

A Language Plan for the University of Cape Town: 2005-2010

1. Introduction.

The purpose of this document is to propose strategies, guidelines and structures for the introduction of multilingual awareness and practice at the University of Cape Town. The plan is informed by the University's Language Policy and its Action Guides; the Constitution of South Africa and the Department of Education's 'Language Policy for Higher Education'. The latter requires institutions to include (in their three-year rolling plans) the strategies they have put in place 'to promote multilingualism' and to show progress in this regard (Department of Education 2002).

The Curriculum Working Group established a task team in March 2003, which was required to develop a language plan for presentation to Faculty Boards and for approval by Senate and Council. The task team was required to focus on the issues of:

- Languages of instruction
- The promotion of multilingualism in the institutional policies and practices of higher education.¹

The task team, comprised of language specialists, academics and a student representative, has consulted widely with key stakeholders in the University (see appendix 1) and has sought to take into consideration their views in reflecting on current language practices at UCT as well as in developing proposals in this regard.

2. English in a multilingual context at UCT.

Language is central to our social and academic engagement at every level: to our communication with those around us, to our learning and to our identities. To plan how we use language in our community is to make a statement about how we conceive of ourselves as an educational institution, and about how we wish to relate to the wider South African society and to an international community of scholars.

English is the medium of instruction at UCT. However, the University's language 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

¹ The issues of 'The future of languages as a field of academic study and research' and 'The study of foreign languages' were referred to the Faculty of Humanities for discussion and feedback.

value of multilingualism and of language development. This position reflects the University's stated institutional goals to:

- be a player in the global field whilst playing an active developmental and supportive role in its local African environment;
- ensure meaningful access and success for students and staff from diverse backgrounds;
- create an institutional culture where systems, processes, behaviour, symbols and rituals represent a diversity of culture (see "Vision 2001 and Beyond" and "Guides for Action").

This plan provides guidelines for institutional language development which will assist in aligning the University's language practices with its institutional goals.

3. UCT's linguistic context.

South Africa has 11 official languages. English, Xhosa and Afrikaans are the official languages of the Western Cape. UCT has a very diverse linguistic population. In the last three years, on average, 65% of the overall UCT student population declared English as their first language. The remaining 35% have home languages which include all of the official languages, as well as many other African, European and Asian languages. Together, first-language speakers of English, Afrikaans and Xhosa speakers comprise approximately 81% of the overall student numbers at present. Whilst we wish to promote multilingualism and multilingual awareness in general, in a climate of limited resources, and in a context where the University has committed itself to strengthening its engagement with the Western Cape population, it makes most sense to allocate resources towards the promotion of UCT staff and student proficiency in the three languages of the region, and to increasing the contexts in which Xhosa is used. In doing so, we are mindful of the opportunities presented for joint development of Xhosa with the other tertiary institutions in the Western and Eastern Cape.

4. Improving Access to English for all students.

4.1. Background

At present, there is a particular problem as regards throughput of students for whom English is a second/foreign language. In several programmes/degrees, the discrepancy in throughput rate between English first-language and second language students is currently over 20%. A considerable body of research (including that of the Language Development Group in CHED) has shown that:

- language and cognitive development are closely linked;
- cognitive processes generally work best through the first language;
- because of the existence of a common underlying proficiency, use of the home language can actively promote more effective acquisition and development of the second-language;
- because of the affective nature of language learning and the close relationship between language and identity, the development of a second language works

best when the first language is acknowledged/accorded status in the immediate environment.

In this view the home language is an important resource for the development of the second language. Language is recognised as a tool for learning and not just a means of communication. The specialised language of the disciplines relies on the ability to decode (often subtle) linguistic cues to meaning. Although performance of these students cannot be attributed solely to language (particularly given issues such as schooling and class background) it is clear that, given the centrality of language to learning, the fact that they are learning in a second language plays a significant role.

It is the duty of each faculty to ensure that students are provided with the necessary tuition to acquire effective literacy in English. The UCT language policy defines this as ‘the ability to communicate through the spoken and written word in a variety of contexts: academic, social and their future careers’. This is a commitment to explicit teaching of the literacy and language skills of the disciplines to all students, a complex task because UCT draws students from diverse language and schooling backgrounds.

In order to develop the appropriate language intervention for all students, it is therefore important to identify the nature of students’ proficiency in English, as well as in other South African languages. It is also important to look at language proficiency in relation to school background. Whilst a student may have developed basic interpersonal communication skills in a language, they may not be able to use that language for academic purposes. Depending on the language in which the student has been schooled, and the nature of that schooling, this may apply equally to the home or second language (see appendix 2 for a fuller explanation of different types of proficiency).

In the following section, we attempt to describe the English literacy needs of students who are home language speakers of South African or foreign languages.²

4.1.1. English Second language (ESL) speakers from English medium schools:

Significantly, over the past three years, on average 65% of first-time entering students declared English as their first language on their UCT application forms. However, in the same period, an average of 73% wrote English as a first language in their matriculation examinations. This discrepancy highlights the important fact that a significant number³ of students who are second language speakers of English and who are eligible for admission to the University have completed most, if not all of their school education through the medium of English in relatively well-resourced, urban schools. These students represent a growing black middle-class population who have chosen to attend former ‘Model C’, private and former ‘DEC’ schools. Research conducted in the Western Cape and elsewhere in the country has shown that students and parents are choosing to be educated through the medium of English because of a perception that this will lead to upward mobility and social success.

² This is not meant to imply that students who are home language speakers of English do not also have problems with accessing the literacy practices of their disciplines.

³ The number is bigger than the statistics indicate because many students, who have attended English medium schools, cite English as their first language.

More research is needed to develop a picture of the language proficiency, literacy skills, language attitudes and school backgrounds of this increasingly diverse group of students. However, both UCT's language proficiency admissions test (PTEEP) and students' academic performance in Commerce, Engineering, Health Sciences, Law and Science have shown that some of these students may still have difficulty with formal written tasks and with the degree to which they are able to use abstract reasoning in English. Grade inflation in the matriculation examination has meant that they are sometimes not identified as needing extra help when they enter the institution. Because they are also likely to have limited academic proficiency in their home languages, and a limited desire to use their home languages for academic purposes (see Bangeni 2001), academic literacy courses in English, which focus on the literacy requirements and discourse⁴ conventions of their discipline, are the most appropriate form of intervention for these students. The discipline's specific form of knowledge construction, and the language in which knowledge is expressed, have to be made explicit. In a number of disciplines this also involves showing students how the form of enquiry and methods of representing knowledge are different from the practices that served them well at school.

At present, the needs of this group of students are taken care of in introductory courses, adjunct tutorials, laboratory writing skills tutorials and consultations in the Writing Centre. Although this area is presently fairly well-established, there is still a tendency in many faculties to regard this kind of intervention as peripheral rather than to see it as central to the curriculum and students' development. The result is that the teaching is often delegated to Academic Development staff and/or relatively inexperienced part-time tutors with little investment from departments in terms of: (i) training and development of tutors; (ii) integrating academic literacy into lectures and (iii) ensuring that the skills that are introduced in the first-semester are reinforced in the disciplines, and developed throughout the undergraduate years.

4.1.2. Students who have studied English as a second language:

For a small, but significant population of students - those who have written English as a second language (ESL) in the matriculation examinations, as well as English second language adult learners - providing opportunities to use their home languages can act as a tool for learning and can scaffold access to the discourses of their disciplines. Research conducted among English second and foreign language students at UCT shows that they are well-disposed towards English as a medium of instruction in the institution. However, they often experience their lack of academic proficiency in English as a social marker and gatekeeper in the institutional environment (Kapp 1998 and Bangeni 2001).

Although the introductory courses mentioned above scaffold this process, we believe that ESL students' access to the cognitively-demanding level of English required in the disciplines is strengthened if they were able to access some materials through the

⁴ This definition of discourse assumes that the specialised language of the discipline is intimately linked to its processes of knowledge construction. Particularly in the Humanities, students may learn the surface language of the discipline without fully comprehending the values of the discipline.

medium of their home languages at entry level. For some students this serves the dual purpose of epistemological access as well as a degree of affirmation (see appendix 2 for the theoretical basis for this argument). Staff of the Academic Development Programme, and in particular the Language Development Group, have introduced various innovations in this regard including:

- encouraging students to use their home languages in class as a scaffolding tool to clarify ideas and concepts (see Kapp 1998)
- conducting writing centre and staff/student consultations in the home language
- developing glossaries/ concept dictionaries of difficult course-specific concepts with students (see Nomdo *et al* 2002)
- where appropriate, allowing students to write in their home languages as a scaffolding device
- providing orientation materials in the home language (see Commerce orientation booklet)
- translating essay topics to the home language
- training tutors to use multilingualism as a resource
- developing multilingual textbooks.

These innovations have tended to be confined to introductory and Academic Development courses and would benefit from being mainstreamed and systematised. We envisage the development of multi-media, self access multilingual materials for key first-year courses with the help of Educational Technology staff and African Language specialists. The University of Stellenbosch has also indicated a willingness to share multilingual concept dictionaries that they have developed in the field of Engineering and to develop an ongoing reciprocal relationship. At present we envisage that the development of concept dictionaries will be confined to Afrikaans and Xhosa, but this may well be extended as other universities begin to develop materials.

Although materials development will at present be confined to Afrikaans and Xhosa, this does not preclude multilingual conversations through peer help. During our consultations, some academics expressed concern that this may have the effect of fostering ethnic division. This has not been the experience of practitioners in the Language Development Group, who have found that there is an increased level of participation in class when students feel that the classroom is a safe environment where they can get help with translation when they struggle with English, as opposed to feeling humiliated. Students also regularly make use of peer tutoring systems in the residences for this purpose. When lecturers have a working knowledge of (as opposed to proficiency in) a student's home language, it is possible to have a conversation in two languages with the student speaking his/her home language and the lecturer replying in English. Some lecturers have also expressed a desire to receive training in English second language teaching and multilingual awareness. At present this kind of training is only available in a Masters' level Academic Literacy course. However, CHED is prepared to facilitate this process through workshops run by Language Development Staff and staff of the African Languages and Literatures section under the auspices of the Higher Education Studies programme.

4.1.3. Students for whom English is a foreign language:

Since the introduction (in 1997) of policy on the admission of students who are speakers of English as a foreign language (EFL), the numbers of undergraduate EFL students have dropped, though there are still instances where faculties admit students who have little hope of passing because they have limited proficiency in English. A number of departments still bypass the admission requirements and have continued to admit international postgraduate students who are not sufficiently proficient in the medium of instruction and/or who require extensive instruction in the literacy practices of the discipline in the South African context. This often causes extreme emotional and financial problems for students who have been successful elsewhere. At present there is no systematic language provision for EFL students. The International Office has recently made finances available for the Centre for Applied Language and Literacy Studies to conduct a pilot language course. The Writing Centre also services many of these students through consultation around essays, as well as through grammar courses. This work will require ongoing financial support. The basic principle should remain that only those students who gain the required test scores should be admitted. Thereafter, appropriate language support should be provided *via* supervisors, the Centre for Applied Language and Literacy Studies (CALLSSA) and the Writing Centre.

4.2. Assessment of students for whom English is a second/ foreign language:

4.2.1. Writing is central to assessment in many of the disciplines on our campus. Research all over the world has shown that a conscious focus on writing in the disciplines is the key to improving the quality of student output. Currently, this is in place in most disciplines at the first-year level. However, research has shown that literacy skills in the discipline develop over time; and that to become proficient in the discourse, students need regular and detailed feedback on their writing (Ballard and Clanchy 1988). At present, many academics give students feedback on drafts at first-year and postgraduate levels. However, this is often not allowed at senior undergraduate levels. Evidence from the Writing Centre and findings from a current research project indicate that students sometimes receive very little feedback on the essays they submit at senior undergraduate levels. In some departments in the Science and Engineering faculties, final-year and postgraduate students are asked to produce extensive writing projects and dissertations with virtually no prior preparation at earlier levels. Writing development takes time and requires opportunities for practice and for feedback. This applies to all students, but particularly to those who are writing in an additional language. The Language Development Group has the capacity to work with academics across the disciplines to ensure that an explicit focus on writing is integrated into the teaching of the discipline.

4.2.2. As part of its deliberations, the task team considered a proposal by the SRC that students for whom English is a second/foreign language be allowed the use of print English language dictionaries in examinations, and that they should be allowed extra time. The task team believes that this proposal should be supported at the first-year level. A number of U.S. and Australian universities provide for extra time and dictionaries in examinations on the basis that research has shown that text-processing takes longer in a second language (Kiwani 2000). In the South African context, research at the University at Stellenbosch has confirmed the finding that second/foreign language students take much longer to read and to produce written work in academic English, a situation that is exacerbated by the negative effects of

time-induced stress of examination conditions (Faure *et al* 2003). Our recommendation is that departments that require students to undertake extensive reading and writing in examinations consider allowing ESL/EFL first-year students (i.e. those who have written English as a second language in their final year of school) extra time in the examinations (on application) and the use of print English language dictionaries (to be provided by departments). An alternative could be the provision of 10-15 minutes extra reading time for all first-year examinations that require extensive reading. 'Take-home' and 'open book' examinations are also options worth considering in departments where that is viable and appropriate. There are precedents for these alternatives in the English Department.

4.2.3. As a result of a concern (expressed by students over many years), a Senate sub-committee is currently considering a proposal for anonymous marking of examination scripts. The intention of this policy is to minimize the possibility that irrelevant inferences be subconsciously used to discriminate for or against students, in particular inferences based on gender, race and any other kind of information which can be made on the basis of a student's name. These subconscious inferences can influence the assessment of second and foreign language students.

4.2.4. With the exception of the School of Languages and Literatures, the UCT Language policy currently makes provision for assessment in English only. However, it has become apparent that in some departments where students are being prepared for a multilingual workplace, it is important to examine students in the language in which they intend to practice. Currently this applies particularly to in-service training in Education and PRAESA and to adult learning. In the future there may be other initiatives, such as the current proposal by the Judge President of the Western Cape that the Faculty of Law and CALLSSA provide legal and language training for court interpreters.

5. The Promotion of multilingualism in institutional policies and practices.

5.1. The provision of communicative, workplace-orientated courses in Xhosa and/or Afrikaans for students.

The UCT mission is 'to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society'. We believe that it is not possible to achieve this without taking into account South Africa's multilingualism. In order to equip our students with 'life-long skills' for the workplace in a democratic South Africa where all citizens have a constitutional right (section 30) to function in their home languages in the public domain, they will need to achieve proficiency in at least one African language. In some professions, this is likely to become a requirement. There are increased reports from departments, from the workplace and recent research, that English-speakers are ill-equipped to cope in professions like Teaching, Law and Social Work because of a lack of ability to converse in the languages of the region and a lack of cultural awareness.

There appears to be a perception by staff in some faculties that students are resistant to the notion of learning other South African languages. However, our proposals have received full support from all the Student Faculty Councils and the SRC. In the Health Sciences, where Xhosa and Afrikaans are compulsory, student evaluations have been

overwhelmingly positive, with students' only significant complaint being the workload (see appendix 3). We believe that there are important lessons to be learnt from the model in that faculty.

In the current model in Health Sciences, Xhosa and Afrikaans classes are fully integrated into the "Becoming a Doctor" course alongside clinical skills, health promotion, community health and family medicine. Language teaching includes direct contact in small groups (90 minutes per week) and self-access multimedia materials. The focus of the language training is on the development of conversational skills for medical consultations. Students are tested on their ability to converse with a patient in Afrikaans and Xhosa in an onsite clinical examination. This means that the course has direct relevance for students' future careers as doctors, that they are able to recognise the relevance (as indicated by the evaluation results) and are consequently motivated to learn. The course is credit-bearing and students have to pass the language components (which together count a third of the course).

Although this model of teaching is initially expensive in terms of production of integrated materials and the provision of small group teaching, we think it is the ideal model because it provides the appropriate level of proficiency (in this case basic interpersonal communication skills) and relevant content. In the long term, we would like to make such provision available to all the professional faculties. At present, Law, Education and the Social Work Programme are all ready to pursue this route and to make the necessary curriculum space available. Interest and support has been expressed by the Engineering DAC. We hope that Humanities, Science and Commerce will give consideration as to how to introduce multilingualism and multilingual awareness into the curricula of students in the general degrees. It will also be necessary to engage in concrete steps to foster a community in which multilingual language proficiency is a goal to which students aspire because they realise its value. We envisage that this will have to be a staged process, given the necessity for extensive curriculum development. This is reflected in our proposed timetable (section 8).

The focus on the languages of the region is a starting point. We are aware that Xhosa as a second language is not well-developed in Western Cape schools, and reports from the Western Cape Education Department are that this situation is unlikely to improve significantly in the foreseeable future. At present we do not have the capacity to offer domain-specific, workplace-orientated courses in other languages. As more universities develop such courses, this may become possible. However, we believe that even if students do not end up living and working in the Western Cape, a working knowledge of Xhosa will benefit them in terms of access to other Nguni languages. Although there are important differences between the languages, Zulu, Swati, Tsonga and Ndebele are all mutually intelligible, have the same structural bases and together make up 51% of speakers of African languages in this country (Census, 2001). Learning Xhosa will have additional benefits in terms of building sensitivity and cultural awareness. It is a means towards building a nation where people make an attempt to understand one another.

5.2. Providing access to multilingualism for staff.

The majority of academic staff are home language speakers of English who have a working knowledge or fluency in Afrikaans. There are very few members of staff who are proficient in Xhosa. There is an urgent need to employ more staff who are speakers of African languages, but it is equally urgent to encourage English speakers to acquire at least a working knowledge of an African language. Here, 'working knowledge' is defined as the ability to conduct a basic conversation with reasonably accurate pronunciation, and sufficient knowledge of the linguistic system to be able to identify the difficulties that students have that are the result of linguistic transfer from the home language. Self-access, multimedia materials can be used to assist this process. It is also important to train staff to use multilingualism as a tool for learning in their teaching. In addition, staff should be sensitised to the ways in which their classes often alienate and silence students through lack of cultural sensitivity or an over-reliance on certain forms of cultural capital (see Steyn and Van Zyl, 2000).⁵ Extensive research has been conducted into critical language awareness in this country (see Kaschula and Anthonissen, 1995). Members of the School of Languages and Literatures are currently investigating the provision of SAQA approved, communicative courses in Xhosa for this purpose. It is not yet known whether there is a demand for such courses in Afrikaans.

UCT administrators generally have proficiency in English and a working knowledge or fluency in Afrikaans. There are very few who have proficiency in Xhosa. There is also a need to make provision for administrative staff to acquire conversational fluency in Xhosa through SAQA approved courses. At present only multimedia facilities are available. Moreover, African language speakers in the administrative area often experience English as a gatekeeper to their progress in the institution because many have oral, but not written proficiency in the language. Where appropriate, we need to facilitate courses and/or mentorship in written English proficiency for those who are African language speakers. The need for the development of cultural sensitivity in this area is also apparent.

We think that it is important that incentives be provided for staff to learn another language or to engage in training in ESL courses and multilingual awareness.

5.3. Developing a multilingual institutional environment.

We need to take concrete steps to create a multilingual environment in which all staff, students and parents feel welcome and acknowledged through the use of (at least) the regional languages in public spaces, documentation (where appropriate) and public gatherings. The Registrar is currently investigating the feasibility of changing UCT signage on buildings to incorporate Afrikaans and Xhosa. The Development office is also considering how to use the regional languages in important public events. The development of in-house translation capacity is being investigated. Similarly to other universities, we could consider the introduction of multilingual awareness in some publications like "Monday Paper" and "Varsity". Human Resources and SDSD are also currently exploring the development of interactive, web-based multimedia which could promote multilingualism and cultural awareness. We could also investigate the possibility of a trilingual official letterhead.

⁵ This issue is also a source of anger among black staff.

The task team believes that special attention needs to be given to graduation ceremonies. While it seems important to preserve time-honoured U.C.T. traditions, it seems equally important to acknowledge our location in Africa through use of the regional languages in the programme, in the welcoming address and in song. During our consultations, many people have talked about the need to pronounce students' names appropriately, and we suggest that the University give consideration to the appointment of orators (staff members or senior students who are speakers of African languages) to undertake this task. It has also been noted that UCT is the only university in the country where the national anthem is not sung at graduation. There is strong support for this proposal from Student Faculty Councils.

Similar consideration could be given to other important occasions where we welcome parents, prospective students and members of the public into our midst. It has been noted that UCT's forthcoming 175th anniversary will be an important time to foreground and celebrate our multilingualism.

Below are recommendations arising out of the issues raised above:

6. **Proposal 1:** Improving access to English academic literacy for ESL students.

We propose that Faculties (in association with the Language Development Group, the School of Languages and Literatures and other appropriate structures) review their provision of language support, with a view to expansion.

To this end, we recommend that, staged over a period of six years:

- 6.1. degree/ programme committees give thought to how to strengthen and expand their current provision of language and literacy support through adjunct tutorials and/or writing tasks, particularly at senior levels.
- 6.2. departments be encouraged to develop self-access, contextualised multilingual concept dictionaries in their first-year courses with the help of African Language specialists and Educational Technology staff in CHED.
- 6.3. essay topics in entry-level courses be translated into as many languages as possible, but definitely into Afrikaans and Xhosa, ahead of time.
- 6.4. where the need arises, students in first-year workgroups and laboratory sessions be given the option to consult each other in their home languages to clarify concepts. Opportunities for students to talk through their essays in their home languages could also be facilitated by the Writing Centre.
- 6.5. where feasible and practical (e.g. in the Centre for Applied Language and Literacy Studies; PRAESA; teacher in-service courses; B.Ed and adult education courses) the University should allow students to be assessed in their home languages.
- 6.6. faculties give consideration to the provision of extra time and English language dictionaries for ESL students in first-year examinations that have a high reading load.
- 6.7. discipline-specific language proficiency tuition be provided for those EFL students who are currently not catered for by undergraduate

courses.

7. **Proposal 2:** Developing multilingual proficiency and awareness.

We recommend that concrete steps be taken to foster multilingualism and multilingual awareness.

To this end, we recommend that, staged over a period of six years:

- 7.1. programme/ degree committees give consideration to the introduction of a relevant Southern African language requirement (as a credit-bearing course). In some faculties this may take the form of a workplace-orientated, communicative course (as has been the case in Health Sciences).
- 7.2. academic and administrative staff be provided with appropriate language learning opportunities and training in ESL teaching and multilingual awareness.
- 7.3. Human Resources give consideration to the notion that staff efforts to learn another South African language or to undergo training in ESL teaching be recognised for purposes of promotion.
- 7.4. Student Development and Services and the Residences sector be asked to develop appropriate informal opportunities for the promotion of multilingualism and for English first language speakers to hear and speak other South African languages with their peers.
- 7.5. that multilingual awareness and discussion be generated among staff through a seminar series jointly hosted by the School of Languages and Literatures, the Language Development Group in CHED and the Centre for African Studies.
- 7.6. UCT follow the example of several other universities by creating signage in public spaces in the three regional languages.
- 7.7. some documentation (e.g. letters to parents; some advertisements) and the UCT letterhead be printed in English, Xhosa and Afrikaans.
- 7.8. languages other than English be acknowledged and celebrated at official UCT gatherings e.g. graduation ceremonies and parents' meetings.
- 7.9. that multilingualism and multilingual awareness be promoted in the University's in-house publications and that support be given to develop an interactive web-based multimedia site that will promote multilingualism and multilingual awareness.

Note: Although the recommendations in this report contain concrete suggestions about structural implementation, this should not preclude new initiatives or the use of resources other than those mentioned.

8. Proposed timetable.

	2004	2005	2006	2007-2010
ESL development	<p>CALLSSA to review the provision of courses for EFL students.</p> <p>Ongoing teaching of HES course in Academic Literacy. Development of new courses in ESL training by CHED.</p> <p>Consideration of the proposal re extra time in the examinations and print dictionaries.</p>	<p>Faculties to review their provision for ESL students.</p> <p>Provision of ESL training for staff by CHED.</p> <p>Faculties to consider proposal for extra time in examinations.</p>	<p>Provision of concept-dictionaries and multilingual materials for selected, key courses.</p>	<p>Ongoing provision in all areas.</p> <p>Evaluation of provision.</p>
Learning Xhosa and/or Afrikaans: students.	<p>Ongoing development of courses in Health Sciences. Curriculum development for Law and the Social Work Programme.</p> <p>Commerce, Humanities and Science to give consideration to how to introduce multi-lingualism and multilingual awareness into their curricula.</p>	<p>Provision of courses in Health, Law and the Social Work Programme.</p> <p>Curriculum development for Education.</p>	<p>Provision of courses in Health, Law, and the Social Work Programme. Curriculum development for Engineering.</p>	<p>Ongoing provision of courses including Engineering.</p> <p>Evaluation of provision.</p>
Xhosa courses for staff.	<p>Curriculum development for staff courses.</p>	<p>Provision for 50 staff members per year to learn Xhosa.</p>	<p>Ongoing provision.</p>	<p>Ongoing provision & evaluation.</p>
Multi-lingualism in the environment	<p>Promotion of multilingualism <i>via</i> SDSD.</p> <p>Seminar Series on Multilingualism in the curriculum.</p>	<p>Ongoing promotion.</p>	<p>Ongoing promotion.</p>	<p>Ongoing promotion and evaluation.</p>

	Development of signage. Multilingualism at key events and in key documents.			
--	--	--	--	--

9. Governance structures and resources.

It is important that the work of implementing and monitoring multilingualism be owned by the institution at the highest level. We therefore recommend that a Senate committee, chaired by an executive member be responsible for implementation. Moreover, we recommend that the various projects outlined above be located in one institutional home (to be decided), but drawing on staff from the School of Languages and Literatures, the Language Development Group in CHED, CALLSSA and PRAESA.

In addition to the use of existing resources in the School of Languages and Literatures and the Language Development Group, CHED, we recommend:

- that the University either appoints or seconds a language practitioner to lead the process.
- that an additional three full-time members of the School of Languages and Literatures be appointed, using funds set aside in the Planning and Budget Framework for institutional transformation. Together with existing full-time members of staff, these staff members would take responsibility for faculty-based development of multilingualism, i.e. both materials development for ESL students and the development of appropriate, domain-specific Xhosa courses.
- that the University fund or fundraise for the development of postgraduate fellowships/scholarships in African languages (2005-2010). These would have a work component. Such a project would enable us to attract quality students who could also be trained as tutors to work on contract in domain-specific courses. This would have the effect of developing the area of 'teaching Xhosa as a second language', providing cost-effective teaching and contributing towards equity development. These students would be supervised and trained by members of the African Languages and Literatures section who would also be responsible for curriculum development of courses. In the long term, it is envisaged that the cost of tutoring would have to be borne by faculties.
- that the administrative costs of implementing multilingualism in the environment be borne by the administrative budget in the General Operating Budget.
- that the cost of employing Educational Technology staff be borne by CHED through fundraising.
- that staff courses be funded from the skills levy money which has been set aside for strategic initiatives for PASS staff and faculties and from the staff development budget.

10. Conclusion.

U.C.T. has committed itself to a process of transformation that includes the recognition of multilingualism as a resource for learning and development. We have

attempted to take into account institutional constraints and possibilities in developing an appropriate plan for our context. We believe that the key to the success of this plan rests in:

- strong institutional leadership and support;
- strong support and commitment at faculty and departmental level;
- a carefully piloted, staged process of implementation;
- a financing model that enables the development of domain-specific rather generic curricula, small class teaching and the use of multimedia;
- co-operation with other tertiary institutions;
- regular evaluation of the plan in terms of our institutional and societal context.

1 October 2003

Task Team members:

Assoc. Prof Mugsy Spiegel (Chair and member of CWG)

Dr Benito Khotseng (Deputy Vice-Chancellor)

Assoc. Professors Sandile Gxilishe; Russell Kaschula and Chris Van der Merwe
(School of Languages and Literatures)

Prof. Raj Ramesar (Health Sciences)

Dr Rochelle Kapp (CHED)

Ms Bee Wijsenbeek (SRC).

Appendix 1:

List of individuals/groups consulted by the task team:

Profs Ndebele, De la Rey and Hall.

Mr Hugh Amoore.

Ms Judy Favish, Academic Planning.

Ms Sandra Ansoe and Ms Joanne Uphill, Human Resources.

Mr Francois Botha, Discrimination and Harassment Office, SDSD.

Ms Rhoda Kadalie, member of Council.

Staff of School of Languages and Literatures.

English Department (Linguistics) Professors Raj Mesthrie and Kay McCormick.

Staff of PRAESA (including Prof. Neville Alexander).

CALLSSA (Prof. Doug Young).

School of Education and Schools Development Unit (Prof. Crain Soudien and Dr Lydia Abel).

Professional Staff Development, CHED (Dr Suellen Shay).

Staff of Language Development Group, CHED.

Health Sciences (Prof. Trevor Gibbs and Prof. Dele Amosun).

Dean's Advisory Committee for Commerce, Engineering, Humanities, Law and Science.

CHED Faculty Board.

SRC and Faculty councils.

Ms Phumla Satyo, Western Cape Education Department.

Universities consulted:

Rhodes; Western Cape; Witwatersrand and Stellenbosch.

Appendix 2 – Academic Language Proficiency.

The work of Canadian Applied Linguist Jim Cummins (1996) and a range of theorists working in bilingual contexts, have shown that it is necessary to make a distinction between the conversational and academic aspects of language proficiency. Cummins distinguishes between 'basic interpersonal communication skills' and 'cognitive academic language proficiency'. If they are well-motivated and have adequate teaching support, learners generally acquire conversational fluency in a second language relatively easily, particularly if they are living in an environment where the language is used frequently. Academic language proficiency is far harder to learn in a second language. It requires a solid cognitive grounding in the first language which enables the learner to transfer concepts from the first language into the second language. It is also far more reliant on conscious teaching which scaffolds learners.

In this respect, Cummins has made a distinction between the use of language in context-embedded and context-reduced situations. Context-embedded situations are typical of face-to-face interactions where the communication is supported by a range of contextual, interpersonal extra-linguistic cues to meaning such as gestures, facial expression and intonation. Context-reduced situations are typical of (although not limited to) many academic contexts which require high levels of cognitive engagement and typically rely on primarily linguistic cues to meaning. Such contexts require high-levels of academic language proficiency. The distinction here is not between oral and written modes. Listening to a difficult lecture where there is little possibility for interaction may be as context-reduced and cognitively demanding as reading a difficult academic article or trying to analyse an essay topic. Equally, writing an electronic mail message may be undemanding and context-embedded if you are communicating with a friend.

In most black South African (formerly DET) schools, English as a subject is taught as a second language. The emphasis in the existing senior syllabus is on the development of basic communication skills, the kind of skills needed to conduct day-to-day interpersonal exchanges. The syllabus and the matriculation assessment of English foregrounds the development of oral proficiency with the oral examination accounting for one third of the total marks.

In theory, English is also the language of learning and teaching in the rest of the curriculum in most high schools. Nevertheless, research has shown that in practice teachers use the home language extensively. They compensate for students' and their own difficulties with English and the subject matter through rote-learning, the avoidance of difficult concepts and the provision of model answers, known in the townships as 'scope' (see Kapp 2000). In most schools, students have little or no experience of extended writing (in their first or second languages) which would allow them to think through and apply theoretical concepts and to develop textual analysis and argumentation skills. Those students, who have grown up in urban environments,

emerge from school with a reasonable level of conversational fluency in English but do not have the proficiency required to use the language in context-reduced contexts at cognitively demanding levels.

It is arguable that given the lack of a firm training in either language, some of these students may not have the necessary level of cognitive academic language proficiency to write a better essay in their home language. However, we believe that the use of the home language as a resource will facilitate the process of decoding and interpreting the discourses of the disciplines at the initial stages.

Appendix 3:

EVALUATION: XHOSA - LANGUAGE COMPETENCE FOR DOCTORS					
	Dreadful	Poor	Average	Good	Excellent
Content	0	2	32	80	17
Relevance	2	3	18	69	37
Volume	9	17	49	41	10
Facilitator	0	3	14	41	71

BECOMING A DOCTOR: EVALUATION FOR AFRIKAANS LANGUAGE SECTION

ASPECT OF COURSE: MEETING AND GREETING					
SCORE	Dreadful	Poor	Average	Good	Excellent
Content	3	8	37	70	23
Relevance	2	5	26	73	35
Volume	3	11	41	62	20
Teaching Team	0	1	7	64	62

ASPECT OF COURSE: PARTS OF THE ANATOMY					
SCORE	Dreadful	Poor	Average	Good	Excellent
Content	3	6	37	73	24
Relevance	2	3	27	69	41
Volume	3	12	45	60	23
Teaching Team	0	0	16	66	60

ASPECT OF COURSE: QUIZ AND COMPETITION					
SCORE	Dreadful	Poor	Average	Good	Excellent

Content	3	7	34	51	15
Relevance	2	13	30	44	21
Volume	2	11	35	50	12
Teaching Team	0	2	13	50	44

ASPECT OF COURSE: VARIANTS OF AFRIKAANS					
SCORE	Dreadful	Poor	Average	Good	Excellent
Content	8	22	37	27	12
Relevance	6	21	36	32	11
Volume	5	13	44	32	12
Teaching Team	2	2	10	52	40

ASPECT OF COURSE: TEMPERATURE, PULSE, BLOOD PRESSURE AND SWAB					
SCORE	Dreadful	Poor	Average	Good	Excellent
Content	1	3	24	69	47
Relevance	1	2	14	60	70
Volume	2	4	31	68	38
Teaching Team	0	0	10	55	79

Acknowledgements:

We are grateful to the following people for providing valuable information: Hugh Amoore; Sandra Ansoge; Judy Favish; Maureen Gallon; Fiona Gibbons; Cathy Hutchings; Jane Hendry; Pam Maseko; Gideon Nomdo; Prof. Sizwe Satyo and Alvin Visser.

References.

- Bangeni, B. 2001. 'Language attitudes, genre and cultural capital: a case study of EAL students' access to a foundation course in the Humanities at UCT'. Unpublished Masters Dissertation.
- Ballard, B. and Clanchy, J. 1988. 'Literacy in the University: An Anthropological Approach'. In G. Taylor, V. Beasley, H. Bock, J. Clanchy and P. Nightingale (eds.) *Literacy by Degrees*. Milton Keynes: Open University: 7-23.
- Cummins, J. 1996. *Negotiating Identities: Education for Empowerment in a Diverse Society*. Ontario: California Association for Bilingual Education.
- Department of Education. 2002 "Language Policy for Higher Education". Pretoria.
- De Klerk, V. 2000. 'To be Xhosa or not to be Xhosa: that is the question'. *Journal of Multilingual and Multicultural Development* 21 (3): 198-215.
- Faure, M., Ridge, E. and van der Walt, C. 2003. 'A feature of the Landscape: proficiency in situated language'. Unpublished paper, University of Stellenbosch.

- Kapp, R. 1998. 'Language, Culture and Politics: The case for multilingualism in tutorials'. In S. Angéilil-Carter (ed.) Access to Success: Academic literacy in higher education. Cape Town: University of Cape Town Press: 21-34.
- Kapp, R. 2000. "With English you can go everywhere'. An Analysis of the role and status of English at a former DET school'. *Journal of Education* 25: 227-259.
- Kaschula, R. and Anthonissen, C. Communicating Across Cultures in South Africa: Towards a Critical Language Awareness. Johannesburg: Hodder and Stoughton.
- Kiwan, D., Ahmed, A. and Pollitt, A. 2000. 'The effects of time-induced stress on making inferences in text comprehension'. Paper presented at the European Conference on Educational Research, Edinburgh.
- Nomdo, G., Thesen, L. and Mashigoane, M. 2002. 'Using Multilingual Concept Glossaries in the Humanities'. Unpublished draft, University of Cape Town.
- Steyn, M. and Van Zyl, M. 2001. "Like that Statue at Jammie Stairs...". Some student perceptions and experiences of institutional culture at the University of Cape Town in 1999'. Unpublished report, Institute for Intercultural and Diversity Studies of Southern Africa, University of Cape Town.
- Taylor, N. and Vinjevoold, P. (eds.). 1999. Getting Learning Right. Johannesburg: Joint Education Trust.