

# Language Survey

## 22 November 2019

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### Introduction

Two language surveys were conducted in July 2019. These are follow-up surveys to the *undergraduate* student language surveys conducted in March 2017 (semester 1) and September 2017 (semester 2). In this July 2019 survey, *postgraduate students*, whose modules are not governed by the SU Language Policy, were invited to take part to solicit their feedback on Section C of the survey, i.e. Language in the living, co-curricular and administrative environments. A separate survey of all C1, C2 and C3 staff was also conducted at the same time and is discussed in the second half of this report.

### Student survey

#### Background

E-mail invitations to complete an online survey were sent out to **all students** (27 833) between **22 July and 5 August 2019** to solicit their feedback on the implementation of the Stellenbosch University Language Policy in the learning, living, co-curricular and administrative environments during 2019. The survey included a consent to participate in research section that students had to accept to gain access to the survey. Copies of the consent letter and survey are available on request.

The students had **until 5 August** to complete the survey. A **reminder** was sent on **30 July and 2 August 2019** to those students who had not responded. A total of 1 268 responses (compared to 4 793 responses in semester 1 of 2017 and 2 521 responses in semester 2 of 2017) were received. Of the 1 268 responses, 52 declined to participate in the survey, while 897 undergraduates (74%) and 319 (26%) postgraduate students participated. Looking only at undergraduate participation, it amounts to a **response rate of 4,37% to the 2019 survey, compared to 13% in semester 2 and 24% in semester 1 of 2017**. Only the undergraduate student responses were used to compare with responses received in 2017.

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 surveys was to solicit students' feedback about their perceptions of the implementation of the 2016 Language Policy in 2017, and again in 2019, 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 their respective faculties;
- provide feedback to the SU Council's Language Committee about the continued implementation 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. Separate reports with the feedback disaggregated according to faculty will be prepared for each faculty.

## Section A: Students' personal information

### Q 1: Your faculty

As Figure 1 shows, the majority of the respondents of the 2019 survey were from the Faculty of Economic and Management Sciences, followed by the Arts and Social Sciences, Engineering and Science faculties. This is approximately commensurate with the number of students in the respective faculties.

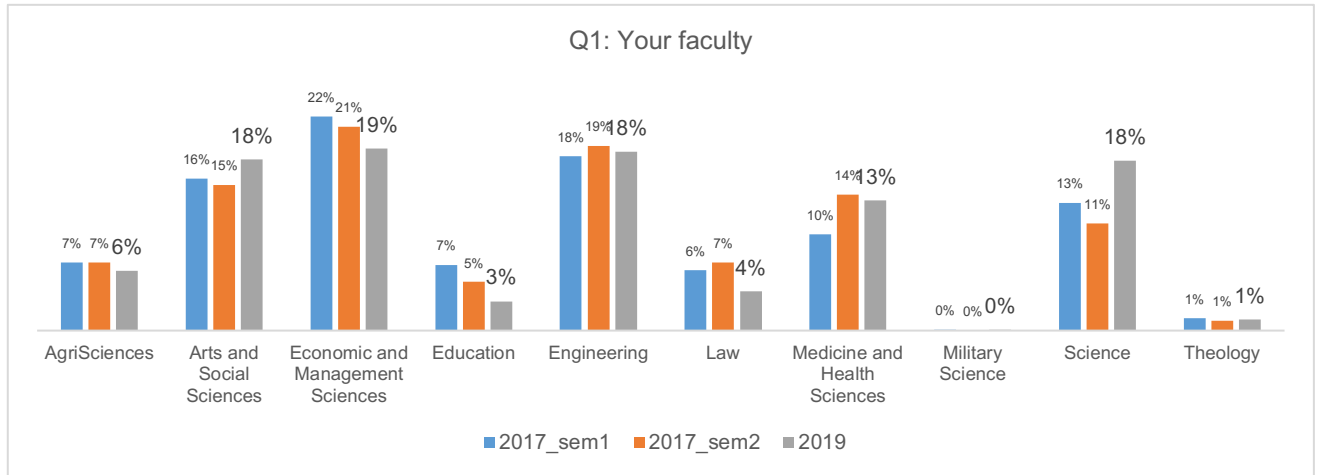


Figure 1: Response rate per faculty,  $n(2017\_sem1) = 4\ 793$ ,  $n(2017\_sem2) = 2\ 571$  and  $n(2019) = 897$

Figure 2 shows the representation per student body of the specific faculty.

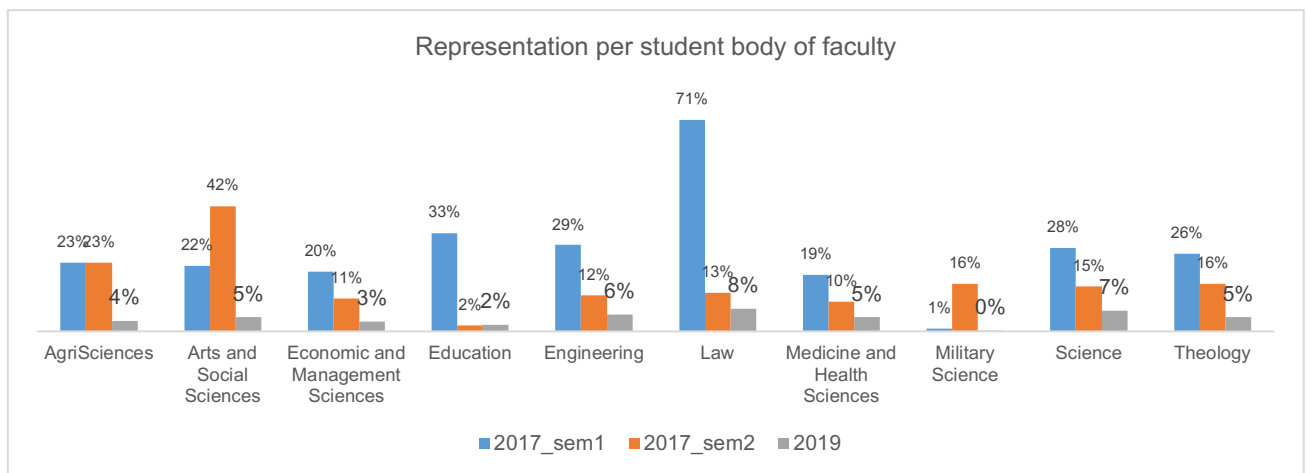


Figure 2: Response rate per faculty,  $n(2017\_sem1) = 4\ 793$ ,  $n(2017\_sem2) = 2\ 571$  and  $n(2019) = 897$ . Total undergraduate student body = 20 088

**Q2: Your year group**

Figure 3 shows that the largest number of respondents were first years, followed by non-final-year and final-year students.

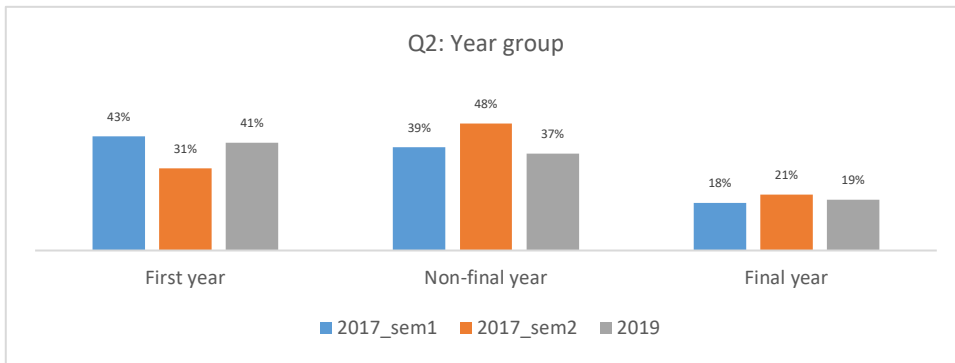


Figure 3: Respondents per year group,  $n(\text{sem1}_{2017}) = 4\,793$ ,  $n(\text{sem2}_{2017}) = 2\,550$  and  $n(2019) = 897$

**Q3: What is your home language?**

The majority of the respondents indicated that their home language was Afrikaans (52%), followed by English (35%). This is representative of the language distribution of the entire undergraduate population.

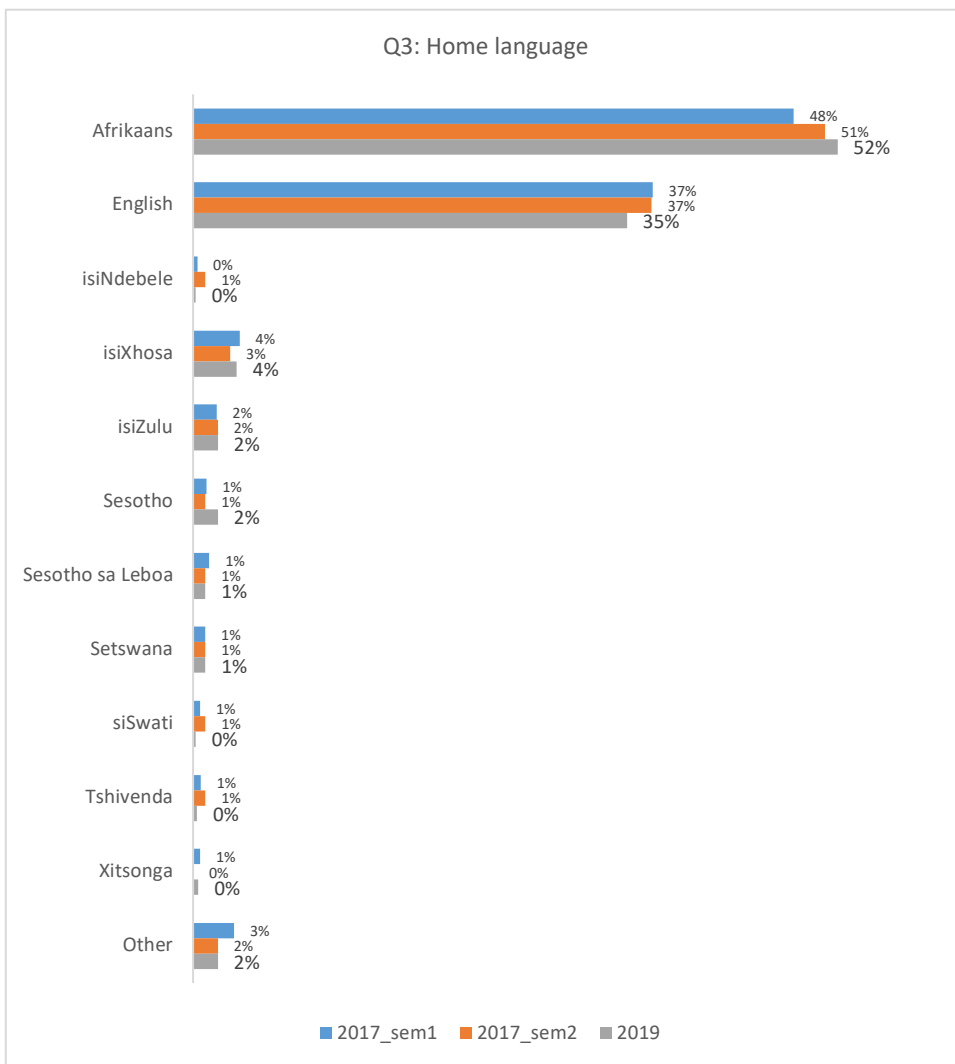


Figure 4: Response rate per home language  $n(\text{sem1}_{2017}) = 4\,793$ ,  $n(\text{sem2}_{2017}) = 2\,516$ ,  $n(2019) = 897$

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

This was a question added to the 2019 survey, with the majority of respondents, 69%, speaking two languages.

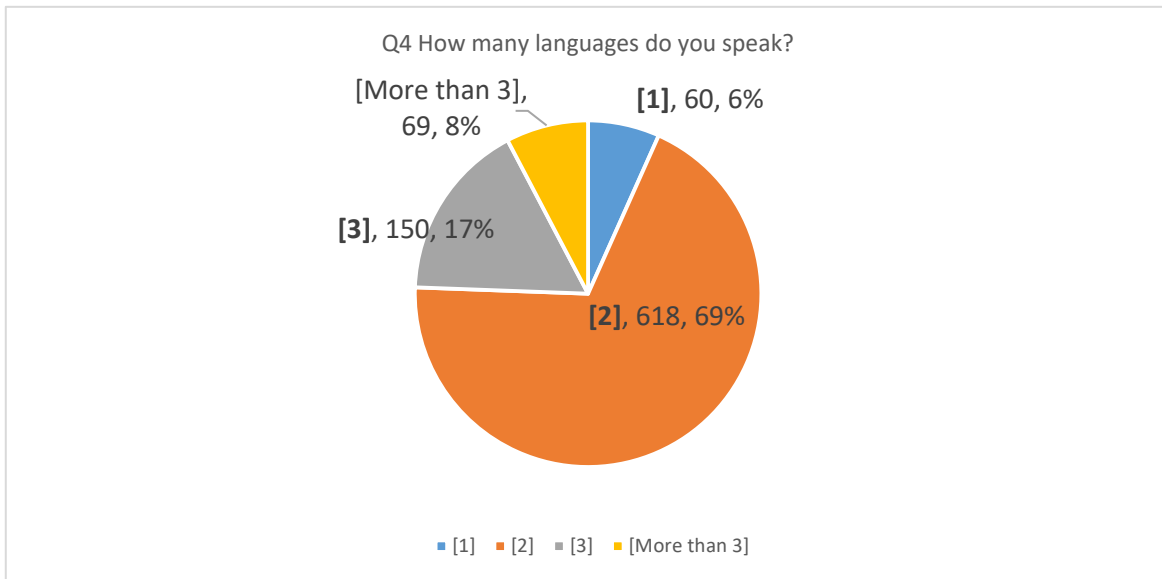


Figure 5: Response rate per number of languages spoken  $n(2019) = 897$

#### Q5: What is your language of preference for learning with regard to lectures, tutorials and learning materials?

Despite the higher number of Afrikaans respondents, there was a preference for English lectures (66%, up from 61% in 2017), tutorials (63%, up from 61%) and learning material (71%, up from 65%). There also was a downward trend, with 19% of respondents (down from 24% in 2017) indicating a preference for Afrikaans-only lectures and tutorials, and 15% of the respondents (down from 21% in 2017) indicating a preference for Afrikaans-only learning material.

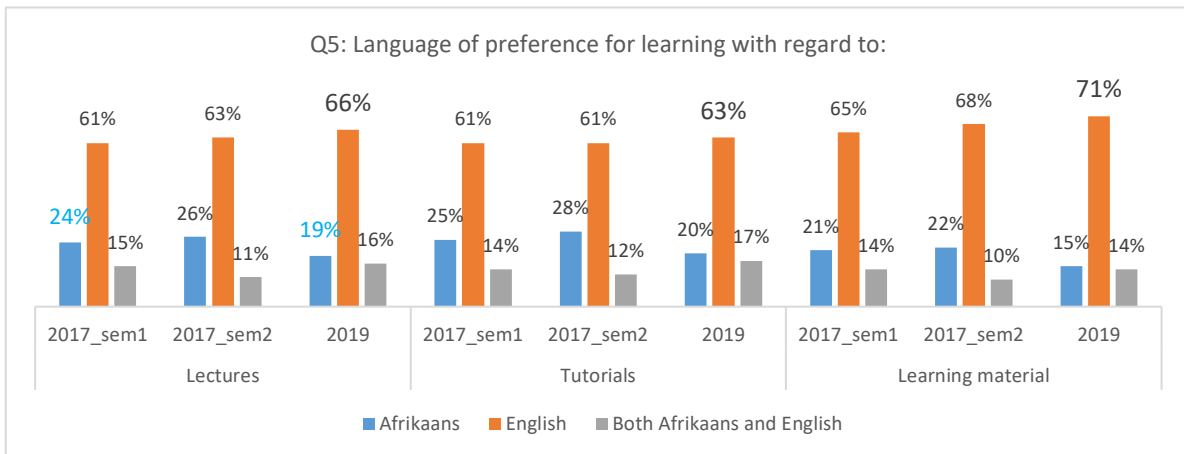


Figure 6: Response rate for language of preference

If the feedback pertaining to lectures in Figure 6 is disaggregated into the home language groups Afrikaans, English and isiXhosa, there is a drop in the Afrikaans home language respondents in 2019 who prefer lectures in Afrikaans only (50% to 34%), and an increase in their preference for both Afrikaans and English lectures (17% to 27%) (see Figure 7). Nearly all the English and isiXhosa home language students preferred lectures in English only.

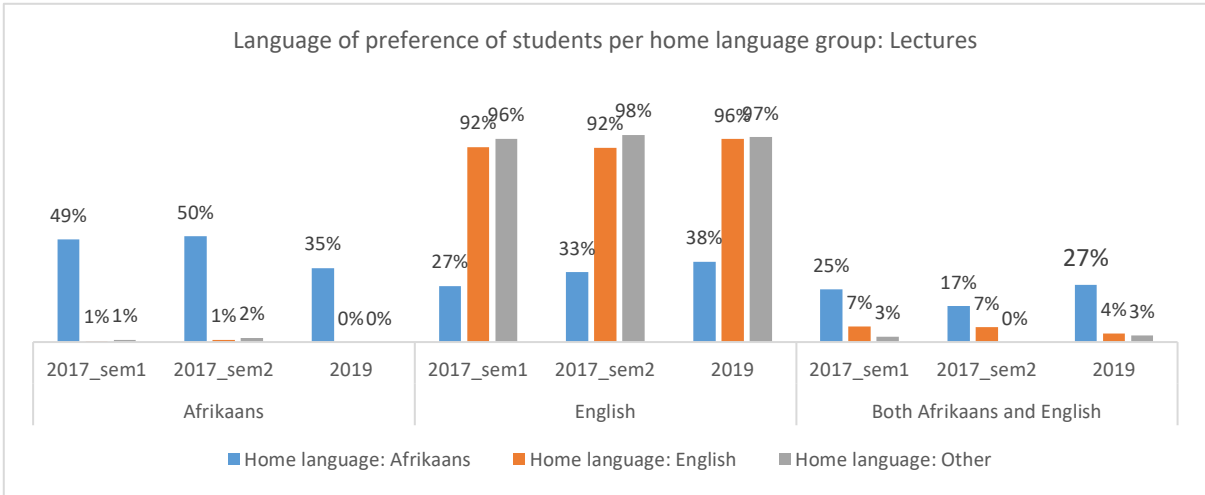


Figure 7: Lecture language preference of students per home language group

A similar shift from 2017 to 2019 in the Afrikaans home language group is discernible with regard to Tutorials / Practical / Clinical sessions (Figure 8) and Learning material (Figure 9):

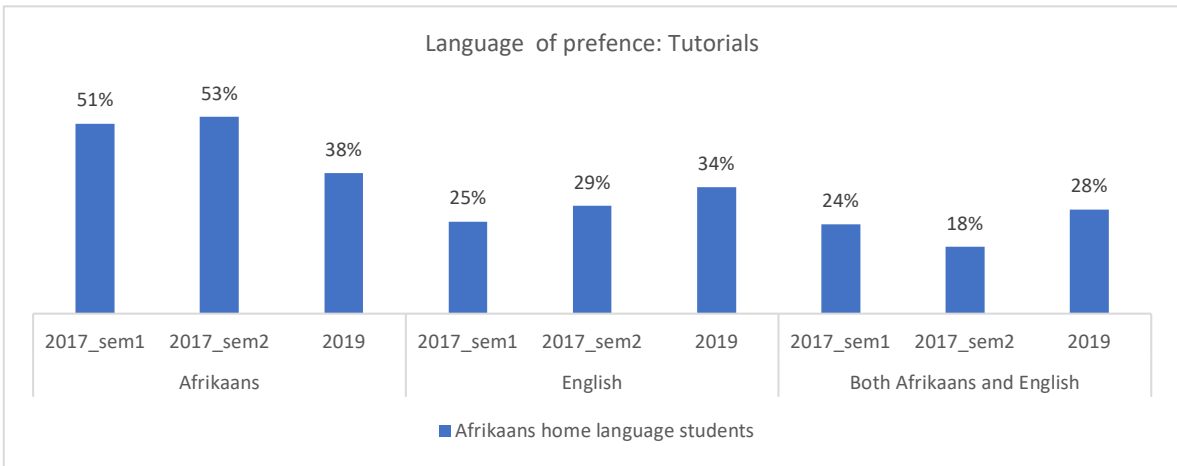


Figure 8: Language of preference in Tutorials/Practical/Clinical sessions for Afrikaans home language students

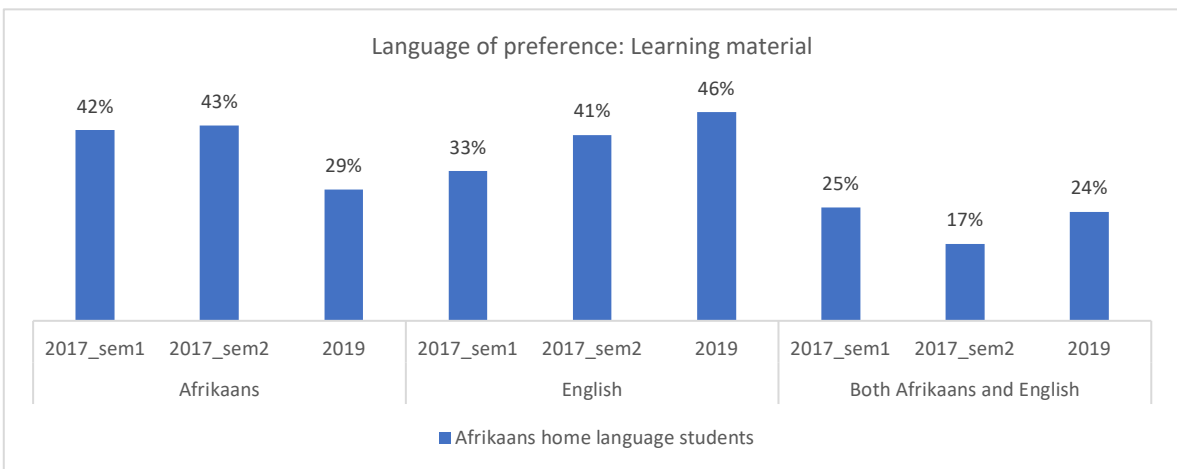


Figure 9: Language of preference in Learning material for Afrikaans home language students

As with lectures, there were no discernible shifts in the English and Other home language groups with regard to Tutorials/Practical/Clinical sessions and Learning material.

More than 85% of the respondents in 2019 indicated that the lectures, tutorials/practicals/clinical sessions and learning material were available in their language of preference as far as the modes in the SU Language Policy provide for (Figure 10).

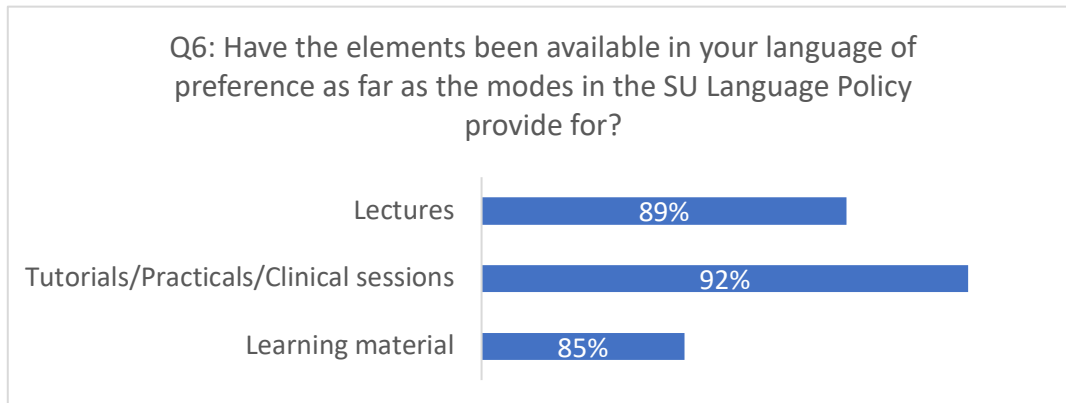


Figure 10: Percentage of respondents indicating “Yes” when asked if these elements were available in their language of preference, as far as is provided in the modes in the SU Language Policy N(2019) = 891

When question 6 is disaggregated according to home language, we find an increase in the percentage of Afrikaans home language students who indicated that lectures are available in their language of preference (Figure 11).

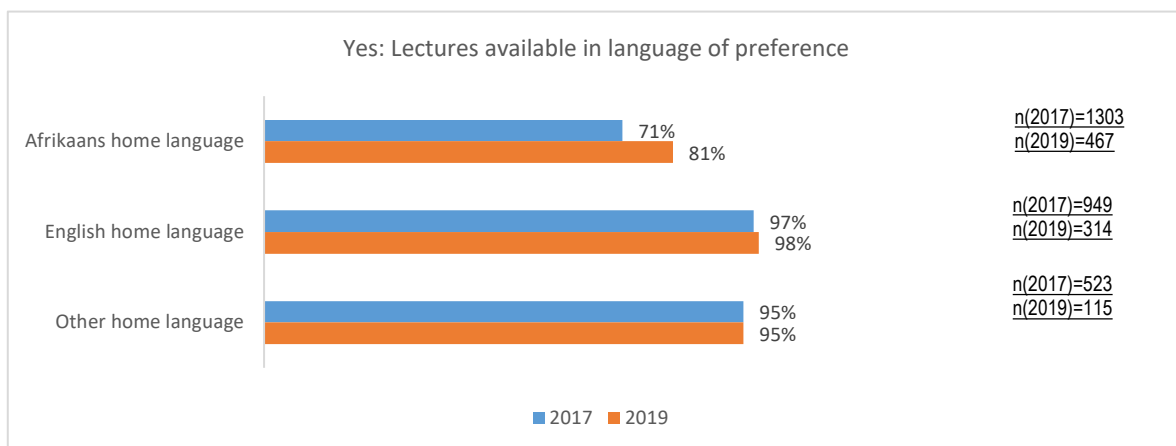


Figure 11: Availability of lectures in language of preference, per home language group

## Section B: Language in your learning 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. The options were:

1. **Parallel-medium teaching (PM)**, i.e. you can choose whether you want to attend an Afrikaans or English lecture
2. **Dual-medium teaching (DM)**, i.e. both Afrikaans and English in the same class group
3. **Single-medium teaching (SM)**, i.e. only one language of presentation (Afrikaans or English)

**Q7: Did your lecturers make an arrangement with you about the use of language in class?**

Figure 12 shows that 49% 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 options of only "In some of my modules".

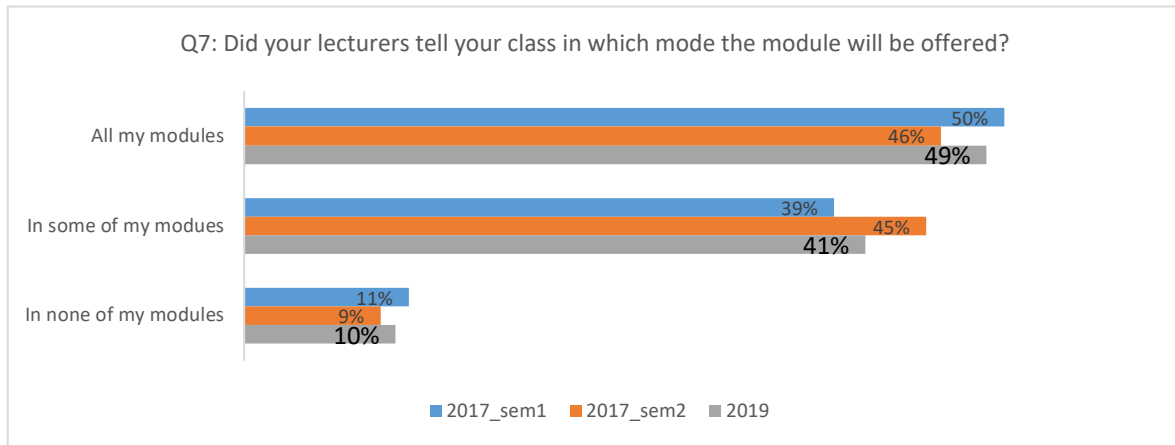


Figure 12: Response rate for language arrangements,  $n(2017\_sem1) = 4\,279$ ,  $n(2017\_sem2) = 2\,115$ ,  $n(2019) = 897$ .

The next three questions in the questionnaire 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 indicated that a module was presented by means of a specific option.

**Q8: Are any of your modules taught in parallel medium?**

More than half of the respondents indicated that some of their modules were taught in parallel medium.

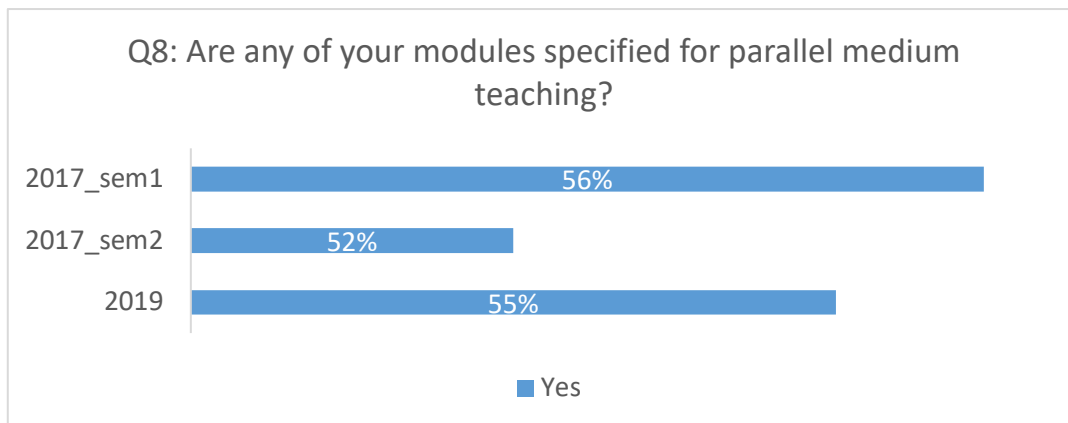


Figure 13: Percentage of respondents whose modules were taught in parallel medium

Question 9 was added to the 2019 survey to determine how many of the respondents' modules were specified for parallel-medium teaching.

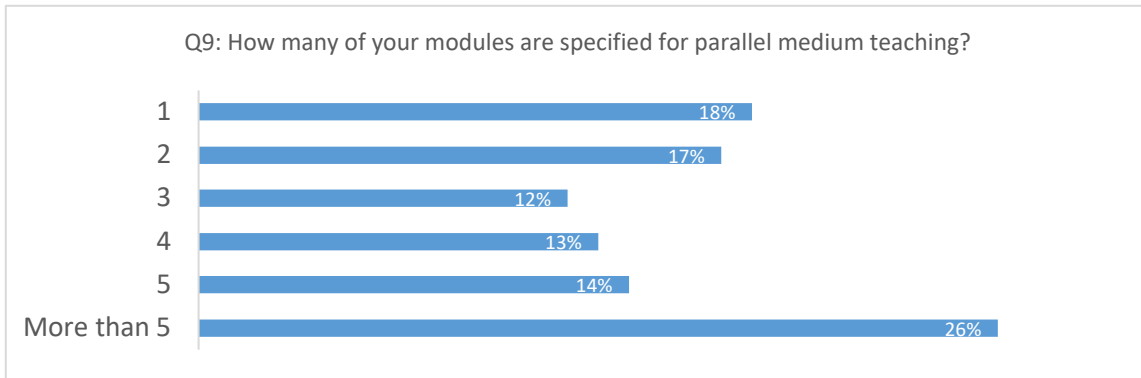


Figure 14: Percentage of respondents indicating how many of their modules are specified as parallel-medium teaching

**Q10: Was the language arrangement (parallel medium) implemented as communicated?**

Only those students who 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. Figure 15 provides the results of the 2017 first-semester survey and Figure 16 reflects the results of the 2017 second-semester survey and the survey responses in 2019.

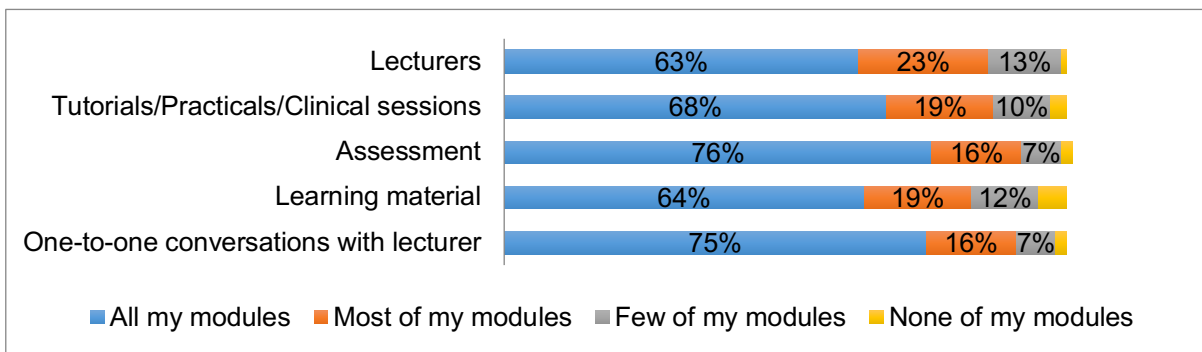


Figure 15: 2017 semester 1: Percentage of respondents indicating that parallel medium was implemented as communicated

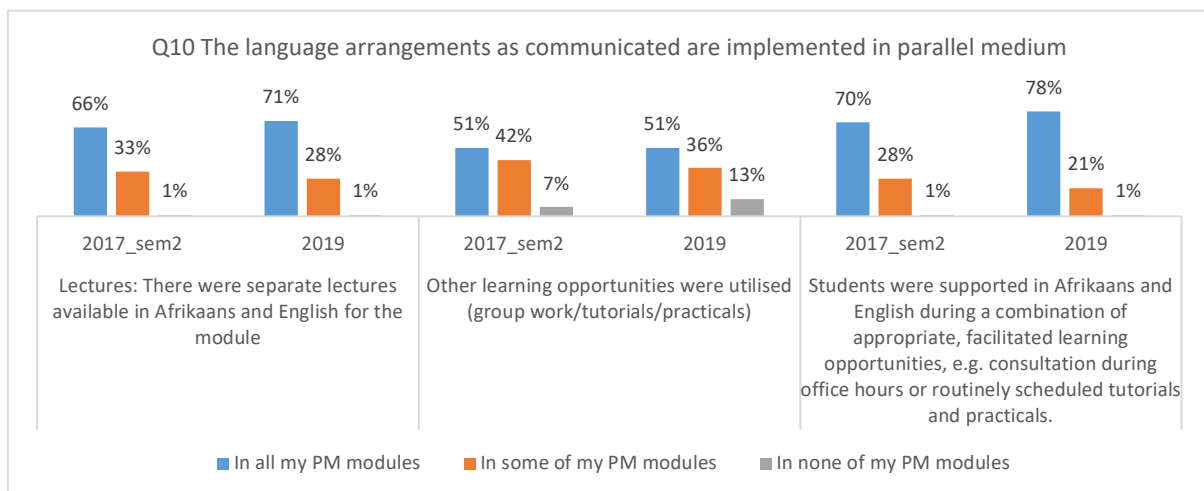


Figure 16: 2017 sem2 and 2019: Percentage of respondents indicating that parallel medium was implemented as communicated.



**Q11: Are any of your modules presented with the language arrangement that both Afrikaans and English are used in the same class group?**

In the 2017 and 2019 surveys, more than half of the respondents indicated that some of their modules were presented in both Afrikaans and English during the same class session.

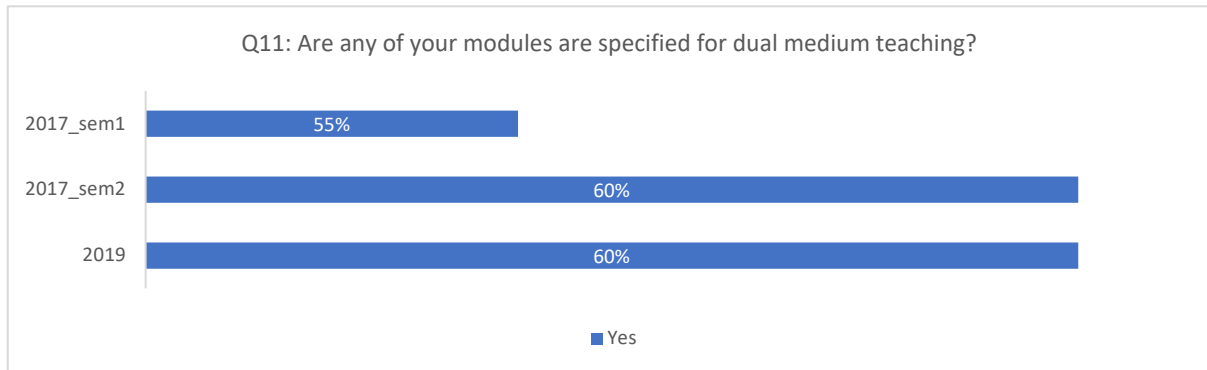


Figure 17: Percentage of respondents indicating that both Afrikaans and English were used in the same class session

Question 12 was added to the 2019 survey to determine how many of the respondents' modules were specified for dual-medium teaching.

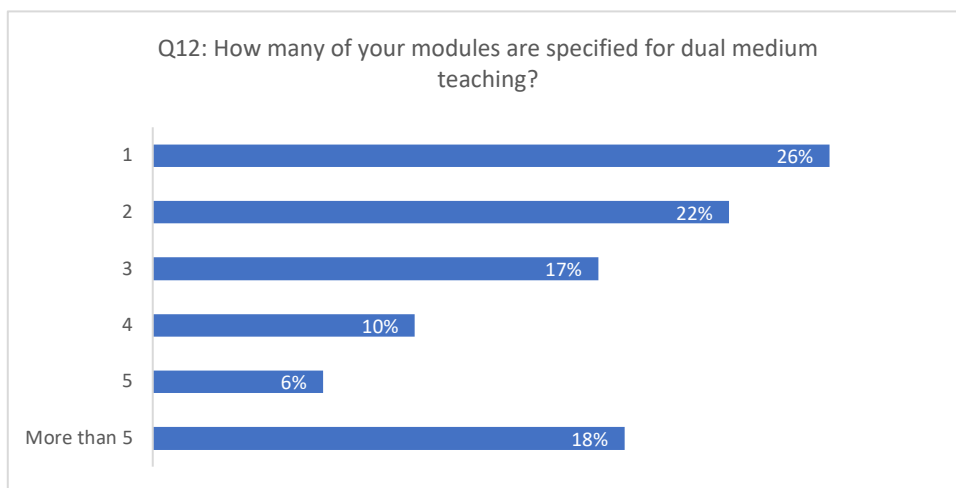


Figure 18: Percentage of respondents indicating how many of their modules were specified as dual-medium teaching

**Q13: The language arrangements were implemented as communicated?**

Only those students who 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. Figure 19 provides the results of the first-semester survey in 2017, and Figure 20 reflects the results of the 2017 second-semester and the 2019 survey responses.

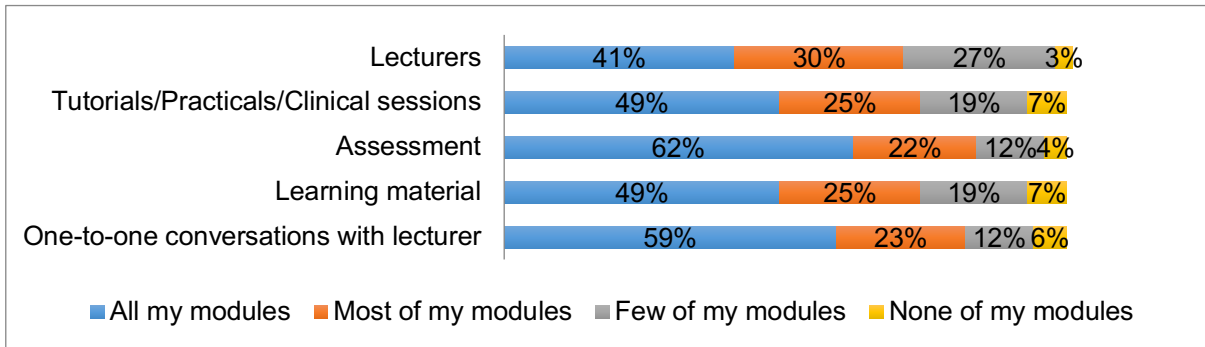


Figure 19: 2017 semester 1: Percentage of respondents indicating that teaching in Afrikaans and English in the same class was implemented, as communicated

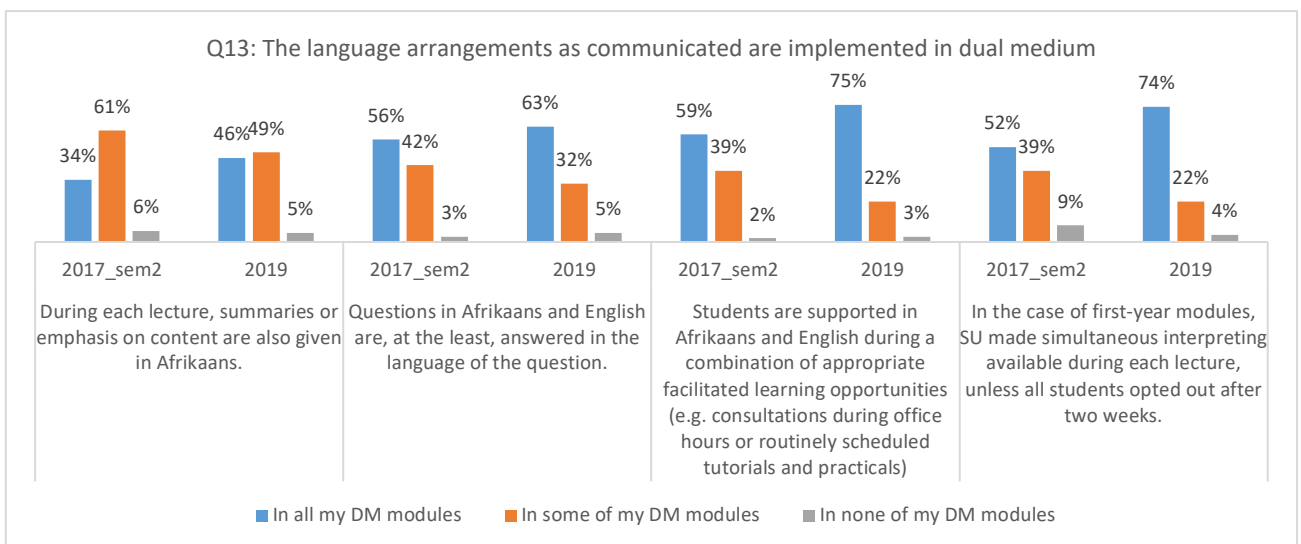


Figure 20: 2017 semester 2 and 2019: Percentage of respondents indicating that teaching in Afrikaans and English in the same class was implemented, as communicated

**Q14: Are any of your modules presented in just one language (Afrikaans or English)?**

Approximately half of the respondents in 2019 had the experience of modules being presented in just one language (Figure 21). 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, where classes were also presented in one language only (although the other language was taught in parallel).

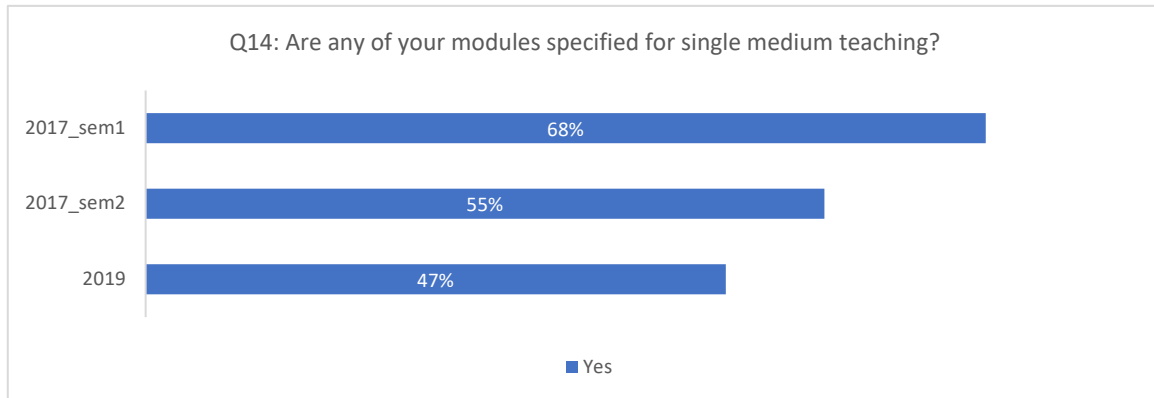


Figure 21: Percentage of respondents indicating that some of their modules were specified for single-medium teaching

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

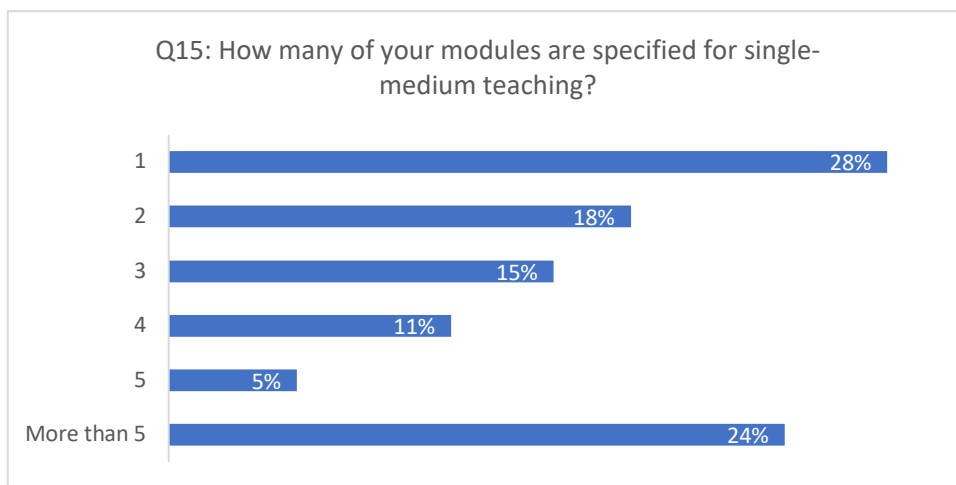


Figure 22: Percentage of respondents indicating how many of their modules were specified as single-medium teaching

Only those students who 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. Figure 23 provides the results of the first-semester survey in 2017 and Figure 24 reflects the results of the 2017 second-semester and the 2019 survey responses.

**Q16: The single-medium language arrangement was implemented as communicated**

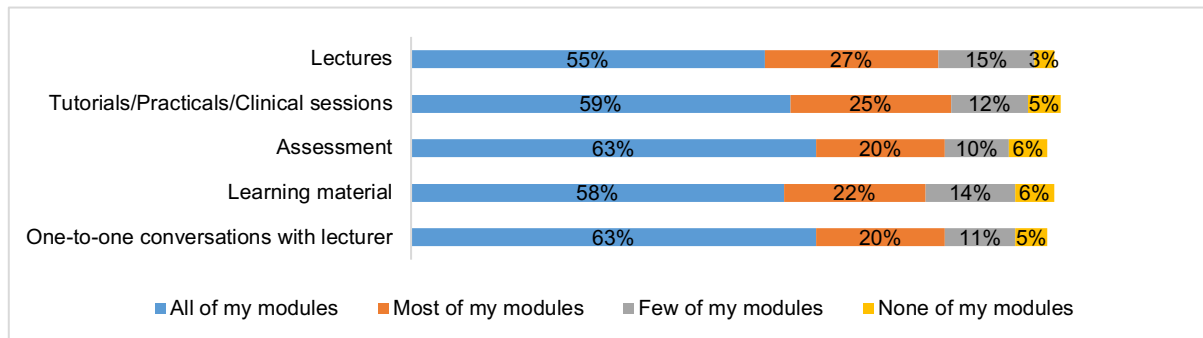


Figure 23: 2017: Percentage of respondents indicating that the single-medium option (Afrikaans or English) was implemented as communicated

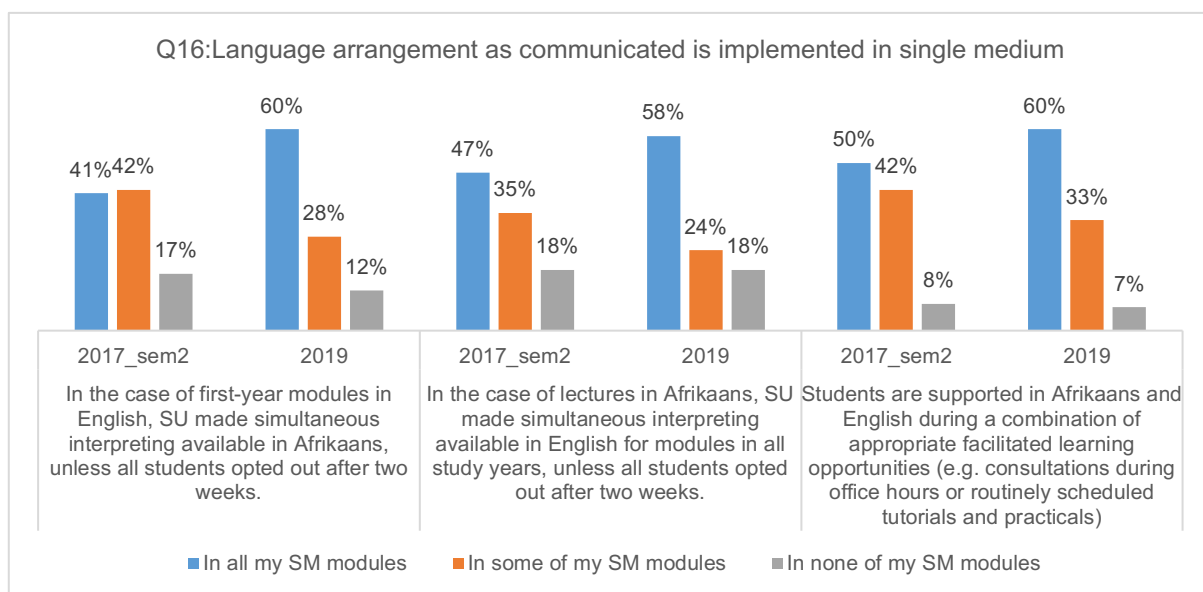


Figure 24: 2019: Percentage of respondents indicating that the one-language option (Afrikaans or English) was implemented as communicated

**Other learning support:**

**Q17: Was 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 survey. Figure 25 reflects high compliance levels with regard to whether the different elements were available in the respondents’ language of preference (Afrikaans or English).

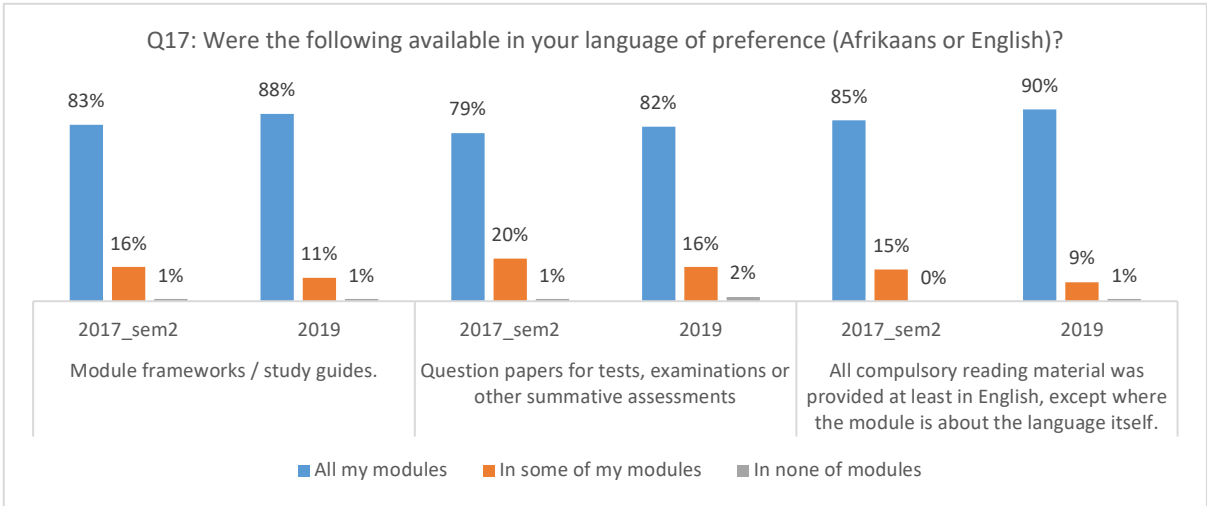


Figure 25: Percentage of respondents indicating that they were satisfied with other learning support provided in their language of preference

**Section C: Living environment, co-curricular environment, administrative environment**

**Q19: 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 survey are displayed in Figure 26. In both the semester 1 and semester 2 surveys of 2017, approximately half of the respondents indicated that they lived in a residence.

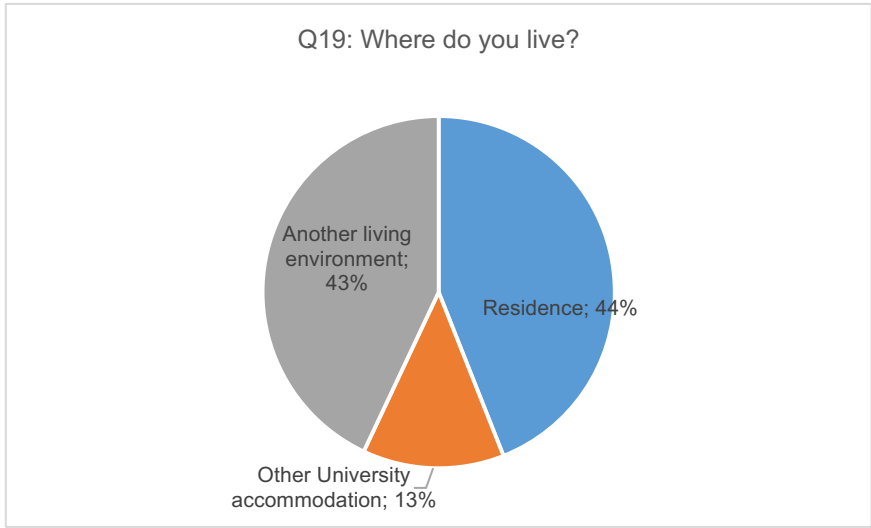


Figure 26: 2019: Percentage of respondents in residential or other living environments, n = 897

**Q20: What is your practical language of preference for the different environments?**

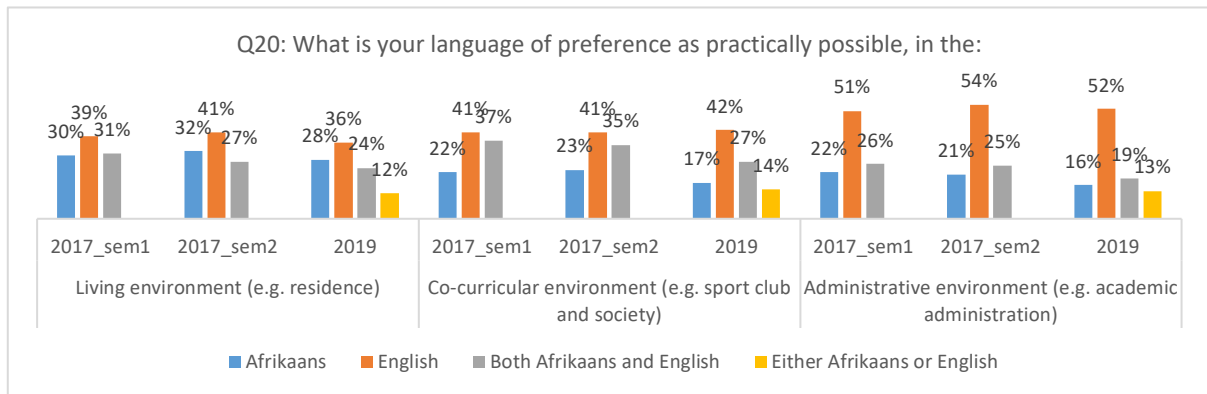


Figure 27: Practical language of preference in various environments, comparing 2017 to 2019

It is noteworthy that the preference for Afrikaans was higher in the living environment (28%) than in the learning environment (19%) (cf. Figure 6). 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 (cf. Figure 6). It is also clear from Figure 27 that respondents preferred the option of “Both Afrikaans and English” to “Either Afrikaans or English” (an option added in 2019).

It is clear from figures 28 and 29 that the overwhelming majority (more than 80% of the respondents agreed or strongly agreed) of the respondents felt in 2017 and 2019 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).

**Q21: I feel comfortable that I may express myself in my language of preference in ...**

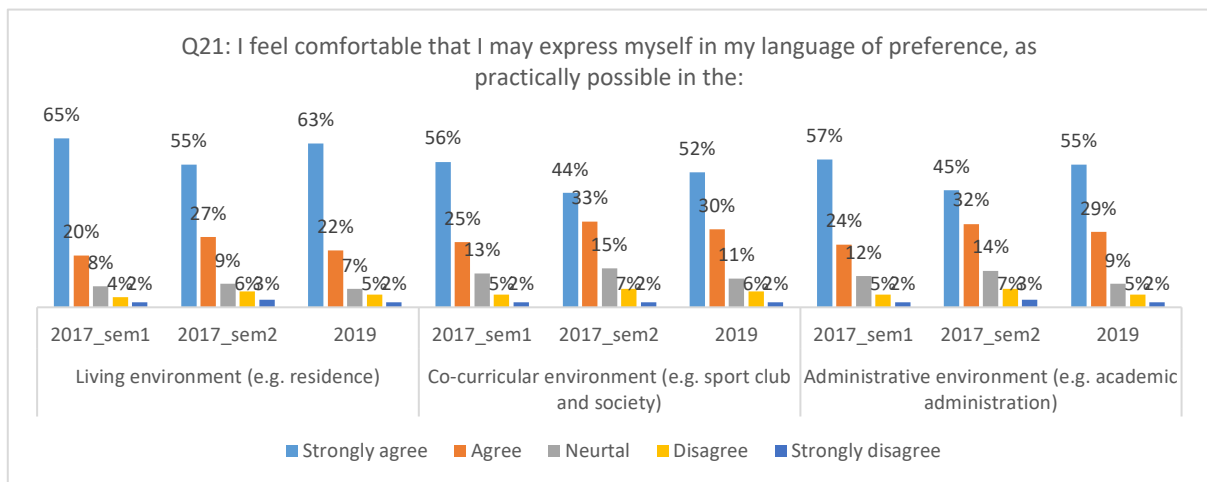


Figure 28: Students' comfort levels regarding expressing themselves in their language of preference

**Q22: I feel included when there is communication in the ...**

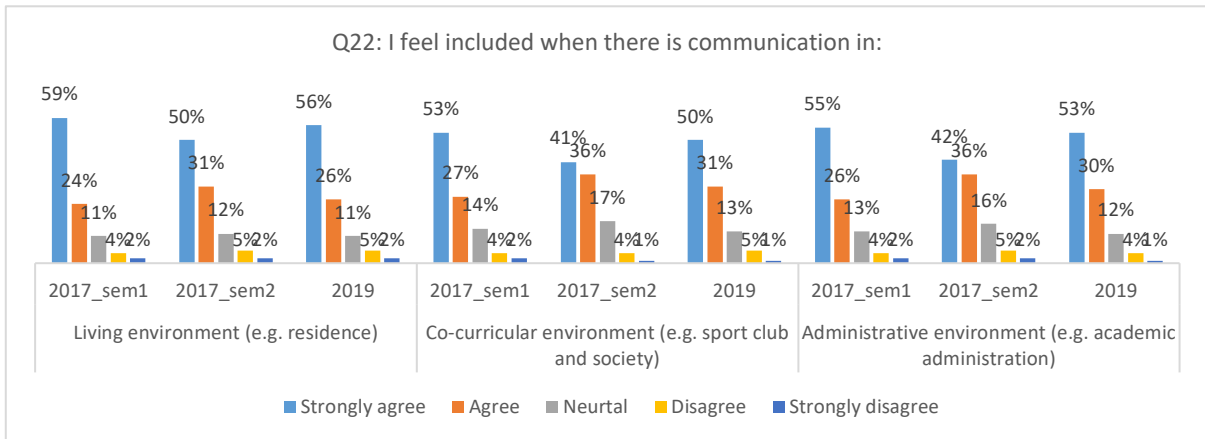


Figure 29: Students' sense of inclusion when communication takes place, comparing 2017 to 2019

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.

**Q23: Do you know where to report your dissatisfaction with language-related issues?**

Of the respondents, 22% indicated in 2017 and 17% in 2019 that they knew where to report their dissatisfaction with language-related issues (Figure 30).

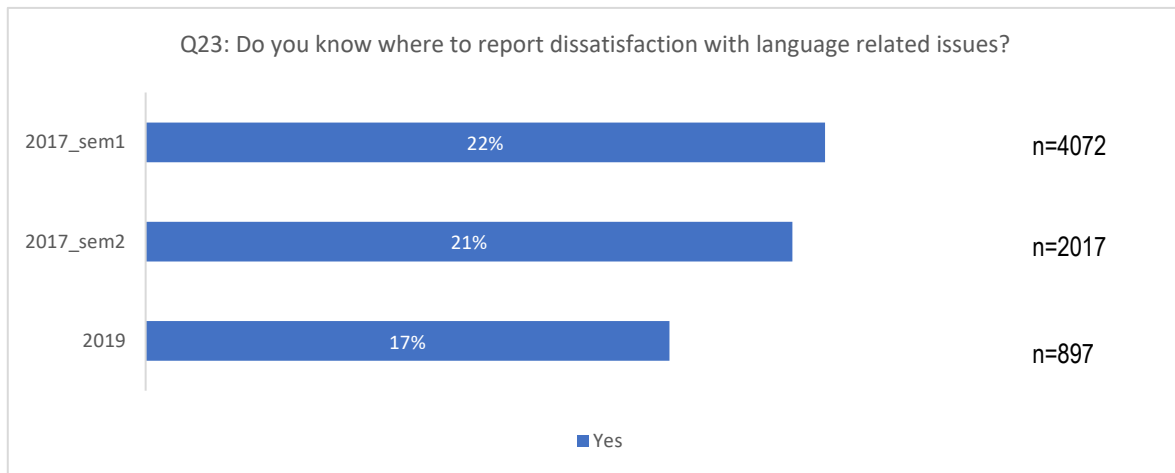


Figure 30: Percentage of respondents knowing where to report dissatisfaction with language-related matters, 2017 and 2019

On the other hand, 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 (see figures 31 to 34). 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.

### Q24/Q25: Dissatisfaction in the learning environment

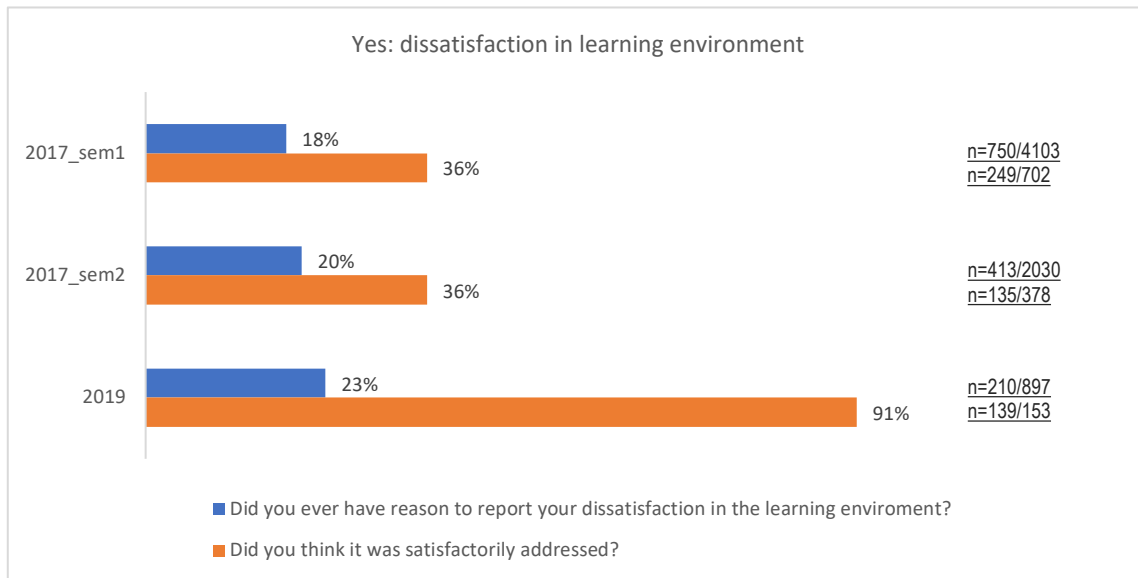


Figure 31: Dissatisfaction in the learning environment

### Q26/Q27: Dissatisfaction in the living environment

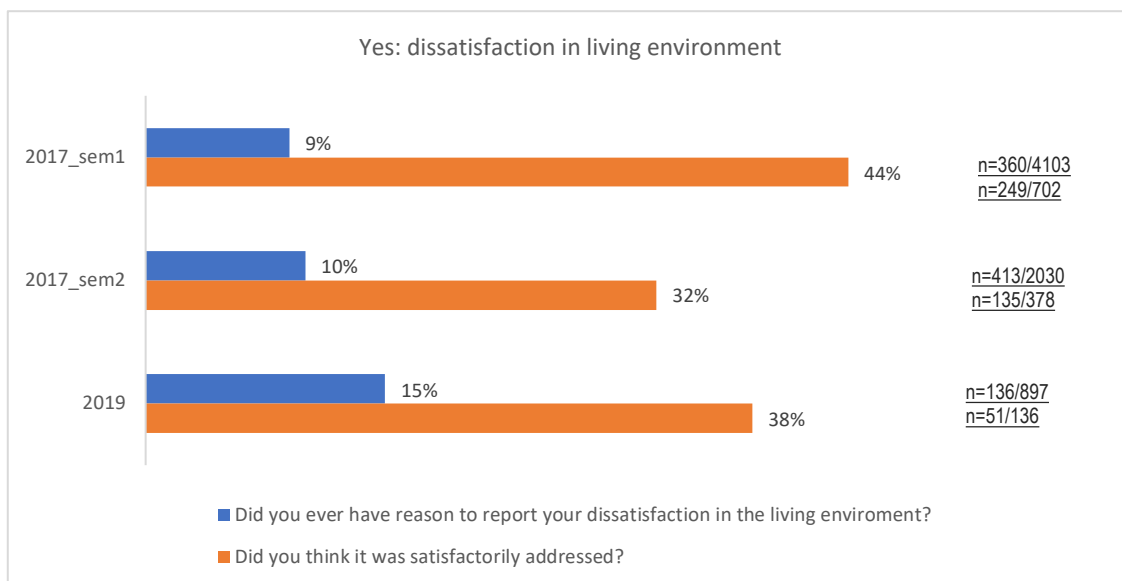


Figure 32: Dissatisfaction in the living environment



**Q28/Q29: Dissatisfaction in the co-curricular environment (e.g. sport clubs and societies)**

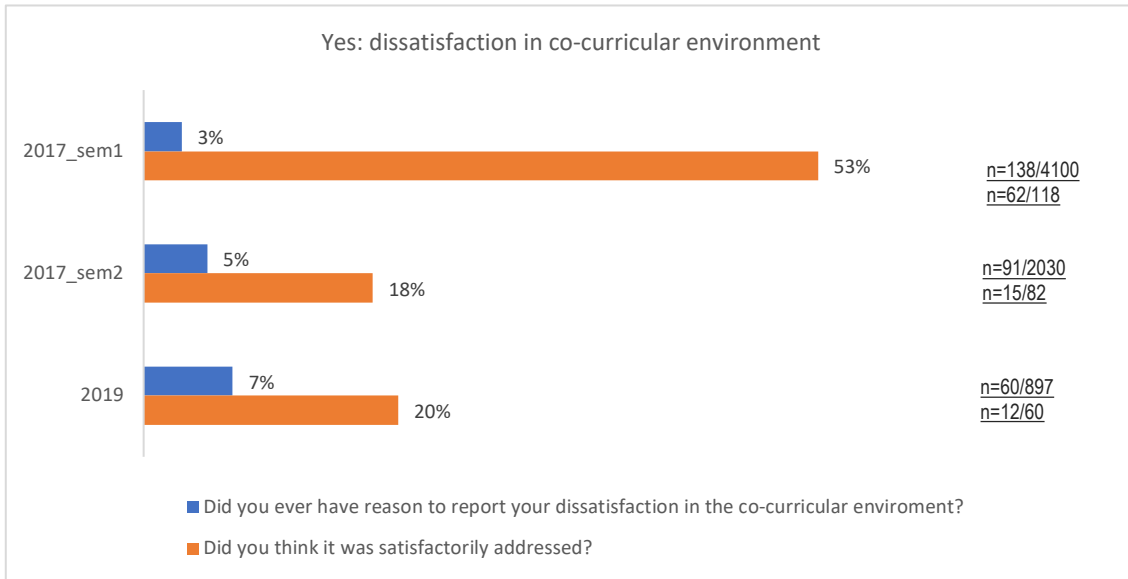


Figure 33: Dissatisfaction in the co-curricular environment

**Q30/Q31: Dissatisfaction in the administrative environment**

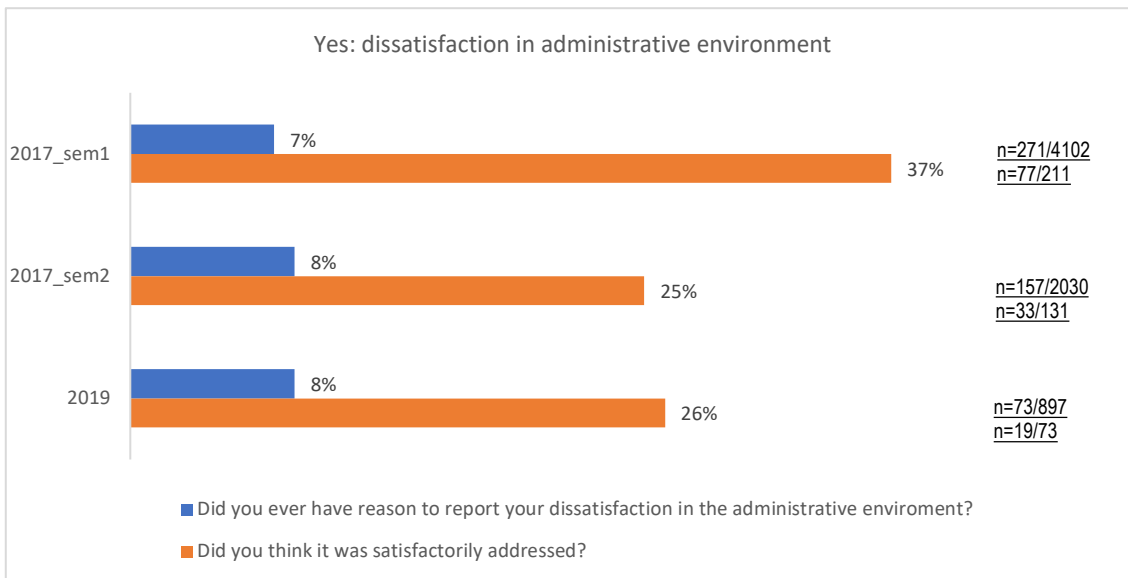


Figure 34: Dissatisfaction in the administrative environment

Figures 35 and 36 present the dissatisfaction experienced by both undergraduate and postgraduate students and whether it was resolved.

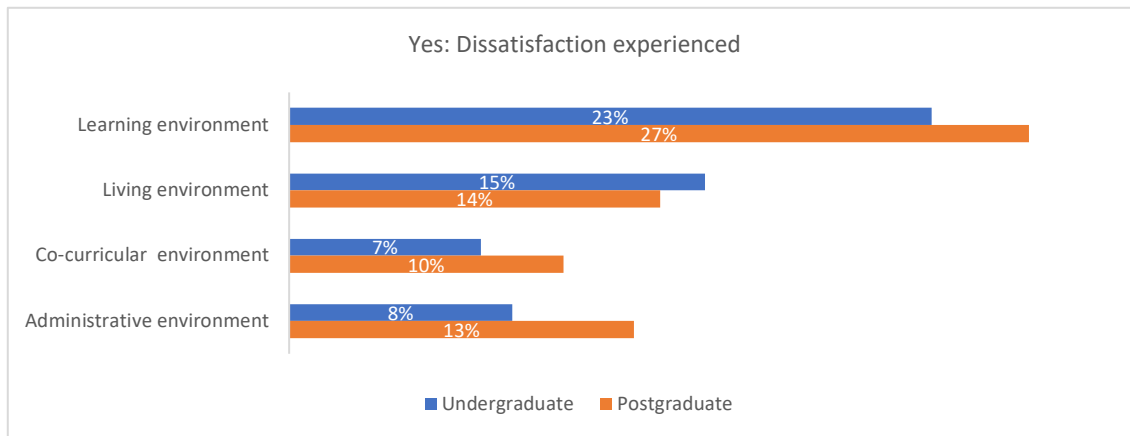


Figure 35: Dissatisfaction experienced per graduate group.  $n(\text{undergraduates}) = 897$ ;  $n(\text{postgraduates}) = 319$

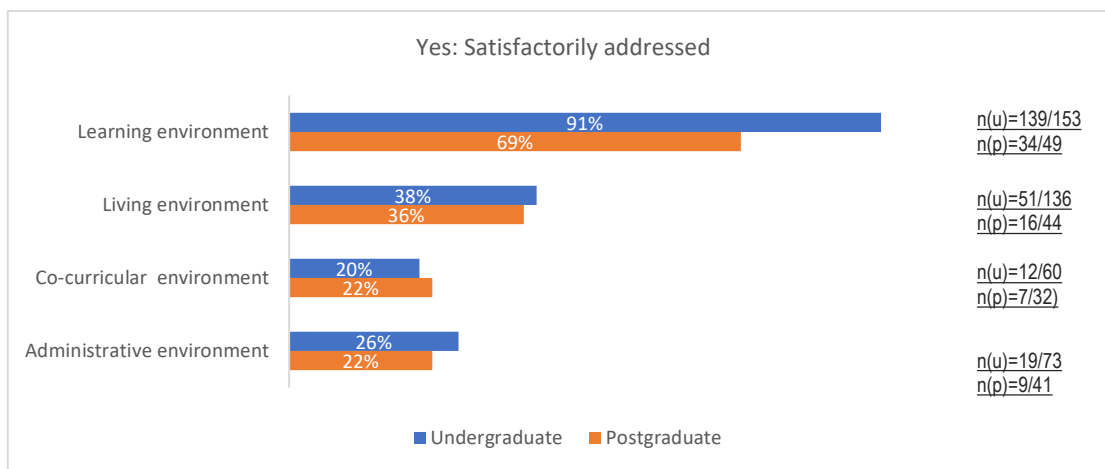


Figure 36: Satisfactorily addressed per graduate group

## 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 5<sup>th</sup> week of classes after the implementation of the new SU Language Policy, and again in the 3<sup>rd</sup> 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. All undergraduate students were polled for their perceptions with regard to the implementation of the new Language Policy in 2017, and postgraduate students were included in 2019.

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;
- 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.
- 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

E-mail invitations to complete an online survey were sent out to **all C1, C2 and C3 staff members** (4 336) between **22 July and 2 August 2019** to solicit their feedback on the implementation of the Stellenbosch University Language Policy in the learning and working environment in 2019. The survey included a consent to participate in research section.

The staff had **until 2 August** to complete the survey. A **reminder** was sent on **30 July 2019** to those staff who had not responded. A total of 611 responses were received, of which 17 declined to participate in the survey. A total of 594 staff members participated, which equates to a response **rate of 13.7%**.

### Section A: Your personal information

Most of the respondents were from the Economic and Management Sciences faculty, followed by the faculties of Medicine and Health Sciences and Science, and the Responsibility Centre of the Vice-Rector: Teaching and Learning.

#### Q1: Your faculty or responsibility centre

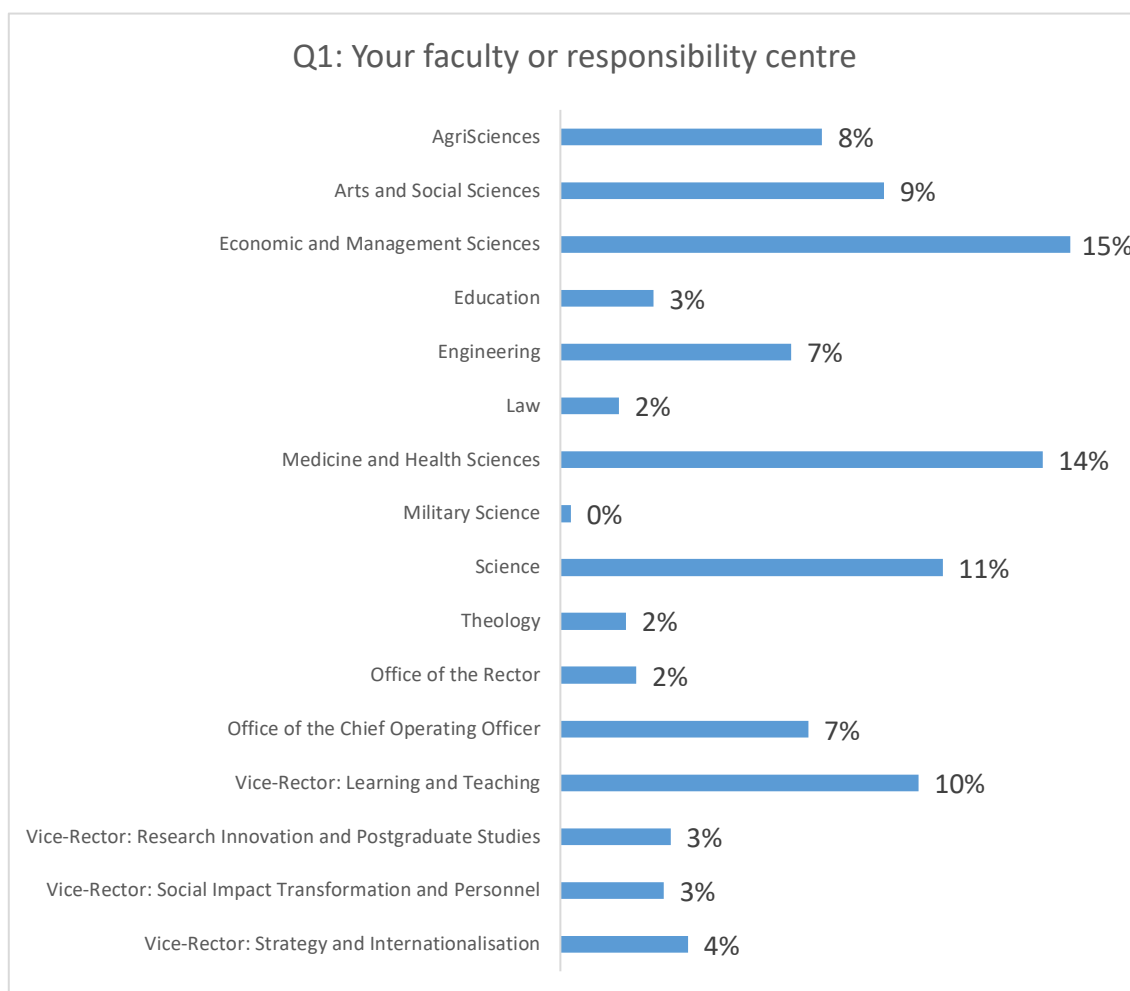


Figure 37: Response rate per faculty, n = 594

The majority of the respondents indicated that their home language was Afrikaans (63%, see Figure 38), while 26% indicated that they spoke English at home.

**Q2: What is your home language?**

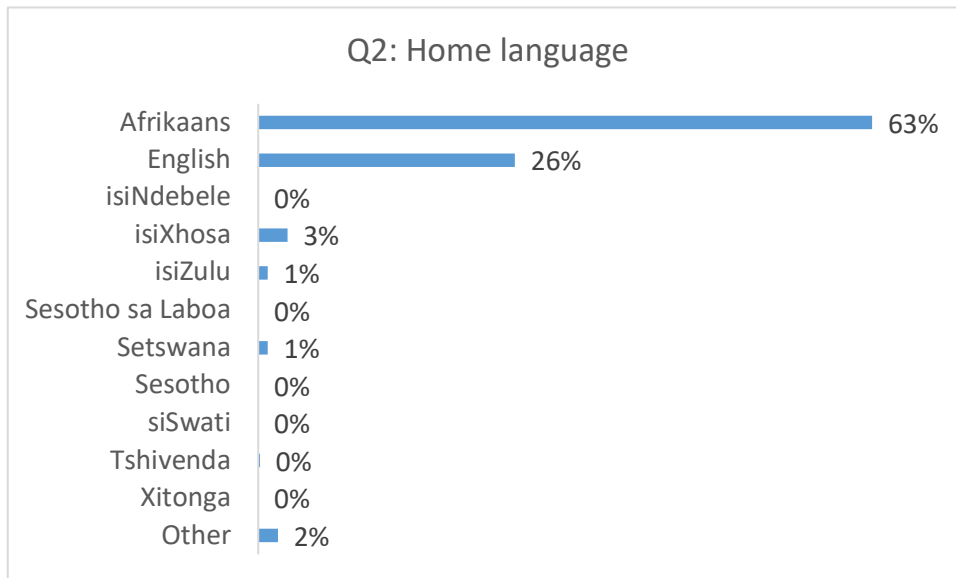


Figure 38: Percentage of respondents per home language

The majority of the respondents (48%) indicated that they were to a large extent familiar with the Language Policy, followed by the respondents (39%) indicating that they were only familiar to some extent. The minority of the respondents (13%) indicated that they were not at all familiar with the Language Policy (Figure 39). The majority of respondents (62%) indicated that they had read the policy (Figure 40)

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

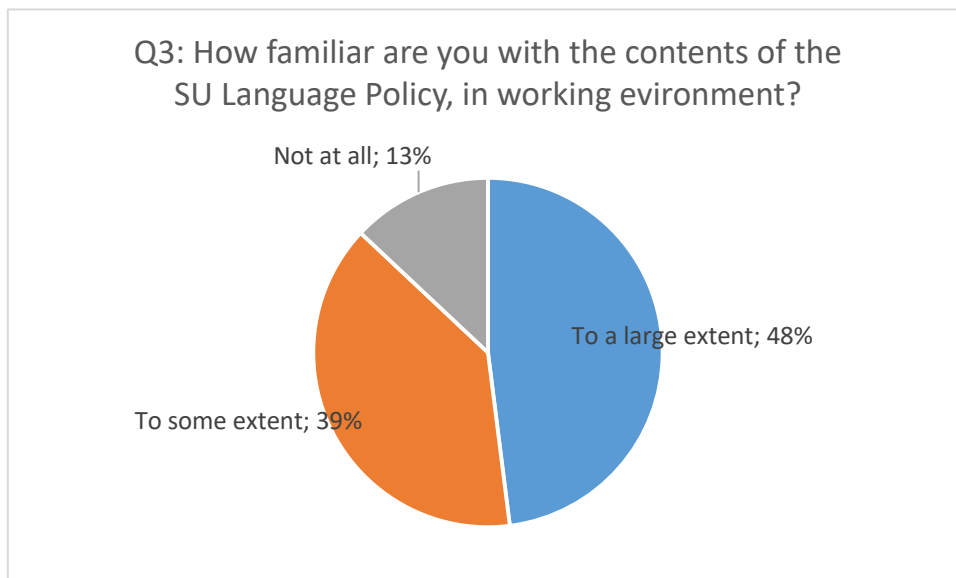


Figure 39: Percentage of respondents, categorised by familiarity with SU Language Policy

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

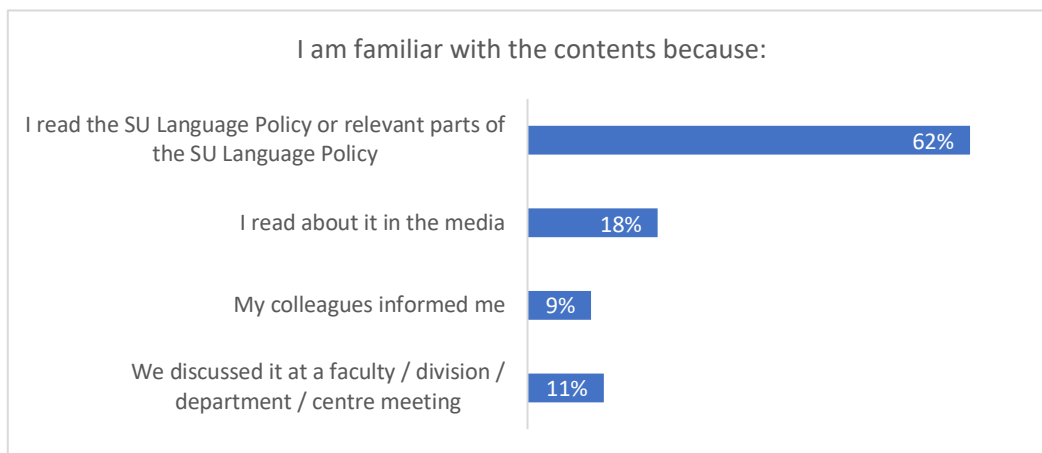


Figure 40: Percentage of respondents, per reason stated

Other reasons given for their familiarity with the Language Policy were:

- It was discussed/explained to me when I was a student at the University
- PREDAC

The majority of the respondents were C1 staff, but there was some confusion as to what the C1, C2 and C3 classification represents. The C3 category percentage is therefore possibly too high because many C2 staff members indicated afterwards that they had mistakenly selected C3.

#### Q5: Role classification

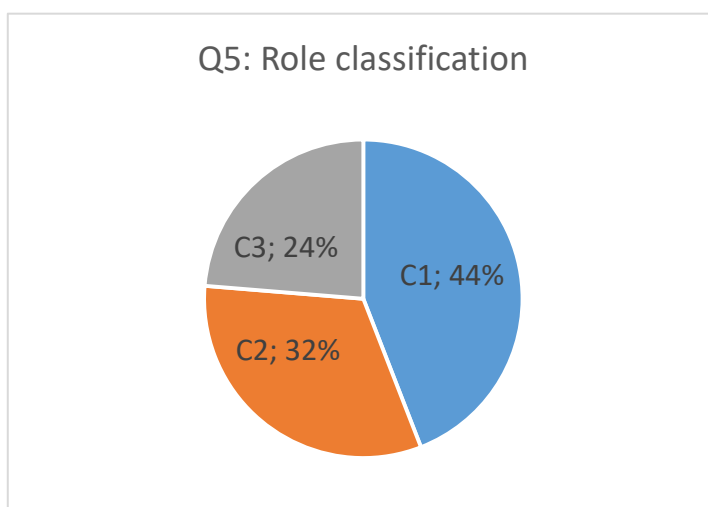


Figure 41: Percentage of respondents according to role classification

About half of the respondents (47%) indicated that they teach undergraduate modules (Figure 42).

### Q6: Do you teach undergraduate modules?

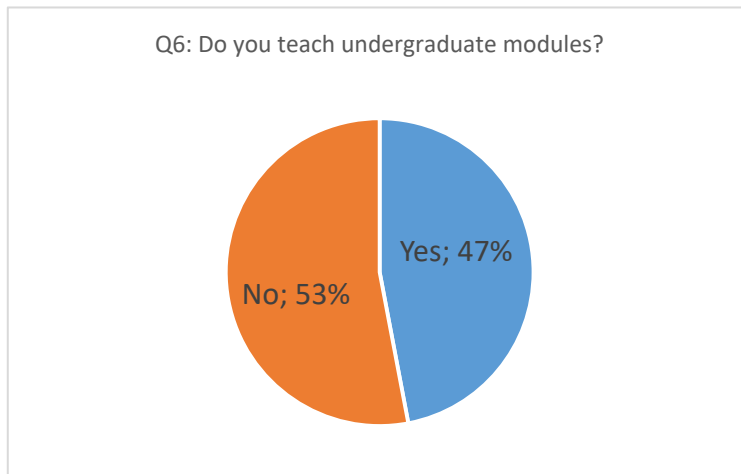


Figure 42: Percentage of respondents who teach undergraduate modules

### 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 teaching (PM)**, i.e. module taught in Afrikaans and in English to separate class groups (SU Language Policy §7.1.3)
2. **Dual-medium teaching (DM)**, i.e. both Afrikaans and English 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 teaching (SM)**, i.e. only one language of presentation (Afrikaans or English) in the module, e.g. 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 answered “yes” to the question of whether they teach undergraduate modules were shown the next section, which asked about language in the teaching and learning environment. If they answered “no” to the question, they were directed directly to Section C: Language in the working environment.

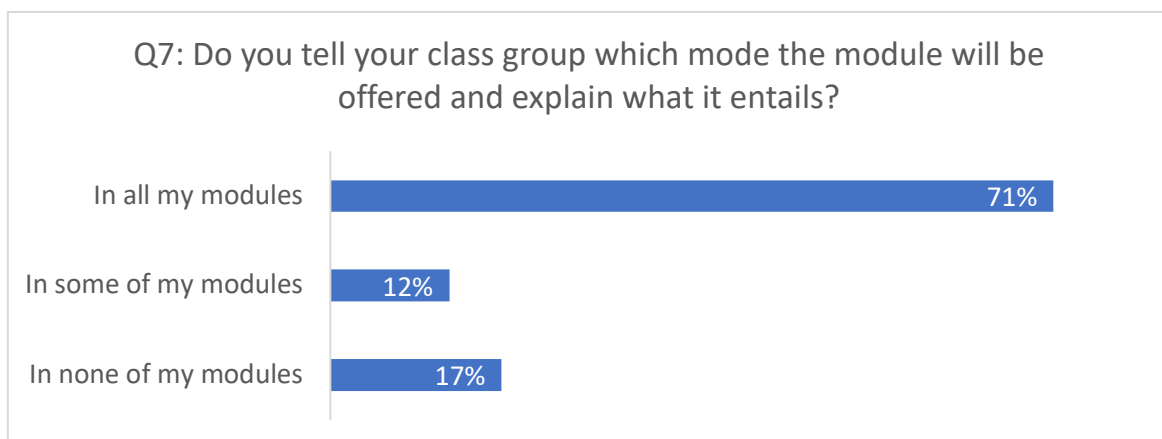


Figure 43: Percentage of undergraduate lecturers who told class group in which mode module would be offered

The response from lecturers about informing their students about the module mode (71%) is considerably higher than the response of the students recalling that the language mode has been discussed with them (49%) (see Figure 12).

About a third of the respondents indicated that they taught in the parallel-medium option (Figure 44). It is clear from Figure 45 that the lectures are implemented as required and 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 45).

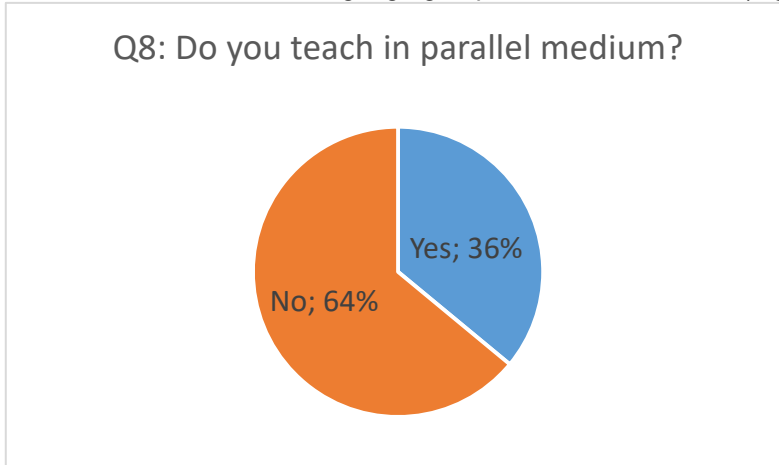


Figure 44: Percentage of lecturers teaching in parallel medium

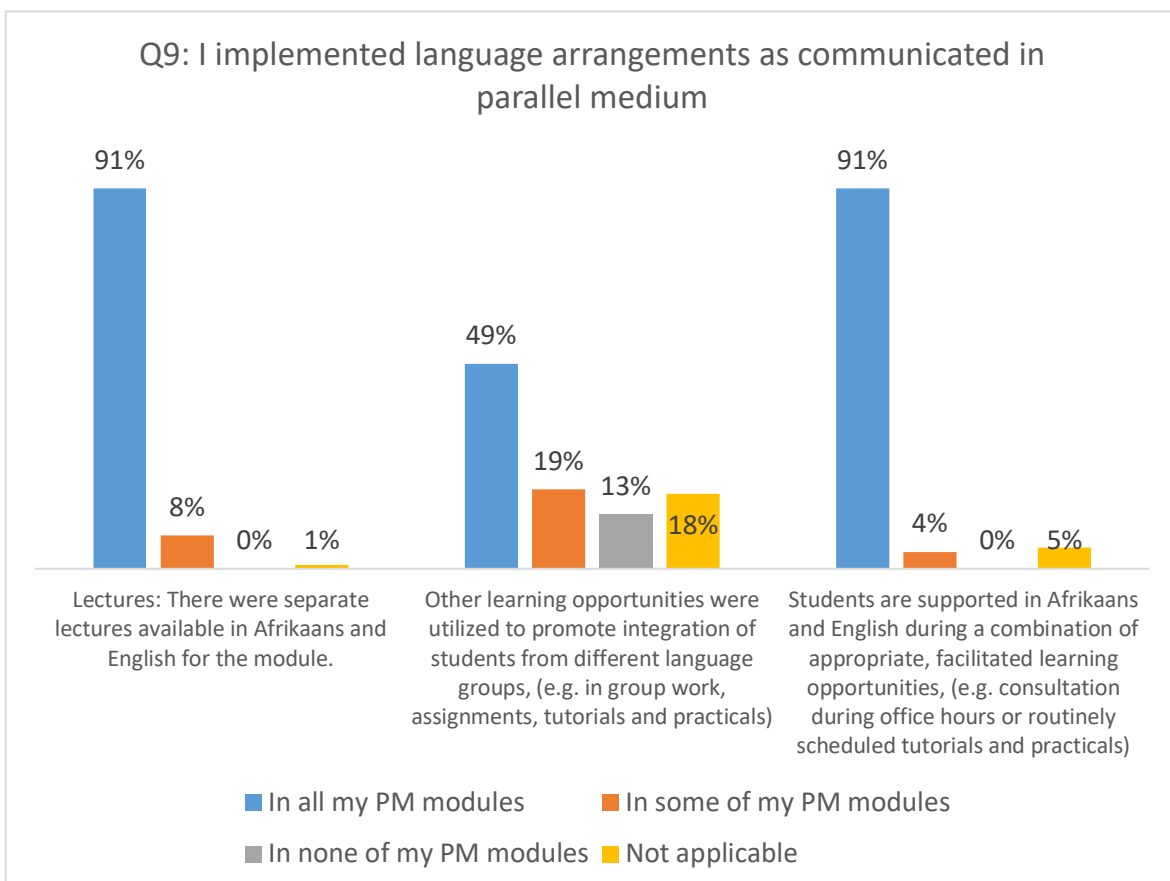


Figure 45: Percentage of respondents indicating that parallel-medium teaching was implemented as communicated

Roughly half of the respondents (47%) indicated that they used the dual-medium option in teaching and learning. 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, and only 35% provided interpreting. Interpreting is made available for the first two weeks of the semester, but is discontinued if there is no student uptake.

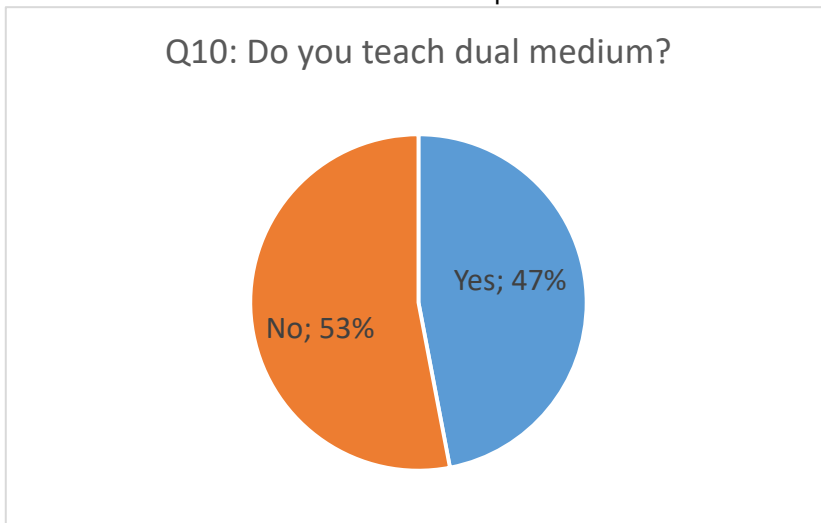


Figure 46: Percentage of lecturers teaching in dual medium

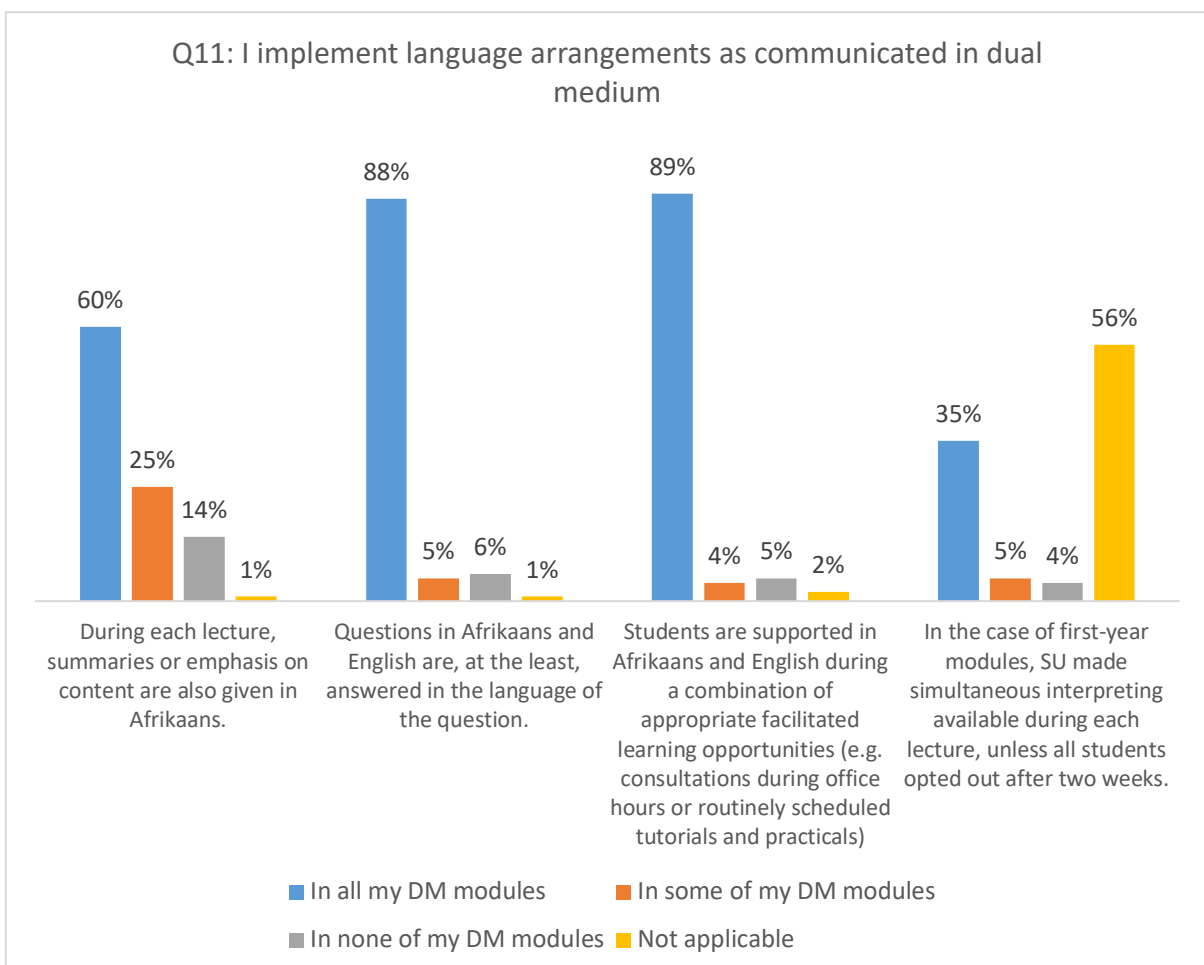


Figure 47: Percentage of respondents indicating that dual-medium teaching was implemented as communicated



Only about a third (37%) of the respondents indicated that they taught using a single medium (Figure 48). It is understandable why the “not applicable” percentages are so high with regard to the first-year modules in English, because there are not that many first-year modules taught in English (Figure 49). Similarly, there are also not that many Afrikaans single-medium modules, and the “not applicable” percentage is also high (Figure 49). It is encouraging to note that more than half (55%) of the respondents indicated that students are supported in Afrikaans and English in a combination of appropriately facilitated learning opportunities (Figure 49).

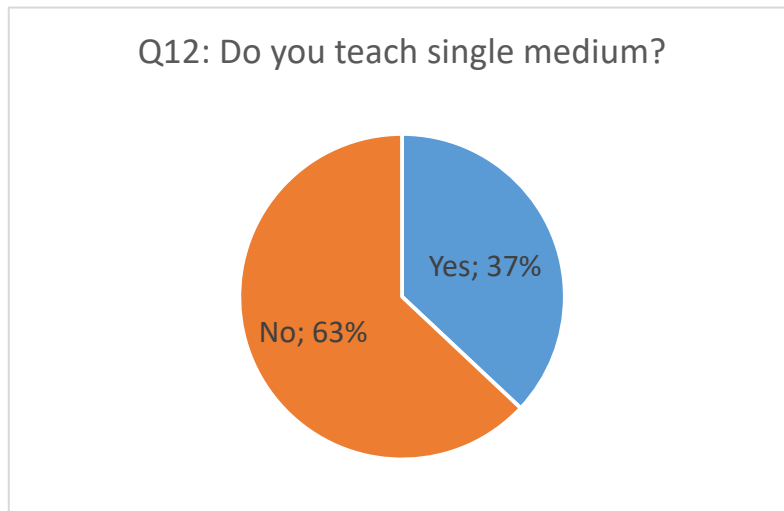


Figure 48: Percentage of lecturers teaching in a single medium

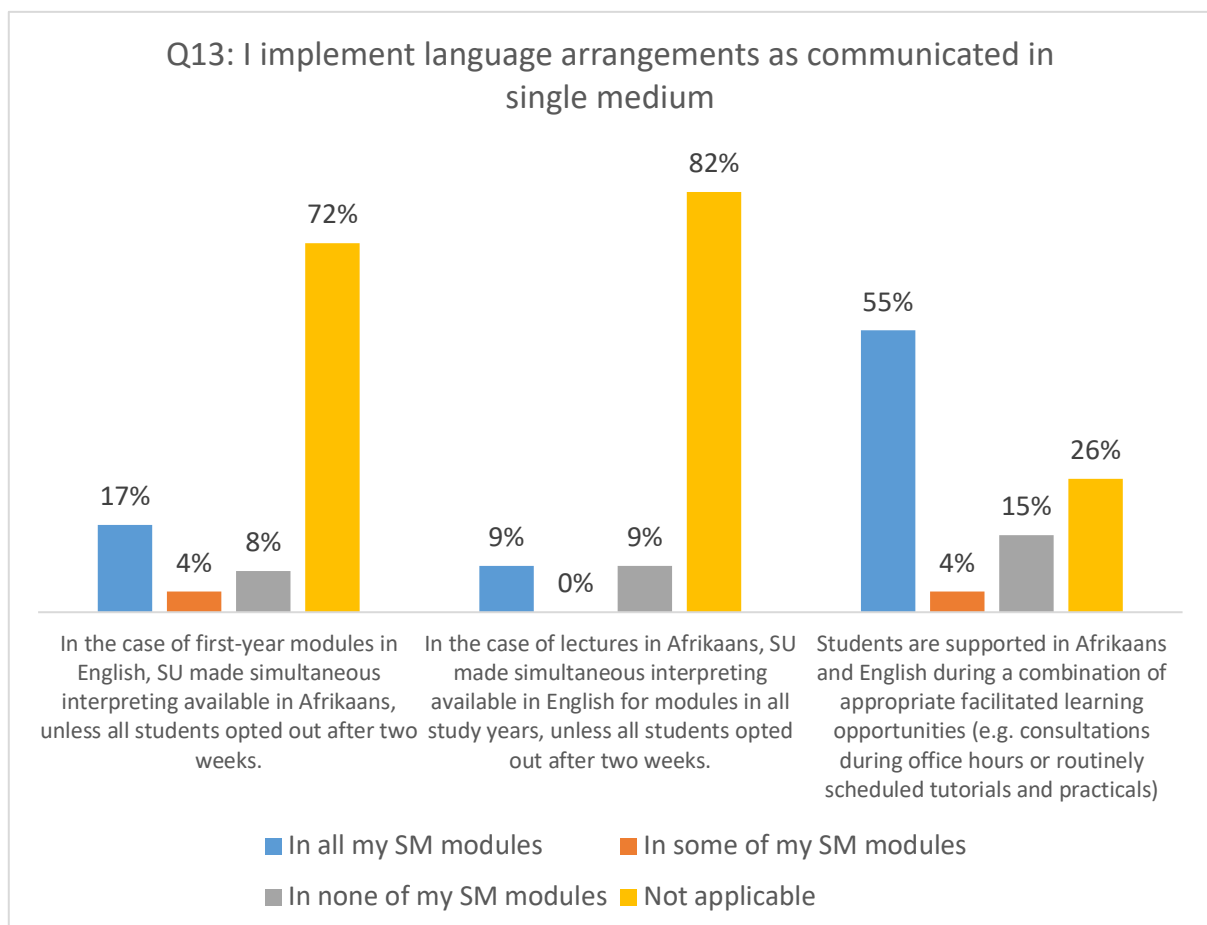


Figure 49: Percentage of respondents indicating that single-medium teaching was implemented as communicated

## Other learning support

The majority of the respondents (Figure 50) indicated that the module frameworks and assessments were available in both Afrikaans and English, and the compulsory reading material at least in English (Figure 50).

### Q14: Do you make the following available to your students in Afrikaans and English?

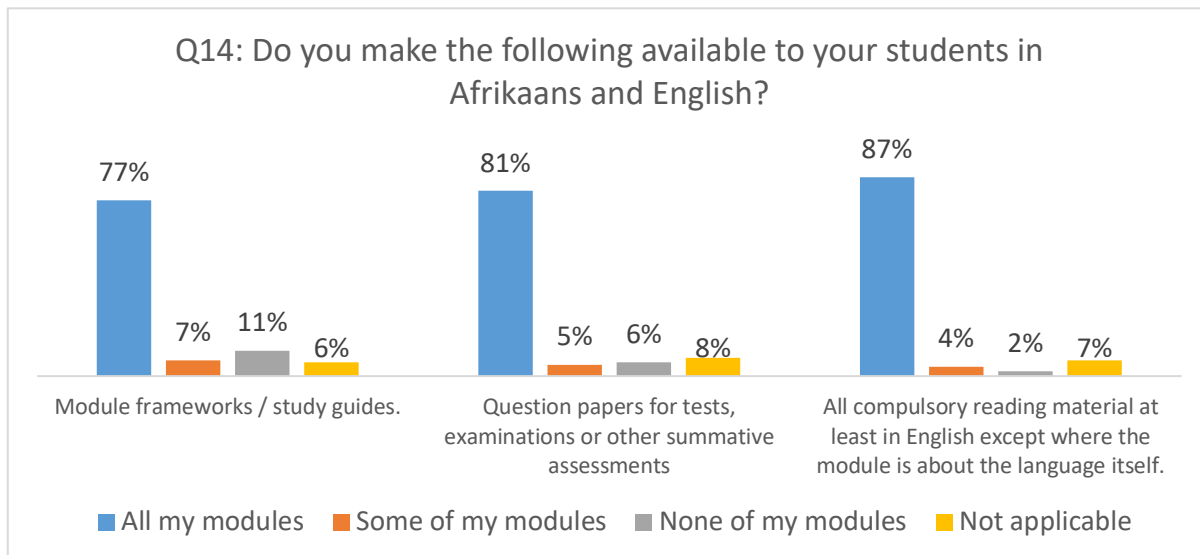


Figure 50: Percentage of respondents indicating they made the following other learning support available in Afrikaans and English

Only a very small minority (7%) of the respondents indicated that their students complained about their implementation of the Language Policy (Figure 51).

### Q15: 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?

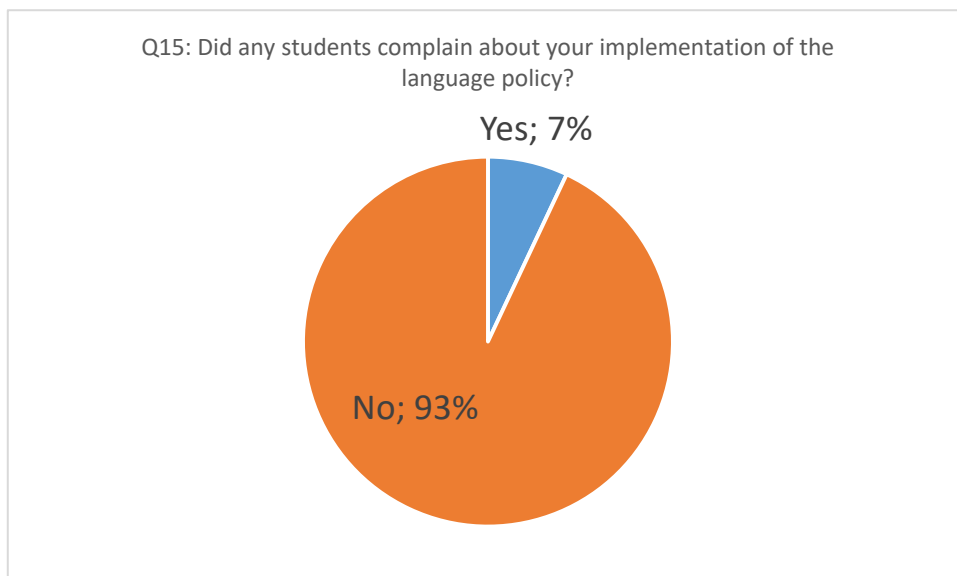


Figure 51: Percentage of complaints made by students in current academic year regarding implementation of the SU Language Policy in the learning environment

**Q16: How did you resolve the issue?**

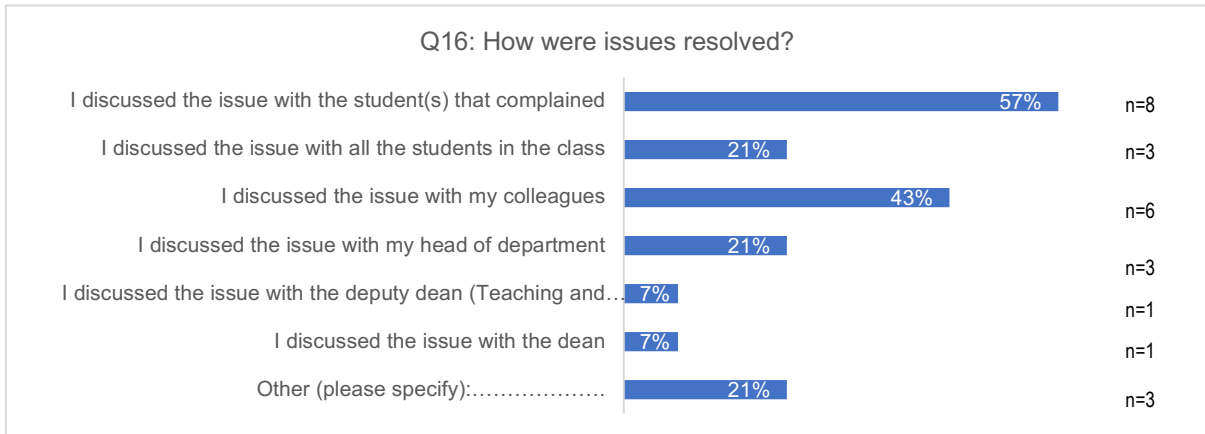


Figure 52: Percentages of how issues were resolved; respondents could select all that applied (N = 14)

Other ways listed:

- Dit was in die studente terugvoer waar die student gesê het die Afrikaanse opsommings irriteer hom/haar. Ek het dit (nog) nie met iemand bespreek nie.
- Ek het maar net alles in slegs Engels begin doen, want as jy iets in Afrikaans probeer doen kry jy geen ondersteuning van die US nie.
- Praat te min Afrikaans in klas

Section C: Working environment

**Q18: What is your practical language of preference with regard to:**

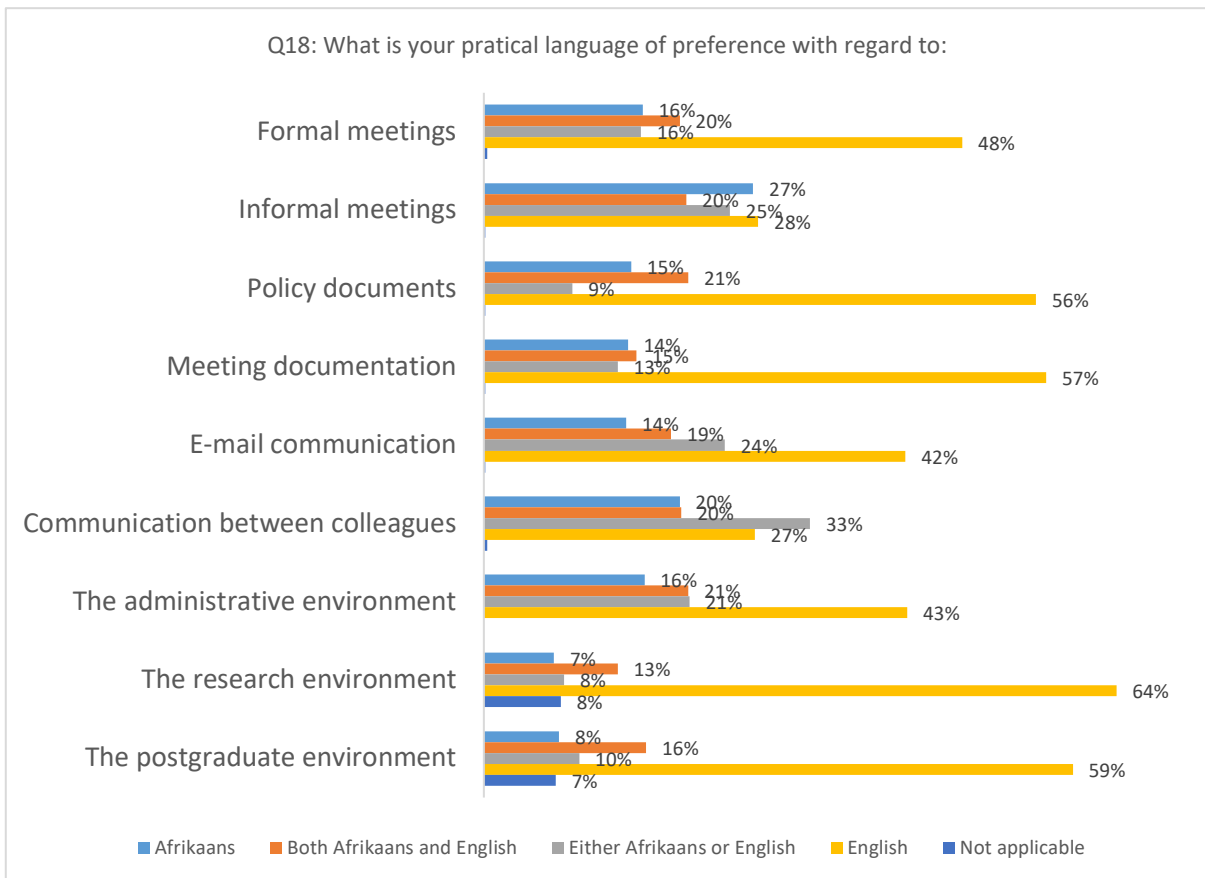


Figure 53: Percentage of respondents indicating practical language of preference

Afrikaans is used mostly in informal meetings (27%), both English and Afrikaans mostly in formal meetings (20%), either English or Afrikaans mostly in informal meetings, and English is used mostly in the research environment (64%) (Figure 53). It is also clear from Figure 53 that English is used most in all the environments specified.

Around 70% of all respondents agreed and strongly agreed that they could express themselves in all environments given, except for the research (63%) and postgraduate environments (64%) (Figure 54). However, it is encouraging to note that 75% and more of all respondents agreed or strongly agreed that they felt included in the various environments in terms of language usage (Figure 55).

**Q19: I feel comfortable that I may express myself in my practical language of preference (Afrikaans or English) in:**

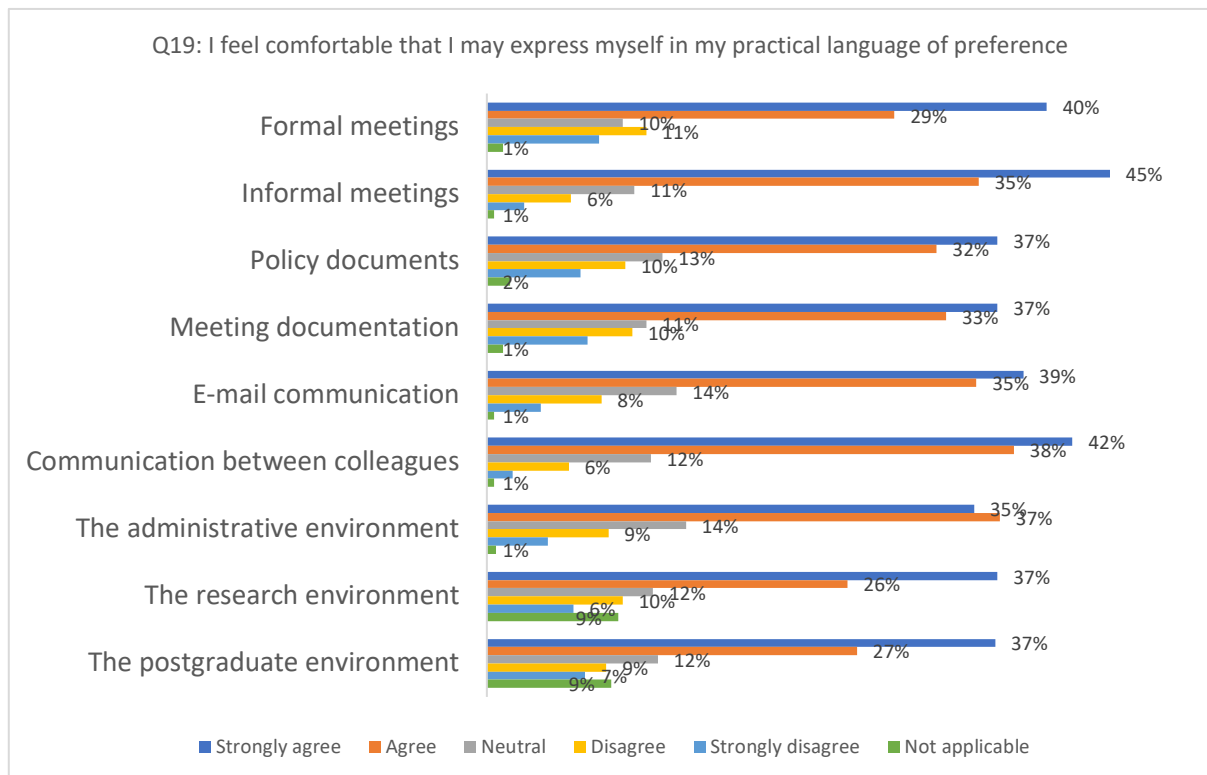


Figure 54: Comfort levels of staff regarding expressing themselves in their language of preference

**Q20: I feel included in terms of language usage in:**

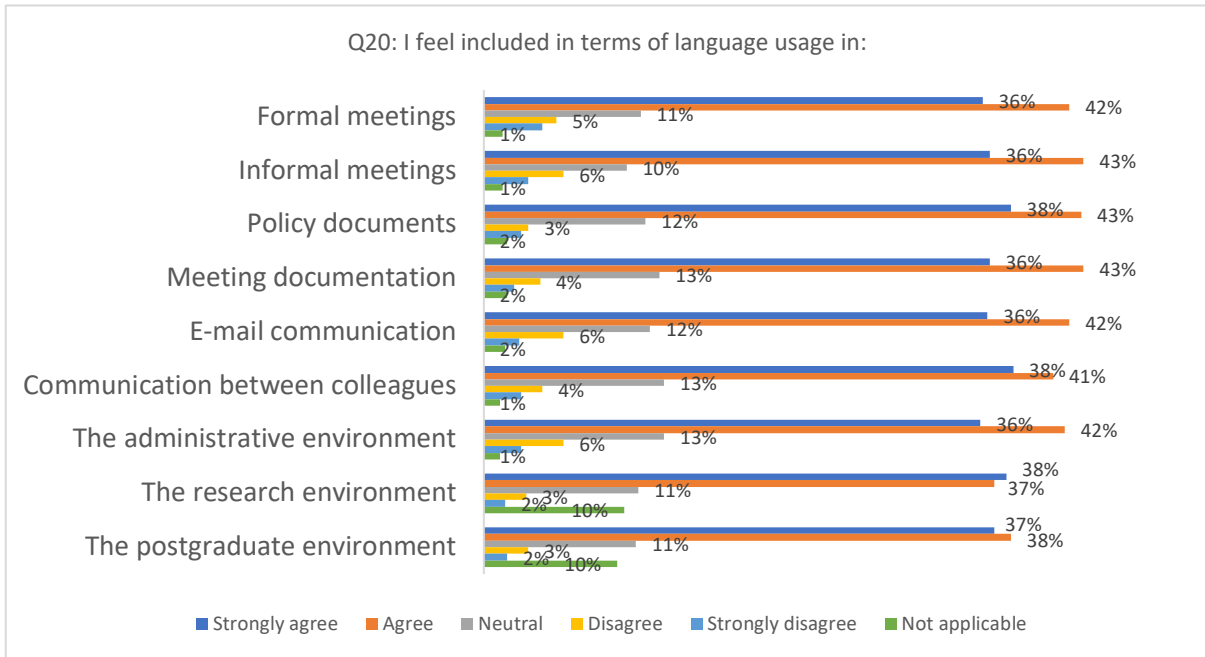


Figure 55: Feeling of inclusion by staff in terms of language usage

Only 29% of the respondents indicated that they knew where to report their dissatisfaction with language-related issues (Figure 56), with only 12% indicating that they had a reason to report their dissatisfaction (Figure 57). A total of 37 respondents indicated that this dissatisfaction was related to a deviation from the Language Policy (Figure 58), with 54 staff members indicating that these issues were not addressed satisfactorily (Figure 59).

**Q21: Do you know where to report your dissatisfaction with language-related issues, if any?**

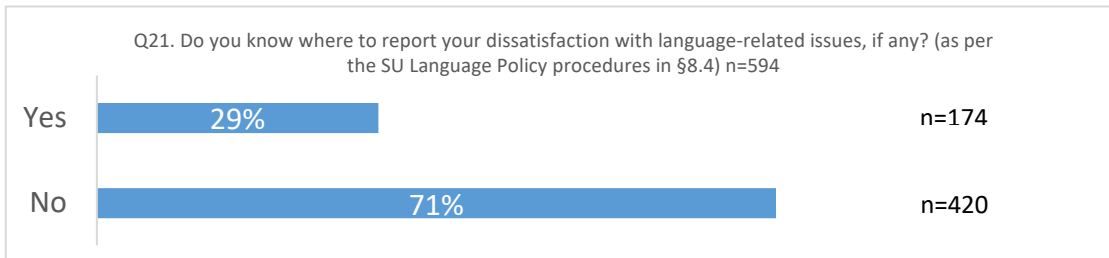


Figure 56: Percentage of respondents knowing where to report dissatisfaction with language-related issues

**Q22: In the current year, have you had reason to report your dissatisfaction with language-related issues in your working environment?**

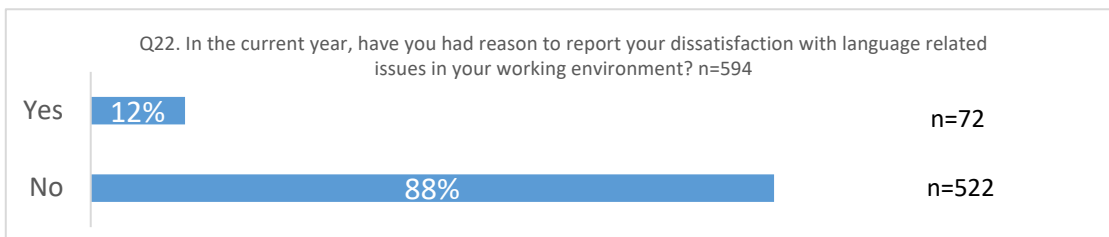


Figure 57: Dissatisfaction in working environment

**Q23. Was your dissatisfaction as a result of a deviation from the SU Language Policy?**

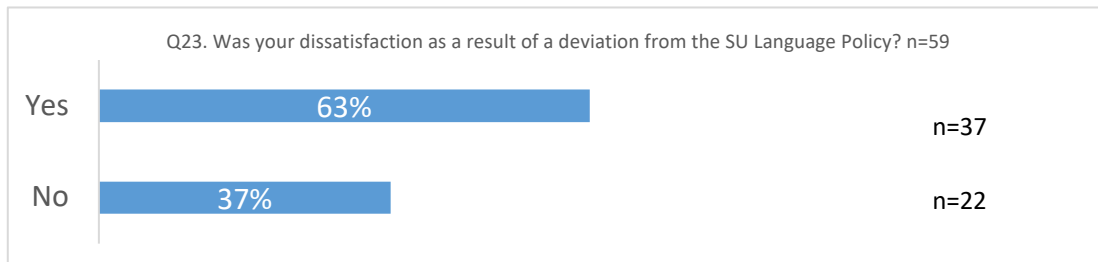


Figure 58: Dissatisfaction as a result of a deviation from SU Language Policy

**Q24. Do you think it was addressed satisfactorily?**

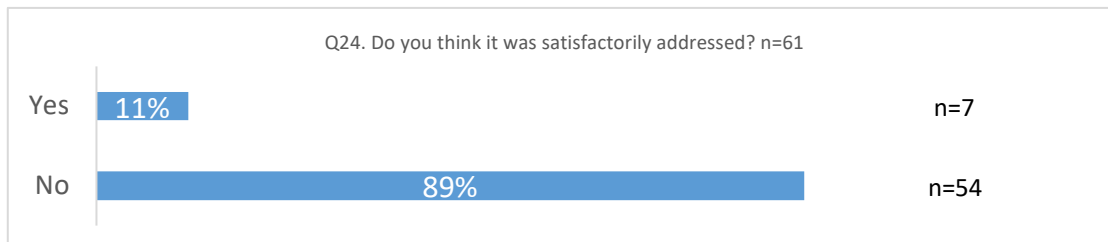


Figure 59: Dissatisfaction addressed satisfactorily

**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 have 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.