

The Language Factor in Students' Experience of Assessments:

A case study from the University of the Western Cape



A thesis submitted in fulfilment of the requirement for the degree of Magister
Artium in the Department of Linguistics, University of the Western Cape

Athenkosi Mndende

3456210

Programme/ Degree: Master of Arts (Full Thesis)

Department: Linguistics

Supervisor: Prof Bassey Antia

Co-supervisor: Dr Tedros Weldemichael

Submission date: 08 December 2021

Contents

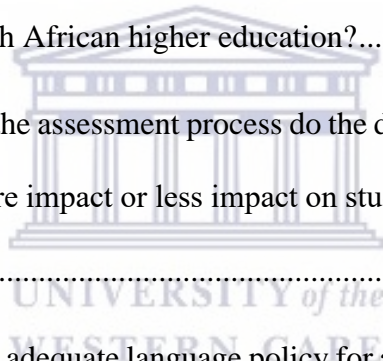
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
KEYWORDS	x
CLARIFICATION OF ABBREVIATIONS	xi
CHAPTER ONE:	1
INTRODUCTION OF THE STUDY	1
1.1 Introduction and background of the study	1
1.2 Statement of the problem	3
1.3 Aim of the study.....	4
1.5 Research questions.....	4
1.6. Significance of the study.....	5
1.7 Limitations of the study	5
1.8. Ethical consideration.....	5
1.9 Overview of chapters	6
CHAPTER TWO:	7
LITERATURE REVIEW	7
2.0 Introduction.....	7
2.1 Recent studies on multilingualism in South African Higher Education	7
2.2 The language policy in higher education in South Africa	11



2.2.1 Language policy and its dimensions	11
2.2.2 Why are language policies important?.....	12
2.3 Overview of the University of the Western Cape	15
2.4 Overview of assessment.....	17
2.4.1 Types of Assessment: formative vs summative.....	18
2.4.2 Stages of assessment	18
2.5 Language, cognition, and emotion in assessment	20
2.5.1 Language and Cognition	20
2.5.2 Language and Emotion	20
2.5.3 Cognition and Emotion	21
2.6 Chapter summary	22
CHAPTER THREE:	24
THEORETICAL FRAMEWORK	24
3.0 Introduction.....	24
3.1 Pierre Bourdieu’s theory of cultural capital.....	24
3.2 Social justice theory	26
3.4 Chapter Summary	29
CHAPTER FOUR:	30
METHODOLOGY	30
4.0 Introduction.....	30
4.1 Research design	30



4.2 Participants and sampling method	31
4.3 Data type and data collection process	31
4.4. Data analysis method	33
CHAPTER FIVE:	35
RESULTS	35
5.0 Introduction.....	35
5.1 How, if at all, do different language arrangements in assessment impede or enhance students' academic performance?	35
5.2 How, if at all, does the medium of assessments differently affect students from different ethnolinguistic groups in South African higher education?.....	39
5.3 At what stage/s, if any, of the assessment process do the different language arrangements get experienced as having more impact or less impact on student's academic performances?	45
5.4 What provisions should an adequate language policy for assessments in higher education environment contain?.....	51
5.5 Chapter summary	52
CHAPTER SIX:	54
DISCUSSION	54
6.0 Introduction.....	54
6.1 Discussion.....	54
CHAPTER SEVEN:	59
CONCLUSION AND RECOMMENDATIONS	59



7.0 Introduction.....	59
7.1 Conclusions and recommendations.....	59
Appendices.....	70



UNIVERSITY *of the*
WESTERN CAPE

DECLARATION

I, Athenkosi Cynthia Mndende, hereby declare that the work presented in this thesis titled “The Language Factor in Students’ Experience of Assessments: A Case Study from the University of the Western Cape” was done by me under the supervision of Prof. Bassey Antia and Dr Tedros Weldemichael in the linguistics department from 2018-2021. Apart from references to other work that are duly acknowledged, this work has never been presented either as a whole or in part for the award of any degree in this university or elsewhere or for publication.

Signature

Date

A.C. Mndende

08 December 2021



DEDICATION

I dedicate this body of work to my late father, Makhiwomzi Michael Mndende. Continue to rest in peace, Dlamini. You are dearly missed.



ACKNOWLEDGEMENT

First and foremost, I would like to thank God for the strength and perseverance to complete this dissertation. If it were not for his guidance and encouragement, I would not have made it this far.

Secondly, I would like to thank my principal supervisor, Professor Bassey Antia, for his courageous words and patience throughout this journey. To my co-supervisor, Dr Tedros Weldemichael, thank you for the understanding and generous support you have shown me over the years.

I would like to acknowledge the Mellon Mays Undergraduate Fellowship and the Social Sciences Research Council for their contribution to building my character the moment I became part of the fellowship. Thank you to Dr Brown, who has become a mother to most of us, a friend, and an excellent coordinator. I will forever be indebted to the Mellon Mays Undergraduate Fellowship for its financial, academic, emotional, and personal contribution.

Finally, thank you to the Centre for Humanities Research (CHR) for its tremendous contribution to this project and for many other grants that made this research possible.

ABSTRACT

Recent statistics show that 25% of university students in South Africa drop out in their first year of study (Stats SA, 2018). This figure is all the more worrisome when older but still relevant statistics are considered, e.g., that only 21% of students graduate within the regulation time (Scott et al., 2007). High drop-out rates and low throughput rates in higher education have been discussed in terms of such factors as funding, student support, race and gender. Although several factors contribute to high dropout rates and low throughput rates in higher education, there is not much research that analyses the problem from the language standpoint in assessment. As a result, our knowledge is limited regarding how different language arrangements in assessment situations may impede or enhance students' academic performance. Secondly, there has not been much empirical basis for determining the differential impact which different language arrangements in assessment have on students with diverse linguistic profiles. Thirdly, we do not know at what stages of the assessment process language may impede or enhance students' performances. Fourthly, because of the dearth of knowledge of the above issues, it is unclear what provisions an adequate language policy on assessment in a higher education environment should contain. This study investigates the impact of language on students' experiences of assessment by using students at the University of the Western Cape as a case study. It does this by drawing on Pierre Bourdieu's theory of cultural capital and Nancy Fraser's theory of social justice.

The methods of data collection for this study include qualitative methods and quantitative methods. This study found that the student's academic performance differs depending on the language arrangements experienced. It was also found that the medium of instruction differently affects first language English speakers and second language English speakers. This study also revealed that second language English speakers such as the Afrikaans and IsiXhosa

speakers are affected negatively by the monolingual language arrangement in assessment, while first language English speakers are positively affected by the monolingual language arrangement.

On the other hand, second language English speakers were positively affected by the multilingual language arrangements while first language English speakers were negatively affected. It was also found for the third objective that the initial and the processing stage are where students experienced language arrangements to have more impact on their academic performances.



KEYWORDS

Language

Assessment

Language Policy

Students' performance

Higher Education

University of the Western Cape

Language arrangements

Monolingual education

Multilingual education

Social Justice



CLARIFICATION OF ABBREVIATIONS

1. UWC University of the Western Cape
2. LP Language Policy
3. HE Higher Education
4. UKZN University of Kwazulu-Natal

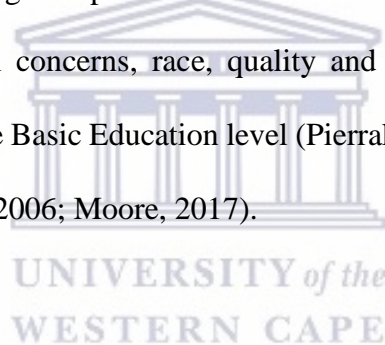


CHAPTER ONE:

INTRODUCTION OF THE STUDY

1.1 Introduction and background of the study

A report released by the Council of Higher Education in 2013 showed that one out of four university students is able to graduate from contact-based institutions in South Africa within the allocated period of their degree, while the remaining percentage of students require more time or drop out altogether (Murray, 2014). Moreover, a demographic analysis provided by Jaynes (2016) shows that White students' success rate is the highest with 71%, followed by the Asian students with 61%, Coloured students with 53.8% and Black students with 53.5%. Scholarly work has attributed high drop-out rates and low throughput rates to the following factors: family issues, financial concerns, race, quality and the extent of student support, loneliness, and preparation at the Basic Education level (Pierrakeas et al., 2004; Murray, 2014; Nkontwana, 2014; Fortin et al., 2006; Moore, 2017).



The language factor in teaching and learning as a possible explanation for students' mediocre performance has been widely researched (McGhie, 2012; Nkontwana, 2014; Moore, 2017). The paper from Civan & Coskun (2016) concludes that the medium of instruction negatively influences academic outcomes. The dominance of English has been offered as one of the reasons why there is no improvement when it comes to academic outcomes studies. For instance, Ngidi (2007) believes that the dominance of English in teaching and assessment is one of the reasons why monolingual education is maintained in most South African institutions.

There have been several initiatives aimed at diversifying the language of teaching and learning. For example, the Department of Linguistics at the University of the

Western Cape has for years been making the lecture material of Language and Communication Studies (LCS 311) available to third-year students in English, IsiXhosa and Afrikaans (Antia and Dyers, 2016). This initiative is intended to help students overcome language barriers to understand the subject content. At the University of Limpopo, students do a bilingual humanities degree, with half of the subjects taught in Sesotho Sa Leboa and the other half taught in English (Antia and Dyers, 2016).

There are similar initiatives at the University of Kwazulu-Natal around using isiZulu for “a full degree course such as the Bachelor of Education Honours ... as the Language of Learning and Teaching” (Mgqwashu (2013) cited in Antia and Dyers, 2016, p.3). Rhodes University students studying towards a Journalism degree must pass an IsiXhosa module. UNISA has in the past few years started to offer all its African language programmes at the undergraduate and postgraduate level either in English or an African language. Again, it has embarked on a massive project to translate some subjects from English into African languages, thereby affording students the choice of using either English or an African language in their studies (Richard and Madadzhe, 2019).

According to Wolff (2018, p.4) both Stellenbosch University and the Cape Peninsula University of Technology offer multilingual glossaries in English, isiXhosa and Afrikaans for various faculties. While, Antia and Dyers (2016, p.3), motivate that the development of the multilingual glossaries “is a strategy employed to diversify the language support base of teaching and learning.” In 2021, the University of the Free State (UFS) established an Academy for Multilingualism aimed at promoting Sesotho, isiZulu and Afrikaans on institutional and social levels through academic and community-based projects. Telling News24 in an interview, the custodian of this initiative, Dr Peet van Aardt, shared that they are also piloting some of

their tutorial sessions for first-year students and are doing voice-overs of the English language in Sesotho, Afrikaans and IsiZulu in a few modules. The development of these initiatives can be attributed to South Africa's Constitution (1996) and the Language Policy in Higher education (2002), which require universities to develop their language policies to include African languages as teaching languages. This advocacy is because “re-empowering African languages is a way to contribute sustainably to societal transformation and economic progress by fully exploiting the cognitive and creative potential of all young Africans” (Wolff, 2018, p. 5).

1.2 Statement of the problem

It is through various forms of assessment that the figures presented above on the performance of university students came about. Paradoxically, however, there has been limited knowledge of how language arrangements in students' assessment contributed to these dismal statistics (of course, along with other factors such as the quality of teachers and teaching, socio-economic conditions etc.) As a result, our knowledge is limited about how different language arrangements in assessment situations may impede or enhance students' academic performance. Secondly, there has not been much empirical basis for determining the differential impact different language arrangements in assessment have on students with different linguistic profiles. Thirdly, we do not know at what stages of the assessment language may impede or enhance students' performances. Fourthly, due to the dearth of knowledge of the above issues, it is not evident what provisions an adequate language policy on assessment in a Higher Education environment should contain.

1.3 Aim of the study

This study used the University of the Western Cape as a case study to investigate the language factor in the assessment.

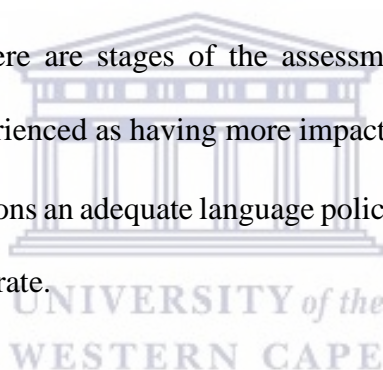
1.4 Objectives of the study

1.4.1 To determine how different language arrangements in assessment impede or enhance students' academic performance.

1.4.2. To determine if the medium of assessments produces different effects on students with different ethnolinguistic backgrounds.

1.4.3 To determine whether there are stages of the assessment process at which different language arrangements are experienced as having more impact or less impact.

1.4.4. To determine what provisions an adequate language policy for assessment in multilingual higher education should incorporate.



1.5 Research questions

1.5.1 How, if at all, do different language arrangements in assessment impede or enhance students' academic performance?

1.5.2 How, if at all, does the medium of assessments differently affect students from different ethnolinguistic groups in South African higher education?

1.5.3 At what stage/s, if any, of the assessment process do the different language arrangements get experienced as having more impact or less impact on student's academic performances?

1.5.4 What provisions should an adequate language policy for assessment in higher education environment contain?

1.6. Significance of the study

This study is potentially significant in that it will demonstrate how different language arrangements in assessment can impede or enhance students' academic performance. Another reason is that it further determines how language arrangements differently affect students from different ethnolinguistic backgrounds. It also determines which stages of assessment do students experience more or less impact in assessment. Another reason why this study is significant is that it would demonstrate the kinds of provisions on an assessment that need to be contained in a language policy.

1.7 Limitations of the study

This study's first limitation is using one university within the Western Cape as the site for this research. Secondly, this research uses the Department of Linguistics within the University of the Western Cape. The study population is only 44 students, in three groups: white, black, and coloured. This study only involved participants aged between 18-30 years who did the LCS 311 module in 2019 at the University of the Western Cape. Due to the factors mentioned above, this research had a smaller sample.

1.8. Ethical consideration

The participants who took part in this study, i.e., students doing the LCS 311 module, did so voluntarily. The students' names, designations, or any other information specifically linking them to the provided data was not elicited. Participants were informed of the right to have data they provide anonymised. Participants were told that they have a right to withdraw at any stage of the research should they feel uneasy about their participation.

1.9 Overview of chapters

The first chapter presents the study's introduction and background, illustrating how English, among other official languages, is the preferred medium of instruction in South Africa even though the minority of the population speaks it as their home language. A problem statement is provided, followed by the study's aim, objective, and research questions.

The second chapter provides literature on various topics relevant to this study. Topics such as recent studies on multilingualism in South African Higher Education, language policy, its and why it's important, an overview of the University of the Western Cape, language and assessment and language in connection with cognition and emotion are discussed in depth. The third chapter focuses on two theories that frame this study: Bourdieu's concept of *cultural capital* and Nancy Fraser's notion of *Social Justice*.

The fourth chapter describes the methods employed in this study. This includes the research approaches adopted, the participants, population size, and method of data analysis. In chapter five this study looks at the results related to the first three research questions of this study, data related to these research questionnaires is analysed and answered according to their corresponding questions. Lastly, inferences are made to answer question five based on the results obtained in questions one to four. The sixth chapter discusses the research findings of this study in relation to the literature and the theoretical framework. The last chapter, chapter seven of this study, provides the conclusions, recommendations, and possible implications of this study.

CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction

This chapter consists of three major sections. The first section looks at the recent studies on multilingualism in South African Higher Education, and language policy in higher education in South Africa by discussing language policy's relationship with assessment, what language policy means and its dimensions. The second section provides an overview of assessment, its stages, and its types. The third section looks at the relationship that exists between language, emotion, and cognition. This section unpacks language in relation to emotion, emotion in relation to language, and emotion in relation to cognition. Lastly, a summary is provided by reiterating the chapter's main points.



2.1 Recent studies on multilingualism in South African Higher Education

According to Nomlomo and Katiya (2018), in the recent years past apartheid there has been a shift in the student's demographic with regards to racial and linguistic groups, but the language policy practices and curricula in many institutions still reflect the colonial and apartheid worldviews that promote white supremacy and dominance (Heleta, 2016). In their study Nomlomo and Katiya (2018) also mention how the teaching and learning materials are still largely prepared for (English) monolingual students (Hibbert, 2011) in higher education with no provision for African languages which leads to low academic literacy skills where many university students struggle with writing academic texts and understanding academic concepts and terminology in their fields of study (Banda, 2006; Fisher & Scott, 2011) and others due to such challenges tend to drop out or be academically excluded (Fisher & Scott, 2011). Although multilingualism in teaching and learning has been explored in some of the universities in South

Africa, w few scholars advocating for it due to the benefits of multilingual teaching (Antia and Dyers 2016; 2017; Banda 2010; Caroll and Sambolín Morales 2017; Madiba 2014; Makalela 2015; Mazak and Herbas-Donoso 2014), English and, until recently, Afrikaans were the exclusive languages of teaching, learning and assessment for South African university students, over 80% of whom are not at home in these languages (Alexander 2012).

Consequently, unlike multilingual teaching and learning, the debate around multilingual assessment has received considerably less attention, especially the need to have different language arrangements in assessment to improve students' performances. One study that comes close to the advocacy of having multilingual assessment is the study championed by Antia, Weldemichael & Dyers (2021) which analyses the nexus of language, emotion, and cognition in assessment. This study draws on the concepts of cultural capital, cognition, and emotion to analyse students' experience of a pilot project on multilingual assessment at a South African university, namely, the University of the Western Cape. The core aim of the study is to investigate how students experience both monolingual and multilingual assessment from the standpoint of the cognition–emotion interface. What is important to add to the language conversation about this study is that the topic of assessment should be considered separately from teaching and learning. According to this study, “It cannot simply be assumed that students taught multilingually can perform seamlessly when assessed monolingually, given concerns with understanding questions and writing down answers,” (Ibid, 2021, p. 66).

This conversation that Antia, Weldemichael & Dyers (2021) have started with this study builds on a study that Antia wrote in 2018 where he looked at testing and its ability to have negative consequences on students where he argued that sometimes tests can be biased where something

other than the intended construct is being measured (Frey 2015; Moss 1998; Gielen, Dochy & Dierick 2003; Brown 2000; Yen 1998; Reckase 1998;); As a result, leading to the test being fair and accurate to one group and not the other. Acknowledging the impact African languages would have if they were used in assessment alongside English is important for this conversation to move forward. Antia (2017) and Antia (2018) also mention that lack of proficiency in a certain language affects the student's ability to express themselves in that language or even understand what is communicated to them and in turn affects their performance in such assessment situations.

In Antia, Weldemichael & Dyers (2021)'s a study where students were given a major assignment towards the end of the semester, students reflected on their experience of receiving questions and instructions for tests and other assignments in Afrikaans, isiXhosa and English and one student responded to say that they had to read the questions in IsiXhosa, after reading it in English so that they can be able to thoroughly interpret what was asked of them in English. This difficulty in interpreting content written in English does not only limit students in terms of responding correctly but it also delays students when writing timed examinations and it leads to most of the students either leaving blank spaces or not being able to complete the last sections of the question paper because they ran out of time. In this study, learners also expressed dissatisfaction with English at the input stage as a result of this the students ended up using their home language together with English as a strategy to be able to understand and eventually answer the question asked in the bilingual term test.

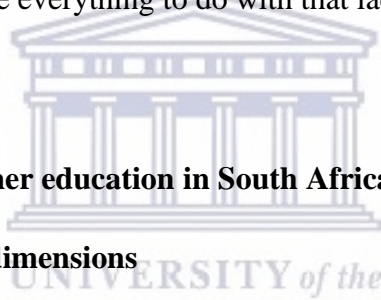
In a study that sought to address how ideology and literacy practices shape the responses of students to an ongoing initiative at the University of the Western Cape, Antia and Dyers (2016)'s study revealed that monolingual assessment can cause students to leave certain answers blank because they do not understand a particular word and multilingual assessment

can help in such situations, increasing the student's chances to succeed in such particular tests. For instance, one student in this study did not understand what 'truncated' means and he needed to know that keyword, in order to understand what kind of multilingualism that is in his term test. He then used the version of the question paper that is written in Afrikaans and because of the translation used in the Afrikaans version he was able to answer correctly.

Given the above account and many other dissatisfactions when it comes to monolingual assessment, there has been an increase in language arrangements where the language of teaching and learning is concerned. For example, the University of Free State is trying to integrate African languages in teacher education at the School of Education; it has developed multilingual tutorials for Health Speech and Occupational Health studies and is developing these African languages for African research in historical studies. At the University of Cape Town provisions were made for students in the Faculty of Humanities to submit essays and assignments in a regional language of their choice (English, isiXhosa, or Afrikaans) or in a mixture of languages. When it comes to their online resources, this university has made multilingual texts and lesson plans available in isiXhosa and Afrikaans where appropriate. The choice of this method according to Nkomo and Madiba (2011) was driven by the need of first-year students who are not highly proficient in academic English, as well as requests by their lecturers for this type of support. Part of this method included having some concepts in the curriculum identified and developed in the home languages of the students. This was to ensure that students for whom English is not a (first) language are afforded the opportunity of making sense of key concepts in their home languages.

Similarly, observable language diversification practices range over several situations depending on course of study at the University of Stellenbosch. For instance, lectures are in Afrikaans but teaching and learning materials in both Afrikaans and English; lectures and

teaching/learning materials in both languages; lectures in parallel English and Afrikaans streams. Based on its strong ideological commitment to the retention of Afrikaans as medium of instruction (MOI), Stellenbosch has recently introduced whispered interpreting (Van der Walt 2013) to grant students from previously marginalized groups formal or institutional access to sites of learning. But the University was criticised by scholars claiming that the use of interpretation is no more than a symbolic gesture of accommodation, and it says nothing about arrangements that are in place to ensure success. Although such a body of work exists in some universities especially for teaching and learning, there seems to be a lack of practicality when it comes to have African languages as the full participating languages in learning teaching and assessment along with English in higher education and some scholars argue that language policies in these universities have everything to do with that lack of implementation.



2.2 The language policy in higher education in South Africa

2.2.1 Language policy and its dimensions

Language policy has been defined by Shohamy (2006, p.45) as “the primary mechanism for organising, managing and manipulating language behaviour as it consists of decisions made about languages and their use in society”. In addition, Shohamy (2006) states that decisions regarding the preferred languages that should be used, learned, taught, and legitimised are made through language policies. A language policy has three dimensions: language policy as discourse, language policy as text, and language policy as practice (Lo Bianco, 2009). Although all the dimensions of language policy as discourse, text, and practice are interrelated, this study focuses on language policy as a text. According to Lo Bianco (2009), when a language policy is viewed as a text, the reference is to the language policy as an actual document.

2.2.2 Why are language policies important?

Given the linguistic diversity of both South Africa and the country's higher education system, it is not surprising that language policies play a significant role in higher education. Consider, for example, a report from Stats SA in 2018 showing that only 8% of South Africans speak English as their home language. The remaining 92% speak some other language, including isiZulu (32.1%), isiXhosa (21.2%), Sepedi (14.4%) and many other official languages. A look at home language(s) by population groups shows that 92.1% of the Indian population speak English at home; 77.4% of the Coloured population speak Afrikaans, and 20.1% English. Of the White population group, more than 61.2% speak Afrikaans and 36.3% English. Lastly, within the Black population group, only 13% speak English, with the remaining 87% speaking other languages such as isiZulu (31.1%) and isiXhosa (18.2%), Sepedi (12.4%), Setswana (11.1%), Sesotho (9.7%), Tshivenda (2.5%) and Ndebele (2%). Given the evidence above, it is not surprising that language policies promote multilingualism at national and university levels. In 2002, The Department of Education developed a language policy whose aim was to promote multilingualism in different institutions (Mkhize, 2017). The now replaced language policy for higher education of 2002 recommended that promoting African languages for use in higher education requires, among other things, developing dictionaries and other teaching and learning material, developing a multidisciplinary terminology bank through partnerships with the Department of Arts and Culture. It was also expected that over time universities would revise their language policies to promote the use of African languages for scholarship, teaching and learning through collaborative programmes to promote the use of African languages (Mkhize, 2017) and some universities such as the University of the Western Cape, University of Cape Town, University of Venda and University of KwaZulu-Natal to mention a few have developed these project as mentioned in the section before this one.

There are about 26 public universities in South Africa and all these universities have developed their language policies to promote multilingualism in their universities. However, some of these language policies do not seem to speak fully about promotion of African languages according to the specific domains of language use as suggested by Grin (2010). The five specific domains of language use at universities include: languages taught as subjects; languages of instruction; languages of research activities; languages of internal administration; and languages of external communication. According to Grin (2010), These domains form the language policy document's main body in several Universities in South Africa (Antia and Van der Merwe, 2019) But some universities do not cover all these aspects.

Through observation, one can argue that teaching, learning and external and internal communication are common to most universities, whereas assessment is only mentioned in a few (e.g. in the language policy of the University of the Western Cape and North-West University). The policy of the University of the Western Cape is very explicit. It says: "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" (Language policy, 2003, p.1)¹. The policy further states, "unless otherwise negotiated between a student or a class and a lecturer, the language in which tasks, assignments, tests, and examinations should be completed shall be English (Language policy, 2003, p.2)." But, according to Van der Merwe (2022), it seems that by developing these language policies or by acknowledging multilingualism, it was as if "having a policy [became] a substitute for action", it was as if transformation was achieved in the "act" of having a policy (Ahmed, 2012, p.11)

On the other hand, the policy of North-West University is quite vague (Ngwenya 2012). For instance, concerning assessment, teaching and learning, the following is stated in the policy:

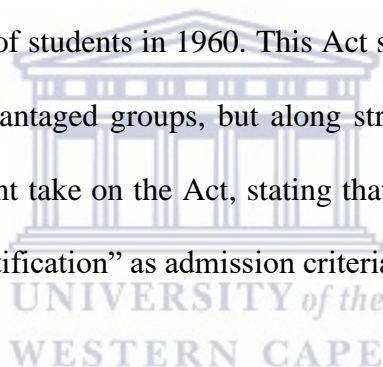
“Multilingualism and the development and use of African languages in higher education must contribute to the values of the NWU concerning inclusion and also to the quality of selected degree programmes” (Language Policy NWU, 2018). According to Antia & Van de Merwe (2019) and Stroud & Kerfoot (2013), university language policies tend to be vague and non-committal regarding the promotion and use of African languages. Such tactics lead to official languages other than English (such as IsiXhosa, IsiZulu, Sesotho sa Leboa, etc.) being given little or no opportunities to serve as the languages of teaching, learning and assessment. According to Antia and Van der Merwe (2019), not giving these languages opportunities to serve as a medium of assessment and instruction leads to English dominating and little or no commitment to multilingualism.

Where implementation is concerned, most of these universities promise to do multilingual work in their policy document. However, little has been done when looking at the actual work, especially where assessment is concerned. Even the Language Policy in Higher Education (2002) which informed many of the language policy developments in South Africa only mentioned that South African indigenous language can be used as the languages of instruction when they have reached a “level” where they can be used, however nothing concrete was mentioned about assessment. Most of the language policies primarily claim “English as the language of teaching, learning” while mentioning that teaching in other languages is viable in their institution (Mutasa, 2015: 50). Mutasa’s (2015) study demonstrates this clearly regarding both Rhodes and Stellenbosch universities, where indigenous African languages are said to be available for, rather than being the medium of instruction. According to Stroud and Kerfoot’s (2013, p. 11), language policies play a role in hindering the implementation of multilingualism in universities by using “a discourse of language choice in situations that are considered marked from the perspective of practicality, availability, or academic desirability.”

Stroud and Kerfoot (2013)'s study shows that there is still a lack of commitment towards the implementation process of these language policies. This has resulted in the goal of transformation in higher education projects on multilingualism being set back (Kaschula, 2013), especially where assessment is concerned.

2.3 Overview of the University of the Western Cape

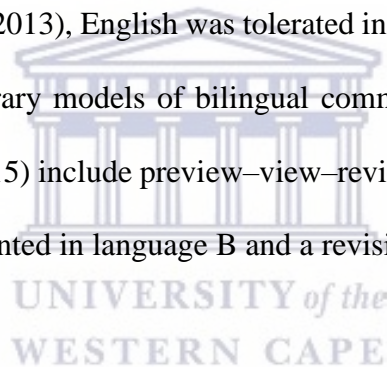
UWC is in the eponymous Western Cape Province of South Africa. It was established in 1959 through the instrument of the Extension of University Education Act of the same year, the institution admitted the first set of students in 1960. This Act sought to widen participation in higher education among its advantaged groups, but along strictly ethnolinguistic and racial lines. Lalu (2012), has a different take on the Act, stating that the Act “foreclosed access by indicating racial and ethnic identification” as admission criteria.



The University of the Western Cape was referred to as an ethnic or bush college as it was set up for the coloured community during the apartheid-era classification of South African universities (which continues to be used to this day with the modifying adverb ‘historically’ (Antia (2015). When it comes to language (English and Afrikaans) were the parameters for the classification of the white universities, the category of black universities was something of a misnomer that reflected some of the anomalies and contradictions of apartheid-era classifications (Antia, 2015). Black became an umbrella term for Indian, coloured, and black (Patten, 2001). Even when it comes to the interests of the apartheid era language policy which lead to a differentiated picture of language's position in these institutions (Ibid, 2015).

The language policy in the white universities arguably fulfilled all its three purposes aligned to the worldview of the respective white Afrikaans and white English communities (Ibid, 2015), but this was not the case for the so-called black universities where identities, following Pavlenko and Blackledge (2004, 21), were imposed (ascribed) and assumed (accepted); but in UWC, especially, set identities were strongly contested. UWC is a stellar example of the illogicality of apartheid-era classification because it is a historically black university, created for a coloured student clientele but from inception it employed a standard of Afrikaans associated with white Afrikaners rather than the varieties commonly spoken in the coloured community like Kaapse.

UWC was conceived as a dual-medium (Afrikaans, English) university. But according to Garcia 2009 and Van der Walt (2013), English was tolerated in the context of several practices that easily map onto contemporary models of bilingual communication in education. These models, according to Antia, (2015) include preview–view–review (where a topic is introduced in language A, the content presented in language B and a revision in language A).



UWC has evolved to become an institution open to all. Despite the multilingual nature of its population, English is the de facto language of teaching, learning and assessment even though the institution’s language policy recognises a role for other majority languages, namely, isiXhosa and Afrikaans (Antia, 2019). In this research, although the whole class was invited to participate via email, only 44 students participated in this study. Out of these, 30 students participated in focus group discussions while fourteen students completed questionnaires. It was important for this study to have isiXhosa, Afrikaans, and English language backgrounds formed from the three racial groups: White, Black, and Coloured. Therefore, all the students who participated in this study either have English, isiXhosa, or Afrikaans as their home

language. The students were approached via email through the office of the registrar. After they received information about the study and what was expected of them, the students voluntarily participated.

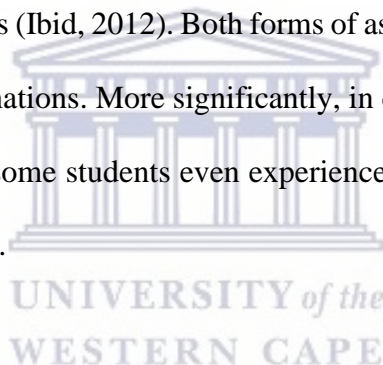
2.4 Overview of assessment

In the educational context, assessment refers to the “processes in which evidence of learning is collected in a planned and systematic way to make a judgement about student learning” (Claire et al. 2014, p.1). An assessment may be conducted monolingually or multilingually. The distinction between monolingual and multilingual assessment is that in the former case, only one language is used - whether in preparation, initial stages such as reading questions or the writing activity of that assessment. For example, the question paper is in one language, and students are expected to think and write in that one language. Multilingual assessment involves allowing test-takers to use all the features they have in their ‘integrated language system’ to demonstrate what they know and can do with language (García and Wei 2014; Otheguy et al. 2015; Shohamy 2011).

Multilingual assessment allows for an arrangement where different languages are available for students to use in the preparation stages of assessment and during the assessment itself. The languages are available for students to choose a familiar language or a language they feel they have more excellent proficiency in to complete an exam. The most common type of assessment in higher education is a monolingual assessment where only one language is made available for the students to use in assessment, e.g., English. When multilingual students are tested monolingually, especially in their weaker language, Antia (2018) calls this penal accountancy.

2.4.1 Types of Assessment: formative vs summative

Monolingual and multilingual testing has been relatively researched as the two significant types of testing (Claire et al., 2014). Just like the above, formative, and summative assessments have been moderately researched. Formative assessment is helpful for feedback and substantial learning gains for students. It includes all the activities undertaken by teachers or “students who provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Ibid, 1998, p.7). Summative assessment happens at the end of a learning experience to test whether the students grasped the topic or chapter covered (Gadner and Gadner, 2012). It usually involves dominant student tasks such as presentations, extended essays, and short comprehensions (Ibid, 2012). Both forms of assessment exert enormous stress on students writing these examinations. More significantly, in certain stages of the summative assessment, to a certain extent, some students even experience heightened anxiety which will be explained later in this chapter.



2.4.2 Stages of assessment

Assessment has three stages: input stage, processing, and output stage. Antia, Weldemichael and Dyers (2021) repurposed the stages of information processing from Zedner (1998) as the model for the stages of assessment as input, process, and output stages. The input stage involves attention or initial processing of what is required in an examination question paper. The processing stage involves “remembering, reasoning or problem-solving in response to an input that has been attended to” (Antia, Weldemichael and Dyers, 2001, p.4). In an output stage, “an answer that is the culmination of previous processes is communicated” (Ibid, p.4).

According to Heugh et al. (2016, p.12), students “use language (where applicable their entire linguistic repertoire) to understand, double-check questions and to ease up anxiety in high stake examinations.” This implies that linguistic competence is necessary for understanding in several stages of assessment. For instance, students require competence in the examination language to understand specific questions in the initial stage. For instance, if a student does not know the difference between describing, distinguishing, or defining, they may answer that question incorrectly. In the processing stage, for the student to recall the information they have stored while preparing for the test, they need to remember the ideas they had studied regarding that question (Paxton and Tyam, 2010). In the output stage, Antia, Weldemichael and Dyers (2021) state that the reward or punishment comes at this stage where the linguistic and rhetoric qualities are expected from each student answering these questions.

In the study by Antia, Weldemichael and Dyers (2021), it was found that the stage in which students expressed the most difficulty was the input stage, where the students expressed difficulty in understanding questions or instructions. Students who are comfortable with the examination language may tend to do better because of their better understanding and clear expression when writing these examinations. The above explanation clearly shows the importance of the input stage because should the students not understand the vocabulary used to write the questions, the students will not be able to interpret or recall what they studied in preparation for the test, which will, in turn, affect the student performance scores (Zedner, 1998).

2.5 Language, cognition, and emotion in assessment

2.5.1 Language and Cognition

Scholarship in psychology shows a significant connection between language and cognition. Cognition is “the collection of mental processes and activities used in perceiving, learning, remembering, thinking, understanding, and the act of using those processes” (Kellogg, 2013, p.4). According to Kellogg (2013), mental processes work together. For Shell (1986), cognition includes perceiving, recognising, conceptualising, learning, reasoning, problem-solving, memory, and language. These components help learn in general (Shuell, 1986). For instance, in the input stage, a student needs to reason and interpret language, and the brain is integral for such mental processes. Particularly in the assessment context, Shuell (1986) states that these processes include understanding, recalling, interpreting, and answering questions. When these mental processes have worked together very well for a student writing assessment, the student can write clearly and respond relevantly to the task at hand, which may increase their chances of succeeding and getting their educational credentials. When a bilingual person uses one language, the other language is active simultaneously (Kroll, 2008). This shows that in an examination situation having two or more languages that the student is proficient in increases the chances of that student understanding the task better and producing better results. According to Marcz (2016, p.165), the advantages of a bilingual and multilingual brain include “increased creativity, improved analytical skills, strengthened brain muscles and developed native vocabulary”.

2.5.2 Language and Emotion

Clore, et al., (1988, p.367) state that emotion is “an internal mental state that is primarily focused on affect,” where affect refers to the perceived positive or negative effect of something. Emotion is said to have three dimensions, namely, physiological arousal, expressive

behaviours, and conscious experience. According to Lindquist (2015), language plays a supportive role in emotions. It is used to make meaning of the body's sensations to the world in each context. For instance, in the assessment context, when students are given questions in examinations that they cannot understand even with the lecturer's help, they tend to be anxious (Lindquist, 2015). Test anxiety refers to the disposition of an individual to react with a wide-ranging of "worry, intrusive thoughts, mental disorganisation, tension, and physiological arousal when exposed to evaluative situations" (Subotić and Marinković, 2018, p. 226).

The explanation is that during an assessment situation, students "become distracted when they do not understand a particular question; sometimes, they feel overwhelmed by emotions and deviate from the task at hand" (Ibid, 2018). Furthermore, anxious individuals exhibit interpretation bias, "where ambiguous information and situations are interpreted negatively, where they experience difficulty in generating alternative meanings due to ongoing emotions (Crocker et al., 2013, p.3). Not understanding the language in which assessment tasks are expressed can lead to anxiety and consequences.

2.5.3 Cognition and Emotion

Research in psychology shows that emotion and cognition cannot be separated (Gray et al., 2002; Clore and Storbeck, 2007; Crocker et al., 2013; Swain, 2013). According to Gray et al. (2002), emotion and cognition equally contribute to the control of thought, affect and behaviour. For instance, once students believe that the examination is complex, it is easier to have anxiety due to high emotions.

According to Clore and Storbeck (2007), emotion and cognition share the same brain area. They operate interdependently. In other words, "emotion modulates and mediates basic

cognitive processes” (Clore and Storbeck, 2007, p.10). For example, in an examination situation, an overwhelmed student may be unable to understand a question or interpret the question and leave the question without answering, decreasing the chances of succeeding in that examination—the example given above shows a connection between emotions and cognition. As Crocker et al. (2013) would say, positive emotion leads to a better thinking process, while negative emotion leads to a distracting line of thinking. Antia, Weldemichael and Dyers (2021) note that cognition and emotion are mutually enhancing and together, they “yield an outcome greater than either of them alone.” (Del Rio and Alvarez 2002, 65). Emotion and cognition [are] as partners in the mind” (Ledoux 1996, 25).

“Emotional experiences are ubiquitous ... even critical in academic settings, as emotion modulates virtually every aspect of cognition” Tyng et al (2017, p1). Therefore, tests, examinations, homework, and deadlines are associated with different emotional states that encompass frustration, anxiety, and boredom.” Of course, this is a slanted view, as emotions can also be of a more positive kind. Reading language into Okon-Singer et al.’s (2015) account of the interaction of cognition and emotion, it is evident that excitement over the linguistic features of a test, just as well as frustration, can influence attention; distracting emotional cues negatively affect the working memory.

2.6 Chapter summary

This chapter discussed the relationship between assessment, language, UWC, policy, and cognition. The first section in this chapter looks at the recent studies of multilingualism in South Africa, a discussion on language policy, its dimensions, importance follows in the next section of this study, part of the discussion on the importance of language policy also looks at social class being the cause of educational inequality in higher education, The third section in

this study looks at assessment and it reveals that little research had been done regarding the language factor in assessment. The last section of this chapter argued that language, cognition, and emotion are interrelated and inseparable. The next chapter discusses the theories that guide and ground this research.

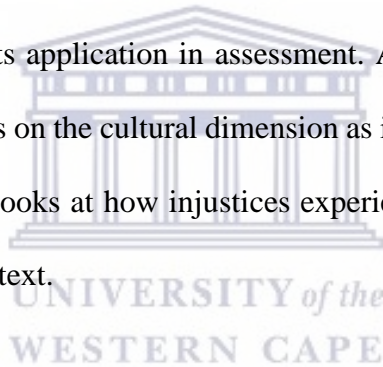


CHAPTER THREE:

THEORETICAL FRAMEWORK

3.0 Introduction

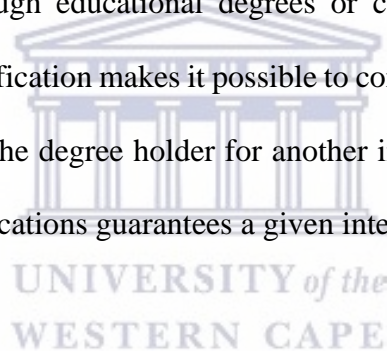
The discussion in this chapter centres around the theories that guide this research. They include *cultural capital* as theorised by Bourdieu and *social justice* as theorised by Nancy Fraser. The cultural capital lens helps the researcher unpack the inequalities in assessment due to class differences in our societies. The contribution of this research towards a better understanding of how this inequality may lead to differential impact as far as assessment is concerned. A social justice lens in this research justifies a broad societal/institutional response, which is what the language policy-related objective of this research seeks to respond to. The chapter starts with cultural capital, its forms, and its application in assessment. After that, this chapter looks at social justice with the main focus on the cultural dimension as it relates much to this research's discussion. Lastly, this chapter looks at how injustices experienced by certain groups can be addressed in the educational context.



3.1 Pierre Bourdieu's theory of cultural capital

Pierre Bourdieu developed the capital theory to expand the capital category to accommodate culture, primarily symbolic resources, and linguistic capital. Cultural capital is defined as “symbolic resources or goods that are transmitted from generation to generation among the middle and upper classes to maintain class status” (Bourdieu (1977a, p.17). Bourdieu (1986) argued that students who come from the middle and upper classes enter the university spaces embodying forms of capital that are an asset to their success, thus “giving them an advantage in dealing with challenges of an academic environment” (Tzanakis, 2011, p.77).

Cultural capital has three forms: embodied state, objectified state and institutionalised state (Bourdieu, 1977). In its embodied state, cultural capital refers “to the knowledge, skills, manners and experiences in which individuals are socialised in high-class homes, and that serve as a distinct social badge” (Antia, Weldemichael and Dyers, 2021, p3). The prediction is that, in an educational context, students who possess this (embodied) form of cultural capital are more likely to succeed than those who do not (Antia, Weldemichael and Dyers, 2021). In its objectified state, cultural capital refers to the material objects in cultural goods such as books and dictionaries that an individual may acquire and associate with cultural capital (Bourdieu, 1986). The prediction is that the cultural capital in its objectified state is transmissible in its materiality (Ibid, 1986). In its institutionalised state, cultural capital refers to the recognition received from institutions through educational degrees or certifications (Ibid, 1986). The prediction is that academic qualification makes it possible to compare qualification holders and exchange them by substituting the degree holder for another in succession. The prediction is that possessing academic qualifications guarantees a given intellectual capital (Ibid, 1986).



The cultural capital relevant in this research is the embodied cultural capital, as it looks at linguistic resources, knowledge, skills, manners, and experiences needed to succeed in higher education. The linguistic resources in an examination situation constitute linguistic capital. Sullivan (2001, p.893) clarifies that linguistic capital is “the ability to understand and use ‘educated’ language”. The linguistic capital is particularly significant in this research as it favours those students from the privileged classes and places those from a low socio-economic background at a disadvantage (Bourdieu and Passeron, 1990). The prediction is that a student who possesses the linguistic capital in an assessment situation has a certain amount of proficiency in the medium of assessment which will help that student to be able to understand what is required in that test. It also means that the student will communicate with the lecturer

should a need arise. The absence of this capital means that the students from a low socio-economic background are at a disadvantage as they must rely on the little knowledge they have of the language of instruction which in most cases is their second language. Consequently, these students tend to avoid asking questions as they fear embarrassment from their classmates.

This study is about understanding the effects of (modifying) the embodied cultural/linguistic capital on students within assessment contexts at the University of the Western Cape. It may be recalled, for instance, that the first two objectives dealt with determining how different language arrangements in assessment impede or enhance the students' academic performance and determining if the medium of assessments produces different effects on students with different ethnolinguistic backgrounds.

3.2 Social justice theory

Social justice is another crucial lens for framing this study because both the statistics and some of the literature reviewed earlier show that the impact of assessment can be seen, not just in terms of individual students but also as a question of inequality in society. A social justice lens justifies a broad societal/institutional response, which is what the language policy-related objective of the proposed research seeks to answer. According to Fraser, social justice requires “social arrangements that permit all to participate as peers in social life” (Fraser, 1998, p.27). Fraser (2009) identifies three dimensions of social justice, namely, economic (distribution and maldistribution), cultural (recognition and nonrecognition) and political dimension (representation and misrepresentation). These three dimensions are intertwined.

The economic dimension seeks a more just distribution of resources and goods. Distribution claims are about addressing the reality of people being prevented from full participation as equals by economic structures. Issues of redistribution or maldistribution in South African higher education may include lack of funding for the disadvantaged children from the lower classes whose ability to obtain the education they desire may be hindered by the lack of financial support.

The political dimension is concerned with people's social belonging, who counts as a community member or who is excluded from the community in terms of participation. Misrepresentation happens when some community members are wrongly denied the possibility of participating as equals with others on social integration.

According to Fraser (1997, p.13), the cultural dimension “has recently attracted political philosophers who want to develop a new paradigm of justice that puts recognition at its centre.” Fraser (1997) sums up the cultural paradigm as recognition/non-recognition. This dimension addresses the cultural and symbolic injustices, “where a certain culture is rendered invisible through authoritative representational, communicative, and interpretive practices of one's culture” (Fraser, 1997, p.14). In other words, recognition claims are about how people are represented in education, the media, and politics and how they are treated in social life. Recognising a language is essential because it is through a language that one gets to express themselves.

Research (Antia, 2017; Garcia, 2009; Rossouw, 2017; Angu, 2019) highlights the importance to recognise students' home languages in higher education due to the benefits that come with it, such as understanding questions during an examination, students asking freely when they do

not understand and better expression and better academic performance. While nonrecognition leads to students being afraid of revealing the extent of their ignorance by throwing a smokescreen of vagueness over the possibility of truth or error” (Bourdieu and Passeron, 1977, p.114). Nonrecognition of languages or one’s culture is “discriminatory. It goes against what social justice stands for. Denying a person, the status of a full partner in social interaction makes them feel unwanted and unworthy of respect or esteem” (Fraser, 2000, pp.113-114). When South Africa’s higher education focuses on the language question and how language perpetuates a system of social injustice in South Africa’s higher education, the issue of nonrecognition and exclusion of certain languages always flies under the radar.

Recognition of language in South Africa’s higher education sector may address participation. In the University of the Western Cape, English is actively recognised as the language of instruction and assessment. In contrast, isiXhosa and Afrikaans are only recognised as the languages of instruction and assessment where possible, in the university’s language policy document but not practised in the classroom or assessment. In other words, misrecognising these languages (IsiXhosa and Afrikaans) somehow prevents the students who speak to them as home languages from fully participating in academic activities as it makes them feel they do not belong.

At the heart of Fraser’s paper is how to dismantle injustices buried in our communities and address nonrecognition patterns that lead to some groups not participating as full members of our society. Her discussion aims to dismantle these social institutions by changing “the interaction-regulating values that impede parity of participation at all relevant institutional sites” (Fraser, 2000, p.115).

3.3 Chapter Summary

This chapter first centred around the (embodied) cultural capital and its role in students' educational achievement. The possession of cultural capital, e.g., linguistic capital, gives a necessary advantage for a student to succeed. In contrast, the absence of that capital disadvantages a student. In the second part of this chapter, the discussion revolved around the importance of redressing issues related to injustice, marginalisation of certain languages, e.g., African Languages. This discussion on social justice also revealed how far the education system in South Africa is from achieving social justice, especially in academic assessment.



CHAPTER FOUR:

METHODOLOGY

4.0 Introduction

This chapter describes the methodology employed in this study. Section 4.1 presents the research design chosen for this study. Section 4.2 presents the participants and sampling methods used. While section 4.3 looks at the type of data collected for this study and the processes involved for this data to be collected. Section 4.4 looks at the data analysis methods used in this study.

4.1 Research design

A research design is an overall strategy a researcher chooses to integrate the different components of the study coherently and logically by ensuring that the research problem is effectively addressed and the research constitutes a blueprint for the collection, measurement, and analysis of the data (De Vaus, 2006). A mix of qualitative and quantitative research methods was adopted in this study. Burns and Grove (1993, p.39) define quantitative research as “a formal, objective, systematic process to describe and test relationships and examine cause and effect interactions among variables.” On the other hand, a qualitative approach is defined as “the form of systematic empirical inquiry into meaning” (Shank, 2002, p.2). Researchers make use of the qualitative approach to obtain complete descriptions of events. Both quantitative and qualitative data were used to address the first three research objectives in this study. The qualitative aspect involved eliciting data through open-ended questionnaires that students answered concerning their experiences of a term test they wrote. While the quantitative aspect involved counting how many students experienced monolingual or multilingual language arrangements to have more or less impact on assessment.

Complementary data came from focus group discussions where students elaborated on their experience of the term test. Findings from analysing the above data also constituted inferred data for the final research question on language policy.

4.2 Participants and sampling method

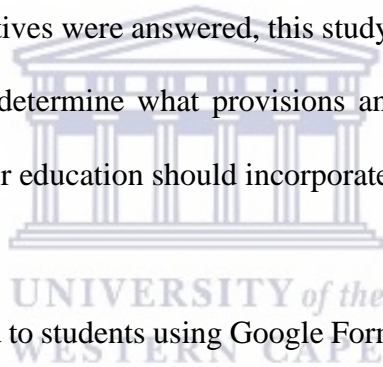
This study used students from the University of the Western Cape who enrolled in the Arts and Humanities Faculty in the class of 2019 as third-year students doing the language and communication studies module known as the Multilingualism in Society and Education (LCS311). Participants were purposefully selected in this study. According to Palinkas et al. (2015), purposeful sampling is a technique used to identify and select information-rich cases by selecting specific individuals or groups knowledgeable about a study's interests. In this research, purposeful sampling was used to select students based on their linguistic backgrounds, namely: Afrikaans, English and isiXhosa home language group, and a group of students who had experienced different language arrangements in assessment contexts. This was done to ensure that the selected group is information-rich and knew what was asked in the questionnaire.

4.3 Data type and data collection process

The data that was required for this study includes primary data from focus group discussions as well as from questionnaires. This data is obtained from students who did LCS 311 module. This module was selected because the lecturers in charge of this module have been providing lecture materials and assessments multilingually for several years. In the question paper for the term test prepared in three languages (English, IsiXhosa and Afrikaans) students shared their experiences of lecture materials and assessments being provided multilingually. Students were also allowed to write their answers in any three languages or any combination thereof in this study. This multilingual assessment was used as a sample as part of the study's attempt to

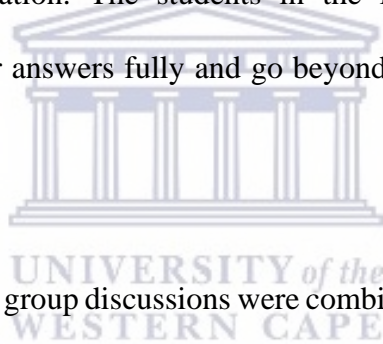
investigate the impact of different language arrangements on students' performance in assessment situations.

The data gathered through questionnaires was meant to help with objective three of this study which sought to determine if the assessment medium produces different effects on students with different ethnolinguistic backgrounds. In comparison, the data obtained from focus group discussion was intended to help with objectives one and two. Objective one sought to determine how, if at all, different language arrangements in assessment impede or enhance the students' academic performances, and the second objective sought to determine if there are stages of the assessment process at which different language arrangements are experienced as having more or less impact. After these objectives were answered, this study made inferences to answer the last objective, which aimed to determine what provisions an adequate language policy for assessment in multilingual higher education should incorporate.



The questionnaires were emailed to students using Google Form links. They were sent through the office of the registrar. Students received a link on their emails inviting them to follow the link and complete the questionnaire if they were willing to participate in this study. The questionnaires consisted of close-ended (multiple choice) questions and open-ended (short/long-answer) questions. Multiple-choice questions were asked to obtain information such as which language(s) the students used in the different stages of assessment (input/output), while the open-ended questions were intended to allow students to elaborate much on their experience of the test. A total of 14 students participated in completing the questionnaires. The questionnaire was first piloted and was found helpful for this study.

Focus group discussions were conducted via zoom where 30 students took part and provided the much-needed data related to objectives one and two of this study. The sessions on Zoom were recorded and were later transcribed before they were analysed for the purpose of this study. The facilitator ensured that there was order in how students answered questions by encouraging students who preferred to write their answers down to do so, and most students opted to do so while a few students answered during the meeting. Students who did not understand specific questions were encouraged to ask and provided explanations. The purpose of this study was explained during this meeting so that students who want to withdraw can do so before the meeting starts. The meeting lasted for 60 minutes, with 15 minutes set aside for questions, 30 minutes for discussion, and 15 minutes for submitting scripts for the students who wrote down their information. The students in the focus group discussions were encouraged to elaborate on their answers fully and go beyond the scope should they feel the need to do so.



The data obtained from the focus group discussions were combined with the data obtained from questionnaires to answer the objectives of this study. The students in the focus group discussions and questionnaires were asked the following questions: a mix of close-ended and open-ended questions to get the students' full experiences without limiting them. The questions in the questionnaire were simple and straightforward to avoid language being the barrier of communication for students to express themselves clearly (See Appendix A).

4.4. Data analysis method

Thematic analysis was used in identifying patterns both in the questionnaire responses (objective 1) and the focus groups (objectives 2 and 3). Thematic analysis involves going through data to identify and to analyse patterns, but the process involves interpreting what

belongs to a unit, so that ultimately the units feed into the themes that provide a basis for determining if there are patterns.

According to Braun and Clarke (2006), there are several stages in thematic analysis: (i) reading the data to familiarise oneself with it and making notes/underlining potentially interesting points; (ii) applying an initial set of codes, e.g. anxious about passing, confidence that language is not a problem, etc.; (iii) finding themes by bringing together codes that seem to go together and giving them a topic name, e.g. language as obstacle for cognition, negative emotion; (iv) quality checks on the themes by verifying if the suggested themes really fit the codes; (v) finalising by defining re/naming the themes. For objective 3 of this study three stages of assessment were analysed (initial stage/input stage; processing stage and output stage). The theory used to analyse the different stages of assessment is repurposed by Antia, Weldemichael and Dyers (2021) from Zedner 1998, which can be seen in the literature review under the theme stages of assessment.

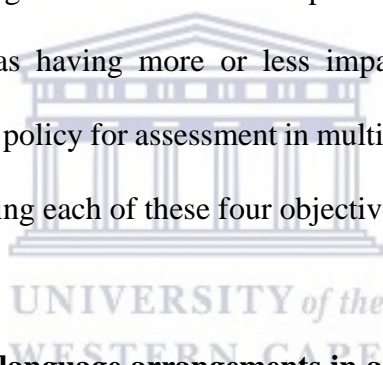
For objective 4, the researcher drew inferences from the above objectives to suggest sample ideas for language policy provisions dealing with assessment.

CHAPTER FIVE:

RESULTS

5.0 Introduction

This chapter presents the results of the study at hand. As mentioned in Chapter one, the main aim of this study was to examine students' experiences of different language arrangements in assessment situations. The study's specific objectives were the following. Firstly, to determine how, if at all, different language arrangements in assessment impede or enhance students' academic performance. Secondly, to determine how, if at all, the medium of assessment produces different effects on students with different ethnolinguistic backgrounds. Thirdly, to determine whether there are stages of the assessment process at which different language arrangements are experienced as having more or less impact. Lastly, to determine what provisions an adequate language policy for assessment in multilingual higher education should incorporate. The results concerning each of these four objectives are presented in this chapter.



5.1 How, if at all, do different language arrangements in assessment impede or enhance students' academic performance?

This study found that the students' academic performance differs depending on the language arrangements provided in assessment situations. On the one hand, it was found that monolingual arrangements impede students' performances. One finding was that monolingual assessment forces students to repeatedly read specific instructions or questions (or parts thereof) when they do not understand them immediately, thereby spending more time than they would if a version in another language were provided to consult. For example, consider the following report by one of the participants in this study:

Participant 5: *I had to read the instructions in English over and over to make sense of the questions. I tried to figure out the answers to the questions to answer them accordingly. However, once I failed to answer the question, I checked the Afrikaans question paper, and I better understood what was expected.*

Reading one question repeatedly in the examination may result in the students not completing the entire question paper or rushing through questions to complete the question paper on time. Running through questions may negatively affect students as they might miss important details or specific instructions that may contribute to them answering the questions correctly.

Regarding monolingual examinations impeding students' academic performance, another finding was that monolingual arrangements in assessment could have a negative effect on students' emotions. Among others, such arrangements can make students nervous, cause them to panic, and heighten their anxiety when they do not entirely understand what is asked of them in a particular question. For instance, about their experience in an English-only assessment situation, two of the participants reported as follows:

Participant 30: *I felt a bit confused, and I thought I would not answer the questions/ or instructions when I did not understand the English only question paper.*

Participant 11: *The fact that I did not understand the meaning of the word in English made me anxious as I [was] worried that I would answer the question incorrectly.*

This confirms what Crocker et al. (2013) explain when they say that anxiety in testing situations may lead students to negatively interpret the information and situations or have trouble generating alternative meanings due to the ongoing emotions.

On the other hand, this study found that multilingual arrangements enhance students' performances. They do so by positively impacting students in understanding instructions and questions. For example, consider the report by the following two participants:

Participant 9: *I read the instructions or/and questions in both English and Afrikaans to understand the questions or instructions much better and thoroughly.*

Participant 1: *I first read the questions in English, then again in IsiXhosa, my mother tongue. I understood the question better as I understand isiXhosa more than any other language.*

Complete understanding of what is asked of you in a question paper is an essential step in assessment because it means that you are already in a good place to think about the answer to the question. If you are a student who studied thoroughly, you will know exactly what the answer to the questions is, and you will be able to recall what you have learned around the information required of you.

Another finding was that multilingual examination positively affects students by allowing them to express themselves in a language they are comfortable with. In this study, some students used their mother tongue in an instance or two to convey what they could not express in English. See the following reports by Participant 6 and Participant 4:

Participant 6: *[W]hen I was given a choice to answer in Afrikaans, which is my home language, I could express myself better. Not only was I able to express myself better but mixing the two languages was very beneficial as some words that I sometimes*

forget to spell correctly in English I could replace with the Afrikaans translation, and that I found very helpful.

Participant 4: *I used these two languages as code-switching and code-mixing because sometimes I forget some words in English but I will never forget the words in my own language. And the other thing is, I was able to explain thoroughly with my understanding of the terms.*

This shows that sometimes students know what is expected of them in a particular question, and they have the answers to the questions that are asked, but the problem becomes finding the words to explain in the language that is used in a particular examination what they want to put across.

The third finding was that students felt that having multilingual language arrangements made them feel comfortable and confident since they were provided with an opportunity to use their mother tongue, a familiar language. The students also expressed that being offered a language they know made them interested in assessment. See the following examples:

Participant 12: *I used Afrikaans more because I felt more comfortable explaining myself in Afrikaans, and I usually struggle to find the correct English words when I am answering in English.*

Participant 24: *Having proficiency in English and Afrikaans allowed me to respond in Afrikaans in some instances and not because I could not construct the sentences in English, but because it felt nice to have the option of responding to the exam paper in my mother tongue.*

These findings suggest that students who used the second language English speakers' version(s) of the question paper as aid had a better chance of passing the exam than students

with limited proficiency in English who used the English only version of the question paper, which goes to show that having different language arrangements in assessment can better improve the student's experiences in each examination.

5.2 How, if at all, does the medium of assessments differently affect students from different ethnolinguistic groups in South African higher education?

This research found that the medium of assessments differently affects students depending on their ethnolinguistic background. It was found that the students from second language English home language backgrounds were affected negatively by the monolingual language arrangement in assessment, while first language English speakers were positively affected by the monolingual language arrangement. For example, consider the following reports by these two participants.

Participant 7: *English is not my home language. It was always difficult for me to adjust at university as I did everything in Afrikaans at my previous school. Assessment in Afrikaans, a language that I fully understand, made me feel good.*

Participant 15: *I felt like I was not consulting my dictionary enough, and I thought that I must have many English-speaking friends to understand English used in tests and the classroom.*

It was found that, unlike first language English speakers, the second language English speakers who write the monolingual examinations in higher education must read the questions in English, translate them in their minds to a language they understand before answering any given question because English is not their mother, for example, consider the following report by Participant 3:

Participant 3: *I think I could explain them better in my language as I have first to understand the question in my mother tongue then translate to English when writing, so I used isiXhosa where I felt I could explain a question clearly in my language without trying to put it in English.*

This process takes time and makes second language English speakers invest twice the effort of first language English speakers when writing the same examination.

The second language English speakers students writing English-only assessments admitted that they were not confident with their answers or understanding of specific questions because they had limited proficiency in English, and they needed a language they fully understood to make sense of some of the questions in the term test. Consider the following report by Participant 13 and Participant 5:

Participant 13: *I felt like I did not know English well, and I was uncomfortable, especially since it is not my home language.*

Participant 5: *I read the instructions in both English and Afrikaans over and over to make sense of the questions. To try and figure out what the answer are to the questions and answer it accordingly.*

However, this was not the case for the first language English speakers who wrote the monolingual assessment as they felt that it was customary to write an assessment in English.

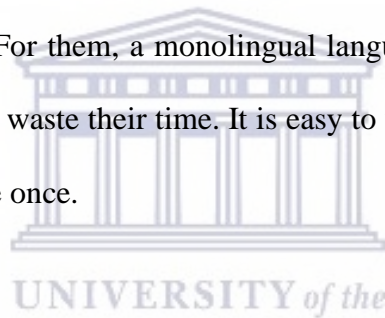
See the following examples:

Participant 16: *I did not need to read the questions and instructions in Afrikaans and isiXhosa because I understood the instructions and questions clearly after reading them.*

Participant 9: *Because the instructions might be clear enough to understand by only reading it in English only. And given the fact that we always do most of our test in English it became a norm to only read what is written in English.*

Participant 17: *I did not consult any other languages besides English because I am able to comprehend English the best when reading, writing, listening and speaking since it my home language and I was taught in school to mainly use English when approaching an exam or test.*

This means that this group of students do not have to waste time understanding the question by translating between languages. For them, a monolingual language arrangement with English only is convenient as it does not waste their time. It is easy to understand what is being asked of you after reading the sentence once.



First language English speakers find the monolingual language arrangement a positive practice because they are comfortable writing in the language as they have been speaking the language for so many years. See the following excerpt:

Participant 21: *I used English because it is what I am used to. I have done it for 15 years.*

Participant 18: *I used English because it is my home language, which is my most robust language to communicate.*

Whereas the second language English speakers expressed that having the multilingual language arrangements offered them an opportunity to understand better questions they did not know in the English only version of the question paper. It made them think carefully about what was

expected of them in a particular question. Consider the following reports from the two participants below:

Participant 4: *I read the instructions in English, and then I consulted the isiXhosa version to understand the question/ the instructions more straightforwardly in my native language.*

Participant 1: *Sometimes, reading something in your native language sheds more light than reading it in your second language. This was the case with the term test for me.*

Having multiple language arrangements makes questions clearer or understandable for participants, but it also makes students think about what is asked in a particular question.

This research also found that second language English speakers who wrote using the multilingual language arrangement clarified some questions that were not easy to comprehend in English. Consider the following excerpt:

Participant 4: *I felt a little confused [when I read the English version]. Hence, I decided to read that question in isiXhosa, my mother tongue.*

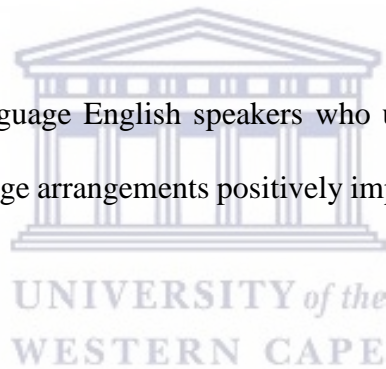
This participant shows how language arrangements or having access to more than one language can help with the confusion one gets in exams. Having access to the different language arrangements for this participant helped ease her mind, and it gave her the certainty and understanding of what the question required before she attempted to answer.

It was also found that second language English speakers who wrote under the multilingual language arrangement benefited from it as they could express themselves in any language of their choice between IsiXhosa and Afrikaans. For example, consider the two reports below:

Participant 3: *I also used isiXhosa in questions. I could explain them better in my language as one first understands the question in their mother tongue then translates to English when writing, so I used isiXhosa, where I felt I could explain a question clearly in my home language without trying to put it in English.*

Participant 14: *My reason for using English and Afrikaans is that I could not remember certain English words to express myself, but I knew the Afrikaans translations of them, which is why I used Afrikaans and English.*

This shows that the second language English speakers who used the multilingual language arrangements felt like the language arrangements positively impacted their performance in this research.



It was found in this research that the students with English as their first language, including students from other countries doing this module, felt that there was no need to consult with the multilingual language arrangements as they do not understand these languages entirely. In this study, it was also found that there was a participant who spoke Afrikaans but felt that his proficiency in Afrikaans would not take him far. As a result, he only consulted the English only version of the question paper. See the following response for your consideration below:

Participant 29: *I read the instructions in English only for the mere fact that I cannot read Afrikaans that well and I cannot read isiXhosa, or neither can I understand isiXhosa.*

This shows that the multilingual language arrangements were not beneficial to some students not because of language attitudes or anything but due to limited proficiency even in languages that are supposedly their home languages.

This study also revealed that African languages like isiXhosa and Afrikaans have the potential to help translate what is conveyed in English into simple terms. See the following excerpts:

Participant 12: *I used English and isiXhosa, because isiXhosa also helped me translate some words to simply terms. For example, Words like zichaphazela ukusetyenziswa kweelwimi ezininzi, Cacisa unike imizekelo yendlela ezi-dimensions zichaphazela ngayo indlela zozibini zokusetyenziswa kweelwimi ezininzi. And I could understand what I had to describe.*

When it comes to this objective it was also found that some students when they are answering the term tests or high-stake examinations they are also thinking about the reader or the lecturer marking their scripts if they will understand when they write in their home language. This is something that should not happen considering the resources set aside for multilingual education. See for example, the following excerpts:

Participant 19: *I did not consult any other languages besides English because I am able to comprehend English the best when reading, writing, listening and speaking since it my home language and I was taught in schools to mainly use English when approaching an exam or test.*

Participant 23: *The reason why I did not consult the other languages is because I do not understand it and it would not be a good decision if I had consulted in those languages I do not understand.*

Participant 21: *In the LCS311 mid-term test I read the instructions in English only for the mere fact that I cannot read Afrikaans that well and I cannot read isiXhosa or neither can I understand isiXhosa.*

5.3 At what stage/s, if any, of the assessment process do the different language arrangements get experienced as having more impact or less impact on student's academic performances?

With respect to this question, which relates to the third objective of this study, it was found that it is in the input stage and the processing stage where students experienced the difference in the medium of assessments having more impact on their academic performances. It may be recalled from the explanation in Chapter Two with reference to the stages of assessment that the initial stage is the stage of assessment where students make sense or interpret the questions in an examination to answer the question. This is a crucial stage of the assessment because when students understand precisely what is asked, they will start thinking about what they studied regarding the question asked in an examination.

The finding consistently was that second language English speakers often get stuck in the initial stage when they do not understand a particular word or the whole sentence asked in the question paper. Participants were asked if there were any words they did not understand in the test and what they did when they did not understand the word (s), phrase (s), or sentence within the examination. Consider the following reports by two of the participants in this study:

Participant 17: *I did not understand the word 'elicit' in question five... Immediately, I was anxious, and I had to ask the lecturer/ invigilator what that question meant*

because English was the only language I knew from the three languages provided.

Participant 3: *I first read the questions in English, but I did not understand what was asked.*

Then again, I read in IsiXhosa, which is my mother tongue. I did so to understand the question better as I understand isiXhosa more than any other language.

Both participants admitted getting stuck in the input stages of assessment. Participant 17 asked the invigilator to explain what the question wanted because she did not understand the language arrangements provided.

In monolingual language arrangements, second language English speakers writing exams often find themselves in the same position that participant 17 found herself in. Other students who experience what participant 17 experienced tend to shy away from asking the invigilators due to the fear of being embarrassed as they may not be confident in their proficiency in the language. In this research, second language English speakers who had trouble with a question did not worry or waste time interpreting the questions, but they consulted the alternative language they were comfortable with and completed the questions successfully.

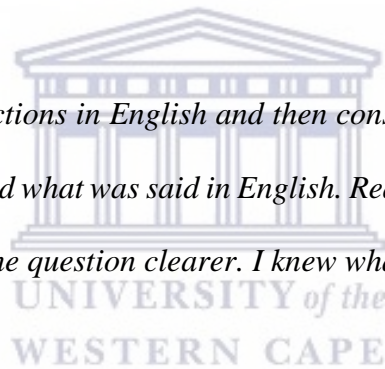
Second language English speakers who participated in this study shared that when it comes to the input stages in a monolingual examination, they experienced confusion, lack of understanding, and had to read the questions repeatedly to understand the questions better. As mentioned above, participant 17 shared that she read the instructions and questions in English but came across a word that she did not understand in the English language, which made her unable to move on from the question.

It was found in this study that the first language English speakers who only wrote using the English only version of the question paper felt that this was the only way of writing they were accustomed to it. They did not think that consulting a version in another language would have helped them do better in the assessment. Consider looking at the following example:

Participant 25: *The reason for reading the English questions was that it was the language that I could relate to and understand.*

For objective three, this study found that second language English speakers who wrote the test with multilingual language arrangements expressed positive feedback regarding the processing stage, whereas most experienced negative input in the monolingual arrangement. For example, consider the following report:

Participant 10: *I read the instructions in English and then consulted the IsiXhosa version as I did not understand what was said in English. Reading the questions in my native language made the question clearer. I knew what was expected.*



Participant 1: *I used those language as they are the main two languages I use, mostly I write in English however I also used isiXhosa in questions I think I could explain them better in my language as one first understand the question in their mother tongue then translate to English when writing so I used isiXhosa where I felt I could explain a question clearly in my own language without trying to put it in English.*

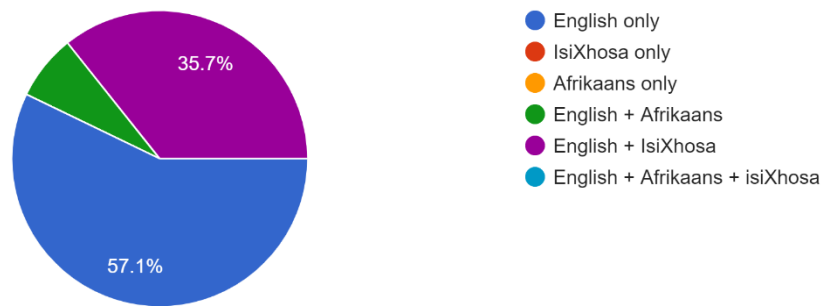
Participant 15: *I am familiar with both languages and I read the instructions in both languages, because I was able to read and understand both versions. It also allowed me to respond in Afrikaans in some instances and not because I couldn't construct the sentences in English, but because it felt nice to have the option of responding to the exam paper in my mother tongue.*

When it comes to the output stage of assessment in monolingual language arrangements and multilingual language arrangements, it was found that many students experience less impact than they did in the processing stage of assessment.

To find out how many students writing this term test read the instructions and questions in which languages. We asked students the following question:

5. In the LCS311 mid-term test, in which language(s) did you read the instructions and questions in the question paper?

14 responses



When it comes to the input stage data obtained from the questionnaire, it was found that out of the 14 students who completed the questionnaire, 57.1 % of the student population which translates to more than half of the students who participated in this study used English only to read the instruction or questions in this study but it was also found that 35.7% of the students which is over a quarter of this student population read the instruction in English and IsiXhosa and the least number of students who participated in this study constituting 8.2% read the questions and instruction in English and Afrikaans.

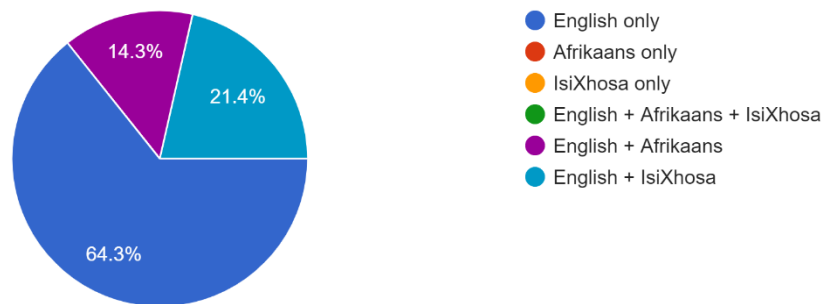
When it comes to the processing stage, the population that completed the questionnaire was asked if there were any words, phrases they did not understand in the term test. 85.7% of the students who participated in this group shared that there were no phrases or words they did not

understand and the remaining 14.3% admitted that there were words or phrases they did not understand in the term test.

Out of fourteen students who answered the questionnaire, 64.3% of the students, which is over a half of the student population told us that they used English only when writing their answers in the term test. 21,4% of the students told us that they used English and isiXhosa, while the remaining 14,3% shared that they used English and Afrikaans to write their answers on this particular term test. Considering the below pie chart and the evidence shown by the students in the focus group discussions through their answers it is without a doubt that only a few students among these three ethnolinguistics group use English to write their answers due to some of the factors listed in objectives one and two.



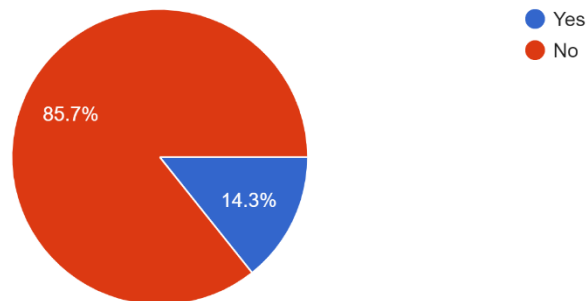
9. What language(s) did you make use of in writing your answers to the mid-term test? [NB: If you mixed even a single word from isiXhosa while writ...it means you have used both English and isiXhosa]
14 responses



Be that as it may, almost all the students who answered this question gave positive feedback on the follow up question that we asked which reads as follows:

8. In the mid-term test question paper, were there any English words, phrases, etc., which you did not understand (in the instructions or the questions section).

14 responses



Students who answered the questionnaire provided by the researcher were also asked what their opinion was concerning the efforts made in LCS311 to provide you with multilingual instructions and questions as well as to allow you write your answers in any one or in a combination of Afrikaans, English, and isiXhosa and the response was very positive.

Participant 4: *Its brilliant*

Participant 1: *I think it is very beneficial to all the students.*

Participant 14: *I think it is a good initiative. All modules at UWC should implement the languages that LCS 311 made arrangements for.*

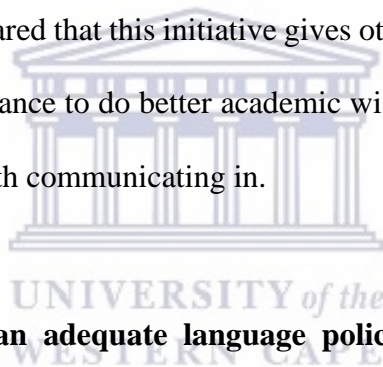
Participant 3: *I think that it gives every individual's the ability to read and write in the language they felt comfortable in.*

Participant 2: *I think it's a good start to normalizing other languages and realizing that not everyone is able to express what they want to say in English and using other languages helps them to get that across and hopefully to do better in the exams.*

Participant 11: *I highly appreciate the effort made in LCS 311, it allowed students from different language backgrounds to answer their test with confidence and with thorough understanding*

Participant 7: *I am happy that many can understand the instructions fully as well as feel more comfortable and relaxed when doing the exam in my mother tongue.*

This group of students was then asked if this initiative should be continued or discontinued and 100% or all the students said that this initiative should be continued. While highlighting that some of the reasons why it should continue is because it enables students to understand the course material better, have a better understanding of the coursework and how it applies it when writing exams, or when completing an assignment; It gives the students the privilege to choose what language to use is very beneficial as it increases their understanding, and in turn their results. One of the students said that it must continue because it makes the learning process so much easier. Another student shared that this initiative gives other languages the recognition it deserves and gives students a chance to do better academic wise being allowed to use a home language they're comfortable with communicating in.



5.4 What provisions should an adequate language policy for assessments in higher education environment contain?

The literature reviewed in this study revealed that the language policies in higher education often hinder the implementation of multilingualism in universities where language policy planners use a vague discourse of language choice to avoid being accountable. Considering the results of this study, the current languages arrangement in assessment impedes the student's academic performance as the second language English speakers who participated in this study expressed that this kind of assessment makes them nervous and confused. They tend to waste time processing some questions instead of moving on to the following questions. This is somewhat concerning because most of the South African higher education students come from second language English backgrounds.

Firstly, African languages are not allowed to be the languages of assessment to aid in assessment. This study suggests that a multilingual language arrangement where at least two official languages other than English are offered as an aid in assessment would significantly enhance students' performance. A multilingual arrangement that will cater for the majority of students in each university should be prioritised. For example, in the University of the Western Cape, the languages that would be recommended considering the language profile of the province would be Afrikaans and IsiXhosa alongside English.

This research suggests, based on its findings and the literature reviewed, that the examination questions should be offered in these three languages so that there is an equal opportunity for all students to understand questions or instruction; so that no student gets nervous because they cannot interpret certain English words, and this should be done to avoid time-wasting by students reading questions repeatedly because they do not understand them. Once the questions are written in three languages, there is a high chance for the second language English speakers who have studied to pass the exams as language will not be the barrier to their success in examinations. This recommendation is based on the finding that in the three stages of assessment, the input stage and the processing stage are the main stages where students feel that monolingual assessment impede the student's performance in the examination.

5.5 Chapter summary

This chapter discussed the results of this research by answering each research question. The overall findings for the first research question were that the students' academic performance in assessments differs depending on language arrangements. It was found that monolingual

arrangements impede the student's performances. In comparison, multilingual language arrangements enhanced students' academic performance.

For the second research question, it was found that different language arrangements in assessment differently affects first language English speakers and second language English speakers. Second language English speakers such as the Afrikaans and IsiXhosa speakers are affected negatively by the monolingual language arrangement in assessment, while first language English speakers are positively affected by the monolingual language arrangement.

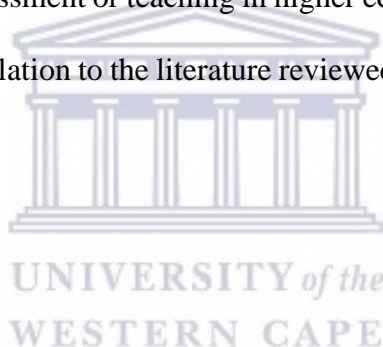
When it comes to the third research question, the initial and the processing stage are where students experience language arrangements to have more impact on their academic performances. Lastly, regarding the fourth research question, it was recommended that a multilingual approach to assessment be developed based on the finding that the monolingual approach impedes the student's performances of the second language English speakers who participated on this project. In contrast, the multilingual approach was found to enhance the student's academic performance of second language English speakers who participated in this study.

CHAPTER SIX:

DISCUSSION

6.0 Introduction

At the beginning of chapter one, this study reviewed statistical evidence from Stats SA, revealing that 25% of students drop out of university in South Africa. The second chapter brought forward that many students who tend to drop out or take longer to complete in universities in South Africa are black students. Although different scholars in the field highlight all these challenges, only a few studies look at the issue of high dropout rates and low throughput rates from the standpoint of language being the barrier given that African languages are not used as languages of assessment or teaching in higher education. This chapter discusses the findings of this research in relation to the literature reviewed and the theoretical framework that guides this study.



6.1 Discussion

This study, through its findings, invites scholars to look at the issues of low throughput and high dropout rate in assessment from the standpoint of language because it was found in this study that students' academic performance may be impeded or enhanced based on different language arrangements used in each assessment. In this study, monolingual language arrangements impede students' performances while multilingual language arrangements enhance students' academic performances. Students revealed that monolingual language arrangement makes them nervous, cause them to panic, and heighten their anxiety. Some students felt that monolingual examinations cause them to read questions repeatedly, which wastes their time and sometimes leads to not completing the assessment at hand.

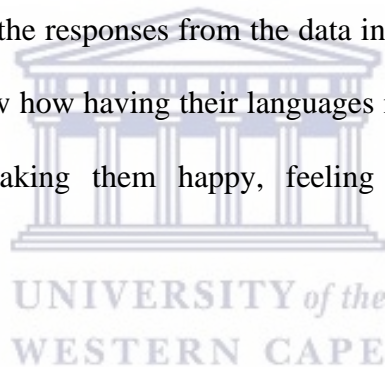
Some second language English speakers who participated in this study shared that they lacked confidence when completing the monolingual assessment. These are the students from the middle class whose home languages are not used as the language of assessment. Bourdieu (1986) argued that these students are at a disadvantage when entering the university spaces as they do not embody the forms of capital that are an asset to their success. A form of capital that would have given them an advantage in dealing with the challenges of an academic environment (Tzanakis, 2011).

This study's findings point to the multilingual approach in assessments as a potential solution for minimizing discrepancies in success rates among students from different ethnolinguistic backgrounds. The benefits of a multilingual language arrangement from this research's findings include that the multilingual language arrangements made the students understand the questions in the term test better, it made them feel less anxious, and they were able to express themselves in a language they understand very well. When students understand what is asked of them in assessment, they can think around the answers when they have studied what is asked. Understanding what is asked, which is what multilingual language arrangements in assessment helps with places the students at a better chance of answering the question correctly. Also, when students are less anxious, they can think thoroughly and arrive at the answer they are looking for, unlike when they are anxious because their thinking process becomes blocked. Also, when students are confident and able to express themselves fluently, that places them at a better chance of getting the answers correctly, improving their performance outcomes.

Other advantages of multilingual language arrangements include increased creativity, improved analytical skills, strengthened brain muscles, and developed native vocabulary

(Marcz, 2016, p.165). These are essential skills to help second language English speakers students stand at an equal chance to succeed in an assessment like their peers from other ethnolinguistic backgrounds. There is a need for “social arrangements that will permit all to participate as peers in social life” (Fraser, 1998, p.27).

This research stresses a need for African languages to be recognised in assessment. For social justice to be achieved in assessment, there is a need to address recognition issues. Fraser (1997) highlighted that it is essential to look at how people are represented in education, media, politics or how they are treated in social life. Representation of African languages in education is lacking, and that is concerning because it is through language that one gets to express themselves. Even with some of the responses from the data in this research, second language English speakers responses show how having their languages makes them feel in assessment. Positive feedback includes making them happy, feeling at ease, or improving their understanding.



In the study by Antia, Weldemichael and Dyers (2021), it was found that at the input stage of assessment, different language arrangements get experienced as having more impact on students' academic and at the output stage relatively less impact. This study found that the initial and processing stages are where many second language English speakers experience the multilingual language arrangements as more critical. At the same time, the output stage is where the multilingual language arrangements are less critical. The initial/input stage of assessment involves attention, and the processing stage is about remembering, reasoning and problem-solving. This is where students use language primarily to “understand, double-check questions and to ease up anxiety” (Heugh et al., 2016, p.12). This is where linguistic competence is necessary as lack of a familiar language may heighten the student’s anxiety as

some of the students, like participant 30, shared that she was worried that she was going to answer the question incorrectly since she did not fully grasp what was asked in English.

During the assessment, anxiety and worry may cause students to be distracted as they are overwhelmed by emotions causing them to deviate from the task at hand. Crocker et al. (2013)'s paper discussed in the literature review revealed that in testing situations, students might also interpret certain information and conditions negatively or have trouble generating alternative meanings due to ongoing emotions. Not having multilingual language arrangements to avoid such issues that the second language English speakers in assessment experience deny these students the full partner in social interaction, making them feel unwanted and unworthy of respect or esteem (Fraser, 2000), and this is a social justice issue which needs to be corrected to make assessment pleasant for all students.

Based on the findings discussed above, it is clear that current (monolingual) language arrangements in assessment at SA higher education institutions impede student academic performance. On the other hand, multilingual language arrangements would enhance students' performance. Unfortunately, in most institutions, the implementation of such arrangements has been impossible, partly because the language discourse used in their language policy documents about language in assessment is vague. African languages are not used as media of assessments, making it difficult for students who speak these languages to benefit from them. Instead, English, the home language to a minority of South Africans, is used as the language of assessment. Not using African languages alongside English in assessment is discriminatory and goes against what social justice stands for. Dismantling such injustices are buried in our education system and addressing recognition patterns in current assessment where one

language, i.e., English, is used instead of English, Afrikaans, and IsiXhosa, as stipulated in the language policy of UWC, for example (Language Policy, 2003).



CHAPTER SEVEN:

CONCLUSION AND RECOMMENDATIONS

7.0 Introduction

This chapter summarises the research by recalling the problem that motivated this research to happen, the research aims, the study's key findings, and provides recommendations assessment and ways to improve language policies for lecturers and students.

7.1 Conclusions and recommendations

The problem that motivated this study is the overall performance of university students in higher education. According to the Council of Higher Education in 2013, only one out of four university students can graduate from South Africa's contact-based institutions within the allocated period of their degree. Secondly, there are disparities in students' performance from different ethnolinguistic backgrounds. Research has shown a link between language proficiency and academic achievement (Antia 2018; 2019). The differential impact because of language in assessment has been under-researched. Thirdly, although many South African universities have language policies, there are no provisions focused on assessing those language policies. Fourthly with the possible exception of Antia, Weldemichael and Dyers (2021), there is hardly any research asking if there are stages (e.g., initial stage, processing stage or output stage) in the assessment process where the language arrangement is critical or less critical. However, there is a reference to the role of language in assessment in the literature.

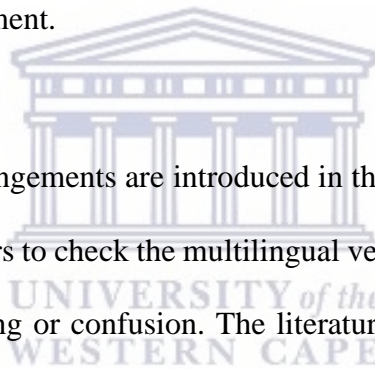
With these problems in mind, this research aimed to examine the students' experiences of different language arrangements in assessment to determine how different language

arrangements in assessment impede or enhance the students' academic performance. Secondly, it sought to determine if the medium of assessments produces different effects on students with different ethnolinguistic backgrounds. Thirdly, it tried to determine whether there are stages of the assessment process at which different language arrangements are experienced as having more impact or less impact. Lastly, this research was interested in determining what provisions an adequate language policy for assessment in multilingual higher education should incorporate.

This research used the University of the Western Cape as a site for data collection, and the key findings from this research were that the students' academic performance differs depending on the language arrangements experienced. For example, monolingual arrangements impede students' performances, while multilingual language arrangements enhance students' academic performance. This research also found that the medium of instruction differently affects English speakers and the second language English speakers. Second language English speakers such as the Afrikaans and IsiXhosa speakers are affected negatively by the monolingual language arrangement in assessment, while first language English speakers are positively affected by the monolingual language arrangement. On the other hand, second language English speakers were positively affected by the multilingual language arrangements while first English speakers were negatively affected. It was also found for the third objective that the initial and the processing stage are where students experienced language arrangements to have more impact on their academic performances.

Lastly, the fourth finding was that a multilingual approach to assessment is a viable and suitable arrangement, while the monolingual assessment impedes student performance.

Based on the questions set out for this study, objectives set out to arrive at the findings for this study the following recommendations are offered for this study. First, South African higher education is currently facing a challenge of hesitancy towards experimentation and innovation around multilingual assessment. Although the benefits of it outweigh the disadvantages. Given the findings of this research, which suggest that multilingual language arrangements enhance students' academic performances, we would recommend that multilingual language arrangements be offered with the English version of the question paper, which is the dominant one in higher education institutions. This will be set out in a way that goes with the university's language policy. For example, in the case of the University of the Western Cape, Afrikaans and IsiXhosa as the languages identified in the language policy of the university as the language of teaching, learning and assessment.



Once multilingual language arrangements are introduced in the assessment, it will be easy for second language English speakers to check the multilingual version of the question paper once they experience misunderstanding or confusion. The literature discussed in this study found that confusion only leads to heightened anxiety and negatively affects the student's academic performance. Once multilingual language arrangements are provided in assessment, more and more students will feel like they belong, as the researcher have established in this research that language recognition or full participation of language is a need in assessment. It is one of the aspirations of social justice where education is concerned.

For future research, it would be interesting to test the impact of language arrangements in assessment by checking out the student's performance scores after they wrote the test under two conditions, namely, under a monolingual and under a multilingual condition and compare the performance scores if they are aligned with the student's experiences of the test.

Reference list

Ahmed, S. *On being included: racism and diversity in institutional life*. London: Duke University Press, 2012.

Angu, P.E. 2019. Understanding voices from the margins: social injustice and agency in first-year students' literacy narratives. *Journal of Further and Higher Education*, 43(8), pp.1152-1162.

Antia, B.E., 2015. University multilingualism: A critical narrative from the University of the Western Cape, South Africa. *Journal of Multilingual and Multicultural Development*, 36(6), pp.571-586.

Antia, B.E. and Dyers, C., 2016. Epistemological access through lecture materials in multiple modes and language varieties: the role of ideologies and multilingual literacy practices in student evaluations of such materials at a South African University. *Language Policy*, 15(4), pp.525-545.

Antia, B.E., and C. Dyers. 2017. "Affirming the biliteracy of university students: current research on the provision of multilingual lecture resources at the University of the Western Cape." *In Academic Biliteracies - Translanguaging and Multilingual Repertoires in Higher Education Settings*, edited by D. M. Palfreyman and C. van der Walt, 113-141. Bristol: Multilingual Matters.

Antia, B.E., 2018. Multilingual examinations: towards a schema of politicization of language in end of high school examinations in sub-Saharan Africa. *International Journal of Bilingual Education and Bilingualism*, pp.1-16.

Antia, B.E. & Van der Merwe, C., 2019. Speaking with a forked tongue about multilingualism in the language policy of a South African university. *Language Policy*, 18(3), pp.407-429.

Antia, B., Weldemichael, T. and Dyers, C., 2021. Multilingual Assessment: Levelling the Cognition–Emotion Playing Field at the University of the Western Cape. *Language Matters*, 52(1), pp.50-70.

Banda, F., 2000. The dilemma of the mother tongue: Prospects for bilingual education in South Africa. *Language culture and curriculum*, 13(1), pp.51-66.

Bourdieu, P. (1986). C In J. G. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241–258). New York: Greenwood Press.

Bourdieu, P. 1971. “Intellectual Field and Creative Project.” In *Knowledge and Control*, edited by M. Young. New York: Collier and Macmillan.

Bourdieu, P. (1977a). Cultural reproduction and social reproduction. In J. Karabel & A.BH. Halsey (Eds.), *Power and ideology in education* (pp. 487-511). New York: Oxford University Press.

Bourdieu, P. and Passeron, J.C., 1990. *Reproduction in education, society and culture* (Vol. 4). Sage.

Braun, V. and Clarke, V., 2006. Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), pp.77-101.

Burns, N. and Grove, S. 1993. *The practice of nursing research: conduct, critique and utilization* (2nd ed). W.B. Saunders: Philadelphia, Pennsylvania, USA.

Carroll, K.S. and Sambolín Morales, A.N., 2016. Using university students’ L1 as a resource: Translanguaging in a Puerto Rican ESL classroom. *Bilingual Research Journal*, 39(3-4), pp.248-262.

Cassels and Johnston (1984). The effect of language on student performance on multiple choice test in chemistry. *Journal of chemistry education* 6, (7); 6b.

Cenoz, J. (2013). The influence of bilingualism on third language acquisition: Focus on

multilingualism. *Language Teaching*, 46, pp 7186 doi:10.1017/S0261444811000218

Claire, S., Deborah, N. and Paul, W., 2014. *OECD reviews of evaluation and assessment in education: Slovak Republic 2014*. OECD Publishing

Council on Higher Education (South Africa), 2001. *Language policy framework for South African higher education*. Council on Higher Education.

Crocker, L.D., Heller, W., Warren, S.L., O'Hare, A.J., Infantolino, Z.P. and Miller, G.A., 2013. Relationships among cognition, emotion, and motivation: implications for intervention and neuroplasticity in psychopathology. *Frontiers in human neuroscience*, 7, p.261.

Civan, A. and Coskun, A., 2016. The Effect of the Medium of Instruction Language on the Academic Success of University Students. *Educational Sciences: Theory and Practice*, 16(6), pp.1981-2004.

Fortin, L., Marcotte, D., Potvin, P., Royer, E. and Joly, J., 2006. Typology of students at risk of dropping out of school: Description by personal, family and school factors. *European Journal of Psychology of education*, 21(4), p.3 63.

Fraser, N. (1997), *Justice Interruptus: Critical Reflections on the "Postsocialist" Condition*. London: Routledge.

Fraser, N., 1998. Social justice in the age of identity politics: Redistribution, recognition, participation (No. FS I 98-108). *Social Science Research Center*.

Fraser, N., 2009. Scales of justice: *Reimagining political space in a globalizing world* (Vol. 31). Columbia University Press.

García, O., 2009. Emergent Bilinguals and TESOL: What's in a Name?. *Tesol Quarterly*, 43(2), pp.322-326.

Garcia, O. 2009. *Bilingual Education in the 21st Century. A Global Perspective*. Oxford: Wiley-Blackwell.

Gray, J.R., Braver, T.S. and Raichle, M.E., 2002. Integration of emotion and cognition in the lateral prefrontal cortex. *Proceedings of the National Academy of Sciences*, 99(6), pp.4115-4120.

Grin, F. (2010). Managing languages in academia: Pointers from education economics and language economics. Paper presented at: *Professionalising Multilingualism in Higher Education Conference*, Luxembourg, 4 February 2010.

Jeynes, W.H., 2016. A meta-analysis: The relationship between parental involvement and African American school outcomes. *Journal of Black Studies*, 47(3), pp.195-216.

Kamwangamalu, N.M. (2001). Language in Contact. In V. Webb & Sure, K., *African Voices: An Introduction to the Languages and Linguistics of Africa*. Oxford: University Press

Kaschula, R. (2013). Multilingual teaching and learning models at South African Universities: opportunities and challenges. *Seminar Presentation at Rhodes University*, March 2013.

Kellogg, R.T. (2013). *Fundamentals of Cognitive Psychology*. Sage. ISBN 978-1-4129-3692-7.

Kroll, J. F. (2008, January). Juggling two languages in one mind. *Psychological Science Agenda*. <https://www.apa.org/science/about/psa/2008/01/kroll>

Lalu, P. 2012. "Campus: A Discourse on the Grounds of an Apartheid University." In *Becoming UWC*, edited by P. Lalu and N. Murray, 32–57. Bellville: Centre for Humanities Research, University of the Western Cape.

Language policy. 2003. University of the Western Cape language policy. Online version (10.1007/s10993-015-9389-4) pp 1-21.

Lindquist, K.A., MacCormack, J.K. and Shablack, H., 2015. The role of language in emotion: Predictions from psychological constructionism. *Frontiers in psychology*, 6, p.444.

- Lo Bianco, J., 2009. *Second languages and Australian schooling*. Acer Press. Australia.
- Madiba, M. (2013). Multilingual education in South African universities: Policies, pedagogy and practicality. *Linguistics and Education*, 24(4), 385–395.
- Makalela, L., 2015. Moving out of linguistic boxes: The effects of translinguaging strategies for multilingual classrooms. *Language and education*, 29(3), pp.200-217.
- Märzcz, R., 2016. The benefits of bilingualism: a comparative pilot study on the performance of bilinguals versus monolinguals. *Darnioji daugiakalbystė*, (8), pp.165-184.
- Mazak, C.M. and Herbas-Donoso, C., 2014. Translinguaging practices and language ideologies in Puerto Rican university science education. *Critical inquiry in language studies*, 11(1), pp.27-49.
- McGhie, V.F., 2012. *Factors impacting on first-year students' academic progress at a South African university* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Ministry of Education. (2002). *Language Policy for Higher Education*.
- Mdepa, W. and Tshiwula, L., 2012. Student diversity in South African higher education. *Widening participation and lifelong learning*, 13(1), pp.19-33.
- Mkhize, D. and Balfour, R., 2017. Language rights in education in South Africa. *South African Journal of Higher Education*, 31(6), pp.133-150.
- Mgqwashu, E.M., 2013. English language and English literature controversy: hostility could mar English Studies. *Progressio*, 35(2), pp.177-192.
- Moore, A., 2017. Measuring economic uncertainty and its effects. *Economic Record*, 93(303), pp.550-575.
- Murray, M., 2014. Factors affecting graduation and student dropout rates at the University of KwaZulu-Natal. *South African Journal of Science*, 110(11-12), pp.01-06.

Mutasa, D.E., 2015. Language policy implementation in South African universities vis-a-vis the speakers of indigenous African languages' perception. *Per Linguam: a Journal of Language Learning* = *Per Linguam: Tydskrif vir Taalaanleer*, 31(1), pp.46-59.

<https://www.news24.com/parent/learn/tertiary-education/first-ever-academy-for-multilingualism-to-promote-three-indigenous-languages-at-ufs-20210428>

Nkontwana, S.S., 2014. *Factors that influence university student throughput and dropout: an analysis of the University of KwaZulu-Natal, College of Humanities* (Doctoral dissertation).

Ngidi, S.A., 2007. *The attitudes of learners, educators and parents towards English as a language of learning and teaching (LOLT) in Mthunzini circuit* (Doctoral dissertation).

Ngwenya, T., 2012. The North-West University language policy: A glimmer of hope and flashes of red lights. *Language Matters*, 43(2), pp.221-239.

Ortony, A., Clore, G. and Collins, A., 1988. *The cognitive structure of emotions*. Cambridge University Press. New York.

Palinkas, L.A., Horwitz, S.M., Green, C.A., Wisdom, J.P., Duan, N. and Hoagwood, K., 2015. Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and policy in mental health and mental health services research*, 42(5), pp.533-544.

Patten, A. 2001. "Political Theory and Language Policy." *Political Theory* 29: 691–715. doi:10.1177/0090591701029005005.

Pavlenko, A., and A. Blackledge. 2004. "Introduction: New Theoretical Approaches to the Study of Identities in Multilingual Contexts." In *Negotiation of Identities in Multilingual Contexts*, edited by A. Pavlenko and A. Blackledge, 1–33. Clevedon: Multilingual Matters.

Paxton, M. and Tyam, N., 2010. "Xhosalising English? Negotiating meaning and identity in Economics." *Southern African Linguistics and Applied Language Studies*, 28(3): 247-257.

- Rossouw, M., 2018. Language of instruction and its effect on the performance of accounting students. *South African Journal of Higher Education*, 32(2), pp.258-272.
- Scott, I., Yeld, N. and Hendry, J., 2007. A case for improving teaching and learning in South African higher education. *Higher education monitor*, 6(2), pp.1-8.
- Schissel, J.L., Leung, C., López-Gopar, M. and Davis, J.R., 2018. Multilingual learners in language assessment: Assessment design for linguistically diverse communities. *Language and Education*, 32(2), pp.167-182.
- Shank, G.D., 2002. *Qualitative research: A personal skills approach*. Upper Saddle River, NJ: Prentice Hall.
- Shohamy, E., 2006. *Language policy: Hidden agendas and new approaches*. Routledge.
- Shuell, T.J., 1986. Cognitive conceptions of learning. *Review of educational research*, 56(4), pp.411-436.
- Sullivan, A., 2001. Cultural capital and educational attainment. *Sociology*, 35(4), pp.893-912.
- Storbeck, J. and Clore, G.L., 2007. On the interdependence of cognition and emotion. *Cognition and Emotion*, 21(6), pp.1212-1237.
- Swain, M., 2013. The inseparability of cognition and emotion in second language learning. *Language Teaching*, 46(2), pp.195-207.
- Tammaing, W. 2006. "The Doors of Learning Shall be Opened." In *Culture, Organization and Management in South Africa*, edited by W. Spierenburg and H. Wels, 19–46. New York: Nova Science.
- The Constitution of the Republic of South Africa. (1996).
- Tzanakis, M., 2011. Bourdieu's social reproduction thesis and the role of cultural capital in educational attainment: A critical review of key empirical studies. *Educate*, 11(1), pp.76-90.

Webb, V. 2004. African Languages as media of instruction in South Africa. *Language Problems and Language Planning*, (28)2, 148-173.

Wolff, E.H., 2018. There are 2144 African languages, using them in our university will help, not hinder youth. <https://qz.com/africa/1201975/african-universities-should-use-african-languages-not-just-english-french-and-portuguese>

Van der Merwe, C. "Re-considering orientations in South African Language Policies", *Bandung* 9, 1-2 (2022): 279-299, doi: <https://doi.org/10.1163/21983534-09010011>

Van der Walt, C. 2013. *Multilingual Higher Education. Beyond English Medium Orientations*. Bristol: Multilingual Matters.

Zeidner, M., 1998. Test anxiety: The state of the art.

Web sites:

<http://www.che.ac.za>

<http://www.statssa.gov.za/?cat=16>

<https://www.news24.com/parent/learn/tertiary-education/first-ever-academy-for-multilingualism-to-promote-three-indigenous-languages-at-ufs-20210428>

http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2P-2.5_Language%20Policy_e.pdf



Appendices

SAMPLE QUESTIONNAIRE

1. Gender: Male Female
2. Racial group: Asian Black Coloured White Other _____
3. Your home-language(s): _____ (if more than one, please list all)
4. Other language(s) you can read and write: _____
5. In the LCS311 mid-term test, in which language(s) did you read the instructions and questions in the question paper?

English only Afrikaans only isiXhosa only

English + Afrikaans English + isiXhosa Afrikaans + isiXhosa

English + Afrikaans + isiXhosa

6. If you read the instructions in English only, explain why you did not consult the Afrikaans and/or isiXhosa versions of the instructions.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



UNIVERSITY of the
WESTERN CAPE

7. If you read the instructions and/or questions in more than one language, explain why you did so.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....
.....

8. In the mid-term test question paper, were there any English words, phrases, etc., which you did not understand (in the instructions or the questions section).

Yes No

8.1 What was the impact on you (e.g. how did you feel, what did you think, etc.) if in the mid-term test question paper, there were English words, phrases, etc., which you did not understand.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....



8.2 Give as many examples as you can of English words, phrases, etc., which you did not understand (in the instructions or the questions section).

.....
.....

.....

.....

.....

.....

.....

.....


.....

.....

.....

.....

8.3 What did you do when you had difficulty understanding the item(s) listed in Question 8.2 above?



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

9. What language(s) did you make use of in writing your answers to the mid-term test? [NB: If you mixed even a single word from isiXhosa while writing in English, for example, it means you have used both English and isiXhosa]

English only

Afrikaans only

isiXhosa only

English + Afrikaans

English + isiXhosa

Afrikaans + isiXhosa

English + Afrikaans + isiXhosa

9.1 Explain why

.....

.....

.....

.....

.....

.....

.....

.....

.....



10. What is your opinion concerning the efforts made in LCS311 to provide you with multilingual instructions and questions as well as to allow you write your answers in any one or in a combination of Afrikaans, English, and isiXhosa?

.....

.....

.....

.....

.....

.....

.....
.....
.....

11. Do you think this initiative should be continued or discontinued?

Yes No

11.1 Explain why

.....
.....
.....
.....
.....
.....
.....





**Consent form – Focus Group
Discussions**

University of the Western Cape

Title: The Language Factor in Students' Experience of Assessments: A Case Study from the University of the Western Cape

Researcher: Ms Athenkosi Mndende

Supervisor: Prof. Bassef Antia

Co-supervisor: Dr Tedros Weldemichael

box

Please initial

1. I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.
(If I wish to withdraw I may contact the lead research at any time)

3. I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result for the research.

4. As a participant of the discussion, I will not discuss or divulge information shared by others in the group or the researcher outside of this group.

1. I agree for my contribution in the Focus Group Discussion to be audio-recorded

2. I understand that I may decline to be audio-recorded at any point.

3. I agree to take part in the above research project.

Name of Participant

(or legal representative)

Date

Signature



Name of person taking consent

(If different from lead researcher)

Date

Signature

Lead Researcher

Date

Signature

(To be signed and dated in presence of the participant)

Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only.

<p>Researcher:</p> <p>Ms Athenkosi Mndende (3456210) Department of Linguistics University of the Western Cape Contact no. 0603264656 Email: 3456210@myuwc.ac.za</p> 	<p>Supervisor:</p> <p>Prof. Bassey Antia Department of Linguistics University of the Western Cape Contact no. 021 959 3090 Email: bantia@uwc.ac.za</p> 	<p>Co-supervisor:</p> <p>Dr. Tedros Weldemichael Department of Linguistics University of the Western Cape Contact no. 021 9592885 Email: tweldemichael@uwc.ac.za</p> 	<p>HOD:</p> <p>Prof. Felix Banda Department of Linguistics University of the Western Cape Contact no. 021 959 2978/2380 Email: fbanda@uwc.ac.za</p>
--	---	--	--



PARTICIPANT INFORMATION SHEET

Title of research: *The Language Factor in Students' Experience of Assessments: A Case Study from the University of the Western Cape.*

My name is **Athenkosi Cynthia Mndende** and I am conducting research on the above topic as part of my master's degree programme in Linguistics.

The need for this study arises from several observations. Firstly, there are concerns about the overall academic performance of university students in South African higher education. According to the Council of Higher Education in 2013, one out of four university students can graduate from universities South Africa within the allocated period of their degree. Secondly, There is a great difference in the performance of students from different ethnolinguistic backgrounds. Thirdly, although many universities in South Africa have language policies, there are no provisions focused on assessment (e.g. tests or examinations) in those language policies. Fourthly, although in the literature there is reference to the role of language in assessment, there is hardly any research asking the question if there are stages (initial stage e.g. where students are preparing for the test or trying to understand certain questions in the test; processing stage where students are processing or interpreting the questions in a particular test; output stage e.g. when students are writing their answers) in the assessment process where language is very critical or less critical.

This research is guided by the following research questions:

1. How, if at all, do different language arrangements (i.e. having the test questions available in English, Afrikaans and IsiXhosa) in assessment (e.g. test or examination) impede or enhance students' academic performance?

2. How, if at all, does the medium of assessment (e.g. test or examination) differently affect students from different ethnolinguistic groups in South African higher education?
3. At what stage/s (e.g. input stage; processing stage and/ or output stage), if any, of the assessment process do the different language arrangements (i.e. having the test questions available in English, Afrikaans and IsiXhosa) get experienced as having more impact or less impact on students' academic performances?
4. What provisions should an adequate language policy for assessment in higher education environment contain?

For this research to be a success, students doing a third-year module (LCS 311) were requested to participate in this research by answering a set of questions provided in the questionnaire based on the evaluation they completed earlier. 10 to 12 students were asked to volunteer to be part of a focus group discussion that will be based on the same set of questions in the questionnaire to supplement this data. The information from the questionnaires and focus group discussions is considered confidential. The identity of the students remained anonymous. If, at any time, a student does not want to continue with the study, the student is allowed to withdraw and their data will not be included as part of this research. Students have a right to request to see how the data they supplied will be used. There is no foreseeable risk associated with participating in this research.

My contact details are: (mobile) **0603264656** or (email) 3456210@myuwc.ac.za .

If you require any additional information or have concerns, please contact:

My supervisor, Professor Bassey Antia at bantia@uwc.ac.za; or

My co-supervisor, Dr Tedros Weldemichael at tweldemichael@uwc.ac.za; or

The HSSREC (Humanities and Social Sciences Research Ethics Committee) at research-ethics@uwc.ac.za (Tel. 021 959 4111).



UNIVERSITY of the
WESTERN CAPE

A place of quality, a place to grow, from hope to action through knowledge