

Tydskrif vir Taalonderrig - Journal for Language Teaching
- Ijenali yokuFundisa iLimi - Ijenali yokuFundisa iiLwimi -
Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta Polelo
- Buka ya Thuto ya Puo - Jenale ya Thuto ya Dipuo - Ijenali
Yekufundzisa Lulwimi - Jena?a ya u Gudisa Nyambo
- Jenala yo Dyondzisa Ririmi - Tydskrif vir Taalonderrig -
Journal for Language Teaching - Ijenali yokuFundisa iLimi
- Ijenali yokuFundisa iiLwimi - Ibhuku Lokufundisa Ulimi
- Tšenale ya tša Go ruta Polelo - Buka ya Thuto ya Puo -
Jenale ya Thuto ya Dipuo - Ijenali Yekufundzisa Lulwimi
- Jena?a ya u Gudisa Nyambo - Jenala yo Dyondzisa
Ririmi - Tydskrif vir Taalonderrig - Journal for Language
Teaching - Ijenali yokuFundisa iLimi - Ijenali yokuFundisa
iiLwimi - Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta
Polelo - Buka ya Thuto ya Puo - Jenale ya Thuto ya Dipuo -
Ijenali Yekufundzisa Lulwimi - Jena?a ya u Gudisa Nyambo
- Jenala yo Dyondzisa Ririmi
- Tydskrif vir Taalonderrig
- Journal for Language
Teaching - Ijenali
yokuFundisa iLimi -
Ijenali yokuFundisa
iiLwimi - Ibhuku
Lokufundisa Ulimi
- Tšenale ya tša
Go ruta Polelo -
Buka ya Thuto
ya Puo - Jenale
ya Thuto ya Dipuo
Ijenali Yekufundzisa
Lulwimi - Jena?a ya u
Gudisa Nyambo - Jenala
yo
Dyondzisa Ririmi - Tydskrif vir Taalonderrig
- Journal for Language Teaching - Ijenali
yokuFundisa iLimi - Ijenali yokuFundisa iiLwimi -
Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta
Polelo - Buka ya Thuto ya Puo - Jenale ya Thuto ya
Dipuo - Ijenali Yekufundzisa Lulwimi - Jena?a ya
u Gudisa Nyambo - Jenala yo Dyondzisa Ririmi
- Tydskrif vir Taalonderrig - Journal for Language
Teaching - Ijenali yokuFundisa iLimi - Ijenali
yokuFundisa iiLwimi - Ibhuku Lokufundisa Ulimi -
Tšenale ya tša Go ruta Polelo - Buka ya Thuto ya Puo -
Jenale ya Thuto ya Dipuo - Ijenali Yekufundzisa Lulwimi
- Jena?a ya u Gudisa Nyambo - Jenala yo Dyondzisa
Ririmi - Tydskrif vir Taalonderrig - Journal for Language
Teaching - Ijenali yokuFundisa iLimi - Ijenali yokuFundisa
iiLwimi - Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta
Polelo - Buka ya Thuto ya Puo - Jenale ya Thuto ya Dipuo -
Ijenali Yekufundzisa Lulwimi - Jena?a ya u Gudisa Nyambo
- Jenala yo Dyondzisa Ririmi - Tydskrif vir Taalonderrig -
Journal for Language Teaching - Ijenali yokuFundisa iLimi
- Ijenali yokuFundisa iiLwimi - Ibhuku Lokufundisa Ulimi
- Tšenale ya tša Go ruta Polelo - Buka ya Thuto ya Puo -
Jenale ya Thuto ya Dipuo - Ijenali Yekufundzisa Lulwimi
- Jena?a ya u Gudisa Nyambo - Jenala yo Dyondzisa
Ririmi - Tydskrif vir Taalonderrig - Journal for Language
Teaching - Ijenali yokuFundisa iLimi - Ijenali yokuFundisa
iiLwimi - Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta



Thoko T Batyi
Nelson Mandela University

MULTILINGUAL GLOSSARIES: A SOLUTION FOR EPISTEMOLOGICAL ACCESS IN HIGHER EDUCATION

Abstract

Summary writing is an important skill. In this paper, it is argued that although the preferred language of teaching, learning and assessment at the former Nelson Mandela Metropolitan University (NMMU) is English (NMMU Language Policy, 2009), students' primary languages can be mobilised to facilitate learning. Internal research at NMMU (2008) indicated that black and coloured students' pass rates were low. To improve this situation, language support in the form of multilingual glossaries (in English, Afrikaans & isiXhosa) was provided. Multilingual glossaries were developed by communities of practice inside and outside the university. These glossaries have contributed towards changing the monolingual academic environment at NMMU to a multilingual one, and improved Black and Coloured students'

pass rates although they are still lower than their White and Indian counterparts (Sheppard, 2013/14). This study led to the conclusion that, understanding disciplinary concepts through the primary language could improve students' academic performance and pass rates. A group of 28 Tourism Management students in a Communication tutorial participated in a pilot study conducted by the Centre for Teaching, Learning & Media to develop and measure the effectiveness of these multilingual glossaries. The data, in the form of qualitative and quantitative students' feedback and pre- and post-test scores, will be presented.

Keywords: linguistic diversity; multilingual glossaries; multilingualism; language development; academic achievement.

1. Introduction

The improvement of access to higher education in post-apartheid South Africa has led to change in the student population in these institutions. Students come from different cultural, racial and language backgrounds, with different social, cultural and educational experiences. This diversity needs attention as it is already negatively affecting the performance of some of these students. The performance and throughput rates of these students are also racially differentiated. Black/African and Coloured students have been doing worse than White and Indian students in most disciplinary fields and African students perform worst of all (CHE, 2007). In addition, the Council on Higher Education (CHE, 2013:98) reports that, 20% of African students and 24% of Coloured students graduate within regulation time from South African main degree and diploma programmes (excluding UNISA). According to the CHE (2013:52) African and Coloured students remain seriously under-represented in participation and in the graduation class. This under-representation starts at school. Dlodlo (1999:321) claims that the very low nation pass rates in the final year at secondary school in Southern Africa should be attributed to the failure of students to grasp the scientific concepts that are explained in English. He goes on to explain that the only subject children pass with ease is the Bible which is translated into African languages, for which children get instruction in their “mother tongue” at home and at church. It is clear from Dlodlo’s (1999:321) argument that the learners’ home language (in which most African learners already have literacies - for example, the participants in this study, who had learned isiXhosa up to Grade 12), plays an important role in their learning and success. In addition, the under-representation of African and Coloured students in the graduation class is also caused by the academic literacy requirements in English, which remain challenging and have an impact on the throughput rates, but also on attitudes, classroom interaction and policy implementation (Mkize & Balfour, 2017:134). This means that the obstacles to success for these students need to be removed and access to knowledge provided.

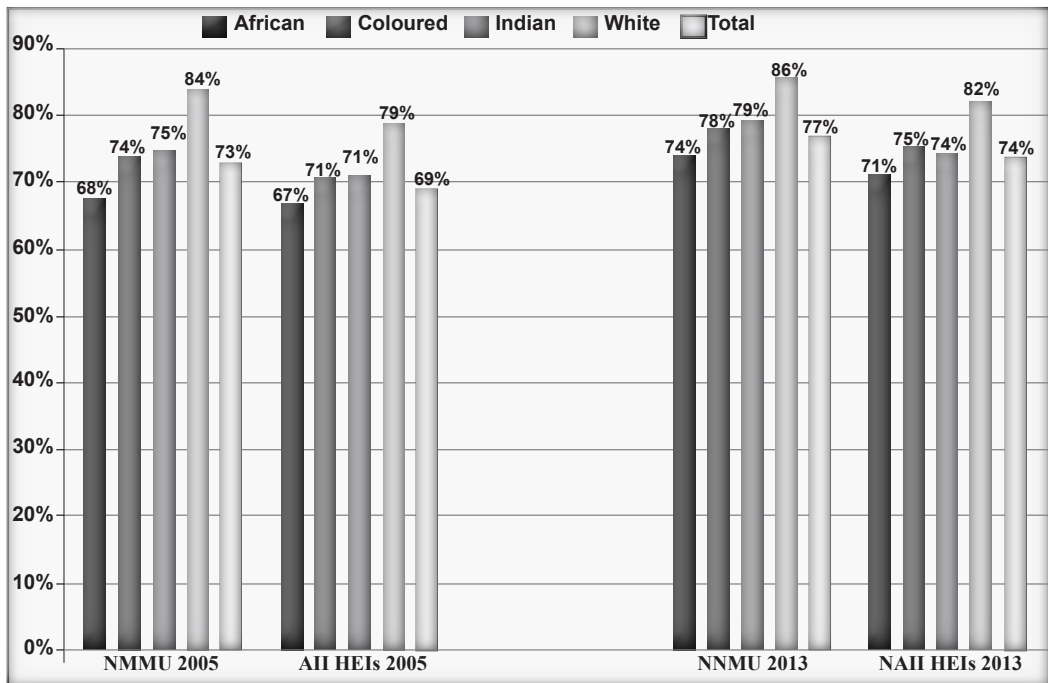
The research reported on in this paper aimed to improve the students’ academic literacies such as reading and writing through the use of multiple literacies (New London Group, 1996; Gravett & Geyser, 2009) that they brought from other contexts to the tutorial. It also challenged the transitional bilingual education practiced at Nelson Mandela which aims to move the learners from the home language (isiXhosa in this case) to the dominant language (English). The researcher believed that developmental maintenance bilingual education is the best for the students, as it prevents home language loss. Gee (1996) notes that the primary Discourses that the learner acquires at home and in the community form a foundation for the secondary Discourses that are learned at school and at university. So, for these students to succeed in their learning at a higher education level, they also need their languages as their primary Discourses to be embedded in them. The University’s language policy also promotes this although there is no implementation plan for it to be realized.

As the language of learning and teaching at Nelson Mandela University has been different from the African learners’ home language(s), learning has been a struggle for African learners, particularly the isiXhosa speaking group which is in the majority (49.8%

in 2018). The study was an attempt to answer the Research Question: *Is translation and multilingual glossary development related to improved academic literacies? How can the multilingual teaching policy at the University embrace multilingual practices?* The researcher wanted to examine the effects of translation and multilingual glossary development on the isiXhosa-speaking students' reading and writing performance in the Tourism Communication tutorial. She also wanted to establish approaches that could be used to implement the multilingual policy for students from the isiXhosa language background. This strategy was tested for use with other students from the same and other African language backgrounds.

At NMMU, internal research (*Short-Term Strategic Priorities and Risk Areas*, 2008) showed that the throughput and graduation rates of Black and Coloured students were lower than those of their white counterparts. Sheppard's (2005-2013/14) study also showed ethnically skewed results at NMMU as demonstrated in Figure 1 below.

African Coloured Indian White Total



Source: Sheppard 2013/14

Figure 1: Nelson Mandela University success rates 2005-2013 by ethnic group non-research and research modules

This does not come as a shock as other universities in South Africa report the same about the success rate of diverse students. For example, at the University of Cape Town (Paxton, (2009), it was reported that, in several programmes or degrees, the discrepancy in throughput rate between English first-language and second-language students was 20%.

At Nelson Mandela University, the majority of the student population speaks English as a second language (e.g. above 74% of the students from 2011 to 2017, did not have English as a home language). However, although maximum use of the student's primary languages has been allowed during teaching and learning, English has been given a higher status than the primary languages of the students in academic contexts at this University. Some academics still consider English as being neutral (*or a lingua franca*) in the multilingual classroom situations. Their argument is that there are no scientific terms in the indigenous languages. Dlodlo (1999:322) confirms this argument, but he believes that this situation will continue "until efforts are made to create and develop a suitable scientific vocabulary, so that the indigenous languages can be used in teaching science and technology".

Nelson Mandela University has developed 25 multilingual glossaries for different modules. At the University of Cape Town (UCT), multilingual glossaries are used to fast-track concept literacy among English as Additional Language students (EALs), as most of these students bring limited English from poor academic and family backgrounds (Madiba, 2010). At Nelson Mandela University the developed multilingual glossaries are on the Moodle sites for access by students at any time when they need them. The university realised that developing multilingual glossaries for faculties was not working as students reported that the glossaries were usually not helpful for their learning in the modules. On the other hand, some students believe that they are being denied the right to learn English (the language for social mobility) through multilingualism in teaching and learning. This was confirmed in the 2009 unpublished survey at Nelson Mandela, in which 100 first year students from all faculties responded. This survey investigated the preferred language of teaching and learning among first year students at the University. Of the few that participated, 95% chose to learn through English only. Meanwhile, students not proficient in English are denied equal access to knowledge in the classroom (Madiba, 2013) something which is their democratic right (CHE, 2007) and something which does not promote the policy of access and success. In this way, students who are provided with higher education access might not be supported to succeed.

The country's Constitution spells out that "[e]veryone has the right to receive education in the official language or languages of their choice in public educational institutions *where that education is reasonably practicable*" (Constitution of South Africa, 1996, Chapter 2, Section 29 issue 2). It is the escape clause "*where that education is reasonably practicable*" that contributes to the delay of full multilingualism in higher education teaching and learning. Institutions of higher learning hide behind the clause when they justify the slow or non-implementation of multilingualism in academic contexts. It is always not "*reasonably practicable*" for them to include indigenous languages as languages of learning and teaching, as they do not have enough academics from these

language backgrounds. According to Wildsmith-Cromarty & Turner, (2018:430), results from a staff audit on abilities to use isiZulu as a conversational and academic language at UKZN shows that academic staff are not yet ready to use isiZulu to teach their subjects. There could be a similar challenge for staff at Nelson Mandela University, if they are not trained to teach in these languages or if they do not have either conversational and/or academic proficiency in the African languages. For example, when some faculties are approached to implement multilingualism in teaching and learning at the University, they claim that they do not have language units where tests and examinations can be safely translated into the University's official languages. They also claim not to have sufficient senior academics from these official languages to drive such activities. This may be true as there were few academics from African language backgrounds in historically advantaged universities (HAU). This situation is slowly changing because of transformation. Meanwhile the majority of students in universities come from these linguistic backgrounds.

In this article it is argued that, since the student population in institutions of higher education is characterised by diversity, the teaching and learning approaches should also respond to this diversity.

2. Theoretical framework

To embrace diversity and reduce cultural alienation for the current student population in higher education, multilingual strategies in teaching and learning might be a solution. These strategies provide students with an opportunity to use their home languages as a resource during teaching and learning and can help them master threshold concepts, with their 'troublesome knowledge' within disciplines (Meyer & Land, 2003). This knowledge is described by the authors as conceptually difficult, counter-intuitive and alien, but if mastered, can help students see things in a new way in the discipline (Meyer & Land, 2003). Thus, the use of multilingual strategies in learning, particularly of concepts, can lead to a deep learning approach for bi/multilingual students.

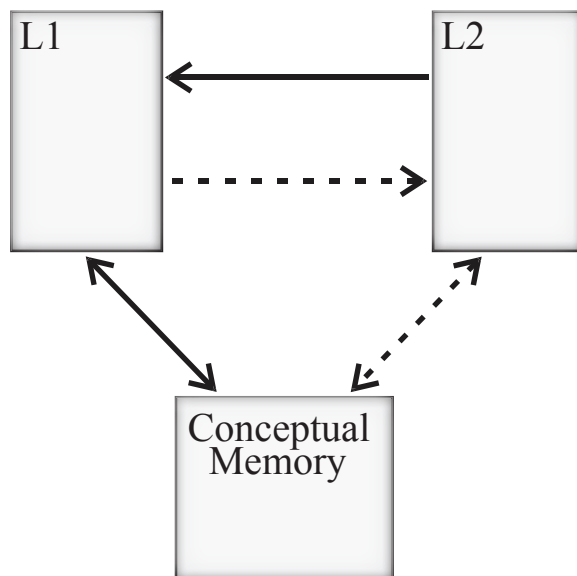
Multilingualism at a personal level can be defined as the ability to engage in more than two languages. This concept can also be used when people come from different language backgrounds in the society (e.g. a society is multilingual when it has people from three or more language backgrounds). However, Blommaert, Collins & Slembrouck (2005:197) describe multilingualism as 'not what individuals have or do not have, but what the environment as structured determinations and interactional emergence enables or disables'. That could mean the environment or context in which multilingualism is located can enable or disable the use of more than two languages. For example, the environments set by language policies in South African higher education institutions, and teaching and learning philosophies in those institutions can enable or disable multilingualism. If they promote the use of one language (e.g. English only), they disable multilingualism. At NMMU for example, the preferred language of teaching and learning is English. But at the same time 'Optimum use of students' primary languages...' during

teaching and learning is promoted (NMMU Language Policy, 2009). This phrase enables multilingualism although languages are not treated equally in academic contexts because of the phrase in the Language Policy which indicates that English is the preferred language of teaching and learning at this university. To promote multilingualism in universities, multilingual policies have to be developed and implemented. Turner and Wildsmith-Cromarty (2014:296) suggest that implementing these policies is not sufficient to facilitate access to knowledge for students and perhaps promote social cohesion in the universities and therefore the society. They advise universities to make provision for the learning of an African language by non-African language speakers. The language to be learned should be determined by the region in which the university is situated. For example, at NMMU (in the Eastern Cape), the dominant African language and one that can be learned by all non-African language speakers is isiXhosa. However, this language is only learned in professional modules for professional purposes. Using it as a medium of instruction has not yet started. Multilingual strategies are used (that include isiXhosa) in some faculties for teaching and learning. Also, isiXhosa can be used by post-graduate students in research proposal writing. So while this language is developed as a language for learning, teaching and research, its use for these purposes is very restricted.

When Pluddemann (1997; 2015) writes about additive multilingualism in education (which is also explained in the Nelson Mandela University Language Policy (2009) as the appropriate utilisation of established proficiency in the languages best known to learners during teaching and learning), he claims that it is to maintain home language(/s while providing access to and the effective acquisition of additional language/s. Pluddemann (2015:187) believes the schooling system committed to additive multilingualism should promote African mother tongues while providing access to the 'glocal' language, English. This means the home language should not be lost when an additional language is learned. Instead it should be used as a resource. The development and use of multilingual glossaries in higher education could be an example of a situation where the home language is maintained and used together with the second language (English) as a language of learning and teaching (LOLT).

Multilingualism in higher education can start with the threshold concepts that students need to understand content and succeed in their programmes. These concepts can form bottlenecks (Cousin, 2006) in the learning process if they are not understood by students. They are troublesome and difficult to grasp (Meyer & Land, 2003:2). When students master them, they get transformed, as their perspectives on ideas shift (Meyer & Land, 2003). They begin to view things differently. Mastering the threshold concepts opens a gateway to a different world view and learning flows unobstructed for students. If mastering threshold concepts is irreversible, that is, cannot be unlearned (Meyer & Land, 2003), then it means students cannot forget threshold concepts once they understand them. Mastering them can enable students to understand many other concepts and content as they are integrative, according to Meyer & Land (2003). If understanding threshold concepts comes with these benefits it means students have to be allowed to use the languages in their repertoires to understand them for equity in epistemological access and to make sure they are understood and not memorised without understanding.

In addition, if it is easy for students to translate from the second language (L2) to the first language (L1), as the lexical link from the second language to the first language is assumed to be stronger because second language words were initially associated with first language (Kroll & Stewart, 1994), then, more than one language can be used in learning threshold concepts under the broader ambit of multilingualism. Also, as the link from the L1 to the conceptual memory is assumed to be stronger than the link from the L2 to conceptual memory (Kroll & Stewart, 1994:158), that could mean the English L2 threshold concepts can be learned and understood through the L1. This could be advantageous for students who do not have English as a home language, as that will bring them close to equity of knowledge access in teaching and learning of threshold concepts and content in learning contexts. The following diagram illustrates this argument:



Source: Kroll & Stewart (1994)

Figure 2: *Hierarchical model of lexical and conceptual representation in bilingual memory*

Furthermore, when the Nelson Mandela University allows “optimum use of students’ language (if not English) to ensure cognitive assimilation into the university sphere of knowledge acquisition” (NMMU Language Policy, 2009) during learning and teaching, it is merely promoting Baker’s (2001:192) transitional bilingual education (TBE). The goal of transitional bilingual education is not to increase the learner’s competence in both languages (the home language and the target language, English in this case), but to increase competence in the second and target language only (English). Koch & Burkett (2006:3) believe this bilingual model is common at schools for learners “in order to better equip them to cope academically within the current system”. They conclude that this is

the reason for the dominance of English in higher education. In other words, learners at Nelson Mandela University come from one assimilationist model, which equipped them to cope with the current system, to the other in the University, which seeks to assimilate them into the university sphere of knowledge acquisition, which requires English literacies. So, in South Africa assimilation towards English is evident although unofficial (Kamwangamalu, 2009, in Scott, Straker & Katz, 2009: 332). Learners are assimilated into the ways of talking, acting and thinking that are represented by the dominant language (Koch & Burkett, 2006:4). That means there is no space for diversity in transitional bilingual education. This model's aim is to drive the society or education into monolingualism or limited bilingualism (Koch & Burkett, 2006:4).

What we need at Nelson Mandela University is developmental maintenance bilingual education (MBE) (Baker, 2001), in which diversity is acknowledged. As our country is experiencing economic development, social cohesion is very important and it cannot happen if there are people who feel excluded. If their languages are not used in public domains such as education, they might not be able to access the country's resources (Kamwangamalu, 2009 in Scott, Straker and Katz, 2009:330). Thus, they might be left behind in so far as economic development is concerned. The delay of the South African economic development to take off and move to the third and fourth stages of social transformation in economic development can be traced back to social cohesion in the country (Rostow in Coetzee, Graaf, Hendriks & Wood, 2001:52-53). For economic development to take off, the country's society needs to change and this cannot happen if there are those left behind. If some people's languages are excluded in education, those people might not benefit from the country's resources and employment in civil service (Kamwangamalu, 2009 in Scott, Straker and Katz, 2009:330). In developmental maintenance bilingual education the home language of the learner is supported, prevented from loss and acknowledged. It is fully developed and used continually as a language of learning and teaching (Koch & Burkett (2006:3). Thus, a learner is assisted to achieve cognitive academic language proficiency in his/her own language. The development and use of multilingual glossaries is another way of developing and using isiXhosa, an African language, side-by-side with English and Afrikaans, as a language for learning, teaching, assessment and research. It is a way to move towards MBE, which can lead to social cohesion and therefore, enhanced economic development for all in the country, without excluding people because of the languages they speak.

3. Methodology

In this study, the researcher was investigating the usefulness or not of the multilingual glossary development and use of Tourism and Business Management terms and concepts by isiXhosa-speaking students at first year level in the Tourism Communication tutorial. This strategy was tested to find out if it could enhance the understanding of concepts, something which would improve reading and writing abilities of the 28 isiXhosa-speaking students in the Tourism module. The students in this group were regarded as having low reading and writing abilities, as they had all obtained less than 50% in the English

Proficiency Assessment (EPA) test, which they wrote on admission to the Tourism Diploma programme. This led to their being placed in Communication group B instead of A, as they had limited proficiency in English as a language and academic literacies. The researcher requested to have them as participants in the study, and soon realised that most of them in the group were fluent in English as a language, but lacked academic literacies.

An empirical, qualitative study was conducted in the form of a case study. A case study was chosen because it can be employed in both qualitative and quantitative research, although many people tend to associate it with qualitative research because of its tendency to favour qualitative methods (Bryman, 2012:68). A case study can be used to deeply understand a phenomenon in its real-life to provide an in-depth description of a small number of cases (Mouton, 2001:149). For this study, primary data was collected through a questionnaire and semi-structured interviews. Data were collected in students' journals and from observing them during translation and multilingual glossary development in the tutorial.

The investigation was conducted over eight months from the beginning of the year (February) to the middle of the second semester (September). The research investigated the problem by providing students with a questionnaire (in June) and conducting semi-structured interviews (in August) as a follow up, although not all students could be available at the end. Data collection was carried out after the intervention strategy (translation and multilingual glossary development). Throughout the year students were writing reflective journals and they were observed working in their groups. The researcher listened to them and recorded their translanguaging for data collection. Ethical clearance was obtained from the university. The researcher was looking for evidence that would confirm or refute the correlation between the students' home language (in learning and teaching) on one side and improved academic literacies and success on the other.

In the tutorial there was a combination of students from township and rural schools on one hand, and those from former Model C schools on the other. Students from township and rural schools showed ability to read and write in isiXhosa (their home language). They also reported to have learned the language as a subject up to Grade 12. Although they had to learn through English according to the school language policy in South Africa, they reported that they had used translanguaging. However, those from the former Model C schools could not read and write in their own language (isiXhosa). Both groups could engage in speech in isiXhosa, although their discourse was characterised by translanguaging between isiXhosa and English. English was dominant in the discourse of those from former Model C schools, while isiXhosa was dominant in the translanguaging discourse of those from township and rural schools. This was important to note as the multilingual glossary development in the Communication tutorial was done through translanguaging and writing.

The researcher (language practitioner) and the Tourism Management lecturer worked in 'collaborative partnership' (Jacobs, 2007:65) to design and implement the multilingual glossary development strategy. For example, important concepts for the module

were selected from existing (English only) glossaries by the Tourism lecturer. They were discussed with the researcher (language practitioner) and were taken to the Communication tutorial, where students helped to translate and interpret them using the languages in their linguistic repertoires (e.g. isiXhosa and English for most students). Students were provided once a week with worksheets that consisted of an English Tourism glossary list of about ten terms and concepts.

Students were placed by the researcher into four homogenous language groups and had to grapple with the meanings of the concepts in their own language. They had to find equivalent terms and concepts in isiXhosa and write them next to each English term/concept. When students attempted to translate the glossaries into isiXhosa, they found that there would be no equivalent term or concept. They thus had to use paraphrase. For example, they had difficulty constructing the meaning of the concept *neo-colonialism*, as they are not familiar with it in their daily lives. Unless the teacher explains this concept to them using familiar examples from their culture and their daily experiences, it will form a bottleneck in their learning and will obstruct further access to knowledge in the classroom. This confirms the incompatibility of the language of home and immediate community on one hand, and that of the school or university on the other hand (Dlodlo, 1999:322).

Table 1 below is made up of terms, concepts and their meanings which were selected by the Tourism lecturer from the Tourism Management glossary. These terms and concepts were taken to the Tourism Communication tutorial by the tutor (researcher), who divided the students into groups of four in order to help them understand the concepts by translating them into isiXhosa. Students were translanguaging between English and isiXhosa in this activity, hence the students' translations are hand-written. Examples of students' translanguaging are provided in the sections below. The table shows the English terms and concepts selected by the lecturer in the first column and the translations by the students in the other. In the tutorial there were students from an Afrikaans background (who wrote their translations under the Afrikaans column), but their translations are not included in this paper, as the study focused on isiXhosa-speaking students only. However, the Afrikaans students participated in all the translanguaging and translation activities in the tutorial but only the isiXhosa-speaking students translations were used as data.

-*Table 1: Students' worksheet with English Tourism glossary

ENGLISH	ISIXHOSA	AFRIKAANS
Local economic development – is a process that encourages partnerships between communities, government and the business sector, which are all involved in economic activities that aim to improve local social-economic conditions	Sisimo esi khuthaza ubudlelwane phakathi kwengqongqo, urhulumente nomashishini ethule adibene kwirikhonomi injongo ikuphuhlisa indlela yokuphila kubemi Engingajani ethule.	
Monopoly – where there is one major company that offers a particular product in the market	Kuxa kukho iktampani enkulu ezisa iprodakthi ethile. umzekelo iktampani ka Eskom.	
Multi-national corporation – this is a corporation that manages production or delivers services in more than one country	Liqumrhu eliphatha iprodakthi ncentonzo ezithile kwizizwe egezizwe.	
Neo-colonialism – a policy whereby a major power uses economic and political means to perpetuate or extend its influence over undeveloped nations or areas		
Policy – a plan of action agreed or chosen by a political party, government or a business, intended to influence and determine decisions, actions and other matters	Sisicwangciso esiyimwumelwano esinyulwe ligela elithile lwezopolitiko ezimiselwe ekuzizigqibo nezinye imko.	
Pro-poor tourism – is tourism that generates net benefits for the poor	Liqumrhu elizisa uphuhliso kokuxhamlisa abangathethi ntweni.	
Strategy – a plan that is intended to achieve a particular purpose (the process of planning something or putting a plan into operation in a skillful way)	Sisicwangciso esithile sokugqise kisa ukuba injongo ethile iya-phumelela ngokufaka izakhono ezithile kwisicwangciso.	
Tourism resources – are all the things of value in a country or region, or within a local community, which can contribute to tourism development	Zizinto ezixabisekile kwisizwe okanye kwinqingqi ezithetha imaxheba kwiphuhliso le tourism.	
Underdevelopment – having few industries and a low standard of living	Kuxa ilizwe lijamelene nendawo zokuphucula nokwakha.	AFRIKAANS
Urban decay – this is the deterioration of buildings and infrastructure because of a lack of money	Kuxa izakhiwo ezinkulu zesisixeko zidilikwa ngenxa yokungabikho kwemali k yokwakha izakhiwo ezo.	
Urbanisation – is a process where people move from rural areas to a central area, such as a town	Kukusuka kwabantu kwitali besaya kwidolophu ezinkulu ngenjongo zempucuko.	

The Tourism Management lecturer, who also came from an isiXhosa language background, had to verify the translations. While students were grappling to translate and interpret the terms and concepts from English, an expert from the Tourism Management field and from an isiXhosa language background was hired by the researcher/language practitioner to also translate the same terms and concepts. Students thus had the opportunity to compare their translations to those of the expert as experts' multilingual glossaries were longer than those developed in the tutorial. Experts had terms and concepts from the whole Tourism Management module compared to those by students

which covered only sections of the module. For this study, only the terms and concepts translated by students are selected from the extended versions of the experts. See the translation of selected terms and concepts by experts below.

Table 2: Tourism Management Multilingual Glossary

ENGLISH	ISIXHOSA	AFRIKAANS
<p>Local economic development – is a process that encourages partnerships between communities, government and the business sector, which are all involved in economic activities that aim to improve local social-economic conditions</p>	<p>Uphuhliso loqoqosho Iwendawo- yinkqubo ekhuthaza ukubambisana phakathi kwabahlali, urhulumente necandelo loosomashishini, apho bonke bahlangana ngezoqoqosho, ngenjongo yokuphucula iimeko zasekuhlaleni nezoqoqosho.</p>	<p>Plaaslike ekonomiese ontwikkeling - is 'n proses wat vennootskappe aanmoedig tussen gemeenskappe, die regering en die sakesektor, wat almal betrokke is by die ekonomiese aktiwiteite wat daarop gemik is om plaaslike sosio-ekonomiese toestande te verbeter</p>
<p>Monopoly – refers to when there is one major company that offers a particular product in the market</p>	<p>Uxhamlo-wedwa- kuxa ikhampani enye ixhamla yodwa kwimveliso ethile kwezoshishino</p>	<p>Monopolie - verwys na wanneer daar een groot maatskappy is wat 'n spesifieke produk aan die mark bied</p>
<p>Multi-national corporation – this is a corporation that manages production or delivers services in more than one country</p>	<p>Imbumba yabantu bamazwe ngamazwe- yimbumba elawula imveliso okanye ehambisa iinkonzo kumazwe ngamazwe.</p>	<p>Multinasionale korporasie - dit is 'n maatskappy wat in meer as een land produksie beheer of dienste lewer</p>
<p>Neo-colonialism – a policy whereby a major power uses economic and political means to perpetuate or extend its influence over undeveloped nations or areas</p>	<p>Ulawulo lwamazwe anamandla kuloo mazwe ebengamathanga ngaphambili- yinkqubo apho ilizwe elinamandla kunamanye lisebenzisa iindlela zoqoqosho nezopolitiko ukugcina ulawulo mpela okanye ukwandisa impembelelo yalo kwezo zizwana okanye iingingqi ezingekafumani luphuhliso.</p>	<p>Neokolonialisme - 'n beleid waarvolgens 'n groot krag gebruik maak van ekonomiese en politieke middele om sy invloed oor die onontwikkelde nasies of gebiede in stand te hou of uit te brei</p>
<p>Policy – a plan of action agreed or chosen by a political party, government or a business, intended to influence and determine decisions, actions and other matters</p>	<p>Inkqubo- luyilo lwento emayenziwe ekuvunyelenwe ngayo, okanye ekhethwe liqela lezopolitiko, urhulumente okanye ishishini, ngenjongo yokuphembelela umisele indlela yokuthatha izigqibo kwizinto emazenziwe kwakunye neminye imicimbi.</p>	<p>Beleid - 'n plan van aksie waarop 'n politieke party, die regering of 'n besigheid ooreengekom het of besluit is, wat bedoel is om besluite, optrede en ander sake te beïnvloed en te bepaal</p>
<p>Pro-poor tourism – is tourism that generates net benefits for the poor</p>	<p>Ukhenketho olulungiselela abahluphekileyo- lukhenketho oluzisa ingeniso egcweleyo kwabahluphekileyo.</p>	<p>Pro-armes-toerisme - is toerisme wat netto voordele vir die armes genereer</p>

Strategy – a plan that is intended to achieve a particular purpose (the process of planning something or putting a plan into operation in a skilful way)	Ubuchule bokuyila into- uyilo olulungiselelwe ukuzalisekisa injongo ethile (inkqubo yokuyila into okanye ukwenza uyilo lusebenze ngendlela enobuchule).	Strategie - ‘n plan wat daarop gemik is om ‘n spesifieke doel te bereik (die proses van die beplanning van iets of om ‘n plan op ‘n kundige manier in werking te stel)
Tourism resources – are all the things of value in a country or region, or within a local community, which can contribute to tourism development	Ubutyebi bokhenketho--- zizo zonke izinto ezixabisekileyo elizweni okanye kwingingqi, okanye kubahlali bendawo, zinto ezo ezinganegalelo ekuphuhliseni ukhenketho.	Toerismehulpbronne - alles wat in ‘n land of streek of in ‘n plaaslike gemeenskap van waarde is en wat tot die ontwikkeling van toerisme kan bydra.
Underdevelopment – having few industries and a low standard of living	Ukungakhuli ngokwaneleyo- ukuba mbalwa kwamashishini nezinga eliphantsi lokuphila.	Onderontwikkeling - met enkele nywerhede en ‘n lae lewenstandaard
Urban decay – this is the deterioration of buildings and infrastructure because of a lack of money	Ukuhla komgangatho wesimo sedolophu- oku kukuba mandundu kwezakhiwo namaziko akhoyo ngenxa yokushokoxeka komnotho.	Stedelike verval - dit is die agteruitgang van geboue en infrastruktuur as gevolg van ‘n gebrek aan geld
Urbanisation – is a process where people move from rural areas to a central area, such as a town	Ufudukelo-dolophini- yinqubo apho abantu bashiya iilali zabo besiya kummandla osembindini, onjengedolophu.	Verstedeliking - is ‘n proses waar mense uit landelike gebiede na ‘n sentrale gebied, soos ‘n stad, beweeg

4. Findings

Students who learned isiXhosa up to Grade 12, were of great help to others in the groups as they came up with isiXhosa terms and concepts that were learned by their group members who had not learned isiXhosa at school. Because of the students who learned isiXhosa up to Grade 12, there were many similarities between the translations of the experts and those of the students in the tutorial, as students were using their linguistic repertoires. For example, for the concept “Multi-national corporation” the students translated it as “Liqumrhu eliphatha iprodukthi neenkonzoz ezithile kwizizwe ngezizwe” (English: *It is a corporation that manages a product and certain services in multiple nations.*), while the expert said it is “Imbumba yabantu bamazwe ngamazwe-yimbumba elawula imveliso okanye ehambisa iinkonzoz kumazwe ngamazwe” (English: *a corporation that manages production or delivers services in more than one country*). The important terms for Tourism students are: “Imbumba yabantu ...abahambisa iinkonzoz kumazwe ngamazwe” (English: *a corporation that delivers services in more than one country*). Imbumba yabantu bamazwe ngamazwe- yimbumba elawula imveliso okanye ehambisa iinkonzoz kumazwe ngamazwe (English: *See in the same sentence above*) which is similar to “Liqumrhu...kwizizwe ngezizwe” (English: *a corporation...in multiple nations*) and elawula imveliso okanye ehambisa iinkonzoz” (English: *that manages production or delivers services*) which is the same as “eliphatha iprodukthi neenkonzoz

ezithile” (English: *that manages a product and certain services*). The two meanings by experts and students differ only in words used, the meaning is the same. Translation of students’ isiXhosa versions are all provided in the addendum.

When it comes to the concept “pro-poor tourism”, instead of the term “ukhenketho” for “tourism” the students used the same term used above “Liqumrhu” / “Imbumba” which does not mean tourism *a corporation*. It seems students did not know “tourism” in isiXhosa, which is “ukhenketho” as they also borrowed from English when translating “Tourism resources”. However, the definition of the concept is understood, as the rest is the same in meaning as that given by the expert. For example, the expert says “olulungiselela/oluzisa ingeniso ...kwabahluphekileyo” (English: *that generates benefits for the poor*) while they translate it as, “elizisa uphuhliso nokuxhamlisa abangathathi ntweni” (English: *that brings development and benefits to the poor*). These two definitions mean the same but are using two different varieties of isiXhosa from different regions. For example, for poverty, the isiXhosa term can be realised as “ukungathathi ntweni” (English: *to have nothing*) or “ukuhlupheka” (English: *to be poor*) which is what the expert used. Sometimes the expert used more frequent terms in their translations in order to facilitate understanding for students. Students, on the other hand, used terms that the researcher never expected them to know, e.g. “abangathathi ntweni” (English: *those who have nothing*) for the poor, while the expert used the common term “abahluphekileyo” (English: *the poor*). Students also used the phrase “lijamelene” to refer to “*facing a challenge*”, while the expert used the phrase “ukungakhuli ngokwaneleyo” which means “not to grow enough” which is a challenge. The expert was using this phrase to simplify the meaning of “underdevelopment” for students, as students from urban schools would find phrases such as “lijamelene” difficult. Students were using formal standard language whereas experts are warned not to use deep isiXhosa which will not be understood by students when translating at this University. However, the students proved to know their language better than expected for this group. The researcher suspects that there were students from the Eastern Cape villages in this group as they also mention “kwiilali” - “villages” in their translation of urbanisation. Students who do not come from villages usually use the term “emaphandleni”, which means outside cities for “rural areas”.

Students used the multilingual glossaries to understand Tourism texts when preparing themselves for Tourism tests and assignments and in the Communication tutorial to comprehend Tourism texts that were selected by the Tourism lecturer and the language practitioner. Students were given a questionnaire about the development and use of multilingual glossaries and were interviewed towards the end of the year. The researcher also gave the Tourism lecturer questions to answer about the students’ understanding and use of the terms and concepts in the Tourism class. The questions and the lecturer’s responses follow:

Did students use the terms more accurately due to the glossary?

The translation of the terms was beneficial to those students whose languages were translated. It enabled them to apply the concepts more accurately and in context. The

tourism development subject is very theory-based and some students can find that overwhelming. The level of the language used, especially at second-year level, has also proved to be a challenge for students who speak English as a second-language. A tool such as the glossary is of great value to these students, as it enables them to explain and apply concepts better. Some students have complained about their inability to understand the language used within the discipline and this in turn proves to be a stumbling block in their performing well in assessments. The glossary has thus made things a bit easier for them. As helpful as the glossary was to some, it however did not accommodate the students whose home languages are not Afrikaans or isiXhosa.

Both the pre- and the post-tests included a question on terms and concepts and students had to provide their meanings. The participants obtained less than 50% in the pre-test, something which could be an indication that they did not understand most of the terms and concepts in the text they had to read and those tested. However, students' 'concept literacy' (Madiba, 2014: 68) was scaffolded by the learning of terms and concepts through translation and multilingual glossary development in the Tourism Communication tutorial. Almost all the terms and concepts they needed to know in the Tourism field, particularly at diploma level were translated from English into isiXhosa by the students and experts in the Tourism field. Hence, the participants' understanding of terms and concepts had markedly improved. If mastering the threshold concepts opens a gateway to a different world view and allows learning to flow unobstructed for students (Meyer & Land, 2003), students will find the translation and interpretation of terms useful. Students wanted learning to flow unobstructed and also wanted their identities to be affirmed in other modules as well and that is why they wished terms and concepts were translated in other modules. This request by students also means that the development of African languages as languages of teaching, learning and research in higher education has to be enhanced, as educating students through a language which is not their mother tongue increases the risk of failure.

The Tourism lecturer also confirmed that the translation of terms and concepts was beneficial to the students. The activity enabled them to apply the concepts more accurately and in more appropriate contexts. Out of the 23 students that were left in the tutorial by the end of the year, 22 passed both in the Tourism class and in the Tourism Communication Tutorial, while one of the 23 students did not write. While there are many other factors that could have improved African students' pass and graduation rates at NMMU (Sheppard, 2013/14), the implementation of multilingualism in teaching and learning, through strategies like multilingual glossary development have contributed. The development and use of the multilingual glossary by the Tourism students assisted in the adoption of the MBE, instead of TBE, as competence in the two languages (English and isiXhosa) was developed together. In this way, students' cognitive academic language proficiency (CALP) (Cummins, 1981) was developed in both the home language and English, as students were translanguaging between both English and isiXhosa when learning. IsiXhosa-speaking students also participated in their education as their Tourism lecturer explains above. When they wanted multilingual glossaries to be developed for all their modules it means they perceived the value of their own language in their learning.

By mid-year (June), there were 26 out of the 28 isiXhosa-speaking students who were in the tutorial at the beginning of the year. Five questions presented in a Yes/No Sometimes-format, were answered by the students. Students had to also choose one of the five questions in the questionnaire and explain their answer to it in detail. For example, the 21 students who participated in the questionnaire answered positively to a question on *whether the translation of Tourism terms and concepts in the tutorial was helping them with reading and writing* (Question Three). This question sought to elicit information about students' attitudes to and beliefs about the development of multilingual glossaries. They explained that it was helping them understand lectures and texts in the Tourism class and in the Communication tutorial. Similar to Dlodlo's (1999) study, students preferred to use isiXhosa when learning to voice alternative conceptions, clarify concepts, eliminate misconceptions and formulate ideas, as it can be difficult for them to generate ideas in a second language (English). Cummins (2007) suggests that when students' language(s) is used in class, they become motivated, and feel their identities affirmed. They also reported that they were using the terms and concepts learned when preparing for tests, examinations and when writing assignments. A summary of their responses is presented in Table 3 below.

Table 3: *Students' responses to the questionnaire*

Question	Yes %	No %	Sometimes %
1.	16 (62%)	2 (8%)	8 (31%)
2.	20 (77%)	4 (15%)	2 (8%)
3.	21 (81%)	3 (11%)	2 (8%)
4.	18 (69%)	3 (11%)	5 (19%)
5.	16 (62%)	8 (31%)	2 (8%)

Attitudinal questions were asked in the questionnaire to find out how students felt about the way language was used in the academic context (the tutorial). The questions investigated students' opinions, attitudes, interests and beliefs about the multilingual strategies used during teaching and learning in the tutorial. Tutorials in other departments, for example, were conducted in English only. However, in the Tourism Communication tutorial the tutor and the students could translanguage freely during teaching and learning. The high percentages under "Yes" in the table are students' positive responses to questions about the development and use of multilingual glossaries and translanguageing in the tutorial. These high percentages (particularly 81% for the question on the usefulness of multilingual glossary development and use) confirm that this strategy enhances

learning. The questionnaire helped the researcher reach more students than she did in the interview.

By the time students were individually interviewed in August, there were only 23 out of the 28 isiXhosa-speaking students in the tutorial and at the end only 11 were interviewed, as most of them were not available due to pressure to improve their work in other courses. All the interviewed students found the translation of Tourism terms and concepts useful. They liked being placed in their own language groups to translanguage and interpret and or translate the terms and concepts. They explained that they were using them when reading, preparing for tests and when writing assignments. Students wished that concepts from other modules could also be translated in this way.

The researcher also noticed that students' attitudes towards their language changed in the process of developing multilingual glossaries. Although they were reluctant to use isiXhosa for learning at university level at the beginning of the year, they had accepted the language at this level by the end of the year in the tutorial. One of the reasons for their acceptance was that it was helping them express their views when translanguageing in the discussions for developing the multilingual glossaries. It was also helping them better understand the English terms and concepts. All the interviewed students shared this in their interview responses (to Question 4; 5 and 6 which are specifically about multilingual glossary development. (See Table 4 below). That means if students do not know the benefits of learning through their language, they might choose to learn through English for fear of change, as they have been learning through English at school, and for fear of being denied the opportunity to learn English, which they associate with wealth and success. See question 4; 5 and 6 below:

Table 4: Questions and students' responses on the interviews

QUESTION NO.	ACTUAL QUESTION (OR Unit Title)	NUMBER OF STUDENTS
Question 1 (Category 1)	In which school were you for Matric?	6 = Rural schools 4 = Township schools 1 = NQF level
Question 2 (Category 2)	Did you learn isiXhosa as a subject up until Grade 12? (as 1 st language or additional language?)	10 = Yes 1 = No
Question 3 (Category 3)	Which languages were used for teaching and learning in your high school?	3 = English only 8 = English and isiXhosa
Question 4 (Category 4)	Did you find alternation of languages during translation of Tourism terms and concepts useful or not? Explain how it was or wasn't useful to you.	11 = Useful
Question 5 (Category 5)	Do you think that terminology should be translated in all other courses as well? Explain your answer.	11 = Yes
Question 6 (Category 6)	Explain in what situations and how you use the Tourism multilingual glossary.	11 = In writing assignments, studying and preparing for tests

Question 7 (Category 7)	Did it help you to understand when your tutor in the Tourism Communication tutorial used isiXhosa and English to explain the work and concepts?	11 = Yes
Question 8 (Category 8)	Would you like lecturers in other courses to use the same strategy to explain difficult work in two languages? Explain how this would help you.	11 = Yes
Question 9 (Category 9)	Would you like isiXhosa to be used with English when referencing in essay writing is taught? Explain why.	10 = Yes 1 = No
Question 10 (Category 10)	Do you find code-meshing useful for learning new content in Tourism? Explain your answer.	10 = Yes 1 = No
Question 11 (Category 11)	Do you think students can learn from each other's answers when code-meshing? Explain how and why this works, or doesn't work for you.	11 = Yes
Question 12 (Category 12)	Do you find the reading in English, discussing in isiXhosa and summarising of Tourism texts in the tutorial in English useful? Explain why or why it did not make a difference to your understanding.	11 = Yes

The researcher also discovered that the nine students in the tutorial who did not learn Tourism at school were fascinated by the translation of terms and concepts. While the development of multilingual glossaries seemed to be a key for opening up the discipline (Perking, 2007; 2009), for all the students, the strategy was of more value to those who did not learn Tourism at school. When asked in the tutorial how they felt during translation and bilingual glossary development in the tutorial and whether the glossary helped them, these were some of their answers:

The translation of words... it helped me because I didn't do Tourism at high school so I got a chance to know other terms because we attended the tutorials, English tutorials before Tourism lectures. So, I was familiar with other words during our tourism lecture. (Ndavi)

Yes, ma'am, I... ma'am what I can say in my high school I was not doing Tourism eh... i- Tourism intsha apha kum....so ndifunde i-new terms ze tourism this year. (Ngqambs) (Translation: Tourism is new to me I did not learn it at high school, so I also learnt new Tourism terms this year).

Eh: I felt good because after that, emveni koba zifundisiwe ezanto ndaye ndayazi i-terms zeTourism because in high school I didn't know more about Tourism but now I can even tell someone about how the Tourism industry works, and how... which things are doing in Tourism industry and the professional tourists or the professional... someone who is working in Tourism industry should do. (Ntamo)

Ok, we feel privileged cause kwezinye ii-classes abatranslathelwa ma'am banikwa njengoba zinjalo ii- terms, so abanikwa elaxesha lokubana ba groupishwe mhlawumbi kuthiwe ba ungumXhosa dibana nomXhosa

then ba nithethe then ni disscusse. Andiqondi banazo eza terms bona, andiqondi noba bayayazi ukuba ikhona into enjalo pha kwi Learn site. We felt privileged because in other classes they are not helped to translate the terms, they are just given the terms and without the opportunity to be grouped in their home languages and discuss them. I don't think they even have those terms, they do not know that there is something like a multilingual glossary in the Learn site. (Wotsi).

The researcher discovered that students who had not learned isiXhosa, their home language, at school could participate in verbal discussions of the terms and concepts in isiXhosa during translation, but they did not volunteer to write the meanings the groups agreed on. This confirmed to the researcher that the students had communicative language in isiXhosa, as they could successfully translanguage between English and isiXhosa, but they lacked cognitive academic language proficiency (Cummins, 1981), as they could not read and write in their language. The inability of these students to write in their language also indicated to the researcher that transitional bilingual education (Baker, 2001) was implemented at school when the students learned English. They learned English at the expense of their home language. However, these students' linguistic repertoires were reshaped by the discussions during the multilingual glossaries as their cognitive isiXhosa was developed.

Students would like to be given this translation and bilingual glossary development opportunity to understand the terms and concepts of other modules in both their languages. They would like to have the bilingual glossaries for other modules as they believe this would improve their learning of other modules in their discipline. All these positive comments about the development of bilingual glossaries were largely due to the use of translanguaging during this task. Students explained that the bilingual glossary, which was placed online provided them with the support they needed when learning at home. For example, Ntamo associated the improvement in her academic essay marks (for example, 50, 55 and 65% in the three essays respectively) with the use of the bilingual glossary. Wotsi reported to have printed the glossary from the Learn@nmmu site and kept it for when studying at home as she had no access to the site at home. The two students who had learnt Tourism at college and school, also found the development and use of the bilingual glossary useful as they did not know what some of the terms mean in isiXhosa.

The students who had never learnt Tourism (as per their reports in the interview) found the translation and bilingual glossary development useful in facilitating learning. This shows that when learning new information, the use of students' own language is important, as better understanding might be achieved. The students' cultural and linguistic backgrounds, which form part of their prior knowledge, help them with better understanding of the new subject matter, as Street (2005:4) points out:

[I]n order to build upon the richness and complexity of learners' prior knowledge, we need to treat the 'home background' not as a deficit but as affecting deep levels of identity and epistemology, and thereby the stance

learners take with respect to the 'new' literacy practices of the educational setting.

The researcher was convinced that the students who wished terms and concepts from other modules were translated into isiXhosa, were missing their language in learning and were feeling alienated. From the students' responses to the questionnaire and interviews, the researcher found that the students felt supported by the translation of terms and concepts into isiXhosa. For them, learning at university would be easier if they were provided with the opportunity to use their language for better understanding of terms and concepts in all their modules. Universities that are leading in the professionalization of multilingualism in higher education and who obtained funds from the SANED Multilingualism Project in South Africa, including UCT, UKZN, CPUT, RU and Durban University of Technology (DUT) believe that developing multilingual glossaries of terms and concepts by students provides a learning support that leads to deeper learning. Madiba (2010:243) argues that, given good academic support such as direct vocabulary instruction and explicit concept teaching which involves learners' first languages, new zones of learning possibilities can be created for English Additional Language (EAL) students.

5. Conclusion

This study was conducted in order to assess the effectiveness of multilingual strategies such as, the multilingual glossary development and use for the improvement of isiXhosa-speaking students' learning at first-year level. The study was also conducted to find out whether multilingual glossaries could successfully be used for the implementation of the Nelson Mandela University's language policy. Multilingual glossary development has been used as a strategy to improve isiXhosa-speaking students' learning so as to improve their pass and success rates. Students were translating English glossaries with terms and concepts they needed to understand in order to succeed in Tourism. Both students and the Tourism lecturer, who selected the terms and concepts to be translated in the Tourism Communication tutorial, confirmed that this strategy was useful. Students' reading and writing improved. They wanted to be provided with opportunity to translate terms and concepts for other modules. Understanding concepts is like obtaining keys to open the discipline (Perkins, 2009). Thus, multilingual glossaries can be a solution for epistemological access by students, who do not come from the language of learning and teaching (English) background, as there is incompatibility between their language and the academic literacies (Gee, 1989) they need for learning in the disciplines. The development of the Tourism multilingual glossary contributed towards developing isiXhosa into an academic language, and responded to the Language Policy for Higher Education (2002) call for African languages to be developed as languages for teaching, learning and research. It also provided language support to the "under-prepared" students (Kraak, 2000 in Gravett and Geyser, 2009:68) and improved the students' academic literacies.

References

- Baker, C. 2001. *Foundations of bilingual education and bilingualism*. 3rd edition. Clevedon: Multilingual Matters
- Blommaert, J., Collins, J. & Slembrouck, S. 2005. Spaces of multilingualism. *Language & Communication*, 25, 197-216.
- Bryman, A. 2012. *Social research methods*. Oxford University Press: New York.
- Coetze, J.K., Graaf, J., Hendricks, F. & Wood, G. 2001. *Development theory, policy and practice*. Oxford University Press, Southern Africa: Cape Town.
- Constitution of the Republic of South Africa. 1996. Pretoria: Government printer.
- Council on Higher Education, 2013. A proposal for undergraduate curriculum reform in South Africa: the case for a flexible curriculum structure. Report of the task team on undergraduate curriculum structure. Pretoria: Council on Higher Education.
- Council on Higher Education (CHE). 2007. *Higher Education Monitor No. 6: A case for improving teaching and learning in south African higher education*. Pretoria: Council on Higher Education.
- Cousin, G. 2006. An introduction to threshold concepts. *Planet*, 17, 4–5.
- Cummins, J. 1981. Bilingualism and minority-language children. Toronto, Ontario: The Ontario Institute for Studies in Education.
- Cummins, J. 2007. *Rethinking monolingual instructional strategies in multilingual classrooms*. Toronto, Canada: Ontario Institute for Studies in Education, University of Toronto.
- Dlodlo, T.S. 1999. Science nomenclature in Africa: Physics in Nguni. *Journal of Research in Science Teaching*, 36 (3): 321-331.
- Gee, J. P. 1989. Literacy, discourse, and linguistics: Introduction. *Journal of Education*, 171, 5- 17.
- Gee, J. P. 1996. *Social linguistics and literacies: Ideology in discourses* (2nd ed.). London: Taylor & Francis.
- Gravett, S. & Geyser, H. 2009. *Teaching and learning in higher education*. Pretoria, RSA: Van Schaik.
- Higher Education Ministerial Committee for Language Policy 2013.

- Jacobs, C. 2007. Towards a critical understanding of the teaching of discipline-specific academic literacies: making the tacit explicit. *Journal of Education*, 41, 59-81.
- Kamwangamalu, N. 2004. The language policy/language economics interface and mother-tongue education in post-apartheid South Africa. *Language Problems and Language Planning* 28 (2): 131–146
- Kamwangamalu, N. 2009. Educational policies and practices in post-apartheid South Africa: the case for indigenous African languages. In Scott, J.C., Straker, D.Y. & Katz, L. *Affirming students' right to their own language: bridging language policies and pedagogical practices*. 2009. New York & London: a co-publication of the national council of teachers of English and Routledge.
- Kaschula, R.H. & Maseko, P. 2014. Intellectualisation of African languages, multilingualism and education: a research-based approach. *Alternations, Interdisciplinary Journal for the Study of the Arts and Humanities in Southern Africa*, special edition 13, 2014.
- Koch, E. & Burkett, B. 2005. Making the role of African languages in higher education a reality. *South African Journal of Higher Education*, 19 (6): 1089-1107.
- Kroll, J. & Stewart, E. 1994. Category interference in translation and picture naming: evidence for asymmetric connection between bilingual memory representations. *Journal of Memory and Language*, 33 (2): 149-174.
- Department of Education. Language Policy for Higher Education, 2002. Pretoria: Government Printer
- Madiba, M. 2010. Fast-tracking concept learning to English as an additional language students through corpus-based multilingual glossaries. *Alternations*, 17 (1): 225-248.
- Madiba, M. 2010. Towards multilingual higher education in South Africa: the University of Cape Town's experience. *The Language Learning Journal*, 38 (3): 327-346.
- Madiba, M. 2013. Multilingual education in South African universities: policies, pedagogies and practicality. *Linguistics and Education* 24, 385-395.
- Madiba, M. 2014. "Promoting concept literacy through multilingual glossary: a translanguaging approach". In Hibbert, L. & Van der Walt, C. 2014. *Multilingual universities in South Africa: reflecting society in higher education*. UK: St Nicholas House.
- Mesthrie, R. 2008. Necessary versus sufficient conditions for using new languages in South African higher education: A linguistic appraisal. *Journal of Multilingual and Multicultural Development*, 29 (4): 325-340.

- Meyer, JHF. & Land, R. 2003. *Threshold concepts and troublesome knowledge: linkages to ways of thinking and practising in improving students' learning – Ten Years On*. C. Rust (Ed), Oxford: OCSLD.
- Mkize, D. & Balfour, R. 2017. Language rights in education in South Africa. *South African Journal of Higher Education*, 31 (6): 133-150.
- Mouton, J. 2001. *How to succeed in your Master's & Doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik.
- NMMU Language Policy, 2009.
- NMMU 2008b. Short-term strategic priorities and risk areas. Port Elizabeth, RSA: Nelson Mandela Metropolitan University.
- Paxton, MIJ. 2009. It's Easy to learn when you are using your home language, but with English you need to start learning language before you get to the concept: bilingual concept development in an English medium university in South Africa. *Journal of Multilingual and Multicultural Development*, 30 (4): 345-359.
- Paxton, M. & Tyam, N. 2010. Xhosalising English? Negotiating meaning and identity in Economics. *Southern African Linguistics and Applied Language Studies*, 28 (3): 247-257.
- Perkins, D. 2007. Theories of difficulty. In N. Entwistle & P. Tomlinson (Eds.), *Student learning and university teaching*. *British Journal of Educational Psychology*. Monograph series II Number 4, 31-48 Leicester, UK: British Psychology Society.
- Perkins, D. N. 2009. *Making learning whole. How seven principles of teaching can transform education*. San Francisco, CA: Jossey-Bass.
- Pluddemann, P. 1997. 'Additive and subtractive challenges in education for multilingualism'. *Per Linguam*, 13 (1): 17-28.
- Pluddemann, P. 2015. Unlocking the grid: language –in –education policy realisation in post-apartheid South Africa. *Language and Education*, 29 (3): 186-199.
- Scott, J.C., Straker, D.Y. & Katz, L. 2009. *Affirming students' right to their own language: bridging language policies and pedagogical practices*. New York & London: National Council of Teachers of English and Routledge.
- Sheppard, C. 2013/14. Nelson Mandela Metropolitan University success rate.
- Street, B. 2005. *Literacies across educational contexts: mediating learning and teaching*. Philadelphia: Caslon Press.

Turner, N. & Wildsmith-Cromarty, R. 2014. Challenges to the implementation of bilingual/multilingual language policies at tertiary institutions in South Africa (1995-2012), *Language Matters*, 45 (3): 295-312.

Wildsmith-Cromarty R & N. Turner 2018. Bilingual instruction at tertiary level in SA: what are the challenges? *Current Issues in Language Planning* doi.org/10.80/14664208.2018.1468959.

Addendum:

Table 5: Typed students' translations and their English versions.

English	IsiXhosa: students' version	English translation of students' version
<p>Local economic development – is a process that encourages partnerships between communities, government and the business sector, which are all involved in economic activities that aim to improve local social-economic conditions</p>	<p>Sisimo esikhuthaza ubudlelane phakathi kwengigqi, urhulumente namashishini athile adibene kwi-ikhonomi injongo ikukuphuhlisa indlela yokuphila kwabemi engingqini</p>	<p>It is the process of encouraging collaboration between the region/area, the government and certain businesses in economic activities with the aim to improve people's lives in that area.</p>
<p>Monopoly – refers to when there is one major company that offers a particular product in the market</p>	<p>Kuxa kukho ikhampani enkulu ezisa iprodakthi ethile. Umzekelo ikhampani ka Eskom</p>	<p>It is when there is a big company that brings a certain service. For example, Eskom.</p>

<p>Multi-national corporation – this is a corporation that manages production or delivers services in more than one country</p>	<p>Liqumrhu eliphatha iprodakthi neenkonz ezithile kwizizwe ngezizwe</p>	<p>It is a corporation that manages a product and certain services in multiple nations.</p>
<p>Neo-colonialism – a policy whereby a major power uses economic and political means to perpetuate or extend its influence over undeveloped nations or areas</p>		
<p>Policy – a plan of action agreed or chosen by a political party, government or a business, intended to influence and determine decisions, actions and other matters</p>	<p>Sisicwangciso esiyi mvumelwano esinyulwe liqela elithile lezopolitiko elimiselwe ukuthatha izigqibo nezinye iimeko</p>	<p>It is an agreed upon plan by a certain political party for decision making and use in other situations</p>
<p>Pro-poor tourism – is tourism that generates net benefits for the poor</p>	<p>Liqumrhu elizisa uphuhliso nokuxhamlisa abangathathi ntweni</p>	<p>A corporation that brings development and benefits to the poor.</p>

<p>Strategy – a plan that is intended to achieve a particular purpose (the process of planning something or putting a plan into operation in a skilful way)</p>	<p>Sisicwangciso esithile sokuqinisekisa ukuba injongo ethile iyaphumelela ngokufaka izakhono ezithile kwisicwangiso</p>	<p>It is a certain plan/ strategy to make sure that a certain mission is accomplished by skilfully following the plan.</p>
<p>Tourism resources – are all the things of value in a country or region, or within a local community, which can contribute to tourism development</p>	<p>Zizinto ezixabisekileyo kwisizwe okanye kwingingqi ezithatha inxaxheba kuphuhliso lwe-tourism</p>	<p>They are valuable resources in a country, which contribute to the tourism development in the country or the region/area.</p>
<p>Underdevelopment – having few industries and a low standard of living</p>	<p>Kuxa ilizwe lijamelene nendawo zokuphucula nokwakha i...</p>	<p>It is when a country faces challenges of developing and building the...</p>
<p>Urban decay – this is the deterioration of buildings and infrastructure because of a lack of money</p>	<p>Kuxa izakhiwo ezikhulu zesixeko zidilizwa ngenxa yokungabikho kwemali yokwakha izakhiwo ezo</p>	<p>It is when big buildings in the area are demolished because of a lack of funds to re-build them.</p>
<p>Urbanisation – is a process where people move from rural areas to a central area, such as a town</p>	<p>Kukusuka kwabantu kwiilali besiya kwiidolophu ezinkulu ngeenjongo zempucuko</p>	<p>It is moving of people from villages to big cities with the aim to improve their lives.</p>

Source: Students' isiXhosa translations and their English versions

ABOUT THE AUTHOR

Thoko T Batyi

Nelson Mandela University.

Thoko T Batyi is an academic developer in the Centre for Teaching, Learning & Media at Nelson Mandela University in Port Elizabeth, South Africa. She received her PhD in Applied Languages from this University and conducts research on multilingual strategies to be used for language development, improvement of academic literacies and the implementation of this University's language policy. Her work is published in *Per Linguam*.

Tydskrif vir Taalonderrig - Journal for Language Teaching
- Ijenali yokuFundisa iLimi - Ijenali yokuFundisa iiLwimi -
Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta Polelo
- Buka ya Thuto ya Puo - Jenale ya Thuto ya Dipuo - Ijenali
Yekufundzisa Lulwimi - Jena?a ya u Gudisa Nyambo
- Jenala yo Dyondzisa Ririmi - Tydskrif vir Taalonderrig -
Journal for Language Teaching - Ijenali yokuFundisa iLimi
- Ijenali yokuFundisa iiLwimi - Ibhuku Lokufundisa Ulimi
- Tšenale ya tša Go ruta Polelo - Buka ya Thuto ya Puo -
Jenale ya Thuto ya Dipuo - Ijenali Yekufundzisa Lulwimi
- Jena?a ya u Gudisa Nyambo - Jenala yo Dyondzisa
Ririmi - Tydskrif vir Taalonderrig - Journal for Language
Teaching - Ijenali yokuFundisa iLimi - Ijenali yokuFundisa
iiLwimi - Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta
Polelo - Buka ya Thuto ya Puo - Jenale ya Thuto ya Dipuo -
Ijenali Yekufundzisa Lulwimi - Jena?a ya u Gudisa Nyambo
- Jenala yo Dyondzisa Ririmi
- Tydskrif vir Taalonderrig
- Journal for Language
Teaching - Ijenali
yokuFundisa iLimi -
Ijenali yokuFundisa
iiLwimi - Ibhuku
Lokufundisa Ulimi
- Tšenale ya tša
Go ruta Polelo -
Buka ya Thuto
ya Puo - Jenale
ya Thuto ya Dipuo
Ijenali Yekufundzisa
Lulwimi - Jena?a ya u
Gudisa Nyambo - Jenala
yo
Dyondzisa Ririmi - Tydskrif vir Taalonderrig
- Journal for Language Teaching - Ijenali
yokuFundisa iLimi - Ijenali yokuFundisa iiLwimi -
Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta
Polelo - Buka ya Thuto ya Puo - Jenale ya Thuto ya
Dipuo - Ijenali Yekufundzisa Lulwimi - Jena?a ya
u Gudisa Nyambo - Jenala yo Dyondzisa Ririmi
- Tydskrif vir Taalonderrig - Journal for Language
Teaching - Ijenali yokuFundisa iLimi - Ijenali
yokuFundisa iiLwimi - Ibhuku Lokufundisa Ulimi -
Tšenale ya tša Go ruta Polelo - Buka ya Thuto ya Puo -
Jenale ya Thuto ya Dipuo - Ijenali Yekufundzisa Lulwimi
- Jena?a ya u Gudisa Nyambo - Jenala yo Dyondzisa
Ririmi - Tydskrif vir Taalonderrig - Journal for Language
Teaching - Ijenali yokuFundisa iLimi - Ijenali yokuFundisa
iiLwimi - Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta
Polelo - Buka ya Thuto ya Puo - Jenale ya Thuto ya Dipuo -
Ijenali Yekufundzisa Lulwimi - Jena?a ya u Gudisa Nyambo
- Jenala yo Dyondzisa Ririmi - Tydskrif vir Taalonderrig -
Journal for Language Teaching - Ijenali yokuFundisa iLimi
- Ijenali yokuFundisa iiLwimi - Ibhuku Lokufundisa Ulimi
- Tšenale ya tša Go ruta Polelo - Buka ya Thuto ya Puo -
Jenale ya Thuto ya Dipuo - Ijenali Yekufundzisa Lulwimi
- Jena?a ya u Gudisa Nyambo - Jenala yo Dyondzisa
Ririmi - Tydskrif vir Taalonderrig - Journal for Language
Teaching - Ijenali yokuFundisa iLimi - Ijenali yokuFundisa
iiLwimi - Ibhuku Lokufundisa Ulimi - Tšenale ya tša Go ruta

