



Adventist University of Central Africa

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AUCA LANGUAGE POLICY



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ENGLISH LANGUAGE CENTRE

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Introduction

This Language Policy is designed to give guidelines for language planning, management, and teaching/learning at the Adventist University of Central Africa (AUCA) as a framework that promotes academic quality, equality and social cohesion. Also, it promotes inclusiveness while guarding against exclusivity and marginalization, and in this way, it contributes to creating an environment where all students and staff feel confident and comfortable and can enjoy a sense of belonging. Furthermore, it facilitates the provision of education of the highest quality to ensure post-university success for graduates. In the context of AUCA and that of the country, English is the medium of instruction (language of teaching and learning) except in cases where the object of study is a language other than English, and in programmes with profession-specific language outcomes, subject to approval by AUCA Senate.

Both the University students and staff members create a multilingual community where English plays its own unique part, in teaching, administrative and academic activities such as meetings, conferences, workshops, just to name a few.

AUCA Philosophy

The Adventist University of Central Africa operates on the basis of the Seventh-day Adventist worldview, which holds that God is the Creator and Sustainer of the universe and the source of true knowledge. The entrance of sin caused man's alienation from God, therefore the restoration of the relation between man and his God is the main aim of the Christian Education that leads students to discover and understand the truth through critical thinking.

AUCA Mission

The Adventist University of Central Africa is committed to providing a Christ-centered quality education founded on a holistic approach that prepares people for the service of this life and the life to come.

AUCA Vision

The Adventist University of Central Africa (AUCA) is to be a centre of excellence in undergraduate and postgraduate programmes. Quality shall be the hallmark of all its

undertakings including research and service delivery to its students, faculty, staff and community at large.

AUCA Beliefs and Values

AUCA is a Seventh-day Adventist institution of higher learning that nurtures the mental, spiritual, social and physical capacities of its personnel and students. The values of the University are rooted in the Holy Scripture and should be seen in the daily activities of the university administrators, workers, and students.

Through a process of discernment based on dialogue and reflection, the following AUCA core beliefs and values have been designated:

Faith

AUCA is a faith-based institution of higher learning. The faith nurtured in the institution is rooted in the teachings of Jesus Christ and in the 28 beliefs of the Seventh-day Adventist Church. While we respect the religious traditions and individual beliefs of our personnel and students, the university administration and faculties are expected to integrate a biblical, Seventh-day Adventist faith into learning activities of our students.

Integrity

Concerned with the good of the community in this life and the life to come AUCA commits itself to honesty in all relations with students, faculty, staff and administration. Through integrity AUCA community maintains the trust of the surrounding community and of public and governmental agencies.

Love

Informed by the example of Jesus Christ, and by the fundamental beliefs of the Seventh-day Adventist Church AUCA community demonstrates a spirit of unity and connectedness with one another through expression, courtesy, hospitality, shared values and having communication irrespective of ethnic, gender, or other differences. AUCA community extends this value of love by reaching out to neighbors and to members of the larger civil and ecclesial communities.

Respect

AUCA community values and respects the contribution of each member of everyone at the university and the stakeholders to the advancement of the mission of AUCA. Team-spirit is encouraged through supporting one another as colleagues working together for the good of the whole institution.

Compassion

Inspired by the example of Jesus Christ we open our hearts to those among us in physical, spiritual and mental need. Besides, AUCA community consciously reaches out beyond the boundaries of AUCA to serve others in need with compassion and mercy.

Fairness and Justice

Recognizing the dignity of all persons (students, staff, teachers and administrators) AUCA community seeks to avoid any acts of injustice toward others and address instances of injustice within and outside the university boundaries from a stance of informed advocacy. We hold ourselves accountable to one another and endeavor to practice responsible stewardship of the resources available to us.

Excellence

As a faith-based institution of higher learning AUCA community seeks to combine faith with reason in the pursuit of academic excellence. AUCA Senate and Administration call upon all members of its community to individually and professionally excel their respective duties.

AUCA goals

As an Adventist University, its principal goals are as follows:

- To promote the development of the mental, spiritual capacities and social strengths of an individual until his highest potential is reached;
- Based on biblical principles the university seeks to help students become useful members of the society not only endowed with intellectual skills, but well-developed character. The university focuses its goals and its objectives on the principles of the Bible;
- To inculcate into the students the desire for a life style based on a balanced natural food, principles of hygiene and physical exercises; and

- To help students become useful members of the community endowed not only with intellectual skills, but also with the most well-balanced character of a good citizen of this world and the world to come.

AUCA Accreditation

The university operates under the charter from the Ministry of Education of the Government of Rwanda, through Higher Education Council (HEC) and as such it is empowered to offer its programmes and confer appropriate degrees. The institution has reciprocal arrangements to recognize its degrees and diplomas from other accredited universities both within the country and elsewhere. Denominationally, the university holds accreditation from Adventist Accrediting Association (AAA) of the Seventh-day Adventist Schools, Colleges, and Universities worldwide.

Background

Rwanda has four official languages: French, English, Swahili and Kinyarwanda. French was the official language since 1962, the period during which the first constitutional law of the Republic of Rwanda was voted (24 November 1962). Article 69 of the decree of the Ministry of Education of 27 August 1966 stipulates that the language of instruction for primary school education is Kinyarwanda, but the Minister can authorize the use of another language. Until 1994 French was the dominant official language. French is more widely spoken and more predominant than English and Kiswahili. It was an official language and a medium of instruction since 1962 till 1994.

Before 1994 English was not used at primary school, except that at the secondary it was studied like any other subject and at the tertiary level it could be studied among other subjects or as a major in the department of languages and literature. The weekly class load for English was based on a particular line or section of study. The number of hours per week ranged between two and four. On the other hand, French was the language of instruction at secondary level.

Just after the 1994 genocide against the Tutsi and in light of the new realities the country was facing, Rwanda adopted a Bilingual Education System. Thus, new educational reforms have occurred since 1997. Up to 2008 from Primary One to Primary Three, where possible, French and English were being taught as subjects, whereas from Primary Four to Primary Six, they were both subjects and medium of instruction, except Kinyarwanda, thus, creating a real need in well

trained teachers in both English and French. At the lower secondary school (O level), French was taught as a subject in English speaking schools, and a language of instruction and subject in French speaking schools. Likewise English was a language of instruction and subject in English speaking schools, and subject in French speaking ones. At the upper level (Advanced level), the number of hours allocated to either French or English depended on the programme being offered. From 2009 English has been the official language of education from nursery to tertiary level.

The language policy of the AUCA encourages the university community to discuss and process the use of English language in teaching, research and community relations. The guiding principle of the policy is to explore ways in which to ease interaction between community members with a varying language backgrounds and for the University to be inclusive in its communication practices.

Current Language Teaching at AUCA

Currently English is being offered as a compulsory general education course to every student, with four components: General English, Academic English Writing, English Proficiency Certificate I, and English Proficiency Certificate II. The French Language is offered as a major (48 credits), and minor (15 credits) for students majoring in English Language and Literature. For the time being, the Major of French Language and Literature has not attracted any applicants. However, it is an accredited programme.

Objectives

- To develop language programmes for the purpose of promoting teacher/learner cognitive, affective and social development in a humanistic and student-centred context.
- To facilitate language-learning, through teacher-training for teachers at all levels, programme, and alternative assessment and learning-centred materials, fostering personal and social development in a non-threatening learning environment.
- To promote a greater understanding and a deeper appreciation of modern languages and cultures outside the language classroom.
- To enhance language acquisition of learners by providing opportunities for meaningful communicative activities outside the language classroom.

Methodology

The use of the language in discussion, conversation, grammar, reading, and exercises with selected authentic materials will be the focus point of our teaching methodology. The communication functions of the language are closely tied to grammatical structure, vocabulary and function of the four language abilities: comprehension, speaking, reading and writing. Cambridge teaching materials (books and cassettes) have been selected for this programme because of their proven success in language teaching.

Academia Research Project

The language policy in academia research project explores different forms and practices of language policy in academic settings. Language policy is understood in broad terms, as all the various ways in which language users intervene in and monitor their own and others' language. Forms of regulation range from speakers correcting each other's language in interaction to institutionally imposed language policies and guidelines about acceptable usage.

Glance at English Language Proficiency Tests and Levels

When you take an English test, you get a score. Often, you'll also get some indication of what that score means, expressed as an English level or label, for example, beginner, elementary, intermediate, upper-intermediate, advanced, or proficient. There are many different English leveling systems in use around the world, and an even wider variety of English tests, which have implicit or explicit leveling systems built into their scoring. Some English leveling schemes are built into a particular English test, while others are theoretical frameworks without any associated test. Here is an overview of the four most widely-accepted English proficiency tests: the TOEFL, the IELTS, the CAE, and the CPE. Additionally, Duo Lingo and UN LPE may be considered under some circumstances. However, AUCA requires to demonstrate English proficiency with acceptable scores in some of the following standardized tests of English, especially TOEFL, IELTS, or SAT. CAE and CPE would be too demanding for non-native speakers of English.

TOEFL: The Test of English as a Foreign Language (TOEFL) is probably the best-known and most commonly used English proficiency test

IELTS: The International English Language Testing System (IELTS) is widely recognized by universities and employers around the world. There are two versions of the test: an academic version and a general training version. While universities require the academic version, the general training version is used by some government bodies for work and immigration permits.

CAE: The Cambridge Certificate of Advanced English (CAE) is best suited to someone who is already confident in their English communication. As the name implies, it is an advanced test

accepted as proof of C1 level English (equivalent to a score of 7-8 on the IELTS or 110-120 on the TOEFL).

CPE: Cambridge Certificate of Proficiency in English is most advanced of these four exams. Like the CAE, this exam is often used in UK university admissions. It tests knowledge of English at the C2 level (equivalent to a score of 8.5-9 on the IELTS and above the maximum score of the TOEFL).

SAT is a standardized entrance exam that is used by colleges and universities in the United States and many other countries across the world to make admissions decisions. The SAT consists of multiple-choice questions and a few submit a response question in the computer-based format. It is created and administered by the College Board. The minimum score is 400 and the 1600 is the highest. The score of 1200 is good for admission and acceptable by AUCA.

PTE: Pearson Test of English is trusted by universities, colleges and governments around the world. It is the most unbiased proof of a candidate's English skills.

UN LPE: The purpose of the Language Proficiency Examination (LPE) is to test staff members' written and spoken knowledge in any of the six official languages of the United Nations: English, French, Spanish, Russian, Arabic, and Chinese.

Levels of English Language

AUCA admits students who fulfill the admission requirements. English Language is one of the prerequisites. Any student who does not meet the standard of English Proficiency (TOEFL, IELTS, SAT, AUCA English Placement Test), takes English Proficiency Certificate for Beginners (Elementary, Remedial, Refresher) for a whole semester before enrolling into a university programme. Therefore, to determine what level fits him/her, the candidate seeking admission at AUCA, he undergoes an **English Placement Test or presents an internationally recognized English standard test. Any candidate who scores 70 and above or who has a proof of a TOEFL Test certificate (iBT: internet Based Test) with a score of 90 or above or IELTS with a score of 6 or above, or else SAT (Scholastic Aptitude Test) with a score of 1200 or above, is WAIVED off the English Proficiency Certificate Course, mention of which appears on the transcript (Pass, Fail, Waive).** Applicants who score between 30 and 70 can still be admitted and take General English and Academic English Writing, plus English Proficiency Certificate I and II (Intermediate Level). Those who score below 30 should not be admitted and therefore are not issued any letter of admission. They should not be given any student ID nor be enrolled in any academic programme before they study and pass English Proficiency Certificate Elementary/Beginner for one semester (4 months).

Note:

CEFR* organises language proficiency in six levels from A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and that can be further subdivided according to the needs of the local context. The levels are defined through 'can-do' descriptors. A B2 level of English would allow you to function in the workplace in English, and indeed, many non-native English speakers in international workplaces have this level of English.

A person working in English at a B2 level will, however, lack nuance particularly outside his own field. Level B2 corresponds to a more advanced, more independent level than previous levels. A B2 user can communicate easily and spontaneously in a clear and detailed manner

There are six CEFR Levels

- A0/A1 English (Beginner/Elementary), No Proficiency/Very Limited Proficiency
- A2 English (Upper Elementary), Limited Working Proficiency
- B1 English (Lower Intermediate), Professional Working Proficiency
- B2 English (Upper Intermediate), Basic Proficiency
- C1 English (Lower Advanced), Full Proficiency
- C2 English (Upper Advanced), Native/Bilingual Proficiency

*CEFR stands for Common European Framework of Reference for Languages: Learning, Teaching, and Assessment

ENGL 8220 English Proficiency Certificate Elementary

3 cr

The course of English Proficiency Certificate Elementary is an integrated English language course which provides the beginner learner with the four English language skills (listening, speaking, reading, and writing). It mainly focuses on Basic English at A0/A1 level to enable the learner to acquire skills which will help him attend courses in English (English being used as a Medium of Instruction). Learning skills will include sounds, letter, parts of speech, simple sentence structure, and basic vocabulary on household items, classroom objects, clothing, parts of the human body, dialogues such as self-introduction, at the airport, passport control, language school café, appointment, etc.

ENGL 8221 English Proficiency Certificate I

3 cr

The course of English Proficiency Certificate I is a language laboratory based course which provides the learner with the four English language skills (listening, speaking, reading, and writing). It mainly focuses on the various components of the language: Pronunciation, Spelling, Vocabulary, and Grammar. It also deals with the structure of an English sentence and word order. Video materials posted on YouTube by native teachers of English are used to develop accuracy and fluency in standardized English pronunciation (BrE and AmE).

ENGL 8222 English Proficiency Certificate II 3cr

The course of English Proficiency Certificate II is an advanced language laboratory based course which provides the learner with the four English language skills in a practical way. In addition to the skills acquired in English Proficiency Certificate it mainly focuses on additional components of the language such as complex word and sentence stress, linking, intonation. More video materials posted on YouTube by native teachers of English continue to be used to develop accuracy and fluency in standardized English pronunciation (BrE and AmE).

ENGL 8221 English Proficiency Certificate I and ENGL 8222 English Proficiency Certificate II of 3 cr are offered at the English Language Centre as academic requirements for graduation. Each of these advanced English courses are non-credit courses, but compulsory for graduation with the grading system Pass/Fail/Waive.

Strategies for a Short-term Projection

The ELC will cater for all people in need for training in the English language: AUCA students and lecturers, people from French speaking countries in Africa and beyond. The maximum number to accommodate will not exceed 25 students per group. The centre shall be equipped with a TV set, a DVD player, DVDs, CD-ROMS, projector, loudspeakers, headphones, textbooks, newspapers, newsletters, and films. Priority will be given primarily to students already registered in English Grammar, English Speaking Skills, and English Phonology, then to a person who applies for it and meets the requirements. English Grammar is an integrated English programme focusing on reading comprehension, listening comprehension, grammar, and conversation. English Phonology is for a more advanced level. Students need to strengthen their communication skills by practising pronunciation skills, presentations, debating, listening and reading comprehension. Teachers have been using selected materials for this purpose. This needs to be reinforced. Other learners may also have access to the language laboratory depending on the schedule and the payment of the registration fee agreed upon in the academic committee in conjunction with the finance committee. It is envisaged that, in the line of enhancing English communication skills, presentations during conferences and seminars pertaining to English Language current issues will be organized by lecturers from the Department of English Language and Literature. Documentary movies will be scheduled and shown in the language laboratory. Arrangements will be made so as to avoid collision with normal class schedules.

ELC Management

The Director of the English Language Centre is in charge of the daily running of the center with its language laboratories, with the help of IT technicians and tutorials to install and maintain hard wares and soft wares, or IT platforms. A technician is necessary for the technical smooth running and maintenance of the language laboratory, the major component of the ELC. The keys should be kept by the Director to facilitate a proper administrative chain of command. The teacher using the language should come and take the key from the Director or appointed tutorial or IT Technician to ensure proper control and monitoring of the language laboratory. It is preferable that teaching materials and equipment (TV screen, DV player, DVDs, CDs, books, newspapers, etc.) be kept in a cabinet/cupboard to avoid deterioration or loss of the materials.

Learning/Teaching Materials

This curriculum is based on the 4 skills of language learning: listening, speaking, reading, and writing. This is the perfect starting point for students who are either new to the English language or have some English language skills already. The Introductory Program includes foundations, beginning and intermediate levels. The curriculum builds the basis of English language skills in reading, speaking and listening, and writing. Entering students receive a professional English language assessment which is used to place them in the appropriate program and level of study. The learning materials will include English Language in Use by Mark Hancock published by Cambridge University Press (soft on youtube and hard), English with Gill (engvid soft on

youtube), English with Lisa (AccurateEnglish soft on youtube), English with Lucy (soft on youtube), English with Emma (Engvid soft on youtube).

Learners

Primary beneficiaries of this programme will include AUCA students and teachers. However, qualified learners from outside may benefit from the language centre teaching under certain requirements (application, payment, and attendance compliance). Each targeted group will have to fulfill some requirements based on the level to be pursued. The candidates will have the following profile on course completion. In order to ensure that the course proposal meets the training objective, this training programme lists the beginners, intermediate, and advance levels. The course should, if possible, culminate in a recognised qualification and this should be clearly shown on a certificate of completion. Assessment Tests / Examinations must occur between the course start and end dates.

Teachers

Teachers who have been assigned to teach English language courses are responsible for conducting classes in the English Language Centre. They will be assisted by the IT technicians and teaching tutorials. The university will provide them with necessary teaching materials and equipment to be used in the language centre and be paid hourly if they have a full teaching workload, if not, part-time teachers will be recruited from outside. These materials include DVDs, CD-ROMS, textbooks, a language lab projector, DVD player, online platforms (moodle, zoom, youtube, whatsapp).

Language Lab Long-term Projection

It is planned that in the long run the English Language Centre will cater for English short courses for AUCA teachers and outsiders who would wish to upgrade their level of English. Thus, more teaching materials, equipment and more space will have to be put in place. A placement test will be conducted in order to put each applicant in the right level. Three levels are envisaged: Beginners, Intermediate, and Advanced. The tuition should be paid on registration once the results of the placement are released. An appropriate application form and registration form different from the regular applicants for admission will have to be designed. The contents of the programme may include: General English, English for Specific Purposes (Business English, TOEFL, Early Child English, English for Academic Purpose, English for Work Place, E4Workplace).

➤ Teacher Training/workshop

It is envisaged that all AUCA teachers of English will be trained in teaching General English. Besides this, English for Specific Purposes, i.e. Business English, English for Academic Purpose, English for the work place and the Special Methodology of Teaching English are required to strengthen English language proficiency.

Description of a Language Laboratory

Today a language lab forms an important technique of teaching in several countries and especially in the teaching of a foreign language. Essentially, the language laboratory is a self-learning device. It enables the learner to hear the language spoken from recorded tapes and to practice speaking in the same manner. The language laboratory concentrates on listening (understanding) and speaking, leaving the other two processes, reading and writing to be developed later.

While speaking, it aims at the development of correct pronunciation, intonation and accent. It also develops the ability to use the words, idioms and phrases in the language in the correct way. Finally, it helps the learner to communicate his ideas effectively in the language. It enables the use of same material by a group of 25 learners at a time.

A language laboratory recognizes the existence and prevalence of wide-spread individual differences in language aptitude even among the average and superior intelligence. Its approach is essentially individualistic .A language laboratory allows much time for oral and auditory experiences. It affords opportunities for the students to hear the language themselves. In the traditional teaching, very little time is provided for oral and auditory experiences and from this point of view the language laboratory is a popular technical innovation. A language laboratory provides a well-designed and carefully produced pattern of drills and thus relieves the teacher of endless repetition of patterns.

Conclusion

In the context of AUCA where the sole language of instruction is English, and exceptionally French in the French Language and Literature Major are spoken, and where Kinyarwanda is used among support staff and most visitors who come to AUCA, multilingualism is not only an asset but a prerequisite for the community to interact with the rest of the world. It is an asset is today partly developing and partly under pressure. English increasingly enters the picture as a lingua franca, available for everybody to learn actively in addition to being at least passively understood by the vast majority of the population in Rwanda.

