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# Appendix 1

## Interview questions on university language policy

### Introduction

I am Chanel van der Merwe, a Masters student from the University of the Western Cape in the Department of Linguistics. I am currently engaged in a research project pertaining to language policies in South African Higher Education institutions.

### Scope

The scope of the interview covers the following topics: controls for the development of the university language policies, processes associated with the development of the language policy, and implementation.

I really am very grateful for your participation in this interview. Thank you.

Administration – Sign consent form

1. What gave rise to the development of the policy?
2. Were you part of/or close to the development of the language policy?
3. In what capacity were you (invited to be) part of the policy development process?
4. With regards to the other participants in the policy development process, what roles/offices did they hold? What were their respective disciplines?
5. Without prejudice to the response in question one above, at the time the policy development process began, were there specific problems identified which the policy needed to address? If yes, what were these problems?

6. To determine the problem(s) and goals, was there a formal research/consultation process undertaken? Or were problems/goal statements more informally/intuitively arrived at?
7. To clarify the process of developing the policy
  - a. What was the nature of the consultation/research process undertaken
  - b. What were the internal factors that were considered
  - c. What were the external factors that were considered
  - d. What impact did the environment (suburb, city, province) in which the university is located have on the development process?
8. In coming up with specific ideas for the policy documents:
  - a. What areas of activity/life in the institution were considered relevant to be addressed by a language policy? Why?
  - b. Was account taken of other university policies that could have an impact on a language policy? If yes, please describe.
9. For each of the provisions in the final language policy document, were alternative provisions explicitly considered?
10. With respect to the previous questions, how often? (very, occasionally, rarely?)
11. Can you recall an example or two of how for a given provision several alternatives were initially considered/evaluated?
12. Does the language policy have an explicit implementation plan?
13. Were you part of developing the implementation plans (explicit or implicit)?
14. What did participants in the process of policy development consider important to include in the implementation plan (whether explicit or implicit), e.g. time lines, finance, actors, revision, dates, etc?
15. In your view, is the policy being implemented top-down, bottom-up, or as a mixture of both? Explain.



16. If the process of policy development were to be repeated or done today, what would you do differently?



## Appendix 2

### THE UNIVERSITY OF THE WESTERN CAPE

#### LANGUAGE POLICY

##### **Preamble:**

The University of the Western Cape is a multilingual university, alert to its African and international context. It is committed to helping nurture the cultural diversity of South Africa and build an equitable and dynamic society. This language policy relates to one aspect of that commitment. It attempts to guide institutional language practice so that it furthers equity, social development, and a respect for our multilingual heritage.

##### **Languages of Teaching, Learning and Assessment**

The languages of teaching, learning and assessment will be discussed under the following headings:

- language(s) used in lectures, tutorials and practicals
- language(s) used in the setting of tasks/assignments/examinations
- language(s) used/allowed in the writing of assignments/examinations
- language(s) in which text material is available
- language(s) students use in their self-directed learning processes and activities.

##### *Languages used in lectures, tutorials and practicals*

Lectures, tutorials and practicals for any module will be delivered in the language formally approved by the Faculty concerned, in accordance with the spirit of the policy. If lecturers are competent users of other languages, they are encouraged to use these languages in addition to main language of teaching, if such a practice facilitates communication or discussion.

##### *Languages used in the setting of tasks, assignments, tests and examinations*

Regarding the languages used in the setting of tasks, assignments, tests and examinations, English, Afrikaans and Xhosa should be used wherever it is practicable to do so.









communities in the country. Speakers of Afrikaans are in the majority at the University of Stellenbosch among both students and staff. *Culturally* Afrikaans is a standard language that has for decades functioned as an academic language and is a national asset as a fully developed cultural language.

### **English**

The University of Stellenbosch makes use of English in its engagement with knowledge because of the language's international and local function, the strong presence of English speakers in the University and the need for academic proficiency in English for students who do not have English as their home language. English functions in combination with Afrikaans in the University

### **isiXhosa**

isiXhosa is an official language used by one of the larger language communities spread over a large area of South Africa that is on the increase in the Western Cape, among other regions. The University undertakes to contribute by means of particular initiatives to the development of isiXhosa as an academic language

## **4. Provisions of the Language Policy**

The Language Policy of the University is summarised in the following provisions:

1. Afrikaans is the default language of undergraduate learning and instruction<sup>i</sup>
2. English is used in particular circumstances as a language of undergraduate learning and instruction.

Provisions 1 and 2 mean that, unless otherwise determined, the A-specification of the Language Plan applies automatically in all undergraduate modules. Any deviation in undergraduate modules from this default position will be allowed only after the reasons have been thoroughly considered.

3. Afrikaans and English are used in postgraduate learning and instruction.
4. The academic literacy of students in Afrikaans and English will be developed systematically.
5. The default institutional language of the University is Afrikaans.
6. English is used alongside Afrikaans as a language of communication for the University, as circumstances may require.

Provisions 5 and 6 mean that Afrikaans is used in all circumstances as the language of internal communication, but that the particular needs of non-Afrikaans speaking staff and students are catered for with the appropriate sensitivity.





