

Attachment B

UCT LANGUAGE POLICY COMMITTEE

DRAFT REPORT: 2008-2011

1.0 Executive Summary

1.1 Introduction

The purpose of this document is to report to Senate on the work of the Senate Language Policy Committee for the period 2008-2011. The Senate Language Policy Committee was established in 2005 following the adoption of the University Language Policy in 1999 (revised 2003) and the Language Plan in 2003 by Senate and Council. The University's Language Policy recognises English as the primary medium of instruction at UCT. However, the policy advocates many languages of communication. It 'takes as its starting point the need to prepare students to participate fully in a multilingual society, where multilingual proficiency and awareness are essential'. It also commits itself to ensuring that all students and staff have access to effective literacy in English. The language policy recognises our linguistic diversity as a resource, rather than a problem which resides in individuals. It also recognises the personal, social and educational value of multilingualism and of language development. Accordingly, the Senate Language Policy Committee is required to:

- (a) optimise all aspects of language development related to multilingualism at UCT, and to consider annual and medium to longer term plans and policies in this area for approval by Senate.
- (b) monitor and promote the provision of language support for students for whom English is a second language
- (c) promote informed decisions about the shape, form and focus of programmes and activities designed to promote and achieve a multilingual environment at UCT.

1.2 Highlights of the period under review

The following are the highlights of the achievements of the Senate Language Policy Committee in implementing the Language Policy and the Language Plan during the last three years:

1.2.1 Developing critical multilingual awareness and multilingual proficiency among staff

To promote multilingual awareness and multilingual proficiency among staff, the Xhosa Communication skills course was introduced in 2006. Thus far, 800 staff members have participated in the introductory courses. Feed-back from evaluation forms clearly shows how they have helped to improve their communicative competence in the language and their intercultural competence. The course is now also offered at Intermediate level. The plan is to have the course offered at Advanced level.

1.2.2 Developing multilingual proficiency and multilingual awareness among students

The development of multilingual proficiency and multilingual awareness is achieved among students through credit-bearing and non-credit-bearing language courses. Credit bearing courses, which are embedded in the discipline, were piloted in the Faculty of the Health Sciences in 2002 following the introduction of the Problem-based learning curriculum. It is compulsory for students to learn either Afrikaans or Xhosa. The aim of these courses is to equip students with linguistic and cultural competences essential for their profession during and after their study. Since these courses were introduced, they have proved to be a great success. The *Becoming a Doctor* programme has just received the 2011 Pan South African Language Board (PanSALB) Multilingual Award. A pilot course was conducted in Law in 2010 and was well-received. It is hoped that this model can be extended to other professional disciplines in the near future.

Non-credit-bearing courses are offered to students by the Multilingualism Education Project (MEP) during the meridian and at student residences in the evenings. A total of 382 students have participated in these courses, with most of them attending at the three residences, namely, Kopano, Graca Machel and Clarinus.

1.2.3 Promoting access to English

Access to English and academic literacy is promoted by the Language Development at undergraduate and postgraduate levels through the provision of a range of first-year academic literacy courses; writing workshops and individual consultations in the Writing Centre. Access to English for PASS staff is facilitated through individual and group writing workshops and courses run by the Staff Learning Centre.

1.2.4 Multilingual Concept Literacy Glossaries

In 2007 MEP launched the Multilingual Glossaries' project to support concept literacy and vocabulary development in content learning areas. The pilot project was focussed on developing multilingual concept literacy glossaries for Statistics, Law and Economics. All these glossaries were based on the Special Language Corpora constructed for this purpose. The glossaries for Economics

and Statistics have been translated into all the nine indigenous languages and Afrikaans. These glossaries have also been uploaded on *Vula* Hypermedia developed for them.

1.2.5 Promoting multilingualism in the institutional environment

The University has approved the Multilingual Signage project which aims to translate all signage from English into Afrikaans and Xhosa. All the new buildings will have multilingual signage. The University Logo also bears three official languages of the University. The stationary for Senior Managers is now available in three languages.

1.2.6 Income generation

In 2007 MEP was able to get funding from South Africa-Norway Tertiary Development Programme for a three year period. This Project was extended to 2010 with additional funding of R600 000, bringing the total grant to R1 729 469.00.

1.3 Challenges

The main challenge faced with in this project was the lack of capacity and resources, especially after SANTED project came to an end. With regard to multilingual concept glossaries and human language technology projects, the main challenge has always been the shortage of people with expertise in these fields. Human Language Technology is a new field in South Africa and very little research and training has been done so far. The lack of capacity was also experienced in the Xhosa communication skills courses. There is a serious shortage of teachers who have good training in teaching African languages as additional languages.

The last challenge facing the implementation of multilingualism in the university is resources. After the SANTED project there were not enough financial resources to continue the multilingual concept literacy project.

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2.0 The Report

2.1 Language Policy Committee

The Senate Language Policy Committee was established in 2005 following the adoption of the University Language Policy in 1999 (revised 2003) and the Language Plan in 2003 by Senate and Council.

2.1.1 Terms of reference

The Committee has the following terms of reference:

- (a) To establish the Multilingualism Education Project, based on the Language Plan accepted by Senate and Council in November and December 2003;
- (b) To formulate policy proposals on the provision of Xhosa and/or Afrikaans courses for English first language speakers for consideration by Senate;
- (c) To monitor and promote the provision of language support for students for whom English is a second language;
- (d) To monitor the provision of appropriate assessment measures for students for whom English is a second language *via* the Examinations and Assessment Committee;
- (e) To ensure that UCT's academic policies and practices in relation to the provision of staff and student courses (relevant in terms of the aims of the Language Plan) are aligned with national policy as appropriate and relevant (e.g. as spelled out in the Skills Development Act, HEQC criteria and the Language Policy for Higher Education);
- (f) To act as an advisory group to monitor and promote implementation of policies and plans on creating multilingual awareness and a multilingual environment;
- (g) To provide informed decisions about the shape, form and focus of specific strategies which arise from these policies;
- (h) To monitor and review the implementation of policies and plans which directly and indirectly impact on the development of a multilingual programmes and a multilingual environment.

The Senate Language Policy Committee meets four times a year, and is chaired by a DVC or nominee.

2.2 The establishment of the Multilingualism Education Project (MEP)

The Multilingualism Education Project and mandated the Language Policy Committee (MEP) was established in 2005 to give effect to the University Language Plan and to achieve the following objectives:

- To provide guidance on how to foster a multilingual environment within the university;
- To ensure the consolidation of existing multilingual and language development projects.
- To ensure the development of appropriate multilingual materials in the curriculum in order to support students for whom English is a second language;
- To ensure the development of communicative, workplace-orientated courses in Afrikaans and Xhosa for staff and students;

MEP is based in the Centre for Higher Education Development (CHED) which is responsible for setting up the infrastructure and appointment of Staff.

2.4 Implementation (2008-2011)

The implementation of the Language Plan during the period under review focused on the following areas:

- Providing Xhosa and Afrikaans Communication skills courses to staff and students
- Promoting access to Xhosa and Afrikaans Service Courses to students
- Promoting access to English (Students and Staff)
- Compilation of Multilingual glossaries
- Human language Technology
- Promoting multilingualism in the institutional environment
- Promoting multilingual awareness (advocacy)
- Scholarship
- Collaboration with other universities and government departments
- Fundraising for the project/ Income generation

2.4.1 Xhosa and Afrikaans Communication skills course for Staff and Students

This project was aimed at promoting multilingual awareness and multilingual proficiency among staff and students as required by the National Language Policy for Higher Education (2002). Although many indigenous languages are spoken by UCT staff and students, the focus of the project was only Xhosa and Afrikaans which are recognized as the official languages of the university alongside English. The choice of these languages is also based on the fact they are the major official languages of the Western Cape province. The learning of Xhosa and Afrikaans is important for students, especially those in professional disciplines such as the Health Sciences, Education, Social Development and

Law as they have to do their practical work in surrounding communities where these languages are dominant.

2.4.1.1 Objectives of the project

- Provide Xhosa Communication skills course to staff and students
- Train tutors in Second Language Teaching for African languages
- Develop teaching materials for the Xhosa Communication Skills courses for staff and students (Course manuals & CD-ROMs)

The following activities were carried out to implement the project during the period under review:

2.4.1.2 Project Activities

(a) Curriculum development

The first challenge in offering the course was the development of an appropriate curriculum and the Unit Standard. The curriculum for the Xhosa Beginners Course was developed in 2006. During the period under review the curriculum for Xhosa Intermediate 1 & 2 were developed. The Intermediate curriculum allows the course to be completed in 12 weeks. Participants attend twelve sessions of one hour each. The teaching of the course is based on a task-based approach with strong emphasis on conversational skills. At the end of the course participants may choose to take an assessment test to receive a certificate of completion. Participants who opt not to take assessment test, but have attended at least 10 sessions are awarded a certificate of attendance.

(b) The writing of the Xhosa manual

The Course Manual for the Beginners course was completed in March 2007 and revised in 2008. What is unique about this course manual is that it is based on a Task-based approach to second language teaching. In this approach participants learn the language as they try to perform certain communicative tasks such as greeting, introducing themselves to colleagues, giving their life history, family backgrounds and information about their occupations. This approach differs from the traditional approach which put much emphasis on grammar rather than the ability to conduct oral conversations in particular contexts. A mini-Xhosa-English glossary was developed to assist participants with learning the common vocabulary used in the manual. The vocabulary was extracted from the manual by means of WordSmith Tools.

The Manuals for Intermediate courses were developed in 2008 for the pilot courses and were revised during 2009 and 2010.

(c) The Development of Xhosa Communication skills CD-ROM

A CD ROM was developed in 2008 for the Beginners course. It comprises dialogues taken from the course manual. Each year more copies were made

without changing the content. This CD ROM was highly appreciated by course participants. However, some of them felt that the conversations are a bit fast.

(d) Training of tutors

The original plan was to train eight (8) tutors per year and provide a two-week training programme. However, we were unable to find suitable post-graduate students to be trained as tutors. Instead, we employed three experienced tutors on part-time basis. These tutors required minimal training.

(e) Provision of isiXhosa course to staff

The Xhosa Communication skills course was piloted in 2006 with about 60 staff members from the Centre for Higher Education Development (CHED) and the University Libraries. SANTED funding helped in the roll out of this course to the broader university community during the period under review. The course was offered at both Beginner and Intermediate levels. Our plan was to recruit at least 160 participants per year to the courses. This number was always exceeded because of the popular demand for the course. In most cases, staff members requested the course themselves to meet the communicative needs within their working environments. The following tables show staff participation to the courses during the period under review:

REGISTRATION

IsiXhosa Communication Skills Course for Staff	Student numbers				Grand total
	2008	2009	2010	2011(S1)	
Beginners	120	174	127	85	506
Intermediate	36	22	5	0	63
TOTAL	156	196	133	85	569

ASSESSMENT

IsiXhosa Communication Skills Course for Staff	Student numbers				Grand total
	2008	2009	2010	2011	
Beginners	61	86	90	42	279

Intermediate	30	18	3	0	51
TOTAL	91	104	93	42	330

(f) *Provision of Xhosa course for students*

The Xhosa course for students was first piloted in 2008 at Graca Machel residence. The course was later extended to Kopano and Clarinus. This year students in Psychology requested the Xhosa for Beginners course to be offered to them during meridian. After completing the Beginners course they registered for the Xhosa Intermediate course 1. Psychology students regard the Xhosa course important for the profession as it provides them with both communicative and cultural competences.

REGISTRATION

IsiXhosa Communication Skills Course for Students	Student numbers				Grand total
	2008	2009	2010	2011	
Beginners	62	113	99	80	354
Intermediate	0	0	0	28	28
TOTAL	62	113	99	108	382

ASSESSMENT

IsiXhosa Communication Skills Course for Students	Student numbers				Grand total
	2008	2009	2010	2011(S1)	
Beginners	13	81	60	42	196
Intermediate	0	0	0	12	12
TOTAL	0	0	0	54	208

2.4.2 Support for existing Language Service courses in the Health Science faculty and proposal for new courses

One of the responsibilities of the Senate Language Community is to support the existing Language Service courses in the Health Sciences faculty and to explore ways to introduce new courses through the Multilingualism Education Project. During the period under review the following activities were carried out:

2.4.2.1 CD ROMs for Health Sciences courses

Four CD ROMs were developed for the *Becoming a Doctor* Course (Badr) in the Health Sciences for students who are registered for Xhosa. The CD ROMs were

developed in collaboration with the School of Languages (Xhosa Section) and the Faculty of Health Sciences.

The CD ROMs were also developed for Afrikaans. The Faculty was pleased with the CD ROMs as they help to improve the teaching of Xhosa and Afrikaans Service courses.

2.4.2.2 Special Support module

Through the help of SANTED funding, the Health Sciences Faculty was able to pilot the Special Support module which was aimed at providing students who are taking the Xhosa and Afrikaans courses with the opportunity to be immersed in the language by staying with a family in the township for two and half weeks. Four students were supported in the first year and the other four in the second year. Unfortunately MEP could not continue the support to this project due to the lack of funds.

2.4.2.3 Xhosa and Afrikaans pilot courses for Law

During the period under review, a proposal was submitted to the Faculty of Law to introduce the Xhosa for Law course. A pilot course (funded by the SANTED project) was run in the second semester of 2010 by the School of Languages and Literatures. The pilot project was very successful and received good evaluations. About 30 students participated in the course and 20 of them completed the course. An evaluation report was compiled by the School of Languages and Literatures and was submitted to Faculty of Law, who are currently considering inclusion of a credit-bearing course in their curriculum. The School of Languages and Literatures has completed the proposal for a pilot course in Afrikaans and. MEP has undertaken to fund this course in 2012.

2.4.3 Promoting access to English for students and staff

One of the main objectives of UCT's Language Policy and Plan is to provide students and staff with access to English which is the primary medium of communication. Accordingly, the university has adopted two-pronged strategy: 1) promoting access to English through the provision of English academic literacy courses to first year students, and 2) to offer English Writing Development courses to staff. With regard to the provision of access to English academic literacy for students, UCT has a long history of offering these courses. These courses were introduced in the early 1980's with the aim to support students for whom English is not the first language, but this approach changed in the late 1980s and the 1990s to academic development and higher education development. Following this change, the Academic Development Programme

(ADP) was established to provide academic development to meet the challenge of diversity in learning and teaching programmes. The ADP offers different language development courses to first year students who are not first language speakers of English. Within the ADP, there is also the Writing Centre which assists students with English academic writing skills. During the period under review, the following were achieved with regard to promoting access to English:

2.4.3.1 *Language Development work in Academic Development Programmes*

ADP has undertaken various language interventions in all AD extended programmes. This takes the form of adjunct and stand-alone courses, writing workshops and one-on-one consultations in the Writing Centre. This work has grown in the following ways:

- (a) Academic literacy teaching has been integrated into the AGE 1003H course in the General Entry Programme in the Sciences (GEPS)
- (b) Language Development staff have assisted in the design of academic literacy interventions for the AD course in the Law Faculty
- (c) Academic literacy tutorials have been integrated into the AHS 1031 S (Psychology) course in the Intervention Programme in the School of Health and Rehabilitation

- (d) Increases in the numbers of writing workshops and one-on-one writing consultations

2.4.3.2 *Undergraduate mainstream development work*

The work of the Academic Development Programme is increasingly being extended to mainstream courses. The work of integrating academic literacies teaching in the mainstream has grown in the Health Sciences, Commerce and Engineering. A new intervention has been started in the first year Biology course in the Science faculty.

Interventions in the mainstream have taken the form of workshops and training and supporting faculty staff with the integration of academic literacies in their curricula. In addition, the Writing Centre offers one-on-one writing consultations to all students at every level. There is far more of this work needed. The challenge is to ensure that the work is taken over and maintained by the mainstream staff.

2.4.3.3 *Writing Development for PASS staff*

In 2008 the Language Development Group was asked by the Senate Language Committee to develop a pilot Writing Intervention for administration (PASS) staff. Following this pilot a half-time Writing Development Co-ordinator's post was established to ensure a more systematic, co-ordinated approach to writing development for PAS staff. This post is housed in Human Resources and reports to the Head: Staff Learning Centre; it has close ties to the Language Development Group in the Academic Development Program, CHED.

2.4.3.4 *Postgraduate Writing Project*

This project was initiated in 2005 to support postgraduates in the writing of research. This work has grown and in 2011 a new full time post in Postgraduate Writing in the Quantitative Disciplines was established.

The main activities of the project are as follows:

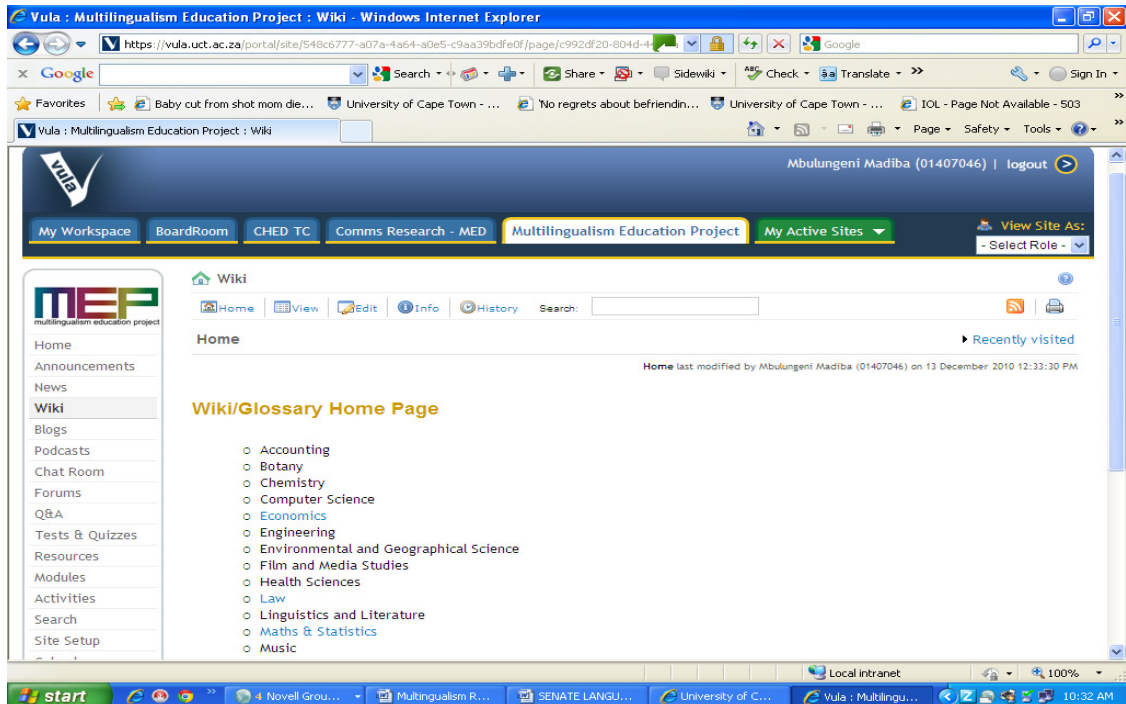
- Generic and specialized writing workshops
- Tailor-made offerings for specific Honours and Masters programmes
- Postgraduate writers' circles
- The postgraduate literacies research and development project

2.4.4 Compilation of Multilingual Glossaries

The project involves the development of Special Language Corpora for Science (Statistics and Math), Economics and Law and the compilation of Multilingual Concept Glossaries for these disciplines to support students for whom English is an additional language.

The Multilingual Glossaries Project was launched in 2007 and continued during the period under review with the financial support from SANTED. The glossaries were aimed at promoting concept literacy among students for whom English is not the first language. The glossaries are corpus-based, that is, they are based on texts collected and arranged systematically in electronic form to allow the mining of terminologies and their related linguistic forms such as concordances using different Human Language Technology tools. The construction of a corpus for each discipline became very challenging and laborious that we finally decided to focus only on three disciplines, namely, Statistics and Maths, Economics and Law. The first two glossaries have been completed and are available in all the eleven official languages of South Africa. The Statics and Maths glossary was developed by Prof Tim Dunne, and MEP assisted with term extraction. Both the Statistics and Maths, and Economics glossaries have been translated into all the nine indigenous languages and Afrikaans. The Law Glossary being finalised and will also be translated into all the official languages next year depending on the availability of funds.

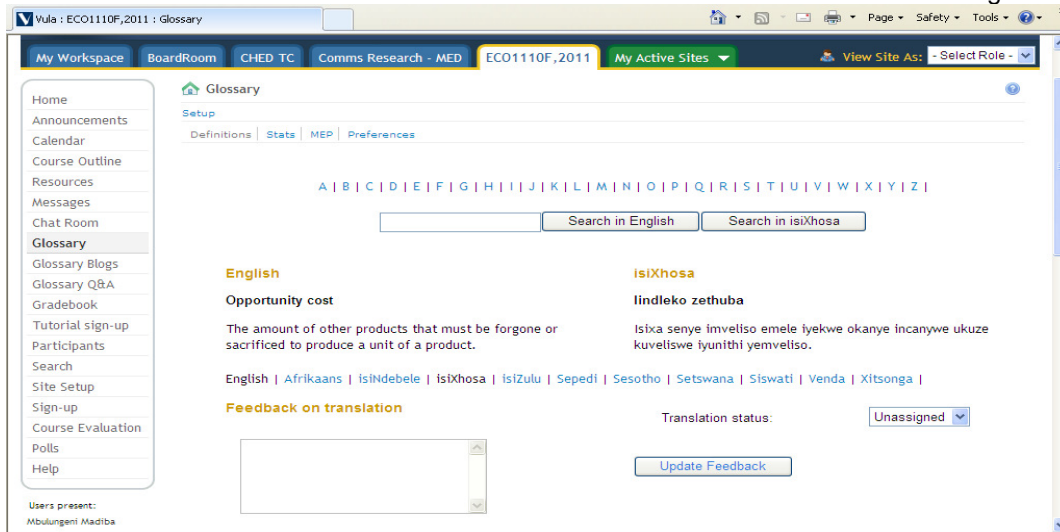
Another achievement in this regard was the development of the Online Multilingual Glossaries Hypermedia on Vula. The Vula Hypermedia provides two sites: one for glossaries and another for wikis. The wiki site caters for all the 11 official languages and has spaces created for over twenty disciplines. As shown below in Screenshot 1, the Hypermedia allows search for definitions, concordances, pictures and uploading of tutorials and podcasts.



Screenshot 1: Multilingual Concept Literacy Glossaries on Vula

This networked Online Learning Environment provides students with easy access to the multilingual and other online courses. As may be observed from the Screenshot above, the Vula Multilingual Glossaries Hypermedia provides several other functions such as Chat room, Forums and Blogs which are quite useful in allowing students to engage interactively with the terms and concordances. Students can also give comments in the comment spaces provided for each term.

Another site was created for glossaries in order to integrate the created glossaries to the course. The Economics1 ADP course was used as a pilot. The Economics glossary was integrated into the course with help from the Centre for Educational Technology (CET). The following is an example of the screenshot of the site:

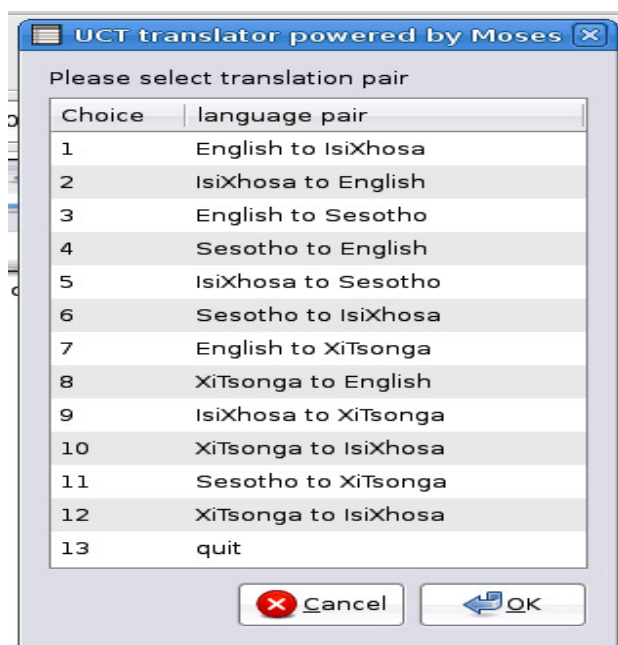


Screenshot 3: Economics Online Glossaries Hypermedia on Vula

From this screen shot, it may be observed that the Vula Hypermedia provides many search-route options, rendering the glossaries poly-accessible. Concepts and definitions can be accessed by keying the term into the search function or browsing the concepts in the selected languages. The hypermedia allow some of the key concepts to be linked with tutorials, pictures, graphics and podcasts.

2.4.5 Machine_Translation Project

Beside the development of multilingual glossaries, an attempt was also made to develop machine translation engine for African languages. The aim of this project was to develop a machine-translation engine which may be used for translation between English and African languages and between African languages themselves. This project was carried out in collaboration with the Department of Electrical Engineering. Three students were recruited to work on the project as part of their studies. One student worked on the creation of parallel corpora as part of her doctoral thesis on Text-to-Speech technology, and the other two completed their undergraduate mini-theses on machine translation. These projects have resulted in the development of two machine-translation engines for African languages with a Graphical User Interface which performs basic translation using Moses which is an open source tool. The following is the interface of this machine translation system developed by one students.



This translation engine requires more data to be able to function effectively. More parallel texts still need to be collected. The translation engine requires a parallel corpus of at least a million running tokens to translate more accurately.

Synopsis of MEP Achievement

Xhosa courses: Log frame synopsis of objectives, indicators and progress

Objectives	Indicators	Achievement/ Output
1. Tutor training	No. of tutors No of courses	<ul style="list-style-type: none"> Only basic training was offered to few tutors
2. Material development (Manual)	Manuals	<ul style="list-style-type: none"> 1 Revised manual for Basic Xhosa 1 Copies for Intermediate
3. Material development (CD ROMs)	CD ROMs	<ul style="list-style-type: none"> 1 Xhosa for Beginners CD ROM 4 CD ROMs for Badr Xhosa course in Health Sciences 4 CD ROMs for Badr Afrikaans course in Health Sciences
4. Provision of Xhosa course for staff	No. of staff	<ul style="list-style-type: none"> 498 staff members
5. Provision of Xhosa course for students	No. of students	<ul style="list-style-type: none"> 382 students
6. Evaluation research	Evaluation forms	<ul style="list-style-type: none"> Evaluation report based on participants feedback

Multilingual glossaries: Log frame synopsis of objectives, indicators and progress

1. Design of corpora	Corpora designs	The generic design was made for the following corpora: <ul style="list-style-type: none"> • Statistics and Math • Physics • Law • Economics • Health Sciences
2. Data collection	No of texts	Data were collected for: <ul style="list-style-type: none"> • Statistics and Math • Physics • Law • Economics
3. Corpus encoding	Encoded texts	Conversion of corpus texts from pdf. or word to text format
4. Development/ localization of corpus tools	Human Language Technology tools for term extraction	The following tools were identified and employed in: <ul style="list-style-type: none"> • Multiconcord (localized to South African language context) • Paraconcord • WordSmith Tools
5. Machine translation engine	Parallel corpus Machine translator engine GUI for African language translators	<ul style="list-style-type: none"> • Two machine translators developed by students as part of their Undergraduate study.
6. Extraction of terms	Number of terms	Terms extracted from the following corpora: <ul style="list-style-type: none"> • Statistics and Math • Economics • Law
7. Compilation of word lists	Number of Word Lists	Word lists have been compiled for each of the following disciplines: <ul style="list-style-type: none"> • Statistics and Math (update) • Law

		• Economics
8. Design of glossaries online sites	Multilingual glossaries online environment	Vula Online Environment has been developed (Wikis & Glossaries)

2.4.6. Promoting a Multilingual Environment

2.4.6.1 Multilingual Signage

In 2006 the Signage project was approved by the University Management with a view to promoting multilingualism in the institutional environment. A Task Team was appointed to develop the Signage project proposal and guidelines. In the period under review, there has been very little progress on this project. The Language Policy Committee has been informed by the Department of Property and Services that the project is now on course and that there is a budget for it. Initial multilingual signage has been completed at the new Student Administration building.

2.4.6.2 Multilingual Logo

During 2006 the Department of Communication and Marketing facilitated the translation of the university logo and stationery into Xhosa and Afrikaans at the level of Senior Management.. The process is underway to extend the project to Middle and Lower Management level. The final list of names of departments has been compiled and will be translated soon.

2.4.6.3 Naming of Building

The Language Policy Committee has made proposals to the Naming of Building Committee for the naming of certain building in Afrikaans and African languages to promote multilingualism in the environment. The Committee awaits the outcome of the proposal. The Language Policy Committee supports the use of the three official languages of the university in all the building signage.

The Naming of Building Committee has also taken a decision to ensure that the university's multilingual logo is inserted in all plaques. Nevertheless, there are still some inconsistencies in that some plaques still only contain English.

2.4.6.4 University communication

During the period under review, some senior management reports had their introductions translated into Afrikaans and Xhosa. Nevertheless, very little progress has been made in this regard In that University communication continues to be mainly in English.

2.4.6.5 UCT Website

During the period under review, there has been very little progress to promote multilingualism on the UCT Website. A meeting was held with ICTS and an agreement was made that the principle of multilingualism will be considered in the new Content Management systems that are being developed.

2.4.7 Promoting Multilingual Awareness (Advocacy)

The Language Policy Committee has through MEP and the School of Languages and Literatures continued to raise critical language awareness within and outside the University. The Monday Paper has published several articles on the Xhosa Communication skills courses and the other language activities in the School of Languages and Literatures and the Faculty of Health Sciences. There have been a few articles in newspapers that have cited UCT's promotion of multilingualism. The PanSALB award has given UCT's multilingualism project high recognition and wide publicity. Several UCT staff members gave interviews on SaFM radio on multilingualism in the university.

2.4.8. Scholarship in the area of Multilingualism

2.4.8.1 MEP scholarship

During the period under review, MEP scholarship was awarded to two doctoral students, three Masters and two undergraduate students.

2.4.8.2 Conferences and seminars

There was no seminar or conference organized during the period under review. However, the some members of the Committee presented papers on multilingualism at the university at local and international conferences.

2.4.8.3 Publications

Madiba, M. 2008. An evaluation of the implementation of the new Language-in Education Policy (LiEP) in selected secondary schools of Limpopo Province. *Language Matters*, 39,2:204-229 (co-authored with Matome Mabiletja)

Madiba, M. 2010. Towards multilingual higher education in South Africa_ the University of Cape Town's experience. *Language Learning Journal*, 38,3:327-346.

Madiba, M. 2010. Fast-tracking concept learning through multilingual glossaries. *Alternation*, 17,1:225-248.

Madiba, M. 2010. The Tshivenda-English Thalusamaipfi/Dictionary as a Product of South African Lexicography Processes. *Lexikos*, 20:307-325 (co-authored with Dion Nkomo).

Madiba, M. 2011 “Multilingual Glossaries Project at the University of Cape Town” a Lexicographic Account of Multilingual Concept Literacy Glossaries in South Africa’s Institutions of Higher Education: A UCT Case Study. *Lexikos*, 21 (co-authored with D. Nkomo)

Madiba, M. 2011. “Multilingual education in South African Universities: Policies, pedagogy and practicality”. *Special Issue of the Linguistics & Education Journal* (under review)

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 to the concept': bilingual concept development in an English medium university in South Africa. *Journal of Multilingual and Multicultural Development*. Vol. 30 (4) July 2009, pp. 345-359.

Paxton, M. and Tyam, N. (2010) Xhosalising English? Negotiating meaning and identity at an English speaking university in South Africa. *Southern African Linguistics and Applied Language Studies*. Vol. 28 (3) 247-257.

2.4.9. Collaboration with other Institutions/ Government Departments

2.4.9.1 Collaboration with UKZN and Rhodes University under SANTED

The University of Cape Town collaborated with Rhodes University and the University of Kwazulu-Natal as part of the SANTED project from 2008-2010. We have learnt many lessons from this project about Project management and experiences of other universities in implementing multilingualism. SANTED offered several training workshops in project management to project coordinators. The SANTED project made us to realize the importance of collaboration and sharing of expertise and resources among universities.

2.4.9.2 Collaboration with other universities as part of Special Interest Group on Multilingualism (SIGoM)

The *Special Interest Group on Multilingualism* (SIGoM) is a group of academics from South Africa who have specialised knowledge, understanding and skills in language planning, educational linguistics, and the promotion and management of multilingualism. These members voluntarily meet to discuss the management of multilingual universities in SA. SIGoM has so far organised three workshops which were attended by most universities. These workshops provided the platform to share knowledge and experiences on the implementation of multilingualism in higher education.

2.4.10. Income Generation

During the period under review MEP received funding from the South Africa Norway Tertiary Education Programme (SANTED). The award was originally meant to run for three years (2007-2009), but was later R1 958 602.00.

2.5 Lessons learnt/ unexpected results/ recommendations

Several lessons were learned from the Project. First, with regard to the Xhosa Communication skills courses we have learned that staff and students are highly motivated to learn indigenous African languages, Xhosa in this case. From the participants' feedback it is clear that the course is important for equipping them with basic communicative skills and knowledge about African culture. Second, we have also learnt that the course is appreciated when staff members themselves have identified the need for the course rather than being coerced to do it. Third, we also learnt that the course became more effective if it was offered in-house, that is, in the respective departments or units to allow the participants to have opportunities to practice together and to encourage one another. Fourth, we have also learnt that for staff members to continue to stay in the course until the end, they need ongoing support and motivation. Lastly, different strategies need to be explored to provide students with the opportunity to learn additional languages.

With regard to multilingual concept glossaries, the main challenge is the shortage of people with expertise in human language technology. Human Language Technology is a new field in South Africa and very little research and training has been done so far. Another major challenge is translation. This task requires translators with expertise and the cost of translating technical texts is very high. A further challenge with regard to multilingual glossaries is integrating them to the curriculum. This requires the cooperation of lectures concerned and good methodology to use them to promote concept literacy. From the small pilot project in Economics, the use of multilingual tutors was very effective, and perhaps strong consideration should be given to multilingual tutors when appointing tutors.

The last challenge facing the implementation of multilingualism in the university is resources. The SANTED project has demonstrated how the success of language policy implementation depends on the provision of resources. SANTED funding helped to fund most of the innovative activities that were not supported by the GOB. In fact, what distinguishes real language planning from mere rhetoric is the authoritative allocation of resources.

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Annexure 1: Publicity of the Project in University (Daily News & Monday Paper articles)

Daily news

Xhosa course helps transformation
27 October 2008



Diversity: The basic Xhosa communication skills course will be extended to many more residences at UCT.

UCT's plans vision to diversify residences received a boost when scores of students completed the basic Xhosa communication skills course known as *masithethe isiXhosa* (let's speak Xhosa).

This has given them an opportunity to learn more about the Xhosa culture, undergone a personal transformation, noted Associate Professor Mbulungeni Madiba, co-ordinator of the Multilinguism Education Project at the Centre for Higher Education Development.

"If you speak to a people with a language that is not their mother tongue, you are only speaking to their heads. But if you speak in their language, you are talking to their hearts and souls," Madiba explained to the 32 students who received their certificates on 22 October.

He said the six-month course, which was hosted in the evenings, was piloted at Graça Machel Hall and Clarinus residences after students requested it.

Because of its success, it will be rolled out to two more residences in the first semester next year.

Initially, Madiba said, they were hoping to have 10 students from each residence during the pilot project, but 58 enrolled.

Grant Willis, acting director at the Department of Student Housing and Residence Life, said the success of the course would help break barriers between students.

"The student housing allocation policy allows for the creation of an environment in which students from diverse backgrounds live together," he explained. "It is not enough just to place students, but we need to ensure that the environment succeeds. This Xhosa course assists the process greatly."

- Author: Myolisi Gophe

Monday Paper, Volume 27.19
3 November 2008

Residence students learn isiXhosa

UCT's plans to diversify residences received a boost when scores of students completed the basic Xhosa communication skills course, *Masithethe isiXhosa* (Let's speak Xhosa).

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Daily news

Xhosa course growing bigger
4 December 2009



Happy moments: One hundred staff members graduated from the isiXhosa course recently.

As Professor Mbulungeni Madiba greeted everyone and joked in isiXhosa, his students burst into laughter, with the braver responding in a rather broken language. As student Daniel Franco puts it, that served to break the ice and start conversations in isiXhosa, fulfilling the objective of the isiXhosa course for beginners, popularly known as *Masithethe isiXhosa*.

The 12-week, one-hour course, offered by the Multilingualism Education Project (MEP) in the Centre for Higher Education Development (CHED), has been attended by

more than 800 UCT staff since its introduction in 2006. The idea is to promote multilingualism at the university, which is viewed as pivotal to transformation, and to equip staff with basic communication skills in isiXhosa.

Franco, a technical specialist with ICTS, attests to this. "I have a better understanding of the language and know the basics," said Franco, who was among the 100 staff members who graduated from the course on 25 November. He continues to learn the language by conversing with isiXhosa-speaking people around the university.

Erisan Nyamutenha, another student, said as a foreigner the course has given him a sense of belonging and made him aware of the Xhosa culture, things that make integration easy.

Professor Nan Yield, dean of CHED, said the course fits well with UCT's objective to improve institutional culture.

Daily news



Students graduate with isiXhosa skills

Tuesday, 3 November 2009

Some 50 students from Graça Machel Hall, Clarinus and Kopano residences are the latest graduates from an isiXhosa-communication programme run by the Multilingual Education Project (MEP) in collaboration with the Department of Student Affairs (Student Residence Life). Last week, the students were capped at a ceremony hosted at Graça Machel Hall, toasting their completion of the 12-session *Masithethe isiXhosa*. By the end of this introductory programme, students are able to hold a decent if basic conversation - greetings, introductions and so forth - in isiXhosa, and also have an elementary understanding of Xhosa culture, explains MEP co-ordinator, Assoc Prof Mbulungeni Madiba. While this was only the second run of the programme at UCT residences, the university is keen to see it rolled out to all residences, says Madiba.

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Daily news

Xhosa course in demand

3 December 2010



Happy Times: Prof Mbulungeni Madiba (middle, right) celebrates with (back, from left) Charmaine Buys, Charles Slater and Emma Makin; (middle) Caren Lodewyks; and (front, from left) Rovena Hendricks, James Moos and Abimbola Windapo, who completed the Masithethe isiXhosa course.

The opportunity to learn about the lives and culture of the Xhosa-speaking people and being able to speak some basics of isiXhosa have attracted over 1 000 UCT staff and students to the *Masithethe isiXhosa* course over the past four years.

A notable achievement, especially as this is in line with UCT's goal of changing its institutional climate and making the campus friendlier and more accessible to all people, said deputy vice-chancellor Professor Thandabantu Nhlapo at the recent graduation ceremony of the 2010 class.

Offered by the Multilingualism Education Project (MEP) in the Centre for Higher Education Development, and funded by the South Africa-Norway Tertiary Education Development programme, the course was piloted in 2006 to staff, and to students two years later.

Since then, 758 staff members and 350 students have participated in the programme. In 2010, MEP in collaboration with the School of Languages and Literatures, also piloted the IsiXhosa in Law course for law students.

Nhlapo urged project managers to monitor the need for a similar course in Afrikaans, the third official language spoken in the Western Cape.

Project co-ordinator, Associate Professor Mbulungeni Madiba, said many participants noted in their evaluations that they enrolled on the course for social purposes, to be able to break the ice with isiXhosa speakers, and to increase their cultural capital.

"Learning any language helps to understand those who speak it a little more, and in this way one benefits from seeing things from other people's point of view," Madiba added.

Anyone interested to join the next course can contact Nonkululeko Nokhepheyi at extension 5359.

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Monday Paper

Volume 30.04
4 April 2011

UCT wins multilingualism awards



There's good reason UCT's submission for the 2010/2011 Multilingualism Awards of the Pan South African Language Board (PanSALB) ran into a few hundred pages; there was a lot of ground to cover.

But the effort paid off. In March, UCT was named the winner in the education category of the PanSALB Awards, a category that looks at the use and promotion of multilingualism in institutions of learning, including policies and tuition material. To be precise, the award was presented jointly to the Faculties of Health Sciences and Humanities at UCT for the training programmes in Afrikaans and isiXhosa that over

the past decade have slowly but surely been incorporated into the formal MBChB curriculum of the Faculty of Health Sciences.

The backbone of this programme has been the Becoming a Doctor course, which spans the second and third years of the curriculum, and which was the brainchild of the designers of the new curriculum, led by Professor Janet Seggie of the Department of Medicine and Dr Nadia Hartman of the Educational Development Unit in the faculty.

It's been a team effort throughout. The Faculty of Health Sciences worked side by side with colleagues in the Faculty of Humanities and the Multilingualism Education Project (MEP) of the Centre for Higher Education Development.

In keeping with the collaborative nature of the work, three UCT scholars travelled to Sandton on 19 March to pick up the trophy - Professor Derek Hellenberg, head of the Division of Family Medicine in the School of Public Health and Family Medicine, and Dr Ian van Rooyen and Dr Mantoa Smouse, both of the School of Languages and Literatures.



Their submission to PanSALB gives a lot of back story. In particular it highlights how things get lost in translation when patients and doctors speak to each other in South Africa.

For example, recent research by Associate Professor Ana Deumert, head of linguistics in the Department of English Language and Literature, has shown that patients whose primary language differs from that used in the health system have a poorer understanding of their diagnosis, treatment recommendations and medication than other patients do.

So concerns were bigger than just doctors' bedside manner.

"It's essential that health professionals are able to communicate in the patients' mother tongues in order to deliver the best possible service with the best possible outcome to those

patients," says Hellenberg.

So the Faculty of Health Sciences - with Hellenberg, Smouse, Van Rooyen and others at the helm - has introduced a train of initiatives to fill such gaps since 2003.

The faculty started with the Becoming a Doctor course in 2003 (Phase 1), part and parcel of its new curriculum. That was followed by Phase 2, a semester-long intensive grammar course in isiXhosa in 2008 and Afrikaans in 2011; then Phase 3 (funded by MEP), started in 2009, a four-week special study module in languages and family medicine, where some students actually live with host families in either Afrikaans- or isiXhosa-speaking communities for two and a half weeks. Last year saw the launch of Phase 4, the integration of languages in bedside teaching in year four (the start of the clinical years) of the MBChB programme.

Over the next few years there are also plans to include language learning and assessment into the final two years of the degree.

There've been other initiatives along the way. So, for example, the faculty translated the Department of Internal Medicine's four-CD compilation on clinical skills, until then only available in English, into Afrikaans and isiXhosa. This was also funded by MEP, and the CDs are now available as an open educational resource. (Key role-players in this exercise were Zukile Jama and Thuli Mncanda of the School of Languages and Literatures, UCT's Information and Communication Technology Services, and Sr Rae Nash, who headed the Clinical Skills Laboratory at that time.)

In addition, the work has spawned a series of research projects. Like the survey on the impact of the language courses on graduates in their workplace, and a pilot project on the feasibility of the integrated teaching of family medicine, clinical skills and languages in a clinical facility.

All this, says Associate Professor Mbulungeni Madiba, co-ordinator of MEP, is possible because UCT has put the right foundation in place. Work such as that in the Faculty of Health Sciences springs from UCT's Language Policy, says Madiba, which takes as its starting point the need to prepare students to "participate fully in a multilingual society".

"It's a graduate-ness thing," he says.

Multilingualism Education Project
Centre for Higher Education Development
Co-ordinator: A/Prof Mbulungeni Madiba

To his mind, programmes such as that for the MBChB programme should be duplicated across all UCT's professional degree programmes, notes Madiba. Already MEP, working with the School of Languages and Literatures, has drawn up and run a pilot short course for the Faculty of Law, with a view to incorporating it into the faculty's formal curricula in the near future.

He's often been teased, adds Madiba, that he heads up multilingualism efforts at UCT; the last institution some expected would pay much attention to the issue.

But if the PanSALB award is anything to go by, he notes, UCT is now setting the trend, and others may well soon start mimicking the university's award-quality initiatives.