



Language Policy

CEDAR INTERNATIONAL ACADEMY NPC

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Purpose

- 1) The Language Policy aims to give effect to section 29(2) of the Constitution of the Republic of South Africa, 108 of 1996 in relation to language use in academic, administrative, professional and social contexts. Thus, the policy articulates Cedar's position regarding language use.

Scope

- 2) The policy relates to all staff and students at Cedar and any internal or external functions and events that relate to Cedar.

Aims of the Policy

- 3) The policy aims to:
 - a. provide equitable access for students and staff whilst facilitating a pedagogically sound teaching and learning environment at Cedar;
 - b. help students participate proficiently in a multi-lingual and global society;
 - c. acknowledge different languages and cultures and provide recognition and opportunity for other languages through events and functions; and
 - d. ensure that registered students acquire effective English literacy and social skills to enhance their academic achievement and prepare them for both a national and global networking and work environment.

Language Policy Principles

- 4) The provision of language skill development shall help overcome barriers for those seeking access to further education.
- 5) English is the language of business, instruction, governance, and administration within Cedar.
- 6) Meetings are conducted in English and minutes of such meetings are also recorded in English.
- 7) Although language diversity is encouraged, official communication within Cedar is conducted primarily in clear and concise English.
- 8) English is used as the academic language medium for teaching, examination, and research within Cedar.
- 9) All Cedar applicants will be required to demonstrate a level of proficiency in English that allows them to function successfully and participate fully in Cedar's programmes. Applicants may be required to submit evidence of this as part of the application process or be required to participate in an English test designed for this purpose.
- 10) Although English is the medium of instruction, Cedar encourages the learning of other languages and provides instruction opportunities through various language modules. Cedar currently offers isiZulu and Afrikaans as electives.
- 11) Cedar supports English proficiency by providing access to materials, such as English books and bilingual audio CDs. However, it remains the student's responsibility to attain a high standard of both conversational and academic English.

- 12) As an inclusive measure, students whose language of teaching and learning in school was not English, and who did not write the Grade 12 examination in English, will receive an additional 15 min per hour time allowance for examinations during the first and second year of study. During the first and second year of study, a translation dictionary will be allowed during examinations and other assessments depending on the nature of the topic and assessment task, subject to the lecturer's approval.
- 13) Despite Cedar adopting English as the language of operation and instruction, efforts are made to recognise the cultural and linguistic diversity of the local demographic. Thus, to promote an environment that students and staff feel included and supported:
 - a. other languages are intentionally used in events and functions such as Zulu and Afrikaans;
 - b. translation is available in a range of languages, with a special focus on Zulu;
 - c. the administration and academic staff represent a broad range of cultures and language groups, and
 - d. counselling and pastoral care services are accessible in a wide range of languages.
- 14) Cedar recognises the value of multilingualism and promotes such efforts where practically possible.

References

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