



National Conference on Multilingualism in Higher Education

Towards Multilingualism in Teaching and
Learning in Higher Education in South Africa:
Issues, Challenges and Opportunities

University of South Africa
20 -21 August 2015

PROGRAMME

TO ALL DELEGATES OF NCMHE 2015

Alexander (2003, 29) argued that “all higher education institutions should participate in facilitating and promoting the goal of the National Language Policy to develop all South African languages in such a manner that they can be used in all high status functions, especially as formal academic languages at higher education level. In the same way that English and Afrikaans are used as formal academic languages at higher education institutions, every official language of South Africa should be developed towards that position.” Research confirms the view that students perform better if they are supported in their mother tongue. Therefore the conference will also explore how to harness multilingual education (MLE) to meet students’ needs. Recent research further suggests that some students who choose to study in English to improve their global competitive edge, make use of study guides and resources written in their mother tongue when they get stuck with difficult concepts in a distance learning environment.

This two day conference provides a forum where scholars from various higher education institutions can interrogate issues of language policy and development in Higher Education focusing on the following themes:

- Language, transformation, equity and success in Higher Education
- Challenges and opportunities of multilingualism in teaching and learning in Higher Education
- Language policy and planning in teaching and learning in Higher Education
- Language Practice in Higher Education: The development of African Languages as academic languages
(including issues of lexicography and terminology development, translation and interpreting)
- Human Language Technology (HLT) for multilingualism in Higher Education
- Multilingualism within an Open Distance and eLearning (ODeL) environment

SPECIAL EVENTS

A cocktail function will take place at the Protea Restaurant (OR Tambo building, Unisa Muckleneuk campus) on Thursday, 20 August at 18:30 for 19:00.

LOCAL ORGANISING COMMITTEE

Prof Oupa Mashile (Conference Chairperson)
Dr Matome Mashiapata (Coordinator)
Dr Britta Zawada
Prof Laurette Pretorius
Prof Mtholeni Ngcobo
Prof Matshepo Matoane
Prof Moloko Sepota
Prof Zodwa Motsa
Prof Pat Mafora
Dr Maria Madiope

Dr Nanda Klapwijk
Ms Junior Mphahlele
Mr George Dire
Ms Lindelwa Mahonga
Mr Chris-Mark Prins
Mr Mantsipane Legodi
Mr Malose Mokwatedi
Ms Leza Deyzel

SCIENTIFIC COMMITTEE

Dr Britta Zawada (Chairperson)	Prof Moloko Sepota
Prof Matshepo Matoane (Co-ordinator)	Prof Zodwa Motsa
Prof Laurette Pretorius	Prof Pat Mafora
Prof Mtholeni Ngcobo	Dr Nanda Klapwijk

ABOUT THE VENUES

The following venues will be used for the Conference:

Venue A:	Kgorong Main Function Hall (4th floor)
Venue B:	Bamboo Hall (3rd floor)
Venue C:	Conference Room 6 (1st floor)
Venue D:	Conference Room 3 (1st floor)

- All plenary sessions will take place in the Kgorong Main Function Hall (Venue A).

KEY TO CONFERENCE THEMES

Theme 1:

Language transformation, equity and success in HE

Theme 2:

Challenges and opportunities of multilingualism in teaching and learning in HE

Theme 3:

Language policy and planning in teaching and learning in HE

Theme 4:

Language practice in HE

Theme 5:

Human Language Technology for multilingualism in HE

Theme 6:

Multilingualism within a ODeL environment

KEYNOTE SPEAKERS



Dr Pamela Maseko

School of Languages: African Language Studies, Rhodes University

Dr Pamela Maseko is currently a Senior Lecturer in the School of Languages: African Language Studies at Rhodes University, Grahamstown. She previously worked as the co-ordinator of the South Africa-Norway Tertiary Development Project on Multilingualism in the same institution, and at the University of Cape Town and the National Language Project. She has served as a member of various provincial and national task teams on matters related to languages and their role in access and success in higher education for students speaking language other than English. She is an Executive Member of the African Languages Association of Southern Africa. Dr Maseko holds a PhD in Sociolinguistics and her research interests include language policy and planning, with a focus on multilingualism and language in education. Her research on language policy and planning, and language practices in South African higher education has been published in journals and as book chapters both locally and abroad.



Prof Richard Madadzhe

Prof Madadzhe boasts an Honours degree in Tshivenda, Master's degree in Drama; and another Master's in African Languages with special focus on African Linguistics as well as a Doctoral degree both obtained from the University of Stellenbosch. Prof Madadzhe has published numerous South African Post Secondary Education (SAPSE) accredited articles as well as 25 books comprising poetry, novels, drama, literary theory, essays, grammar manuals and folklore. He has successfully supervised more than 100 Honours, 100 Master's and 12 Doctoral students. He is currently a chairperson of Tshivenda National Language Body (PanSALB) whose main task is to ensure that Tshivenda receives the recognition it deserves (in spoken and written form) as one of the eleven official languages of the country. He is regarded as an expert in various language and literary fields such as semantics, morphology, sociolinguistics, translation, syntax, drama and prose.



Dr Tessa Dowling

Dr Dowling is a senior lecturer at the School of Languages and Literatures, University of Cape Town. Her research interests include 2nd language teaching methodologies; 2nd language materials development; Contemporary African language discourse; Media appropriation of African Languages for branding South Africa; the use of African languages in radio and television; code-switching; contemporary African language lyrics as poetry; Signing South Africa; documenting and analysing African language signage; Research into the naming of HIV/Aids in African languages.



Dr Langa Khumalo

Dr Khumalo is the Director in the Language Planning and Development Office at the University of KwaZulu-Natal. He has vast teaching and research experience in the area of linguistics and lexicography. He has been a guest researcher at the University of Oslo and a Senior Mellon Fellow at Rhodes University. He is a Fellow of the Cambridge Commonwealth Society and a recipient of the Commonwealth Scholarship. Dr. Khumalo holds a PhD in Linguistics from the University of Oslo, an M.Phil. in Linguistics from Cambridge University, an M.A. and B.A. Honours from the University of Zimbabwe. He is the author of *A General Introduction to Ndebele Grammar* (CASAS 2003) and one of the editors of *Isichazamazwi SesiNdebele (A First Monolingual General Ndebele Dictionary)*. He has published monographs on harmonised orthographic conventions, chapters in linguistics books, a number of articles in linguistics and theoretical lexicography in referred local and international journals. He is currently editing a festschrift on *African Languages and Linguistic Theory*. His research interests include, inter alia, corpus linguistics, morphosyntax and lexicography.



Prof Mbulungeni Madiba

Mbulungeni Madiba is an Associate Professor and Coordinator of the Multilingualism Education Project in the Centre of Higher Education Development at the University of Cape Town. He obtained his MA in African Languages and DLitt et Phil in Linguistics at the University of South Africa. His main areas of research are language policies, language planning, politics of language, language development, corpus linguistics; translanguaging and concept literacy. He studied in Germany where he spent six months at the University of Cologne. He is a Mandela Fellow at Harvard University and an Oppenheimer Fellow at the University of London. He was also a Visiting Research Fellow at the University of Birmingham. He is currently the chairperson of the Pan South African Language Board. He has published several papers on language planning and policy and has presented many papers at local and international conferences.

PROGRAMME

DAY 1

Thursday, 20 August 2015

08:30-09:00 Registration

09:00-09:15 **Welcome**

Prof MC Maré (Vice-Principal Academic: Teaching and Learning, Unisa)

09:15-09:40 **Official opening**

Prof MS Makhanya (Principal and Vice-Chancellor, Unisa)

09:40-10:20 **Keynote address**

The Honourable Dr B E Nzimande (Minister of Higher Education and Training)

10:20-10:30 **TEA/ COFFEE**

10:30-11:00 **Keynote address**

Prof Mbulungeni Madiba (UCT)

Disrupting class: translanguaging as a disruptive innovation in South African universities' landscape of language education

11:00-11:30 **Keynote address**

Dr Tessa Dowling (UCT)

Iyasolveka? Living South African multilingualism: new concepts of language, new ways of speaking

11:30-12:00 **Keynote address**

Prof Richard Madadzhe (UL)

The use of African languages in higher education in South Africa: a myth or reality?

12:00-12:30 **Concurrent session I**

Session 1 (Venue A)	Session 2 (Venue B)	Session 3 (Venue C)	Session 4 (Venue D)
<p>Mother-tongue support via educational interpreting for Setswana-speaking learners studying through the medium of English</p> <p>Mr Johan Blaauw (NWU)</p>	<p>Educational interpreting as part of a diversified multilingual approach at Stellenbosch University</p> <p>Juanli Theron (Stellenbosch University)</p> <p>Prof Leon de Stadler (Stellenbosch University)</p>	<p>Readiness for multilingualism in Higher Education Institutions: the case of DUT language policy</p> <p>Dr Rosethal Makhubu (DUT)</p> <p>Sylvia Phiwani Zulu (DUT)</p> <p>Evangeline Bonisiwe Zungu (DUT)</p>	<p>African languages in teaching and learning project at Unisa: a response to functional multilingualism</p> <p>Prof Koliswa Moropa (Unisa)</p> <p>Khetiwe Marais (Unisa)</p> <p>Feziwe Shoba (Unisa)</p>

12:30-13:00 **Concurrent session II**

Session 5 (Venue A)	Session 6 (Venue B)	Session 7 (Venue C)	Session 8 (Venue D)
<p>Discovering what lies beneath the covers: attitudes of student teachers Dr Mariette Postma (Unisa)</p>	<p>Discourse practices of teacher educators preparing pre-service teachers for teaching in multilingual classrooms Dr Anthony A. Essien (Wits)</p>	<p>Reflections on language development and multilingualism in higher education: a case for the Cape Peninsula University of Technology Prof Monwabisi Ralarala (CPUT) Prof Eunice Ivala (CPUT) Prof Ken Barris (CPUT) Noleen Leach (CPUT) Linda Mkhize (CPUT) Zakhile Somlata (CPUT)</p>	<p>Sociocultural aspects and their influence on attitudes towards academic biliteracy Dr Sandiso Ngcobo (Mangosuthu University of Technology)</p>

13:00-13:45 **LUNCH**

13:45-14:15 **Concurrent session III**

Session 9 (Venue A)	Session 10 (Venue B)	Session 11 (Venue C)
<p>The role of the South African official indigenous languages in multilingual teaching and learning in Higher Education in South Africa: issues, challenges and opportunities Ms Nomadhlengala Ndabezitha (UP)</p>	<p>Assessing insight in a multilingual learning and teaching context Christa van der Walt (Stellenbosch University)</p>	<p>Multilingualism in a blended learning environment Ms Claudette Leppan (NMMU)</p>

14:15-14:45 **Concurrent session IV**

Session 12 (Venue A)	Session 13 (Venue B)	Session 14 (Venue C)
<p>The language issue: perspectives on an isiXhosa and an Afrikaans course for staff at the Cape Peninsula University of Technology Dr Ignatius Ticha (CPUT)</p>	<p>Legal perspectives of multilingualism in institutions of Higher Education: achieving parity of esteem Zwelethu Sibiyi (UKZN)</p>	<p>Challenges and opportunities of multilingual teaching in Higher Education: a content analysis approach Dr Bonisiwe Zungu (Wits) Dr Sylvia Zulu (Wits) Dr Lolie Makhubu (Wits)</p>

14:45-15:15 Concurrent session V

Session 15 (Venue A)	Session 16 (Venue B)	Session 17 (Venue C)
<p>The development of isiZulu as an academic language at three South African universities</p> <p>Dr Zinhle Nkosi (UKZN)</p>	<p>Multilingualism amongst staff and academics? A re ithuteng dipuo! (Let's learn languages)</p> <p>Mr Johan Zerwick (NWU)</p>	<p>Machine translation at Unisa</p> <p>Dr Gideon Kotzé (Unisa) Dr Loïc Dugast (Unisa) Mr Friedel Wolff (Unisa)</p>

15:15-15:30 TEA

15:30-16:00 Concurrent session VI

Session 18 (Venue A)	Session 19 (Venue B)	Session 20 (Venue C)
<p>Exploring the employability of Language Practice students: a case study</p> <p>Ms Cabangile Ngwane (DUT)</p>	<p>Harnessing challenges and opportunities of multilingualism for improved teaching and learning in South African Higher Education</p> <p>Liberty Nyete (University of Venda)</p>	<p>Building language resources from institutional content in Higher Education</p> <p>Prof Laurette Pretorius (Unisa) Dr Gideon Kotzé (Unisa) Mr Friedel Wolff (Unisa) Dr Loïc Dugast (Unisa)</p>

16:00-16:30 Concurrent session VII

Session 21 (Venue A)	Session 22 (Venue B)	Session 23 (Venue C)
<p>Multilingualism as an instrument of teaching and learning</p> <p>Dr Hilda F. Israel (NMMU)</p>	<p>Supporting epistemological access using a variety of dialogical strategies</p> <p>Mr Theodore Rodrigues (CPUT)</p>	<p>Current perspectives on the Stellenbosch "taaldebat"</p> <p>Dr Gerda Odendaal (Stellenbosch University) Mr Marius Swart (Stellenbosch University)</p>

16:30-17:00 Concurrent session VIII

Session 24 (Venue A)	Session 25 (Venue B)	Session 26 (Venue C)
<p>Trends observed in a multilingual MBA Operations Management class</p> <p>Johan Jordaan (NWU)</p>	<p>Implementing the National Language Policy at institutions of higher learning: implications for multilingualism</p> <p>Ms Aileen Lucia Ownhouse (NMMU)</p>	<p>Language transformation, equity and success in HE</p> <p>Ms Lindelihle Bhebhe (CPUT)</p>

18:30 for 19:00

Cocktail function

Venue: Protea Restaurant, OR Tambo building, Unisa Muckleneuk Campus

Dress code: Smart casual

DAY 2

Friday, 21 August 2015

08:30-09:00 Registration and signing of attendance register

09:00-09:10 Conference announcements

09:10-09:50 **Keynote address**

Dr Pamela Maseko (Rhodes University)

Multilingualism in South African Higher Education: the dynamics of implementation

09:50-10:40 **Keynote address**

Dr Langa Khumalo (UKZN)

Intellectualisation of indigenous African languages in South African Higher Education: History, challenges and advances

10:40-11:00 **TEA/ COFFEE**

11:00-11:30 **Concurrent session I**

Session 28 (Venue A)	Session 29 (Venue B)	Session 30 (Venue C)
<p>The impact of first language interference on science teaching and learning among Further Education and Training students</p> <p>Mr Kwanele Booi (CPUT) Ms Vanessa van Staden (CPUT)</p>	<p>The development of indigenous languages for multilingual purposes</p> <p>Prof Moloko Sepota (Unisa)</p>	<p>Giving affirmation to African languages in South African universities: the Wits Language Policy survey</p> <p>Mr Nhlanhla Cele (Wits)</p>

11:30-12:00 **Concurrent session II**

Session 31 (Venue A)	Session 32 (Venue B)	Session 33 (Venue C)
<p>Development of isiXhosa-speaking students' academic literacies: a multilingual intervention</p> <p>Dr Thoko Batyi (NMMU)</p>	<p>Language policy in education: transformation and planning in teaching and learning in higher education in Africa with special focus on South Africa</p> <p>Dr Neo Ramoupi (CHE)</p>	<p>Let us start as early as possible: towards multilingualism in the teaching and learning of languages in the Southern African and Indian Ocean region</p> <p>Dr Fiona Horne Dr Karen Ferreira-Meyers Dr Velomihanta Ranaivo Rakotoniaina</p>

12:00-12:30 Concurrent session III

Session 34 (Venue A)	Session 35 (Venue B)	Session 36 (Venue C)
<p>Higher education institutions in SA and their presence on the web Mr Friedel Wolff (Unisa)</p>	<p>Exploring subsidiarity as a guiding principle in language policy and planning Prof Ian Bekker (NWU)</p>	<p>Students' experiences on the use of English as medium of learning and teaching at the University of Swaziland Ms Nosisi Dlamini (UKZN) Mr Gregory Kamwende (UKZN)</p>

12:30-13:00 Concurrent session IV

Session 37 (Venue A)	Session 38 (Venue B)	Session 39 (Venue C)
<p>Third Spaces in ODL: A regional perspective on ICTs and its role in the language development of undergraduate learners at decentralised spaces of learning Mr Jacques du Toit (Unisa)</p>	<p>The value of multilingual education in South African institutions of higher learning Mr Sithembele Marawu (CPUT)</p>	<p>Challenging traditionally monolingual spaces Ms Nomxolisi Jantjies (CPUT)</p>

13:00-13:30 Concurrent session IV

Session 40 (Venue A)	Session 41 (Venue B)	Session 42 (Venue C)
<p>Towards using students' first language as a cognitive tool in interalising threshold concepts in accounting online Ms Heather Cousins-Fana (NMMU)</p>		<p>Setswana ka Setswana 40 years on: celebrating the introduction of Setswana as a LOLT in Higher Education Prof Shole J. Shole (NWU)</p>

13:30-14:30 LUNCH AND DEPARTURE

ABSTRACTS

Dr Thoko Batyi (Nelson Mandela Metropolitan University)

Development of isiXhosa-speaking students' academic literacies: A multilingual intervention

Language, transformation, equity and success in Higher Education

Since the adoption of democracy and transformation, the student population has drastically changed at Nelson Mandela Metropolitan University. Diversity, particularly cultural and linguistic diversity is the norm in the classrooms. Students bring with them diverse educational backgrounds, which sometimes do not enable them to successfully learn in the higher education context. However, for equity in knowledge access, and to confirm the claims that are made regarding the usefulness of the literacies students bring from other contexts in accessing academic literacies, multilingual strategies were tested in a Tourism Communication tutorial. Based on the theory of "multiliteracies" (The New London Group, Cope & Kalantzis, 1996), this research was conducted to investigate the usefulness in teaching and learning, of strategies such as, the development and use of multilingual glossaries, code meshing, translanguaging and reading bilingually. Data was collected through tests, a questionnaire, interviews, summaries and reflective journals. The results showed improvement in students' academic and disciplinary literacies at the end of the year and the Tourism lecturer also confirmed the usefulness of the multilingual strategies, as learning by these students was enhanced.

Prof Ian Bekker (North-West University)

Exploring subsidiarity as a guiding principle in language policy and planning

Language policy and planning in teaching and learning in Higher Education

The aim of this paper is to explore the principle of subsidiarity, particularly in relation to its possible relevance to language policy and planning, both generally and in higher-education in South Africa. The principle of subsidiarity is a core aspect of the Catholic Church's social teaching; and in essence emphasizes that societal functions should operate and be controlled by actors at the most decentralized level possible: it is an injustice ... to assign to a greater and higher level what lesser and subordinate organizations can do" (Compendium of the Social Doctrine of the Church; section 186). In the process of exploring the relevance of the principle of subsidiarity to language policy and planning in South Africa (with specific reference to higher education).

Mrs Lindelihle Bhebhe (Cape Peninsula University of Technology)

Language transformation, equity and success in Higher Education

Language, transformation, equity and success in Higher Education

The study will explore the use of Narrative Multiculturalism in the teaching and learning of graphic design to multilingual/ multicultural students. Addressing the linguistic and cultural diversity in higher education ensures that all students reach their potential and are able to contribute to the economic development of the country. Therefore it is vital to teach students that visual communication cannot adopt a “universal meaning” approach. As such, design education needs to address cultural nuances that determine the appropriateness of a design language for the diverse consumer. Narrative Multiculturalism will be used to examine how cultural semiotics in graphic is taught to students from differing cultural and linguistic backgrounds. Data will be collected through participant observation, in-depth semi-structured interviews and a focus group. Document and discourse analysis will be used to unearth how diversity is incorporated into the curriculum through probing syllabi, design briefs as well as the design rationales for students’ work. Design students, lecturers, alumni and industry experts will make up the respondents. The research aims to assist in the development of a graphic design course that caters for students’ linguistic and cultural needs to ensure education equity.

Mr Johan Blaauw (NWU)

Mother-tongue support via educational interpreting for Setswana-speaking learners studying through the medium of English

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

The North-West University (NWU) implemented educational interpreting (EI) as a medium of instruction in addition to parallel and dual medium in 2004. As part of this implementation of EI and aware of the need to support non-English-speaking learners and students studying in English in their mother tongue, the NWU since 2008 has carried out a number of studies from foundation phase education through first-year university courses to an advanced certificate in education for mathematics and science teachers where EI was used to provide mother-tongue support in Setswana. All these studies in various environments have rendered similar positive results. This presentation gives an overview of the studies and their results and looks at different ways in which EI can be implemented. It also discusses a positive spinoff, namely the development of subject terminology in Setswana as a consequence of this introduction of EI, thus contributing to the development of

Setswana as a formal academic language.

Mr Kwanele Boo (Cape Peninsula University of Technology, CPUT)

Ms Vanessa van Staden (Cape Peninsula University of Technology, CPUT)

The impact of first language interference on science teaching and learning among Further Education and Training students

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

Globally, it has been acknowledged that many students in initial education programmes with poor levels of literacy and numeracy are mostly those whose mother tongue is not the language of instruction. This situation also prevails in South Africa, where the focus of initial teacher training programmes needs to be on developing student literacy. While extensive research has been done on multilingualism and the role of language in the teaching and learning of science at school level, there is a need to explore the interference of mother tongue among English second language (ESL) preservice teachers. This qualitative study investigated the challenges faced by ESL preservice science teachers during teaching practice. Data was collected by means of a case study of science teacher educators in two South African universities through interviews. Results indicated that ESL preservice science teachers teach reduced content because of a limited vocabulary and thus compromise coherent learning and conceptualisation. Science teacher educators as agents of change should assist these preservice teachers to become competent multilingual speakers.

Mr Nhlanh Cele (University of the Witwatersrand)

Giving affirmation to African Languages in South African Universities: The Wits Language Policy Survey

Language policy and planning in teaching and learning in Higher Education

Indigenous languages have not been well developed in South Africa and the historical inheritance of this country has promoted English and Afrikaans as mainstream languages for civil, business, research and educational engagement. This has led to suppression, and stunted the development of indigenous African languages. Wits conducted an institutional language policy survey to establish which indigenous African languages were preferred for official use by the University community and how these languages could be developed. The total number of participants in the survey was 7 491 including Wits undergraduate and postgraduate students, academic staff, professional and support-services staff, and employees in outsourced services. The study established that isiZulu was a preferred language to be used officially with English and developed for wider use in the University. This was supported by all participants (40.40% of staff; 58.64% of students and 37.95% of employees in outsourced services). This paper presents details of the study and explores ways through the university may revise its current policy identify modalities through which the chosen African language/s can

be phased into the mainstream communication fabric of the University and its core business, and supported.

Ms Heather Cousins-Fana (Nelson Mandela Metropolitan University)

Towards using students' first language as a cognitive tool in interalising threshold concepts in accounting online

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

In order “to promote diversity, equity and reconciliation” as well as “be academically justifiable, inclusive, non-discriminatory and practicable” (NMMU, 2009: 3) we run a multilingual literacy project with 80 B Com Accounting students: 20 students from 1st, 2nd, and 3rd year. Through a vocabulary building intervention we aim to add to the promotion and development of indigenous South African languages (Alexander, 2003: 29) while increasing student literacy cognition through L2 to L1 translation and L2 paraphrasing. In short, the intervention students are tasked with on a weekly basis: include finding 10 difficult words from weekly reading (text books, Finweek articles, journal articles); finding the definitions of these words; providing an equivalent term in their home language; paraphrasing the meaning and/or relevance of the term/concept (English/isiXhosa); and submitting this table online via Moodle which will be collated and uploaded for group discussion. The indigenous translations or creations are sent to Dr Kwatsha and her Language Development Team at NMMU for review. Findings are that students feel motivated to study, engage meaningfully and deeply with academic subjects and increase their vocabulary and reading speed. This project could assist lecturers in unlocking their students' potential in the Higher Education environment.

Ms Nosisi Percis Dlamini (University of KwaZulu-Natal)

Gregory Kamwendo (University of KwaZulu-Natal)

Students' experiences on the use of English as medium of learning and teaching at the University of Swaziland

Language policy and planning in teaching and learning in Higher Education

The 21st century is awash with debates on the growing use of English as medium of learning and teaching (MoLT) in higher education. Entrenched in these debates are scholars who embrace the use of English as MoLT in higher education. At the same time, some scholars decry the English hegemony in higher education and firmly advocate for the need for vernacularisation in higher education. Against this background, this paper reports on the results of a qualitative case study conducted at the University of Swaziland to explore and document students' experiences on the use of English as MoLT in higher education. Specifically, the paper aims at documenting ideologies that underpin the use of English as MoLT and students' experiences of English as MoLT. In the Swaziland context, English is a second language. The study adopts an emic, interpretive standpoint using a qualitative case study design with twenty five (25) purposively sampled first year undergraduate Bachelor of Education students at the University of Swaziland. Data for the study emanate from audio-taped classroom observations and semi-structured interviews.

Dr Anthony Essien (Wits)

Discourse practices of teacher educators preparing pre-service teachers for teaching in multilingual classrooms

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

Using Wenger's communities of practice theory as a theoretical and methodological approach, the study undertook to examine the different mathematical practices-in-use in two multilingual teacher education classrooms at two SA universities. The universities were chosen because they present contrasting contexts of pre-service teacher education (TE). Qualitative analysis of classroom observations of two teacher educators revealed that even they used mostly the same mathematical practices in their teaching, the way in which these practices are used in the two classroom communities opened up different possibilities for the pre-service teachers as far as preparing for teaching mathematics in multilingual classrooms is concerned. In one university, the short procedural questions that required short procedural answers, together with the authoritative communicative approach that characterized classroom dialogue limited pre-service teachers' opportunity to engage in extended interactions using both the language of instruction and the mathematical language. In the second University, the level of interanimation of ideas/extended dialogue around the concepts at hand afforded the pre-service teachers the opportunity of developing both spoken language and mathematical language while simultaneously developing mathematical meanings. Implications for teaching and learning mathematics in multilingual TE classrooms are discussed.

Jacques du Toit (Unisa)

Third Spaces in ODL: A regional perspective on ICTs and its role in the language development of undergraduate learners at decentralised spaces of learning.

Human Language Technology (HLT) for multilingualism in Higher Education

In the last decade, the advance of emerging information and communication technologies (ICTs) in Higher Education have afforded many lecturers and learners with a wide range of teaching and learning opportunities to explore and enhance learner engagement in academically-sanctioned tasks. In language learning classrooms, digital technologies have expanded considerably - providing ways to address contextual needs as well as promoting opportunities for students to practice the diversity and complexity associated with written and spoken tasks (Thorne, Fischer & Lu, 2012). At regional spaces of Open and Distance Learning (ODL), the integration of technologies with language teaching and learning practices are often viewed as inchoate, especially given the complex individual and social factors associated with the acquisition of formal academic discourse. Greater challenges are more visible in the economic, technical and pedagogical realm of these learner support structures at ODL universities (Caladine, Andrews, Tynan, Smyth & Vale, 2012:253-254). This study is premised on the assumption that the influences of ICTs can determine ways, and provide opportunities to promote access and enhance the overall quality of learning processes itself; on the condition that such considerations cogitate aspects of multilingualism, learner variation, socio-cognitive processes of language learning, and academic socialisation thereof. While little reflexion is often given to societal, situational, and institutional needs of students, it should be taken into account that learners are social actors participating in practices occupying a number of roles – as agents (and doers of action), as patients (participants to whom actions are done), and as beneficiaries (participants who benefit from the action, whether in a positive or negative sense) (Van Leeuwen, 2008: 149).

Dr Fiona Horne (Wits)

Dr Karen Ferreira-Meyers (Wits)

Dr Velomihanta Ranaivo Rakotoniaina (Wits)

Let us start as early as possible: towards multilingualism in the teaching and learning of languages in the Southern African and Indian Ocean region

Language, transformation, equity and success in Higher Education

In 2014, a research team comprising of members of Universities and Teacher Training Institutions in the Southern African and Indian Ocean region started a two-year research project entitled Curriculum, contextualisation plurilingue et formation des enseignants (Curriculum, plurilingualism, contextualisation and teacher training) funded by the Agence Universitaire Francophone. The specific objectives of this project are to make a diagnosis on multilingual contextualisation in the training of language and French teachers (status of present practices viz. official guidelines, existing mechanisms, assumptions about how curricula affect the multilingual contexts in which they operate); to propose appropriate methodologies that take into account multilingual contexts and make recommendations for better inclusion of such contexts in language policies and language education policies. In this paper, the authors envisage to briefly discuss the state of multilingualism in the various educational/school systems in the region (in particular, in South Africa, Mozambique, the Comores, the Seychelles, Madagascar, Mauritius) as a first step to comparing and contrasting possible ways of achieving multilingualism in higher education. Furthermore, we will also give an overview of the survey instruments to be used for such an analysis.

Dr Hilda Israel (Nelson Mandela Metropolitan University)

Multilingualism as an instrument of Teaching and Learning

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

Poor academic performance is a direct result of the lack of proficiency in the language of teaching and learning. In South Africa, the challenge for lecturers and students is that the language of instruction is frequently not the mother tongue of the student. Using multilingualism as an integrated teaching and learning instrument is one example of blending methodologies to enable student success. Through the acceptance of multilingualism as a norm, students become aware of their language strengths and limitations. Multilingualism further develops a relationship between them and their mother tongue, with language being seen as a form of identity. This paper reflects on accepting multilingualism as a positive blended methodology for teaching and learning success among students. It has special significance for the African student, for the student who is ambivalent about the role of African languages within today's globalized society.

Ms Nomxolisi Jantjies (Cape Peninsula University of Technology)

Challenging traditionally monolingual spaces

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

Post-democratic South Africa afforded opportunity for African language speakers to valorize their languages by using them as media of education; however the country saw an unprecedented demand for English as the medium of instruction, where middle class parents and their children alike sought English education for upward socio-economic mobility. Data collected through interviews at a desegregated school revealed the need by Grade 12 Afrikaans and IsiXhosa L1 speakers to keep languages at their disposal separate. Among the findings were ideologically loaded discourses of how these learners undermined the use of Afrikaans and isiXhosa as languages of education in order to create or enact a certain learner identity which they deemed appropriate for this context. As institutions of higher learning are mandated with promoting multilingualism, this paper may provide information to language planners by revealing the dynamics behind the learners' choice of language for teaching and learning. Learners' perceptions of language are discussed within a language ideological framework that distinguishes between modernist and postmodernist ideas of language in a transforming postmodern context.

Johan Jordaan (North West University Potchefstroom Business School)

Trends observed in a multilingual MBA Operations Management class

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

The North West University Potchefstroom Business School provides for a bilingual MBA group with students receiving teaching in English and Afrikaans at two different times and venues, but at times the two groups are thrown together in one session. Over the last six years there has been a slight change in the demographical profile of the group, but the changing political dynamic in the country required some intricate footwork from the teaching staff.

This paper deals with how I experience and address these challenges. I discuss some teaching methodologies that maximizes feedback in this multilingual MBA class. The paper starts with a brief literature review regarding teaching methods that enhances communication in a culturally diverse MBA class. The challenges experienced in this group are then discussed, as well as ways to overcome them. Some statistics regarding feedback from students are given and some recommendations are presented. Recommendations include a strategy to measure the sentiment around contentious issues such as language, successful ways to give individual feedback in the language of choice, and ways to defuse tense situations.

Dr Gideon Jozua Kotzé (Unisa)

Dr Loïc Dugast (Unisa)

Mr Friedel Wolff (Unisa)

Machine translation at Unisa

Human Language Technology (HLT) for multilingualism in Higher Education

Research in the automatic translation of texts has had some success in various applications for well-resourced languages. For example, web sites can be translated to a degree that is understandable, whereas specialised high-quality systems can be designed for specific domains, such as for customer service. It can also be used to improve the productivity of professional translators. In South Africa, machine translation (MT) is still in a relatively embryonic stage. The Academy for African Languages and Science at the University of South Africa (Unisa) is currently tackling this problem by collecting and processing a number of texts to be used for the training of MT systems. For translating from Zulu to English, we have had some success already. Importantly, our strategy involves the incorporation of textual data specific to Unisa itself, showing the potential for the use and re-use of academic content for HLT purposes. As several international studies have already demonstrated, this technology can then be applied in a number of ways, which include language learning and support in the higher education domain. We conclude by suggesting how to apply some of these ideas within the Unisa and the South African context.

Ms Claudette Leppan (Nelson Mandela Metropolitan University)

Multilingualism in a blended learning environment

Multilingualism within an Open Distance and eLearning (ODEL) environment

Transportation problems, students skipping class to work a shift to cover living costs, strikes, black-outs, less lectures due to public holidays – these are just some of the factors impacting on student success. Being aware of these challenges, do not change them. If we are to adopt a humanising pedagogy, we need to facilitate learning and provide support structures for our students. Every year, students request lectures to be recorded to ensure that they have access to content covered in class. Unfortunately, we do not have the capacity and resources available to record lectures for all modules offered at Nelson Mandela Metropolitan University, but we do have software available to record presentations and make it available on the learn.nmmu.ac.za site, our blended learning platform. How do we accommodate multilingualism to support student success with these recordings? This question led to the 'multilingualism in a blended learning environment' project. During 2014, multilingualism glossaries were developed and placed on the blended learning platform for some modules to ensure that students have access to definitions in three languages. This year, the goal is to enhance the existing blended learning environment by incorporating video clips explaining difficult concepts in Xhosa, Afrikaans and English.

Dr Rosethal Lolie Makhubu (Durban University of Technology)

Sylvia Phiwani Zulu (Durban University of Technology)

Evangeline Bonisiwe Zungu (Durban University of Technology)

Readiness for Multilingualism in Higher Education Institutions: The case of DUT language policy

Language policy and planning in teaching and learning in Higher Education

This paper aims to analyse the language policy of the Durban University of Technology (DUT) to determine its readiness for multilingualism. The paper uses the content analysis approach and focusses on the university's communication with its community; the staff and students' language profile and lastly, the language usage in formal ceremonies, as some of factors affecting policy implementation. The DUT language policy was approved in 2010 with various phases of implementation. However, the university seems to be moving with a slow pace with regards to the implementation process. In March 2015, the Higher Education South Africa (HESA) had a regional workshop in KwaZulu-Natal to look at the issues of transformation with regards to the teaching and learning of African Languages and Mathematics. This prompted the researchers to analyse the language policy at its current state as it forms the basis for the planning of teaching and learning. The paper concludes that the policy needs to be reviewed and ensure proper monitoring and evaluation procedures.

Mr Sithembele Marawu (Cape Peninsula University of Technology)

The value of multilingual education in South African institutions of higher learning

Language, transformation, equity and success in Higher Education

The purpose of this conceptual paper is to explore how the multilingual repertoires of learners in institutions of higher learning could be used as pedagogical resources. This paper argues that before multilingualism could be considered for pedagogical purposes in institutions of higher learning, a firm foundation for multilingual education must be set at the primary and secondary levels of education. This is necessitated by attitudes towards the role of African languages in education and socio-economic advancement as well as the need to develop these languages for educational purposes. It is imperative to determine whether at the foundational level additive bilingualism will be used or mother tongue education would be adopted with the learners' additional language taught as a subject. This paper will also concern itself with the challenges and benefits of a multilingual approach to education. It concludes by stating that multilingualism can be used in tertiary institutions to create an educational atmosphere where all languages can be used for teaching and learning.

Prof Koliswa Moropa (Unisa)

Khetiwe Marais

Feziwe Shoba

African languages in teaching and learning project at Unisa: a response to functional multilingualism

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

The University of South Africa language policy recognises the implementation of functional multilingualism in teaching and learning and is involved in the translation of at risk modules with the aim of supporting students whose primary language is not English. The key objective of the translation project is to make available the teaching and learning material in all the official languages of South Africa based on the principle of functional multilingualism. According to Unisa language policy (2006), “functional multilingualism means that the choice of a particular language in a particular situation is determined by the context in which it is used.

Ms Nomadhlengala Ndabezitha (University of Pretoria)

The role of the South African official indigenous languages in multilingual teaching and learning in higher education in South Africa: Issues, challenges and opportunities

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

Problem is that SA Higher Education (HE) is available almost exclusively in English with the exception of Stellenbosch and North West Universities. Meaning that the majority of SAs who want to go to tertiary education need to know English at a high level of communicative competence in order to understand the content. Given the setup in SA after 1994, many learners who want to go to university do not have competence to use English as a medium of communication in high function formal context (HFFC). Use of English only, is problematic in SA. Reasons are: Levels of communicative competence of non-home-language speakers of English are low; African languages are inadequately promoted in terms of the Constitutional stipulations, example, promotion for use at HFFC - tertiary education; Negative social meaning in the community in comparison to English and ten official languages.; Introducing these languages as medium of instruction in HE can solve the problem. Constitutional, legal and policy stipulations will be used for discussion.

Dr Sibusiso Ndlangamandla (Unisa)

The role of English as an additional language in acquiring academic discourse

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

Proficiency in the official language of tuition affects teaching and learning encounters because language, teaching and learning are intertwined. Within the South African multilingual context, most students speak English as a second language, or what is described as first additional or second additional language. The majority of Unisa students are multilingual and are less prepared to study at an English medium institution than are students whose first language is English. The challenges faced by postgraduate students who are non-English speakers have been documented in studies concerned with academic literacies, English as an Academic Purpose, and English for Specific Purposes. Multilingualism poses challenges in terms of teaching academic writing to students because they belong to different 'discourse communities'. Multilingual students already come with membership in other communities of practice, and holding membership in two different communities with antagonistic relations may not be easy. This study seeks to explore how postgraduate students experience reading and writing in English as an additional language when entering academia, considering that they may be members of different discourse communities, for example speakers of other South African official languages.

Ms Cabangile Ncengeni Ngwane (Durban University of Technology)

Exploring the Employability of Language Practice Students: A Case Study

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

Language Practice is the discipline which is gaining momentum in Higher Education Institutions, which trains students to follow various career paths including language practitioner, editor, linguist, lexicographer, terminology developer, policy developer, researcher, language teacher/lecturer, interpreter, script writer, consultant, subject advisor, terminology developer, author, etc. This study seeks to investigate the effective ways of ensuring employability of language practice students in order to reduce unemployment rate. However, the career is still at its infancy, as many people do not know about it. As the career is still not known, many organisations both public and private employ people who are bilingual with stipulated languages as per advert. This tends to disadvantage people who are suitably qualified for the job. Universities produce more language practitioners who struggle to get jobs in the job market. This implies that there is a problem of more supply and less demand. Thus, there is no equilibrium. Most of language practice students end up doing the PGCE at Unisa to become teachers to avoid joblessness for a longer period. Interviews will be conducted to get the views of language practice students. The relevant theory will be utilised.

Dr Sandiso Ngcobo (Mangosuthu University of Technology)

Sociocultural aspects and their influence on attitudes towards academic biliteracy

Language, transformation, equity and success in Higher Education

The South African sociocultural context makes a curious case for research on students' attitudes towards academic biliteracy, particularly in a university where the student population predominantly shares a common African language (isiZulu). This paper examines the students' sociocultural aspects as presented through their responses to a questionnaire. The objective of the study was to assess if there is a relationship between social practice and attitudes on the role of African languages in education. It was found that the majority of participants acknowledge the important role of their L1 in society and towards the facilitation of effective teaching and learning in English (L2). There are however a number of participants who also strongly feel that the use of their L1 in the academia should be limited as they aspire to develop L2 for survival in the world of work where they perceive English to dominate as the official language of conducting business.

Dr Zinhle Primrose Nkosi (University of KwaZulu-Natal)

The development of isiZulu as an academic language at three South African universities

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

Multilingualism in South Africa is increasingly important with regard to the growing mobility of African students in higher education. This calls for the advancement of African indigenous languages as languages of accessing education. However, there are language policies and policy documents in place such as the Language Policy for Higher Education, but the effective implementation of these policies is not sufficient in many universities. This paper explores the extent in which isiZulu is developed as an academic language for both teaching and research in postgraduate studies at three South African universities. The study uses qualitative approach and interviews with isiZulu lecturers and students for data generation. Findings reveal that very little is done to support universities' language policies to encourage multilingualism, with regard to resources and motivation of both students and staff. As a result, very few students prefer learning or researching in English rather than in isiZulu. In addition, currently multilingual education is still not practical in many departments in all the three universities, due to the lack of motivation. It is recommended that the Department of Higher Education and universities should provide comprehensive support to encourage an equal use of both English and isiZulu to assure multilingual education.

Ms Liberty Nyete (Department of English, University of Venda)

Harnessing challenges and opportunities of multilingualism for improved teaching and learning in South African Higher Education

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

Universities should breed global citizens through inculcating multilingualism in their graduates. Multilingualism refers to one's ability to communicate in more than two languages. This enhances graduates' access to employment and other opportunities beyond their regional or national boundaries. In this paper, models of multilingualism designed to enhance teaching and learning in universities are explored. Large numbers of graduates from South African education and training institutions are not well-versed with their own native languages because of their appetite for English. Yet, most of them are not sufficiently proficient in it. Consequently, a language in-betweenness called 'language attrition' develops. The latter constrains the realisation of multilingualism and constitutes a unique opportunity worth taking advantage of. Taking all this into account, how can multilingualism be landscaped into teaching and learning in universities? How can cultural and language diversity be addressed? The author contends that it is possible to some extent, to integrate these perspectives into teaching and learning in South African universities.

Dr Gerda Odendaal (Stellenbosch University)

Mr Marius Swart (Stellenbosch University)

Current perspectives on the Stellenbosch "taaldebat"

Language, transformation, equity and success in Higher Education

At the moment, a language debate is once more raging at Stellenbosch University. Calls citing motivations such as access, student success, and transformation, range from a demand for the total eradication of Afrikaans as a language of instruction on the one end, to the full development of isiXhosa as an academic language on the other, including various modes and models of multilingual instruction with its commensurate challenges and opportunities in between. In this paper, we will start off by providing an overview of the main points of contention in this debate. This will not include a comprehensive discussion of the language policy as such, although this will be referred to. Secondly, the current state of affairs will be unpacked in the form of a critical engagement of the authors with a selection of main viewpoints offered in the debate. In conclusion, suggestions for the road ahead will be made.

Ms Aileen Lucia Ownhouse (Nelson Mandela Metropolitan University)

Implementing the National Language Policy at institutions of higher learning: implications for multilingualism

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

By investigating the implementation progress of the National Language Policy (NLP), this study employed a review of a language initiative, the AHZ Project, at the NMMU. The study explored the implications that the implementation of the NLP had on multilingual teaching and learning practices especially practices that aimed at developing proficiency in the LOLT. In particular, an initiative supporting a multilingual developmental approach at NMMU was overviewed and used to supply data for the study. The study aimed to determine the efficacy of the AHZ Project by assessing the perceptions of the LES111 students and lecturing staff who formed part of the initiative. The research also aimed to determine reasons for the apparent slow progress of implementing multilingualism as a teaching and learning practice as well as the underlying constraints of implementing the NLP at HEIs. The AHZ Project initiative's multilingual classroom practices included text translation and tutorial strategies to assist isiXhosa-speaking students to learn grammatical concepts of the LOLT. Data was collected using face-to-face interviews, a focus-group interview and reflective paragraphs written by students attending the LES111 module. Conclusions could be drawn by taking cognisance of the perceptions of the participants towards the initiative's strategies.

Dr Mariette Postma (Unisa)

Discovering what lies below the covers: attitudes of student teachers

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

Teachers studying towards a post-graduate qualification (PGCE) at Unisa were asked some open-ended questions about their views on teaching and learning English. The metaphors in their answers have been explored with a view to finding out how they view their task, as metaphors express our innermost thoughts. Metaphors used by people who speak an African language at home are rich and contribute to a new cultural wealth that includes the richness of African folklore and traditions with a new understanding of their current life worlds. The significance of metaphors, as viewed here, is not only a poetic device or a literary tool, but more than that, a crucial part of our everyday thinking and meaning making. Their answers are part of a discourse that lends itself to sharing thoughts on life and important issues, such as learning and teaching in a current South Africa. It will be argued that recognition should be given to the particular ways in which people express themselves to create meaning in a second language, as reflected by their use of metaphor (Lakoff, Gibbs, Cameron). The role of English in South Africa can to some extent still be viewed as hegemonic (Alexander, Ngugi, Obanya, Bamgbose, Heugh), due to imperialism. The concern mentioned here draws especially on Vygotsky's (1986:98) viewpoint that language and culture are equally important in the development of thinking. The analysis is based on dynamic and interactive views of metaphor that go beyond stylistic understandings and recognise the significance of metaphor in the creation of new meaning (Fairclough). The 'otherness' (Verran, Bourdieu) of African speakers of English that is generally neglected in education needs to be fully appreciated and utilised in teaching and learning English.

Prof Laurette Pretorius (Unisa)

Dr Gideon Kotzé (Unisa)

Dr Loïc Dugast (Unisa)

Mr Friedel Wolff (Unisa)

Building language resources from institutional content in Higher Education

Human Language Technology (HLT) for multilingualism in Higher Education

As institutions of higher learning, universities generate and own large volumes of diverse, high-quality, even often multilingual, textual content. Examples may include the body of study material, the research outputs in the institutional repository, the publications of the university press, corporate publications, etc. The assumptions of this paper are as follows: (1) Language diversity in the South African language landscape poses well-known and diverse challenges for Higher Education (HE); (2) Sustainable multilingualism, also in HE, is not possible without the use of state-of-the-art human language technology (HLT); (3) HLT relies, amongst others, on electronically available language resources such as word lists, lexicons, terminologies, glossaries and bodies of language texts (corpora). Referring to the University of South Africa as example, we take a closer look at why institutional content is an important source of language data for HLT and how such data should be acquired, processed, stored and made available as useful resources for HLT without compromising the intellectual property and confidentiality of the content. We also address the question of how these language resources and HLTs may be used to the benefit of the institution as it endeavours to honour its obligations in terms of sustainable multilingualism and language diversity.

Prof Monwabisi K Ralarala (Cape Peninsula University of Technology)

Prof Eunice Ivala (Cape Peninsula University of Technology)

Prof Ken Barris (Cape Peninsula University of Technology)

Noleen Leach (Cape Peninsula University of Technology)

Linda Mkhize (Cape Peninsula University of Technology)

Zakhile Somlata (Cape Peninsula University of Technology)

Reflections on language development and multilingualism in Higher Education: a case for the Cape Peninsula University of Technology (CPUT)

Language, transformation, equity and success in Higher Education

This paper considers the response of CPUT to the dominance of English in teaching and learning in South African universities, particularly in view of the heteroglossic nature of our student and staff communities. There has been, broadly speaking, limited compliance with constitutional and legislative requirements with regard to the equal status of languages, and language rights in general. The paper provides an overview of the significance of higher education, and gives an account of recent multilingual developments at CPUT. Such developments are discussed with regard to symbolic, academic, administrative and ceremonial initiatives that have been identified at institutional level. A survey of particular multilingual interventions conducted in the various academic faculties is presented, including multilingual glossary development, code-switching in the classroom, multilingual team-teaching and tutorials, and other forms of materials development. There is a more detailed account of the provision of terminology development in the context of multilingual glossaries. Finally, some implications for teaching and learning, and the role of technology in language development, are

discussed.

Dr Neo Lekgotla Laga Ramoupi (Council on Higher Education)

Language Policy in Education: Transformation & Planning in Teaching and Learning in Higher Education in Africa with Special Focus on South Africa

Language, transformation, equity and success in Higher Education

This paper focuses on language policy in education in South Africa in the past twenty years of our liberation, by reviewing various language policies in education by national and provincial governments; as well as by the individual universities. Learning from literature review from other African countries on their language policies in education, including fieldwork research from Tanzania, the paper communicates their experiences, challenges, opportunities; and what South Africa can learn from them. In the post-1994 South Africa to date, the paper addresses the weaknesses and strengths going forward into the next twenty years, particularly with the implementation and execution of the language policy in education at both the Department of Basic Education (DBE) and Department of Higher Education & Training (DHET).

Mr Theo Rodrigues (Cape Peninsula University of Technology)

Supporting Epistemological access using a variety of dialogical strategies

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

This paper advocates a symbiotic relationship between two lecturers and 30 non-mother tongue English students in the Applied Sciences faculty as regards the construction of meaningful teaching and learning. Cognitive Semiotics and the Dialogic theory of learning postulate that meaning can only be formed by students in their own minds. Meaningful learning for students are then dependent on their background knowledge, their focussed attention on the concepts being facilitated and their mental and physical actions as they engage with objects and events. In an attempt to provide students with epistemological access to scientific concepts at a university of technology, this paper suggests various dialogical strategies for both partners to bridge this conceptual gap. A qualitative research design has been used. Three groups (i.e. a control group and two experimental groups) and two Applied Sciences lecturers will be observed by focusing on their conceptual understanding of context-specific academic concepts. Data will be collected by means of observations and written assessment(s) to determine comprehensibility which will then be analysed. Focus group discussions

will also be conducted.

Prof Moloko Michael Sepota (Unisa)

The development of indigenous languages for multilingual purposes

Language, transformation, equity and success in Higher Education

Much has been said about South Africa as a Rainbow nation. In a real Rainbow nation, one expects diverse cultures and languages. One would, therefore, expect South Africa to be actively practising multilingualism. Unfortunately, for all intents and purposes, South Africa is gradually becoming a monolingual nation. There is a dire need to ensure that the nation moves from its current monolingual to a multilingual state. In order to be practically multilingual, it behoves the entire community to ensure that there are trained professionals to implement multilingualism. We need language practitioners and material developers to develop adequate materials for the formally marginalised languages. This paper would like to share the challenges and opportunities based on data gathered during the Sesotho sa Leboa terminology list development. The method used was participation observation. The paper concludes that despite the many challenges experienced, African languages present many opportunities for researchers interested in developing them fully in order for them to be used as languages of Science, business and learning and teaching. The paper concludes that the use of multilingualism in a rainbow nation is too serious to be ignored if we are to all contribute to the economic development of the country.

Prof Shole J. Shole (NWU, Mafikeng Campus)

Setswana ka Setswana 40 years on: Celebrating the introduction of Setswana as LOLT in Higher Education

Language, transformation, equity and success in Higher Education

As an historical account it examines a forgotten past in an attempt to evaluate its possible contribution to a current situation which forms the theme of the present conference. It narrates circumstances around the initiative of these four pioneering academics, the resistance they encountered, the resistance and persistence they demonstrated, the impact it had, the lessons as well as inspiration that can be drawn from their endeavours, particularly in the context of current debates and agitations on the issue of African languages as MLTR in Higher Education (inter alia issues such as the plausibility, practicability and profitability of this pursuit). It will be based on documents, records, memos and interviews, as well as reference to similar narratives elsewhere on the African continent. The paper will further take the form of auto-ethnography, drawing on the personal experiences of the presenter: the presenter was in the first class of 1975 to receive tuition of Setswana through the medium of Setswana (a South African first), and graduated with a Master's degree with

a dissertation researched and presented in Setswana (a second after R.M. Malope in 1977).

Mr Zwelethu Sibiyi (University of Kwazulu-Natal)

Legal perspectives of multilingualism in institutions of Higher Education: achieving parity of esteem

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

In *S v Damani* (2014) Judge Ndlovu, quoting from a memorandum from the Director of Public Prosecutions, outlined the reasons for the failure of the so-called indigenous language courts in Kwazulu-Natal. Amongst some of the reasons highlighted by the judge, the difficulty experienced by the role players in a criminal trial in articulating legal terminology in isiZulu was chief amongst the reasons provided. Evident from this reason is that isiZulu, or any indigenous language for that matter, is not a 'legal language' (Malan JJ 2003). Malan is of the opinion that section 6(2) of the Constitution requires that indigenous languages, as official languages, be used as languages of education up to the highest level (Malan K 2009). In 2012 the Official Use of Languages Act was enacted to promote parity of esteem of all official languages as per the constitutional ideal contained in section 6.

This paper will explore and critically analyse the various legal mechanisms that have been made available by the legislature to ensure that this constitutional ideal is realised to ensure that all official languages enjoy parity of esteem and, more precisely, become 'legal languages' in law faculties around the country.

Ms Juanli Theron (Stellenbosch University)

Prof Leon de Stadler (Stellenbosch University)

Educational interpreting as part of a diversified multilingual approach at Stellenbosch University

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

The implementation of educational interpreting services at Stellenbosch University contributes to student success and inclusivity on a daily basis. In an environment where diversity and transformation are key components of the strategic plan of the University, this must be an essential element of our multilingual language planning model. However, educational interpreting cannot be the only solution to the complex issue of fostering multilingualism in higher education. If one keeps in mind that both institutional and individual multilingualism need our attention, it can only be effective as one of a number of mechanisms in our language planning model.

In this contribution we will describe how the language policy and plan of the University evolved over a number of years into the latest version approved recently (November 2014), and indicate how educational interpreting can be a successful component within our more clearly defined multilingual approach. We will describe a classroom situation where the language of teaching is very challenging, indicating the solutions implemented to make the lectures in the particular module more accessible, and at the same time indicate the limitations of

educational interpreting and the need for a language plan providing for a more diversified approach.

Dr Ignatius Khan Ticha (Cape Peninsula University of Technology, CPUT)

The language issue: perspectives on an isiXhosa and an Afrikaans course for staff at the Cape Peninsula University of Technology (CPUT)

Language Practice in Higher Education: The development of African Languages as academic languages (including issues of lexicography and terminology development, translation and interpreting)

In post-apartheid South Africa, the student body in most, if not all educational institutions is diverse – comprising students from different cultural and linguistic backgrounds. This is the case for the Cape Peninsula University of Technology, CPUT – where the student population (in 2014) was categorised as follows: Africans = 59.12%, Coloureds = 27.14%, Whites = 12.55% and Indians = 1.19%. A majority of students at CPUT speak isiXhosa as home language – followed by Afrikaans. However, English is the language of instruction and of general communication and, a significant number of staff do not have a basic mastery of either or both languages (isiXhosa and Afrikaans). To provide interested staff members in the Faculty of Applied Sciences at CPUT with a conversational knowledge of isiXhosa and of Afrikaans, introductory courses in the two languages were offered in 2014 and 2015. This study examines whether the courses are perceived to have had a transformative impact on participants' practice and engagement with the university community – students and staff. The study is qualitative in approach and draws on various theoretical paradigms on the subject of multilingualism.

Prof Christa Van der Walt (Stellenbosch University)

Assessing insight in a multilingual learning and teaching context

Challenges and opportunities of multilingualism in teaching and learning in Higher Education

The quality of teaching and learning is crucial for throughput in a multilingual higher education environment. This paper reports on a translanguaging strategy, a 'double journal entry', to determine whether what students read in one language (typically English) is available for academic use in another language (typically a home or school language). This strategy requires that students or lecturers choose a key section of a reading and then comment on it (typically on a page next to the excerpt) in any other language they have available. As a form of assessment, such a strategy demands that students and lecturers are biliterate and that most of the students and the lecturer share a language other than English.

This study reports on the implementation of the 'double journal entry' with a small number of students as a way to assess insight into complex academic texts. The double journal entries will be analysed as evidence of learning and of the degree to which knowledge in one language is available in another language. The analysis as well as the students' experience of the assessment will be presented within a qualitative data analysis

framework.

Mr Friedel Wolff (Unisa)

Higher education institutions in SA and their presence on the web

Human Language Technology (HLT) for multilingualism in Higher Education

Teaching and learning is often at the centre of discussions on multilingualism in education. However, higher education institutions are also big commercial and administrative enterprises, and as such have a presence on the world wide web in addition to any possible online course content. The web as a medium provides some particularly attractive attributes for multilingualism and personalisation of content. The website of an institution might provide the first impression for students before they even consider registering. Website internationalisation and localisation are established fields, with many big international companies offering their websites in numerous languages and adapted for a geographically diverse audience. In this paper, we present an overview of the websites of some South African higher education institutions in terms of their multilingual offering and their compliance with industry best practices in this regard. This is extended with an overview of the possibilities for multilingual user interfaces provided by well-known learning platforms such as Sakai and Moodle and the importance of a multilingual website in terms of the wider web ecosystem. We conclude by highlighting some current shortcomings and room for improvement in this sector in South Africa.

Mr Johan Zerwick (NWU)

Multilingualism amongst staff and academics? A re ithuteng dipuo! (Let's learn languages)

Language policy and planning in teaching and learning in Higher Education

The demand for a Basic Introductory course in Setswana for staff and academics has prompted us to look into the development of such a course. Although there are courses available which promise speaking Setswana like a Motswana in a short time, these courses have never lead to people really communicating and using the language. A new course was developed based on dialogues which are recorded using a mother tongue speaker of Setswana. The material presented to the learner is a Book with 25 written dialogues with grammar notes explaining grammar from the start. Audio CDs are included in the course together with a DVD with animations which teach vocabulary. The aim of the paper is to handle some challenges met in the development and presenting of the new short course for the first time. To promote multilingualism, mutual understanding and better relations amongst staff and academics would be of great value at any institution of higher learning. A re ithuteng dipuo!

Dr Evangeline Bonisiwe Zungu (Wits)

Dr Sylvia Zulu (Wits)

Dr Lolie Makhubu (Wits)

Challenges and opportunities of multilingual teaching in Higher Education: a content analysis approach

Language, transformation, equity and success in Higher Education

In a multilingual country like South Africa the community is always exposed to different languages. Language contact results in the citizens switching from language to the next, sometimes without even realising it. Multilingual people have a clear knowledge of the languages used in each utterance. In a tertiary institution context it becomes apparent that multilingualism is needed in order for all students to be afforded the same opportunity of understanding the content being taught. It is however, not a view supported by all+ some have reservations regarding the purity of both languages. This article seeks to explore the extent to which both views go. Interviewing the speakers of African Languages (students) will give an indication of these challenges and opportunities. It will further explore the application of the Speech Accommodation Theory to the



Define tomorrow.