

BILINGUALISM FOR TEACHING AND LEARNING: EXPLORING GLOSSARIES AT AN ENGLISH-MEDIUM UNIVERSITY IN SOUTH AFRICA

**BILINGÜISMO PARA LA ENSEÑANZA Y EL APRENDIZAJE: EXPLORACIÓN DE GLOSARIOS
EN UNA UNIVERSIDAD CON EL INGLÉS COMO LENGUA DE INSTRUCCIÓN EN SUDÁFRICA**

**LE BILINGUISME DANS L'ENSEIGNEMENT ET L'APPRENTISSAGE : EXPLORATION DES GLOSSAIRES
DANS UNE UNIVERSITÉ UTILISANT L'ANGLAIS COMME MOYEN D'INSTRUCTION EN AFRIQUE
DU SUD**

**BILINGUISMO PARA O ENSINO E A APRENDIZAGEM: EXPLORANDO GLOSSÁRIOS
EM UMA UNIVERSIDADE COM O INGLÊS COMO MEIO DE INSTRUÇÃO NA ÁFRICA DO SUL**

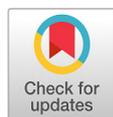
Sisonke Mawonga

Lecturer, Rhodes University,
Grahamstown, South Africa.
s.mawonga@ru.ac.za
[https://orcid.
org/0000-0002-8620-0948](https://orcid.org/0000-0002-8620-0948)

ABSTRACT

Higher education institutions in South Africa are required by law to formulate language policies that enhance multilingual learning. To comply with this requirement, Rhodes University's language policy promotes the use of isiXhosa language in teaching and learning and in the development of multilingual teaching materials. Despite this, the medium of instruction at the University remains English, which can act as a barrier to success for students who do not speak English as a primary language. This qualitative study presents the findings of an intervention applying bilingual practices at the University with a focus on using bilingual glossaries for academic purposes. The study aimed both to support learning and to gain insights into students' perceptions of existing terminology resources. The data for the study were collected through semi-structured observations, interviews, and questionnaires at a first-year Political Science class. Key issues explored include the languages used in formal instruction, the availability of multilingual resources, the role of languages other than English in the academia, student perceptions of bilingual glossaries and about English in higher education. Findings were interpreted within a theoretical framework that draws on language and learning, language and conceptualisation, and terminology planning. This paper concludes by presenting recommendations to facilitate the official implementation of bi/multilingual teaching and learning practices, thereby promoting students' primary languages as valuable pedagogical resources.

Keywords: bilingualism, languages other than English, LOTE, terminology planning, glossaries for academic purposes, language of instruction



Received: 2024-02-01 / Accepted: 2026-01-22 / Published: 2026-03-03

<https://doi.org/10.17533/udea.ikala.356129>

Editor: Luanda Sito, Universidad de Antioquia, Medellín, Colombia.

Patrimonial rights, Universidad de Antioquia, 2025. This is an open access article, distributed in compliance with the terms of the Creative Commons license BY-NC-SA 4.0 International.



Íkala, Revista de Lenguaje y Cultura

MEDELLÍN, COLOMBIA, VOL. 31 ISS. 1 (JANUARY-APRIL, 2026), PP. 1-18, ISSN 0123-3432

www.udea.edu.co/ikala

RESUMEN

Las instituciones de educación superior en Sudáfrica están obligadas por ley a formular políticas lingüísticas que promuevan el aprendizaje multilingüe. Para cumplir con este requisito, la política lingüística de la Universidad de Rhodes fomenta el uso de lengua isiXhosa en la enseñanza y el aprendizaje, así como en el desarrollo de materiales didácticos multilingües. A pesar de ello, el medio de instrucción en la Universidad sigue siendo el inglés, lo que puede constituir una barrera para el éxito de los estudiantes cuya lengua materna es distinta del inglés. El presente estudio cualitativo expone los resultados de una intervención que implementó prácticas bilingües en la universidad, con especial énfasis en el uso de glosarios bilingües con fines académicos. Los objetivos del estudio fueron apoyar el aprendizaje y obtener información sobre las percepciones de los estudiantes respecto a los recursos terminológicos existentes. Se recopiló los datos mediante observaciones, entrevistas y cuestionarios semiestructurados en una clase de primer año de Ciencia Política. Se exploraron aspectos clave como las lenguas utilizadas en la enseñanza formal, la disponibilidad de recursos multilingües, el papel de las lenguas distintas del inglés en el ámbito académico y las percepciones de los estudiantes sobre los glosarios bilingües y el inglés en la educación superior. Los resultados se interpretaron dentro de un marco teórico basado en la relación entre lengua y aprendizaje, lengua y conceptualización, y planificación terminológica. Para finalizar, este artículo presenta recomendaciones para facilitar la implementación oficial de prácticas de enseñanza y aprendizaje bi/multilingües con el fin de promover las lenguas maternas de los estudiantes como recursos pedagógicos valiosos.

Palabras clave: bilingüismo, lenguas distintas del inglés, LOTE, planificación terminológica, glosarios con fines académicos, lengua de instrucción

RÉSUMÉ

Les établissements d'enseignement supérieur en Afrique du Sud sont obligés par la loi d'élaborer des politiques linguistiques favorisant l'apprentissage multilingue. Afin de se conformer à cette exigence, la politique linguistique de l'université de Rhodes encourage l'utilisation de la langue isiXhosa dans l'enseignement et l'apprentissage, ainsi que dans le développement de matériels pédagogiques multilingues. Malgré cela, la langue d'instruction y demeure l'anglais, ce qui peut constituer un obstacle à la réussite des étudiants dont l'anglais n'est pas la langue première. Cette étude qualitative présente les résultats d'une intervention mettant en œuvre des pratiques bilingues à l'université, en mettant l'accent sur l'utilisation de glossaires bilingues à des fins académiques. L'étude visait à soutenir l'apprentissage et à explorer les perceptions des étudiants concernant les ressources terminologiques existantes. Les données ont été recueillies par le biais d'observations semi-structurées, d'entretiens et de questionnaires dans un cours de Science Politique de première année. Les principaux aspects examinés comprennent les langues utilisées dans l'enseignement formel, la disponibilité de ressources multilingues, le rôle des langues autres que l'anglais dans le milieu académique, ainsi que les perceptions des étudiants à l'égard des glossaires bilingues et à l'anglais dans l'enseignement supérieur. Les résultats ont été interprétés dans un cadre théorique fondé sur les liens entre langue et apprentissage, langue et conceptualisation, et planification terminologique. Pour conclure, cet article donne des recommandations visant à faciliter la mise en œuvre officielle de pratiques d'enseignement et d'apprentissage bi/multilingues, promouvant ainsi les langues premières des étudiants comme des ressources pédagogiques précieuses.

Mots-clés : bilinguisme, langues autres que l'anglais, LOTE, planification terminologique, glossaires à des fins académiques, langue d'instruction

RESUMO

As instituições de ensino superior na África do Sul são legalmente obrigadas a formular políticas linguísticas que promovam a aprendizagem multilíngue. Para cumprir esse requisito, a política linguística da universidade de Rhodes incentiva o uso da língua isiXhosa no ensino e na aprendizagem, bem como no desenvolvimento de materiais didáticos multilíngues. Apesar disso, o meio de instrução na universidade permanece sendo o inglês, o que pode atuar como uma barreira ao sucesso de estudantes que não têm o inglês como língua materna. Este estudo qualitativo apresenta os resultados de uma intervenção que aplicou práticas bilíngues na Universidade, com foco no uso de glossários bilíngues para fins acadêmicos. O estudo teve como objetivos tanto apoiar a aprendizagem quanto obter insights sobre as percepções dos estudantes em relação aos recursos terminológicos existentes. Os dados foram coletados por meio de observações semiestruturadas, entrevistas e questionários em uma turma de primeiro ano de Ciência Política. As principais questões exploradas incluem as línguas utilizadas na instrução formal, a disponibilidade de recursos multilíngues, as percepções dos estudantes sobre glossários bilíngues, o papel de línguas diferentes do inglês no meio acadêmico e as percepções dos estudantes sobre o inglês no ensino superior. Os resultados foram interpretados dentro de um referencial teórico baseado nas relações entre língua e aprendizagem, língua e conceitualização e planejamento terminológico. O artigo conclui apresentando recomendações para facilitar a implementação oficial de práticas de instrução bi/multilíngues, promovendo, assim, as línguas maternas dos estudantes como recursos pedagógicos valiosos.

Palavras-chave: bilinguismo, línguas diferentes do inglês, LOTE, planejamento terminológico, glossários para fins acadêmicos, língua de instrução

Introduction

In the aftermath of apartheid, students from diverse linguistic and cultural backgrounds gained admission to universities that were previously linguistically and racially homogeneous (Badat, 2009; Maseko, 2014). Despite this shift, the structure of formerly white universities remained largely unchanged, with English and Afrikaans dominance as languages of higher education, and local Indigenous languages remaining marginalised within these institutions. Consequently, previously disadvantaged students—especially those whose primary language is not English—were compelled to adapt to the system. This raises a troubling question: can one speak of transformation when students must conform to the system rather than the system transforming to accommodate them? This tension demands deeper exploration in future scholarship.

4

The language of higher education often employs abstract and complex terminology, posing challenges for students whose primary language differs from the language of teaching and learning. Research by Vygotsky (1986), Antia (2021), Batibo (2010), and Paxton & Tyam (2010) suggests that cognition, the process of understanding knowledge represented by conceptual terms, is more effectively facilitated in one's most proficient language.

This study investigates the feasibility and efficacy of using bilingual glossaries for academic purposes to enhance learning among students. Thus, this study was guided by the following main research question: How can bilingual glossaries be used to enhance learning among students at Rhodes University?

To address this overarching question, three sub-questions were developed:

1. To what extent do Political Science 1 Extended Studies students use bilingual glossaries in their learning process?
2. What are students' perceptions of the bilingual terminology developed?
3. What is the potential of bilingual glossaries in facilitating multilingualism in academic contexts?

The paper begins by providing contextual background on the issues under discussion, including the legislative framework guiding language use in education, followed by examining theories concerning the relationship between language and learning. Subsequently, the study's findings are presented, analysed, and discussed within the framework of the theories, culminating in recommendations and conclusions.

Theoretical Framework

To contextualise the problem, we need to examine both the legal environment and theoretical developments on the relationship between language and learning, emphasising the importance of focusing on the advantages of mother-tongue-based bilingual or multilingual education into higher education curricula.

Legislative Background

Post-apartheid legislation such as the Constitution of the Republic of South Africa (South Africa, 1996), the Language Policy Framework for Public Higher Education Institutions —hereafter “Language Policy Framework”—(South Africa, Department of Higher Education and Training, 2020), and the Rhodes University (RU) language policy (Rhodes University, 2019) provide important contextual background. The Constitution of the Republic of South Africa (1996) outlines linguistic rights in education, emphasizing the need for practical measures to elevate the status of Indigenous languages and promotes their use in educational domains previously dominated by English and Afrikaans. Section 6(2) of the Constitution acknowledges the disadvantaged historical status of Indigenous languages and mandates implementing

measures to advance their development and use. In response, the Higher Education Act (South Africa, Department of Education, 1997) was enacted to regulate higher education operations, including formulating language policies by institutions such as the Council for Higher Education (CHE). The CHE was tasked with drafting a language policy framework for higher education, leading to the development of the Language Policy for Higher Education (LPHE) in 2002 and its subsequent revisions and adoption in 2017 and 2020.

The LPHE recognises language as a barrier to access and success in higher education, particularly for students lacking proficiency in English and Afrikaans languages. It advocates for developing and promoting multilingualism within higher education institutions in South Africa, proposing strategies to address language-related challenges. Individual institutions, such as Rhodes University, were encouraged to identify an Indigenous language for development as a medium of instruction in line with provincial language policies. As Rhodes University is located in the Eastern Cape, it primarily targets isiXhosa language, as reflected in its language policy. Some of these policy objectives in relation to this study are as follows:

- Ensure that translation into isiXhosa and Afrikaans is provided for students and staff wherever necessary.
- Promoting literacies of academic languages, particularly isiXhosa, through teaching, learning, and research to redress previously disadvantaged languages.

Absent in the updated 2019 RU language policy, the 2014 language policy established implementation responsibilities, including the following:

- Developing multilingual teaching materials for all of the institutional official languages
- Ensuring the availability of teaching aids sensitive to multilingualism

- Ensuring constructive conversations among staff and students about bilingualism, multilingualism, and the role of language in learning
- Promoting awareness on multilingualism-related issues

Even though this exceeds the purposes of this paper, it is important to highlight the shift in the objectives of the updated policy and the omission of key strategies to promote multilingualism. Paradoxically, the policy acknowledges the role of language in learning. Therefore, alternative supportive strategies must assist in facilitating learning. This study focuses on using bilingual glossaries as a strategy, aligning with theories elucidating the nexus between language and learning.

Theoretical Developments

Cummins and Swain (1986) posit that first and second languages are interdependent, particularly in academic-related language proficiency. Thus, understanding of a concept in one's primary language is fundamental before transitioning to a second language. Cummins' argument regarding basic interpersonal communicative skills (BICS) and cognitive-academic language proficiency (CALP) serves as a foundational concept in this regard (Baker & Jones, 1997; Cummins, 1979, 1984; Cummins & Swain, 1986; Paxton, 2009). This distinction highlights situations where individuals may be fluent in a language yet struggle with understanding or performing well in academic contexts due to a lack of cognitive capacity to engage with complex academic content in that language (Baker & Jones, 1997; Cummins, 1979, 1984; Cummins & Swain, 1986).

This section delves into the relationship between language and learning, emphasising the importance of mastering one's primary language before acquiring additional languages. It is important to acknowledge that contemporary scholarship, particularly translanguaging theory (García & Vogel, 2017; García & Wei, 2014; Makalela, 2015), conceptualises language competence differently,

viewing languages as integrated within a single linguistic repertoire rather than as separate autonomous systems. Translanguaging theory posits that bilingual and multilingual speakers draw upon a unitary repertoire of linguistic features to make meaning, rather than switching between distinct language systems housed in separate cognitive “bubbles.” This perspective recognises that in Broca’s area of the human brain, all linguistic knowledge is integrated, and translanguaging represents the natural communicative practice of bi/multilingual individuals. Furthermore, current theoretical frameworks such as academic literacies (Lea & Street, 1998) and García’s (2009) dynamic bilingualism offer alternative lenses for understanding language and learning in multilingual contexts.

6 However, this study deliberately adopts Cummins and Swain’s (1986) framework, which posits that first and second languages possess interdependent aspects, particularly in academic-related language proficiency. While Cummins’ distinction between BICS and CALP has been criticised for potentially reifying language separation and creating artificial hierarchies between “everyday” and “academic” language use (MacSwan, 2000), the framework remains pedagogically useful for understanding differential proficiency levels across communicative contexts. This distinction highlights situations where individuals may demonstrate conversational fluency in a language yet struggle with understanding or performing well in academic contexts due to underdeveloped capacity to engage with complex academic content in that language (Baker & Jones, 1997; Cummins, 1979, 1984; Cummins & Swain, 1986).

The rationale for employing this framework lies in the specific focus of this study: bilingual glossaries and terminology development. While translanguaging theory emphasises the fluid and integrated use of linguistic resources, the creation and use of discipline-specific glossaries containing abstract academic terminology call for a practical

distinction between languages for analytical and pedagogical purposes. When students consult such glossaries to make sense of complex disciplinary concepts, they benefit from encountering terms presented distinctly in each language, particularly when they have varying levels of proficiency across their linguistic repertoire.

Thus, while we acknowledge the theoretical insights of translanguaging and recognise that students do not compartmentalise languages cognitively, we maintain that bilingual glossaries serve a distinct pedagogical function that requires operational language distinction. The separation of languages in glossaries is therefore a pragmatic rather than an ideological tool designed to support conceptual understanding and terminology acquisition in contexts where students navigate English-medium instruction with differential competencies. In this sense, BICS and CALP provide a framework for understanding why students may require disciplinary terminology in their primary languages even when they possess conversational competence in English.

Meanwhile, additive bilingualism, where the first language lays the cognitive and linguistic foundation for learning additional languages, facilitates the acquisition of a second language (Obanya, 2004). While advocating for integration between the language of instruction and students’ first language, providing certain concepts in the students’ languages is essential to enhance comprehension (Batibo, 2010; Kaschula, 2013; Maseko, 2011b). Failure to do so undermines students’ confidence and ability to articulate themselves effectively (Batibo, 2010; Gambushe, 2021).

In this vein, Morrow (1994, 2009) emphasises the importance of epistemological access, whereby learners actively participate in knowledge construction rather than passively reproducing information. Epistemological access is crucial for learners to relate the curriculum to their everyday experiences, thus fostering a deeper understanding and engagement (Ball, 2011).

Considering the challenges related to mother-tongue education, bilingual education is advocated, with the first language serving as a supportive learning tool. Mother-tongue-based bilingual education, incorporating terminology planning, facilitates learning by providing students with familiar linguistic tools (Antia, 2001). In this study, terminology planning and development in the language of learning and teaching (LOLT) contribute to the intellectualisation of African languages and facilitate learning objectives. Thus, glossaries not only expand language but also enhance learning outcomes, aligning with the primary objective of this study.

This said, terminology planning falls under corpus planning, which is useful in assisting languages to efficiently function and acquire new roles. Corpus planning involves reforming the internal body of language, including introducing new terms, adjusting orthography, and expanding vocabulary (Ngcobo, 2007). The lack of terminology development in languages other than English (LOTE) in higher education in South Africa has, to some extent, hindered LOTL from being an effective tool for success. Terminology development enables languages to perform new roles (Antia, 2000). In this context, terminology development can facilitate the use of a language in domains previously underutilised, such as in Political Science and higher education. Conversely, this can also support and contribute to the main objective of this study, which is to enhance learning.

Undoubtedly, terms used in higher education often comprise abstract, discipline-specific concepts and serve as vital tools for accessing and conveying knowledge within those fields (Antia, 2000). This process typically involves the use of terminology uniquely designated for each discipline, as defined by Sager (1990) and Antia (2000), whereby terms function as linguistic labels for concepts within a specific domain. These concepts are mental constructs that exist solely in the human mind (Maseko, 2011a, Sager, 1990, Taljard, 2013). The relationship between

terms and concepts is established through their definitions (Sager, 1990), which elucidate their characteristics and often reflect the descriptive nature of the underlying concepts. This connection facilitates the integration of new knowledge into a discipline's existing framework (Sager, 1990), fostering coherent thought formulation and effective communication within the field. However, the creation of terms for disciplinary concepts is governed by specific guidelines and principles.

Method

This study employed semi-structured observations, interviews, and questionnaires to collect data. Before the outset of the study, students were requested to provide consent, ensuring they understood the voluntary nature of their involvement, the confidentiality of their responses, and the anonymity of their identities. Consent forms were administered to the participants and the class lecturer to sign. The participants were made aware that they could withdraw from the research anytime they felt uncomfortable and that participation in the interviews was voluntary.

The researcher attended the Extended Studies (ES) Politics 1 class alongside students, systematically observing and describing their behaviour concerning the LOTL in a classroom setting, particularly about employing a bilingual glossary. This was a one-year course for students in the Extended Studies Programme (also known as the Extended Curriculum, in other contexts) consisting of 35 students between 18 and 20 years of age.

Observations were conducted to ascertain whether students utilised the provided glossary, which language they employed during learning sessions with the lecturer, and when engaging in discussions among themselves. As Cohen et al. (2007) note, observations provide insights into aspects that participants may not openly discuss in interviews or address via questionnaires. This method made it possible to verify the students' use of the glossary in class and corroborated some responses

obtained from the questionnaires. Additionally, observing the ES Politics I class provided a comprehensive understanding of the class dynamics beyond what participants conveyed in interviews and questionnaire.

Questionnaires were administered to gather information on students' home languages, language used during high school education, and their experiences with the bilingual political philosophy glossary. Two sets of questionnaires were distributed: the first one, at the beginning of the term, aimed to elicit students' perceptions regarding the use of bilingual resource materials and LOTE to support learning at the university. This questionnaire enabled insights into students' viewpoints and comparisons between their high school experiences and those at the university. The second questionnaire, applied mid-term, when students had already had access to the bilingual glossary, sought to assess their experiences using the glossary, its utility, and their overall opinions on its terms. Some questions were designed to address potential issues students may have encountered with bilingual glossaries, utilizing open-ended questions to facilitate a deeper understanding, following Silverman (2000).

Follow-up interviews were conducted during the Political Philosophy I module to allow participants to reflect on their experiences and usage of the bilingual glossary. Participants selected for follow-up interviews indicated glossary usage in the questionnaires. In contrast, those who did not use the glossary were not interviewed, as their reasons for non-usage were provided in the questionnaires. The semi-structured nature of the follow-up interviews encouraged participants to further reflect on language-related issues, particularly using LOTE to support learning at the university.

Results and Discussion

The focus on isiXhosa at Rhodes University is not arbitrary but guided by both the institution's

geographical location and the Language Policy for Higher Education (LPHE, 2002). This policy explicitly mandates that universities identify one African language to develop for teaching, learning, and research purposes. Rhodes University, situated in Makhanda (Grahamstown) in the Eastern Cape, a predominantly isiXhosa-speaking region, has strategically identified isiXhosa as this language in accordance with policy directives.

While the 1996 Constitution's Languages Bill indeed calls for parity of esteem and equitable treatment of all official languages, the LPHE (2002) acknowledges the practical realities facing higher education institutions. Rather than expecting each institution to develop all eleven official languages simultaneously, an impossibility given resource constraints, the policy encourages institutions to make context-appropriate choices that reflect their regional linguistic demographics and institutional capacity.

This approach does not undermine constitutional principles but rather operationalises them pragmatically. By developing isiXhosa as an academic language at Rhodes¹, the institution contributes to the broader national project of elevating African languages in higher education. The reference to bilingual education as a "supportive tool" reflects the current developmental stage of isiXhosa in academic contexts, not a permanent limitation. As isiXhosa terminology and academic resources continue to be developed, this paper contributes to the subsequent expansion of the language role in higher education.

1 Rhodes University Language Policy was formulated in 2019. At the time of its rollout, the National Language Policy Framework for South African Higher Education (2020) had not yet been published. Rhodes University's Language Policy operates on a three-year review cycle. Given that the 2019 policy had just been implemented when the 2020 Framework was released, the institution is currently reviewing and updating its policy to align with the Framework's requirements. The revised policy is expected to be finalised and released by 2026.

In addressing the main research question, this section presents and analyses issues arising from the data collection process, particularly focusing on these research sub-questions. These issues include:

- Students’ perceptions of the role of indigenous languages in academia.
- The availability of bilingual resources to support students’ learning and task execution.
- Students’ perceptions of the use of bilingual glossaries to enhance learning.

Students’ Perceptions of the Role of LOTE as Languages of Learning and Teaching

A significant aspect to be discussed in this paper is students’ perceptions of LOTE and its suitability for use in higher education. Participants in this study expressed a desire for LOTE to be incorporated into their learning experiences. This sentiment aligns with findings from Aziakpono’s study (2007), where participants expressed the utility of isiXhosa and advocated for its development to enhance its integration into classroom settings. However, it is noteworthy that in both studies, students emphasized the importance of access to English and advocated for LOTE to complement English instruction rather than replace it.

The preference for a bilingual approach, incorporating both English and LOTE, is also reflected in the work of Nkomo (2021), who emphasizes the importance of ensuring graduates are proficient in English to facilitate their transition into the workplace. Even though English is seen as a gateway to opportunities, bilingualism serves as a gateway to enhanced opportunities, enabling individuals to develop and deploy multiple linguistic and cognitive repertoires across varied contexts.

These findings underscore the recognition among students of the potential of their primary languages to aid cognition. Moreover, students acknowledge that exclusive reliance on English

during learning can impede their comprehension of course materials. This is illustrated in the responses below, from the questionnaires when they were asked about the use of their primary languages in learning:

“...it would be much easier to understand other words” (Student 1)

“I think it would be better for people to understand certain things better if they were in their own language” (Student 2)

According to Paxton (2009), the students in her study appreciated the use of their own languages for discussing concepts and perceived that to be more beneficial. For example: “It’s easy for me to translate in English when I know it in Xhosa” (p. 356).

From the student’s comment above, Cummins’ hypothesis of developing conceptual learning finds support. Cummins (1979) posits that to facilitate cognition in a second language, a strong understanding in the primary language is crucial. The interdependence of the first and second languages for academic functioning is emphasised, with cognition initially developed in the first language before transferring to the second language once proficiency in the primary language is achieved. As articulated by the students above, they find it easier to grasp new information in their proficient primary languages and then transfer it into the second language, English, in this case.

It is important to though, to acknowledge contemporary theoretical developments in bilingual education, particularly translanguaging theory (Garcia & Wei, 2014) and García and Vogel’s (2017) conceptualisation of a language being a singular linguistic repertoire, which challenges traditional notions of language separation by emphasising the integration of linguistic features without fixed boundaries between languages. While these frameworks have gained considerable traction in recent scholarship, this study maintains that Cummins’ BICS and CALP distinctions remain pedagogically relevant, particularly in contexts where students

encounter new disciplinary concepts. Despite critiques of BICS/CALP for potentially reinforcing language hierarchies and artificial separations, the framework usefully illuminates how robust conceptual understanding in the primary language facilitates subsequent learning in the second language. This is especially pertinent in educational contexts where a dominant language serves as the medium of instruction.

As Jaspers (2018) argues in his critique of translanguageing, language fluidity may prove difficult to implement when one language maintains institutional dominance, as the prevailing language tends to persist in its hegemonic position. This observation carries significant implications for the intellectualisation and academisation of indigenous languages: if translanguageing practices consistently defer to the dominant language, they may inadvertently undermine efforts to develop robust academic terminology in indigenous languages, terminology that is fundamental to genuine conceptual understanding and linguistic equity. Therefore, while acknowledging the value of translanguageing in certain pedagogical contexts, this paper argues that deliberate terminology development and bilingual glossaries serve as necessary tools for ensuring that indigenous languages can function as legitimate vehicles for abstract academic discourse.

Dalvit and De Klerk (2005) observed that isiXhosa was predominantly associated with culture, whereas English was perceived as not belonging to any specific culture. Phillipson (2008) highlights the globalised nature of English, noting its evolution from a regional language to one used at non-regional, non-national, and non-ethnic levels due to its power and influence. Consequently, students often associate values and traditions with LOTE because they use these languages in their homes. While culture is undeniably embedded in every language, the functional relegation of African languages to domestic and traditional domains perpetuates their marginalisation in academic spaces.

Bilingual glossaries can play a crucial role in disrupting this functional divide by facilitating the intellectualisation of African languages. When discipline-specific terminology is systematically developed and made available in African languages through glossaries, students encounter concrete evidence that their home languages possess the capacity to articulate complex academic concepts. This visibility challenges the prevalent assumption that African languages are confined to informal, cultural contexts while English dominates intellectual discourse. By providing students with academic terminology in their primary languages, glossaries demonstrate that these languages have legitimate space in academia and the classroom, not merely in the home. Furthermore, glossaries serve as a gateway to broader language development: the systematic creation of academic terminology in African languages establishes a foundation for their continued intellectualisation and expansion into higher-order cognitive and academic functions. In this way, glossaries represent not merely pedagogical tools but also instruments of linguistic equity and intellectual decolonisation.

In this study, most students demonstrated an awareness of the value of LOTE and its potential to aid learning, particularly at the first-year level. However, they preferred using these languages alongside English rather than exclusively, aiming to leverage them to enhance learning in English. Hence, the study proposed using bilingual glossaries as an additional strategy to facilitate and support learning.

This preference reflects students' desire to draw upon their full linguistic repertoires as bilinguals, rather than being constrained by monolingual academic conventions. While in informal contexts, students translanguage fluidly, academic contexts typically require them to disentangle their integrated linguistic resources and select a single language, a process that can impede learning and hinder performance during assessment. This tension reveals students' attempts to navigate

institutional monolingualism while accessing the cognitive and conceptual resources available through their home languages.

The present study does not undertake a critique of monolingual language-in-education policies, nor does it propose wholesale policy reform. Rather, it adopts a pragmatic approach: working within existing institutional constraints to support student learning in the present moment. Given the persistence of monolingual-driven policies in South African higher education, bilingual glossaries offer an immediately implementable strategy to facilitate learning. These glossaries acknowledge and partially accommodate students' bilingual repertoires without requiring systemic policy transformation. While glossaries do not constitute a complete solution to the limitations imposed by monolingual instruction, they represent a viable, accessible tool that can be deployed now to support students as they navigate English-medium academic contexts. In this sense, glossaries serve as a bridging mechanism that provides linguistic support within the current system while broader debates about language policy and translanguaging pedagogies continue to evolve.

The subsequent section discusses the availability of multilingual resources for students during the learning process.

Availability of Multilingual Resources for Students in Learning and Executing Tasks During their Learning Process

The section will discuss students utilising available resources to support learning and task execution, particularly seeking meaning. In the initial questionnaire, students were queried about their willingness to utilise multilingual glossaries if provided. Responses indicated that 83% of the thirty-three students were ready to use such materials, 15% stated otherwise, and 2% did not respond. These findings parallel previous studies on language attitudes in various higher education institutions in South Africa (Aziakpono, 2007; Dalvit, 2010; Dalvit &

de Klerk, 2005; Dyers, 1998; Nkomo & Madiba, 2011; Shembe, 2005).

Regarding their approach to understanding challenging terms in the subject under study, students reported resorting to alternative resources. They acknowledged using dictionaries to grasp the meaning of complex concepts. During observations, the lecturer encouraged students to procure monolingual dictionaries, suggesting their utility. Hence Hibbert & van der Walt (2014) believes that the teaching and learning materials are still prepared for English monolingual students with no provision for African bi/multilinguals. All participating students affirmed their use of dictionaries in both questionnaires and interviews. However, it's noted that while dictionaries offer definitions, they may lack contextual relevance compared to discipline-specific glossaries. Nkomo (2017) corroborates this, highlighting that dictionaries often lack subject-specific definitions unless specialised. Therefore, while general dictionaries may offer definitions for context-embedded terms, they may not suffice for subject-specific understanding.

Students also mentioned utilizing additional resources such as the internet, specialized subject dictionaries, and glossaries. During observations, some students were observed possessing monolingual dictionaries, using them primarily for reading or group work. In group discussions, students would refer to their dictionaries when encountering unfamiliar concepts.

When the students were asked during the interviews how they used the glossary, they stated that they were using it when executing tasks such as tutorials and assignments. For example:

Bendiyisebenzisa at my own time xa igama ndingali-understand(i), naxa ndifuna i-meaning yelo gama. [Lit. I was using it at my own time when I don't understand a certain term and looking for the meaning of that term]. (Student 1, interview)

I only used it when I was doing my essays and assignments... so that I could understand the terms. (Student 2, interview)

This glossary helps me a lot on writing meaningful essays and understanding what I am reading about. (Student 3, interview)

These findings align with previous research on language attitudes in various higher education institutions in South Africa (Dyers, 1998; Aziakpono, 2007; Dalvit & de Klerk, 2005; Shembe, 2005; Dalvit, 2010; Batyi, 2019). These studies consistently indicate students' desire for their languages to be used to support their learning.

For example, studies conducted by Dyers (1998) at the University of the Western Cape, Shembe (2005) at the University of Durban-Westville, Dalvit & de Klerk (2005) at the University of Fort Hare, and Aziakpono (2007) at Rhodes University focused on attitudes towards the use of African languages (such as isiXhosa or isiZulu) as LOLT. The results demonstrated that students generally supported using indigenous languages in academia. However, differences emerged regarding the integration of LOTE into the learning environment. For instance, Shembe's study (2005) on the use of isiZulu as a medium of instruction in Chemistry in higher education revealed that students preferred a bilingual approach, combining isiZulu with English. Similarly, in other studies (Dalvit & de Klerk, 2005; Aziakpono, 2007), isiXhosa-speaking students expressed support for the use of isiXhosa at university but emphasised its use in conjunction with English, particularly at the first-year level.

The preference for bilingual support in learning is not a recent phenomenon. As early as 2005, students articulated their desire for bilingual teaching approaches (Dalvit & de Klerk, 2005) with similar findings emerging in subsequent years (Aziakpono, 2007). These longitudinal patterns suggest that students have consistently recognised the difficulty indeed, the unnaturalness of disentangling integrated language features within their singular linguistic repertoires to use only one language in academic contexts. Yet despite two decades of student voices indicating

this need, institutions of higher learning have largely maintained monolingual policies in academic contexts. This persistent institutional resistance to students' expressed linguistic realities underscores the urgency of implementable interventions. While systemic policy transformation remains necessary, the enduring gap between student needs and institutional practice highlights why pragmatic tools such as bilingual glossaries warrant scholarly attention and pedagogical implementation. If students have been signalling their bilingual learning preferences for nearly twenty years, the academy cannot afford to wait indefinitely for comprehensive policy reform before responding to these needs.

Students who participated in this study have also indicated their support for introducing these resource materials. When the students were asked for their general thoughts on the provision of bilingual resource materials one of them stated that:

I would like for them to be used, because it is much easier to understand something in your language. My marks would improve.

According to Antia (2000), mastering the terminology of a discipline is essential for accessing knowledge in that field. Many students reported coming from Ex-DET² schools where they used their primary languages alongside English in class. This underscores the need to provide students with multilingual resource materials. Following the distribution of questionnaires on students' perceptions of using LOTE at university, a bilingual glossary was made available to students. Seventy-six percent (76%) of the students reported using the bilingual glossary. The students hold various views regarding bilingual glossaries, which will be discussed in the subsequent observation.

2 These schools were designed for Black learners during Apartheid and were under the governance of the Department of Education and Training. They were characterised by educational poor level and lack of resources.

Students' Perceptions on the Role of Bilingual Glossaries to Facilitate Learning

This section examines students' perceptions regarding the role of bilingual glossaries in enhancing learning. Initially, questionnaires were distributed to gauge any shift in students' perceptions before and after being introduced to the glossary. Findings reveal that students consistently view bilingual glossaries as beneficial for learning. Specifically, twenty-seven participants who reported utilizing the glossary provided in their primary language. Furthermore, students whose primary languages are English and Afrikaans also recognized the utility of the glossary. This underscores the challenges associated with learning when information is presented in a language other than the student's primary language.

The general perceptions were that the bilingual glossaries are helpful for those who do not speak English as a primary language. In this context, students initially completed a questionnaire on their perceptions of glossaries prior to being given access to the glossary for their studies. A second questionnaire was subsequently administered to capture their experiences of using it. Some of the students expressed their expectations before being presented with the glossary:

Because I will be given an opportunity to express my ideas clearly. (Student 1)

I would like them to be used because not all of us come from or have attended in model C schools. Some of us come from township schools. (Student 2)

These statements reveal students' acute awareness of the differing levels of English proficiency among their peers, a diversity rooted in South Africa's persistently unequal educational landscape. Students recognise that their varied schooling backgrounds have resulted in differential access to English proficiency, and they identify bilingual support as a means of addressing this inequity. However, institutional responses to this diversity remain constrained by language policies that often stipulate "English is the language of teaching and

learning" without providing substantive support for linguistic diversity. Such policies, while appearing neutral, effectively normalise monolingualism and provide institutional cover for practices that fail to accommodate students' differing linguistic competencies. When language policies offer no explicit mechanisms for teaching through or with African languages, academics may feel unable or may choose not to employ bilingual strategies, regardless of pedagogical need or student preference. The result is a systemic failure to provide for diversity despite students' clear articulation of its existence and its impact on their learning.

Within such a constrained policy environment, bilingual glossaries take on particular significance. While they cannot substitute for comprehensive language policy reform, they offer a practical intervention that academics can implement even within restrictive policy frameworks. Glossaries create space for the linguistic diversity that students themselves recognise, providing support for those whose English proficiency has been shaped by under-resourced schooling systems, without requiring institutional policy revision. In this way, glossaries function as a form of pedagogical agency, a tool through which educators can respond to student needs despite the limitations imposed by monolingual institutional rhetoric.

Conversely, bilingual glossaries serve as valuable tools in addressing these issues by aiding students in understanding subject-specific terminology and facilitating active participation in classroom activities.

Students who used the glossaries provided positive feedback. They acknowledged their usefulness and how much they helped them to account for some terms that they found to be difficult in English. The following is a short transcript of the follow-up interviews with one of the students who used the bilingual glossary.

Interviewer: ...Okay. *Ubuyisebenzisile iglossary?* [Did you use the glossary?]

Participant 1: *La glossary wawusinike yona? Ewe, ndayisebenzisa ndimane ndijonga pha.* [That glossary you gave to us? Yes, I used it. I used to look up words on it.]

I: *Yayinceda?* [Was it helpful?]

P1: *Ewe yayindinceda because xa igama ulijonge kwi-English iba-vague into. Kodwa xa ithethwe ngesiXhosa iye ivakale bethele.* [Yes it was helpful because when you are looking up an English term sometimes the meaning becomes vague. But when explained in isiXhosa you understand better.]

I: *Ubuyisebenzisa njani?* [How were you using it?]

P1: *Mhlawumbi ukuba ndiyafunda, ndifunde igama then ndiyokulikhangela pha. Kukho ne-explanation ekhoyo pha iyalicazulula ela gama ukuba lithetha uku-thini.* [Like when I am reading, I would see a term then go look it up in the glossary. There is also an explanation there; it untangles the meaning of the term.]

The student confirmed in the above dialogue that he/she found the glossary helpful in providing meaning to some terms that were in English and were difficult to understand. This is in line with a concern by many students having difficulties with understanding what they were learning in English and understanding discipline-specific concepts presented in English-spoken lectures. This observation highlights that linguistically diverse students expend disproportionate time on academic literacy tasks, as the search for meaning requires supplementary cognitive processing. The availability of bilingual glossaries substantially reduces this burden by providing immediate terminological access in students' primary languages. Continued institutional commitment to developing and deploying such resources represents a critical intervention for supporting equitable pedagogical conditions for students navigating academic work in their second or additional language.

Moreover, theories of language and cognition (Heugh, 2021), underscore the crucial role of cognitive development in one's first language. Consequently, students whose second language is English encounter difficulties when learning solely in this language. One student in the questionnaires stated:

Bilingual glossary is very helpful and in terms of understanding in English other words we get a chance to even pronounce them in our own language that gives us a better understanding and **vision** as we study. [The glossary is very helpful and it helps us to understand English. We also get a chance to say some of the terms in our languages and that helps us to have an idea of the concept when we are studying.]

The student quoted above highlights the utility of bilingual glossaries in aiding their comprehension of technical terms in English, allowing them to grasp the concepts represented by these terms in their native languages. By stating, "...that gives us a better understanding and vision as we study," the student employs the term "vision" as a substitute for "concept." As elucidated in the literature review chapter, a concept is a mental construct that exists solely within the human mind (Maseko, 2011a; Sager, 1990; Taljard, 2013). Thus, when the student refers to the concept as "vision," it implies that they have gained an understanding of what the term signifies.

Consequently, when learning in their native language, cognitive processes are more effectively facilitated compared to learning solely in English, where students may need to mentally "translate" the material into their native languages to comprehend it fully. This then is also linked to Garcia and Wei's (2014) and Garcia and Voges' (2017) argument that there is a fluidity of language that students usually draw from their repertoires when making sense of complex concepts.

One of the students who participated in this study stated that:

(. . .) *moss thina xa uyixelelwe nge-English kufuneka uyi-converte apha kuwe entloko la nto. Kanti xa kuthethwa ngesiXhosa its first hand uyaqonda ukuba uthini. Singatsho sibe-quicker nokwenza imisebenzi yethu.* [For us when you are told something in English you need to convert that in your head to your language. But then when you are told something in isiXhosa, it is first hand, you understand what is being said. We would also be quicker in doing our school work.]

The students mentioned above further articulate the argument regarding the importance of using one's primary language for cognitive development. Their remarks align with the previous discussion, emphasizing the benefits and potential for success associated with learning in one's native language. As highlighted earlier, students perceive bilingual or multilingual glossaries as valuable tools for learning, particularly in comprehending specialized terms.

Furthermore, these glossaries enable active participation in the learning process, which is crucial for students whose primary language differs from the language of instruction (LOTE) at university. This is especially pertinent for students transitioning from schools where instruction was primarily delivered in their native languages. At the university level, mastering specialized terms becomes essential for academic success, and bilingual or multilingual glossaries serve as aids in this process, bridging the language gap and facilitating comprehension.

Findings and Recommendations

This section presents the key findings and recommendations derived from the issues discussed earlier in the study.

The primary finding indicates that despite English serving as the LOLT, LOTE has a notable presence at the university level. Additionally, students recognise the utility of these languages in enhancing their learning experiences. However, it is observed that while students possess communication skills in English, they may lack the full academic and cognitive proficiency required in this language. This underscores the necessity for providing adequate support to address this disparity, a notion clarified by Cummins' BICS and CALP framework, as outlined in the theoretical framework.

Furthermore, students perceive English as crucial in higher education due to its status as the LOTE, yet they also acknowledge the importance of their primary languages. Hence, they advocate

for using LOTE to supplement English, recognizing the value of maintaining linguistic diversity. Moreover, students appreciate bilingual glossaries, noting their efficacy in elucidating abstract discipline-specific terms. These glossaries are deemed valuable tools in aiding comprehension and are preferred by students, who often choose to utilise them at their discretion.

The first recommendation addresses the need for systematic management and documentation of multilingual teaching and learning practices within higher education. While it is evident that multilingualism is prevalent in higher education settings, there is a lack of structured planning and reflection on these practices. To counteract this, it is imperative to implement careful planning, developing and management strategies of institutional language policies to ensure that multilingualism is acknowledged and effectively integrated into the learning environment. This approach is crucial for preventing and dispelling misconceptions surrounding multilingualism.

Furthermore, scholarship grounded in current language-in-education theories must extend beyond conceptual discussion to demonstrate tangible application in teaching practices that incorporate bilingualism. Such research has the potential to yield reputable bilingual teaching strategies and initiate the development of a scholarly foundation in LOTE within the African context. By grounding scholarship in LOTE languages, universities can better serve their diverse student populations and foster a more inclusive learning environment.

Another recommendation emphasises the pivotal role of teachers in facilitating multilingualism within higher education. Despite the diverse student body, many higher education teachers remain monolingual. Hence, it is essential to recognize and address the importance of equipping teachers with the necessary skills to leverage the linguistic diversity of their students effectively. As highlighted by the Higher Education Monitor (South Africa, CHE, 2009), teachers should be

trained to view students as valuable resources in the learning process.

Moreover, while it is crucial using students' languages as resources, it is equally important to manage this process effectively to ensure successful learning outcomes. Additionally, although it falls beyond the scope of this study, further research is recommended on students' deficiencies in CALP, as this remains a significant concern. Academic literacy programs should also be developed to provide interventions targeting these issues. Consequently, teachers and lecturers must also receive training in utilizing bilingual resources effectively when teaching, thereby enhancing the learning experience for multilingual students.

The perception of English as a language of opportunity is indeed grounded in reality. However, this study highlights a crucial oversight in academic and educational discourse: the failure to recognize the opportunities afforded by proficiency in languages beyond English, including one's primary language. To address this gap, we propose to integrate courses focusing on the advantages of mother-tongue-based bilingual or multilingual education into higher education curricula.

By incorporating such courses, universities can challenge prevailing myths and misconceptions surrounding bilingualism and multilingualism. These courses would serve to educate students about the multifaceted benefits of maintaining proficiency in their mother tongue while also acquiring proficiency in other languages, particularly English. Additionally, they would foster a more inclusive educational environment that celebrates linguistic diversity and promotes cross-cultural understanding.

In conclusion, this study sheds light on the importance of using additional materials to support learning. There is an existing pervasive belief in English as a language of opportunity, while underscoring the importance of recognizing the value of proficiency in languages beyond English,

including one's primary language. Despite this reality, academic and educational discourse often overlooks the opportunities presented by bilingualism. To address this oversight, the study recommends the integration of courses on the benefits of mother tongue-based bilingual education into higher education curricula. Such courses would not only dispel myths surrounding multilingualism but also promote a deeper understanding of linguistic diversity and foster a more inclusive learning environment. By equipping students and educators with the necessary knowledge and skills, universities can better prepare individuals to thrive in a globalised world where proficiency in multiple languages is increasingly valued and sought after. This, on the other hand, would play a role in the intellectualisation of LOTE through terminology planning and making these languages useful in other disciplines.

References

- Antia, B. E. (2000). *Terminology and language planning: An alternative framework of practice and discourse*. John Benjamins. <https://doi.org/10.1075/tlrp.2>
- Antia, B. E. (2001). Competence and quality in the translation of specialized texts: investigating the role of terminology resources. *Quaderns: revista de traducció*, 1, 16 – 21.
- Antia, B. E. (2021). 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*, 24(1), 138–153. <https://doi.org/10.1080/013670050.2018.1450354>
- Aziakpono, P. (2007). *The attitudes of isiXhosa-speaking students towards various languages of learning and teaching issues at Rhodes University*. [Master's Thesis. Rhodes University].
- Badat, S. (2009). Theorising institutional change: Post-1994 South African higher education, *Studies in Higher Education*, 34(4), 455–467. <https://doi.org/10.1080/03075070902772026>
- Baker, C. & Jones, P. S. (1997). *Encyclopaedia of bilingualism and bilingual education*. Multilingual Matters.
- Ball, J. (2011). *Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years*. UNESCO.

- Batibo, H. (2010). The use of African languages for effective education at tertiary level. In P. Maseko (Ed.), *Terminology development for the intellectualisation of African languages* (pp 30–33). PRAESA Occasional Paper No. 38. PRAESA.
- Batyi, T. T. (2019). Multilingual glossaries: A solution for epistemological access in higher education. *Journal for Language Teaching*, 52(2), 50–76. <https://doi.org/10.4314/jlt.v52i2.3>
- Cohen, L. Manion, L. & Morrison, K. (2007). *Research methods in education*. Routledge.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222–251. <https://doi.org/10.3102/00346543049002222>
- Cummins, J. (1984). Wanted: A theoretical framework for relating language proficiency to academic achievements among bilingual students. In C. Rivera (Ed.), *Language Proficiency and Academic Achievement* (pp. 2–19). Multilingual Matters.
- Cummins, J. & Swain, M. (1986). *Bilingualism in education: Aspects of theory, research and practice*. Longman.
- Dalvit, L. (2010). *Multilingualism and ICT education at Rhodes University: An exploratory study*. [Unpublished PhD thesis]. Rhodes University, Grahamstown.
- Dalvit, L. & de Klerk, V. (2005). Attitudes of Xhosa-speaking students at the University of Fort Hare towards the use of isiXhosa as a Language of Learning and Teaching (LOLT). *Southern African Journal of Linguistics and Applied Language Studies (SALAALS)*, 23(1), 1–18. <https://doi.org/10.2989/16073610509486371>
- Dyers, C. (1998). Xhosa students attitudes towards Black South African Languages at the University of the Western Cape. *South African Journal of African Languages*, 19(2), 73–82. <https://doi.org/10.1080/02572117.1999.10587384>
- Gambushe, W. (2020). *Conditions for the use of isiXhosa in teaching and learning in higher education: A case study of cytology at the University of Fort Hare*. [Unpublished PhD thesis]. SOAS, University of London.
- García, O. (2009). En/countering Indigenous bilingualism. *Journal of Language, Identity & Education*, 8(5), Special issue on Indigenous youth and bilingualism, 376–380. <https://doi.org/10.1080/15348450903305155>
- García, O., & Vogel, S. (2017). Translanguaging. *Oxford research encyclopedia of education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.181>
- García, O., & Wei, L. (2015). Translanguaging in education: Principles, implications and challenges. In *Translanguaging: Language, bilingualism and education* (pp. 119–135). Palgrave Macmillan UK. https://doi.org/10.1057/9781137385765_8
- Hibbert, L. & van der Walt, C. (2014) Bilteracy and translanguaging pedagogy in South Africa: An overview. In L. Hibbert, & C. van der Walt (Eds.), *Multilingual universities in South Africa: Reflecting society in higher education* (pp. 3–15). Multilingual Matters. <https://doi.org/10.2307/jj.26931981.7>
- Jaspers, J. (2018). The transformative limits of translanguaging. *Language & Communication*, 58, 1–10. <https://doi.org/10.1016/j.langcom.2017.12.001>
- Heugh, K. (2021) Southern multilingualisms, translanguaging and transknowledging in inclusive and sustainable education. In Harding-Esch, P. & Coleman, H. (eds). *Language and the sustainable development*, British Council. Kaschula, R. H. (2013). A Response to Jonathan Jansen’s Percy Baneshik Memorial lecture to the English Academy of South Africa. *Litnet*. <http://www.litnet.co.za/Article/a-response-to-Jonathan-Jansens-percy-baneshik-memorial-lecture-to-the-english-academy-of-s>.
- Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in higher education*, 23(2), 157–172.
- MacSwan, J. (2000). The threshold hypothesis, semilingualism, and other contributions to a deficit view of linguistic minorities. *Hispanic journal of behavioral sciences*, 22(1), 3–45.
- Makalela, L. (2015). Translanguaging as a vehicle for epistemic access: Cases for reading comprehension and multilingual interactions. *Per Linguam: A Journal of Language Learning= Per Linguam: Tydskrif vir Taaiaanleer*, 31(1), 15–29.
- Maseko, P. (2011a). *Intellectualization of African Languages with particular reference to isiXhosa*. [Unpublished PhD thesis. Rhodes University, Grahamstown].
- Maseko, P. (2011b). Looking in all the wrong places for real learning. *Mail & Guardian*. <http://mg.co.za/article/2011-08-26-looking-in-all-the-wrong-places-for-real-learning>
- Maseko, P. (2014). Multilingualism at work in South African Higher Education: From policy to practice. In L. Hibbert, & C. van der Walt (Eds.), *Multilingual universities in South Africa: Reflecting society in Higher Education* (pp. 28–45). Multilingual Matters. <https://doi.org/10.2307/jj.26931981.7>

- Morrow, W. E. (1994). Entitlement and achievement in education. *Studies in Philosophy and Education*, 13(1), 33–37. <https://doi.org/10.1007/BF01074084>
- Morrow, W. E. (2009). *Bounds of democracy: Epistemological access in Higher Education*. HSRC Press.
- Ngcobo, M. N. (2007). *Language planning, policy and implementation in South Africa*. Multilingual Matters. https://api.pageplace.de/preview/DT0400.9781853597268_A31863536/preview-9781853597268_A31863536.pdf
- Nkomo, D. (2017). The dictionary in examinations at a South African University: A linguistic or a pedagogic intervention? *Lexikos*, 27, 346–377. <https://doi.org/10.5788/27-1-1406>
- Nkomo, D. (2021) The language question and the role of the university in South Africa revisited. *Alternation*, 542. <https://alternation.ukzn.ac.za/wp-content/uploads/2025/10/02-nkomo-min.pdf>
- Nkomo, D., & Madiba, M. (2011). The compilation of multilingual concept literacy glossaries at the University of Cape Town: A lexicographical function theoretical approach. *Lexikos*, 21(1). <https://doi.org/10.5788/21-1-41>
- Obanya, P. (2004). Learning in, with and from the first language. *PRAESA Occasional paper No. 19*. Cape Town. PRAESA.
- Paxton, M. (2009). “It’s easy to learn when you using your home language, but with English you need to start learning language before you get the concept”: Bilingual concept development in an English Medium University in South Africa. *Journal of Multilingual and Multicultural Development*, 30(4) 345–359. <https://doi.org/10.1080/01434630902780731>
- Paxton, M., & Tyam, N. (2010). Xhosalising English? Negotiating meaning and identity in Economics. *Southern African Linguistics and Applied Language Studies*, 28(3), 247–257. <https://doi.org/10.2989/16073614.2010.545027>
- Phillipson, R. (2008). The linguistic imperialism of neoliberal empire. *Critical Inquiry in Language Studies*, 5(1), 1–43. <https://doi.org/10.1080/15427580701696886>
- Rhodes University (2019). *Revised Language Policy* [PDF]. https://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Language_Policy_2019.pdf
- Sager, J. C. (1990). *A practical course in terminology processing*. John Benjamins.
- Shembe, S. (2005). IsiZulu as a teaching, learning and assessment tool in chemistry in higher education. In *Doing science in African languages, with particular reference to Nguni languages report* (pp. 6–8). Praesa, UCT.
- Silverman, D. (2000). *Doing qualitative research: A practical handbook*. SAGE.
- South Africa (1996). *Constitution of the Republic of South Africa. Act 108 of 1996*. <https://www.gov.za/sites/default/files/images/a108-96.pdf>
- South Africa, Council on Higher Education —CHE—. (2001). *Language framework for South African Higher Education*. CHE.
- South Africa, Council for Higher Education —CHE—. (2009). *Higher Education Monitor: The State of Higher Education in South Africa*. CHE.
- South Africa, Council on Higher Education. (2010). Access and throughput in South African Higher Education: Three case studies. *Higher Education Monitor*, (9), March 2010.
- South Africa, Department of Education. (1997). *Language in education policy*. July 14, 1997. https://www.gov.za/sites/default/files/gcis_document/201409/languageeducationpolicy19971.pdf
- South Africa, Department of Higher Education and Training. (2020). *Language policy framework for public higher education institutions*. https://www.gov.za/sites/default/files/gcis_document/202011/43860gon1160.pdf
- Vygotsky, L. S. (1986). *Thought and language*. MIT Press.
- Yin, R. K. (2002). *Case study research: Design and methods*. (3rd Ed.) Sage Publications.

How to cite this article: Mawonga, S. (2026). Bilingualism for teaching and learning: Exploring with glossaries at an English-medium university in South Africa. *Íkala, Revista de Lenguaje y Cultura*, 31(1), e356129. <https://doi.org/10.17533/udea.ikala.356129>