation Plan. Departmental chairs, in turn, report within the framework of their annual departmental action plans to the Dean about best practices and challenges. The Dean uses these reports in drafting the annual Environment Plan for the Faculty.

6. Revision of the Faculty's Language Implementation Plan

The Faculty's Language Implementation Plan is reviewed on an annual basis in conjunction with the Faculty Environment Plan.

FAKULTEIT LETTERE EN SOSIALE WETENSKAPPE

TAALIMPLEMENTERINGSPLAN 2023

Hersien 1 September 2022

Hierdie plan vervang alle vorige weergawes en is SLEGS op die 2023 akademiese jaar van toepassing.

1. Inleiding/Konteks

Die Fakulteit ondersteun die beginsel van meertaligheid² sonder uitsluiting, met erkenning van die waarde van kulturele, linguistiese en ander vorme van diversiteit in die Fakulteit as 'n epistemologiese, pedagogiese, administratiewe, sosiale en navorsingsbates. Die Fakulteit se Taalimplementeringsplan berus op die beginsel om te verseker dat taal nie 'n struikelblok vir toegang en optimale leer- en onderriggeleenthede aan die Universiteit Stellenbosch word nie. Die Fakulteit is verbind tot die gebruik van soepel kombinasies van tale – spesifiek Engels, Afrikaans en isiXhosa – wat kontekstueel gepas is vir spesifieke lesings, seminare, tutoriale, praktika en administrasie. Hierdie kombinasies fasiliteer insluiting deur diversiteit. Hierdie Taalimplementeringsplan (TIP) het aanvanklik beslag gekry tydens 'n strategiese beplanningssessie van departementele voorsitters en visedekane op 30 November 2015. Dit is gefinaliseer in Desember 2015 en voorgelê aan die Fakulteitsraad op 17 Februarie 2016. Die 2023-weergawe is aan departementele voorsitters en die BA Studentekomitee (BASK) gesirkuleer vir insette van personeel en studente oor moontlike hersiening. Die huidige weergawe reflekteer die hierdie terugvoer. Ons erken dat die Taalimplementeringsplan tans die ideale van meertaligheid beklemtoon, eerder as dat die billike gebruik van die drie tale wat in die fakulteit op die voorgrond staan in die praktyk neerslag vind. Ons is daartoe verbind om maniere te vind dat isiXhosa, Engels en Afrikaans 'n meer egalitariese verhouding in onderrig en leer kan deel, om sodoende by te dra tot studentesukses.

2. Doelstellings van TIP en bevordering van meertaligheid

Die Taalimplementeringsplan van die Fakulteit bevorder die volgende:

- Uitnemendheid in onderrig, navorsing en sosiale impak
- Meertaligheid as graduandi-eienskap
- Studentesukses
- 'n Verwelkomende en inklusiewe kultuur

² In hierdie dokument word *meertaligheid* gebruik om te verwys na die vermoë van 'n persoon wat toegang het tot, en redelik gemaklik kan werk in meer as een taal. Dit staan in kontras met *eentaligheid* wat behels dat 'n persoon slegs een taal magtig is.

- Toeganklikheid tot die Fakulteit
- Respek vir diversiteit onder studente en personeel
- Buigsame oplossings vir enige uitdagings van meertaligheid.

Meertaligheid word bevorder deur, onder andere:

- Die voorsiening van moduleraamwerke in Engels en in Afrikaans
- Die voorsiening van klasnotas en/of skyfies in Engels en in Afrikaans
- Die aanbieding van lesings, tutoriale en prakties in óf dubbelmedium óf parallelmedium
- Die aktiewe aanmoediging van studente om vertrouwd te raak met ingewikkelde idees en denkprosesse deur in hulle voorkeurtaal te praat, en deur medestudente te vra vir vertaling en interpretasie in die klasruimte
- Die voorsiening van tutoriaal- en praktiese materiaal in Engels en in Afrikaans
- Die opstel van toetse en eksamens in Engels en in Afrikaans, met studente wat die keuse het om hulle antwoorde in enige van die twee tale te formuleer
- Die aanstelling van studenteassistenten / tutors met meertaligheid in gedagte
- Die aanstelling van Engelse/Afrikaanse/isiXhosa tutors/mentors in die Fakulteit se VGP-program
- Die voorsiening van tolkdienste in Engels/Afrikaans/isiXhosa in die Fakulteit se VGP-program
- Die ontwikkeling van vyf dissiplinespesifieke terminologiese lysies in Engels/Afrikaans en isiXhosa

3. Taalpraktyk in onderrig en leer

Die doelstellings wat hierbo gestel word, verseker dat onderrig, leer en administrasie in Engels en Afrikaans beskikbaar sal wees. Daar word ook voorsiening gemaak vir die gebruik en ontwikkeling van isiXhosa as onderrig- en administratiewe taal. Die besonderhede van die implementering van hierdie doelwit sal deur die werklikheid van die pedagogiese en administratiewe ruimte bepaal word, byvoorbeeld in spesifieke taalvakke. Hierdie werklikheid sluit ook studentebehoeftes en personeel se taalvermoëns in.

Die doelwit wat hierbo gestel word, beteken dat voorgraadse studente in Engels sowel as Afrikaans kan studeer, met onderrigpersoneel wat toegang tot onderrigmateriaal in meer as een taal voorsien. In die pedagogiese ruimte behels die implementering die volgende, met inagneming van die taalrealiteit in spesifieke taaldepartemente:

- 3.1. Vir voorgraadse modules waar dit redelikerwys uitvoerbaar en pedagogies verantwoordbaar is om meer as een klasgroep te hê, geld die volgende:
 - 3.1.1. Daar is aparte lesings in Afrikaans en Engels.
 - 3.1.2. Leergeleenthede soos groepwerk, opdragte, tutoriale en praktika waarby studente van albei taalgroepe betrek word, word gebruik om integrasie binne programme te bevorder.

- 3.1.3. Studente word in Afrikaans en Engels ondersteun gedurende 'n kombinasie van toepaslike, gefasiliteerde leergeleenthede (byvoorbeeld konsultasies in kantoortyd of normale geskeduleerde tutoriale en praktika).
- 3.2. Vir voorgraadse modules waar sowel Afrikaans as Engels in dieselfde klasgroep gebruik word, is die kombinasie van gefasiliteerde leergeleenthede soos volg:
 - 3.2.1. Gedurende elke lesing word alle inligting in ten minste Engels oorgedra, en word opsommings of beklemtoning van inhoud ook in Afrikaans voorsien, hetsy mondelings of in die vorm van skyfies of notas. Vrae in Afrikaans en Engels word in die taal van die vraag beantwoord, waar prakties uitvoerbaar.
 - 3.2.2. Studente word in Afrikaans en Engels ondersteun gedurende 'n kombinasie van toepaslike, gefasiliteerde leergeleenthede (byvoorbeeld konsultasies in kantoortyd, of normale geskeduleerde tutoriale en praktika).
 - 3.2.3. Vir eerstejaarmodules stel die US gedurende elke lesing intydse tolking beskikbaar. Gedurende die tweede en daaropvolgende studiejare stel die US intydse tolking op versoek van 'n fakulteit beskikbaar, indien die studente se behoeftes die diens regverdig en die US oor die hulpbronne beskik om dit te voorsien. Indien twee weke verloop sonder dat enige studente van die tolkdien gebruik maak, kan dit gestaak word.
- 3.3. In die volgende gevalle sal lesings in slegs een taal aangebied word:
 - 3.3.1. Waar die aard van die leerstof in die module dit regverdig, byvoorbeeld as die module oor die taal self handel.
 - 3.3.2. Waar die toegewese dosent in slegs Afrikaanse of slegs Engelse onderrig vaardig is. Vir hierdie modules word bykomende steun voorsien:
 - a) Indien die lesings in Afrikaans is, stel die US intydse tolking in Engels beskikbaar. Indien die lesings in die eerstejaarmodules in Engels is, stel die US intydse tolking in Afrikaans beskikbaar, en gedurende die tweede en daaropvolgende studiejare stel die US intydse tolking beskikbaar op 'n fakulteit se versoek, indien die behoeftes van die studente die diens regverdig en die US oor die hulpbronne beskik om dit te voorsien. Indien twee weke verloop sonder dat enige studente van die tolkdien gebruik maak, kan dit gestaak word.
 - b) Benewens lesings, is daar toepaslike, gefasiliteerde leergeleenthede (byvoorbeeld konsultasies in kantoortyd, of normale geskeduleerde tutoriale en praktika) in Afrikaans en Engels.

- 3.3.3. Waar alle studente in die klasgroep uitgenooi is om deur middel van 'n geheime stembrief te stem en daardie studente wat stem, eenparig daartoe toestem, sal die module in slegs Afrikaans of slegs Engels aangebied word, mits die betrokke dosente en onderrigassistenten die nodige taalvaardigheid het en instem om dit te doen.

4. Taalpraktyk in administrasie

Vir administratiewe doeleindes geskied kommunikasie in Engels sowel as Afrikaans, met die gebruik van isiXhosa soos versoek en waar uitvoerbaar. Dit beteken die volgende:

- Alle administratiewe kommunikasie met voorgraadse studente is in Engels sowel as Afrikaans (bv. korrespondensie uit die Dekaan se kantoor en departemente, inligting op webwerwe, jaarboekinskrywings, promosiemateriaal), waar praktiese uitvoerbaar en kontekstueel bepaal;
- Op nagraadse vlak word Engels meestal gebruik;
- Korrespondensie met en vanuit die Dekaan se kantoor en Fakulteitskomitees is in Engels sowel as Afrikaans, na gelang van die konteks;
- Fakulteitskomiteeërrigtinge is in Engels sowel as Afrikaans – onderhewig aan die beginsel dat alle deelnemers toegang tot alle inligting het;
- Fakulteitsraadvergaderings word op 'n buigsame wyse gelei in Engels en Afrikaans met deelname in Engels, Afrikaans en isiXhosa. Professionele tolkdienste word gebruik om te verseker dat alle deelnemers toegang tot alle inligting het, en bydraes in enige van hierdie tale kan lewer.

5. Terugvoermeganismes oor implementering

Die Fakulteit in die breë en taaldepartemente in die besonder voer gereeld wetenskaplike studies uit oor taal in verhouding tot onderrigpraktyk, die leer van studente, en die aanpas van vakinhoudparameters. Hierdie studies stel 'n kundigheidsbasis daar wat verdere besluite in verband met taalbeleid kan rig.

Meganismes vir studentet terugvoer sluit spesifieke vrae oor die praktyk en ervaring van taalgebruik in onderrigmodules in. Hierdie terugvoer word aan dosente, departementele voorsitters en die Dekaan beskikbaar gestel. Enige probleme met die taalpraktyk word eers deur die betrokke dosent hanteer.

In hulle jaarlikse prestasiegesprekke doen dosente verslag oor die implementering en ervaring van die Fakulteit se Taalimplementeringsplan. Departementele voorsitters doen op hulle beurt jaarliks in die bespreking van hulle departementele aksieplanne verslag aan die Dekaan oor beste praktyk en/of knelpunte. Die Dekaan gebruik hierdie verslae in die samestelling van sy Omgewingsplan vir die Fakulteit.

6. Hersiening van die Fakulteit se Taalimplementeringsplan

Die Fakulteit se Taalimplementeringsplan word jaarliks saam met die Fakulteit se Omgewingsplan hersien.