

CURRICULUM VITAE

Arlys Leslie van Wyk

2012

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Arlys Leslie van Wyk
(Née Jones)

“...my teaching was my political contribution to change” – Stella Clark (1996)

Table of Contents

1.1 Degrees and diplomas obtained and major subjects passed	4
1.2 Studies at other institutions	5
1.3 Areas of specialization	5
1.4 Full-time/ part-time or contract positions held	6
1.5 Teaching areas for which responsible	6
1.6 Post-graduate supervision	7
1.6.1 MA supervision	7
1.6.2 Mini-thesis supervision	7
1.7 Relevant university teaching experience	7
1.8 Other teaching experience	8
1.9 Memberships of and positions held in professional associations	8
1.10 Conferences papers read	8
1.10.1 National papers	8
1.10.2 International papers	9

1.11 Conferences attended	10
1.12 Publications	10
1.12.1 Accredited publications	10
1.12.2 Non-accredited publications	11
1.12.2 International publications	11
1.12.3 Chapters in books	12
1.13 Other academic publications	12
1.14 Work in progress	12
1.15 External examination	13
1.16 Journal reviews (peer reviews)	13
1.17 Commissioned book reviews	14
1.18 Conference abstract reviews	14
1.19 Professional consultations	15
1.20 Professional development activities	15
1.21 Institutional services	17
1.22 International co-operation and research	18
1.23 Local co-operation	18
1.24 Awards, honours and recognitions	19
1.24.1 National awards	19
1.24.2 International awards	19
1.25 Recent community service (since joining the UFS)	20
1.26 Radio talks/interviews	21
1.27 Other relevant activities	21
1.27 Appendices:	
Appendix A. Invitation from Routledge publication	25
Appendix B. Carnegie Mellon publication invitation	28
Appendix C. Sanpad Report	30
Appendix D. Inter-university contextual Translation Project	31
Appendix E Recommendation Prof P. Cuvelier	35

1.1 Degrees and diplomas obtained and major subjects passed

BA

University of Port Elizabeth

English III, French III and General Linguistics III

University Education Diploma

University of the Free State

BA Honours Degree in English

University of the Free State

Higher Diploma in Library Science

University of South Africa

Diploma in Special Education (School Library Science)

University of South Africa

MA Degree in English

University of the Free State

Title: *The Short Story as a vehicle of literary engagement for standard eight Afrikaans-speaking pupils in the Free State.*

This study focuses on the needs of the second-language reader of English and investigates a reader-centred approach to literature teaching.

PhD Degree in Applied Language

University of the Free State

Title: *The development and implementation of an English language and literature programme for low proficiency tertiary learners*

Postgraduate Diploma in Media Education

Southampton University

International Preliminary Certificate for Teaching English as a Foreign Language (TEFL)

University of Cape Town

Certificate in Language Education: Using Web Resources to Develop Classroom Content-based Materials

University of Oregon, American English Institute (online certificate)

1.2 Studies at other institutions

1990: Language Arts for the Gifted at Purdue University, Lafayette, Indiana, USA.

1990: Special Aspects of Public Media in July 1990 at San Francisco State University, California, USA.

1990: Introduction to Film as unique and composite art at San Francisco State University, California, USA in July 1990.

2007-2008: Freelance Feature Writing course at the London School of Journalism (obtained with distinction)

1.3 Areas of specialisation

Applied Language Studies

Reading Development

Action Research

Language Teaching

Language Course Design

Academic Writing Skills

Academic Reading Skills

TEFL (Teaching English as a Foreign Language)

1.4 Full-time/ part-time or contract positions held

Full-time (permanent) position since 1996

Senior Lecturer position since 2006

I currently head up the Unit for Academic Literacy at the UFS

1.5 Teaching areas for which responsible

Language development courses on Bloemfontein Main Campus: **ALC108, ALN108, ALC208, ALC208, ALH208, and ALM194**

Distance education courses run in 7 regions of the Free State: **ENG 198 and ALC108**

This involved the following:

- Course design
- Materials design
- Quality assurance
- Monitoring of student progress
- All assessment
- Training of facilitators
- The Career Preparation Programme (ENG198 and ALC108) - a course is presented by facilitators in seven different regions in the Free State; namely, Bloemfontein, Bethlehem, Kimberley, Oudtshoorn, Welkom, Sasolburg and Qwaqwa.
- Academic writing and reading skills for **MBA** students who do not achieve the required level on proficiency tests. These short courses are taught from March to May each year.
- A short course on report writing for the **Management Development Programme (MDP)**

1.6 Post-graduate supervision

1.6.1 MA supervision

Drennan, L.M. 2011. *Investigating the efficacy of the “Skills for a Changing World” first-year literacy course*. MA thesis. Bloemfontein: University of the Free State.

Lenong, B. 2011. *Student experiences of a first year reading development course at the Central University of Technology in the Free State*. MA thesis. Bloemfontein: University of the Free State. (Co-supervisor with Dr S. Holtzhausen from the Centre for Higher Education)

Van der Westhuizen, J. 2010. *Reading Development at a township secondary school: an action research study. (Awarded the Dean's medal in the Faculty of Humanities in 2010)*

Roehl, K. 2005. *A theoretical and practical orientation on using phonics and reading comprehension in second language teaching.* MA thesis. Bloemfontein: University of the Free State.

1.6.2 Mini-thesis supervision

Opperman, S. 2009. *Principles of materials design and module delivery in English language development.* BA mini-thesis. Bloemfontein: University of the Free State.

Drennan, L.M. 2010. *A small-scale investigation of the efficacy of "Skills for a changing world" literacy programme.* BA mini-thesis. Bloemfontein: University of the Free State.

1.7 Relevant university teaching experience

15 years relevant teaching experience from 1996 to the present

1.8 Other teaching experience

Taught English First Language, English Second Language and French at ordinary school level from 1972 to 1996.

1.9 Memberships of and positions held in professional associations

2005-2010: Member of the Executive Committee of the South African Association for Language Teaching (SAALT).

Current: Member of the Regional Pan South African Language Board (Pansalb) in the Free State.

1.10 Conference papers read

1.10.1 National papers

Van Wyk, A.L. 1999. Instruction in the second-language literature classroom. Paper presented at the *SAALT conference on 'Teaching to Diversity'*. Pretoria, July 3-6.

Van Wyk, A.L. 2000. Teaching Academic Literacy on a Bridging Course. Paper presented at the *conference on 'Access for Success'*. University of the Free State, Bloemfontein, April 12-13.

Van Wyk, A.L. and Schenk, E. 2001. *Access to Higher Education: Bridging the Divide*. Paper read at the 28th Annual SAALT Conference. Bloemfontein, July 3-5 July.

Van Wyk, A.L. 2002. A university bridging course focusing on academic literacy. Paper read at the 29th Annual SAALT Conference. Pretoria, July 4-6.

Van Wyk, A.L. 2004. Standing on tiptoe: a programme of English language aimed at improving proficiency using a mixed mode of delivery. Paper presented at the *conference for the National Association of Distance Education of South Africa (NADEOSA): Blurring the Boundaries: The Potential of Mixed Method Delivery*. St Johns College, Johannesburg, August 25-26.

- Van Wyk, A.L. 2005. A model of language course design in Higher Education using action research as vehicle: breaking the monopoly with participation. Paper read at the 33rd Annual Conference of the South African Association for Language Teaching on 'Bridging the Gaps'. Tshwane University of Technology, July 4-6.
- Van Wyk, A.L. 2007. Developing academic literacy. Paper read at the conference on 'Conversations about Foundation'. Cape Town, October 1-3.
- Van Wyk, A.L. 2008. Developing reading in a first-year academic literacy course. Paper read at the Annual Joint Conference of the LSSA, SAALA and SAALT. Stellenbosch, January 17-19.
- Van Wyk, A.L. 2010. Implementation of a first-year academic literacy course: a critical transformative process. Paper read at the 5th National RASA conference. NMMU, Port Elizabeth, October 1-3.
- Van Wyk, A.L. 2011. Outlining the problem of South African Language in Education policy and addressing academic literacy: a reason and a response. Paper to be read at the Heltasa conference. "Crossing borders for Change in Southern African higher Education" Port Elizabeth, November 30 – December 2.
- Van Wyk, A.L. 2011. Presenting a pre-conference workshop for the Heltasa conference on "Crossing Borders for Change in Southern African Higher Education". Port Elizabeth, November 30 – December 2.

1.10.2 International papers

- Van Wyk, A.L. 2002. A university open learning course focusing on academic reading and writing. Paper read at the Pan-commonwealth Forum on Open Learning on "Transforming Education for Development". International Convention Centre, Durban, July 29 - August 2.
- Van Wyk, A.L. 2006. Action research as a means of course design for low proficiency tertiary learners: a case study. Paper read at the 22nd World Congress of the

Federation internationale des professeurs de langues vivantes on “Innovations in Language Teaching and Learning in a Multicultural Context”. World Federation of Modern Language Associations (FIPLV), Sweden, June 15-18.

Van Wyk, A.L. 2009. Developing the English academic literacy of low-proficiency learners. Poster presented at the *43rd annual TESOL convention on “Forging New Pathways”*. Denver Colorado, March 26-28.

Van Wyk, A.L. 2009. Methods and materials for developing second-language English reading at tertiary level. Paper presented at the *International Conference on English Learning and Teaching: “Teaching and Learning English in Context”*. Taiwan, May 2-4.

Van Wyk, A.L. 2011. Addressing Academic Access in Higher Education. Paper presented at the *TESOL conference: “Putting Research into Practice”*. Qatar National Convention Centre. Doha, Qatar: October 1-3.

Van Wyk, A.L. 2011. Addressing academic reading development: an institutional response to low proficiency. Paper presented at the *15th INGED International ELT Conference on “Taking it to the limits”*. Hacettepe University, Ankara, October 20-22.

Van Wyk, A.L. 2012. Addressing low academic reading proficiency in Higher Education; an innovative institutional response. Paper presented at the *FIPLV World congress. “Innovation, Inspiration and Language Learning” Helsinki, Finland*. June 8-9.

1.11 Conferences attended

2007. *American Association for Applied Languages (AAAL) Conference*. Mesa Costa, California, April 21-23.

2007. *HELTASA conference on “enhancing learning and teaching through innovation, scholarship and research”*. Durban, November 19-21.

1.12 Publications

1.12.1 Accredited publications

Van Wyk, A.L. 1998. A Pupil-centred approach to second-language literature teaching or "Sowing the Dragon's Teeth". *Journal for Language Teaching* 32(2): 117-126.

Van Wyk, A.L. 2000. Towards an instructional shift in the second language literature classroom. *Journal for Language Teaching* 34(1): 23-50.

Van Wyk, A.L. 2002. A university bridging course focusing on academic reading and writing skills. *Journal for Language Teaching* 36(3&4): 220-232.

Van Wyk, A.L. 2006. Action research as a means of course development in Higher Education: a case study. *The South African Journal for Higher Education*.20(3): 558-572.

Van Wyk, A.L. 2007. Extensive graded reading as a means of bridging the divide to the authentic academic text. *Journal for Higher Education* 21(2): 346-359.

Van Wyk, A.L. 2008. Developing reading in a first-year academic literacy course. *Stellenbosch Papers in Linguistics* (38): 205-219.

1.12.2 Non-accredited publications

Van Wyk, A.L. 1991. Language Arts: a multi - media approach. *Education and Culture* (14): 11-15.

Van Wyk, A.L. 1990. Enrichment Education in the OFS: a unique approach. *Education and Culture* 13(3): 11-16.

- Van Wyk, A.L. 1994. How real is real? *In Touch* 2(4).pp.3-5.
- Van Wyk, A.L. 2003. Lesson Publication: Perception: Cultural representation through the media. *Informedia* 40(1): 16-18.
- Van Wyk, A.L. 2003. Matriekuitslae en taalvaardigheid: Hoe moet ons die kloof brug? *Die Volksblad*, 14 February: 3.
- Van Wyk, A.L. 2008. Getting up to speed. *Mail & Guardian*, 15 May: 3.
- Van Wyk, A.L. 2011. Trying to find the right words. *Mail & Guardian*, August 26: 8.

1.12.2 International publications

- Van Wyk, A.L. 2003. Accessing tertiary education through academic literacy: bridging the divide. *TESOL* 12(3): 29-34.
- Van Wyk, A.L. 2009. Methods and materials for developing second-language English reading at tertiary level. *Hwa Kang Journal of English Language & Literature* (15): 235-267.

1.12.3 Chapters in books

2011. I have been invited to contribute to a book on *The Global Student Experience* by the Routledge Taylor and Francis Group. (The invitation is attached)

2011. I have also been invited to contribute an article to a high impact journal: *International Review of Applied Linguistics*. The focus of the issue is a reflection of the challenges that the higher-education context brings to the development of English in settings across the world. (The invitation is attached to my application for promotion.)

1.13 Other academic publications

Van Wyk, A.L. 2003. English academic literacy in practice: a rural outreach. Paper presented at the FIPLV conference on “Innovations in Language Teaching and Learning in a Multicultural Context”. Sweden, June 15-18.

1.14 Work in progress

I was part of an literacy development project, the Anglakin Project. I worked with the University of Antwerp, the universities of Kinshasa, and Bokavu in the DRC. I visited the University of Antwerp in September 2009 to train the lecturers of the DRC universities. This project is still in progress. A report by Prof. Pol Cuvelier is attached to this application.

I am currently involved with the Inter-university Contextual Translation Project for Learning Materials Development. I am working with Dr John Senior of the Walter Sisulu University on a project that investigates mother tongue assistance in academic texts on Blackboard. A brief report by Dr Senior is attached.

I am a researcher on a Sanpad Project with the title “A South African perspective on reading literacy challenges and needs”. I am one of the senior researchers working on the Sanpad Project, together with Prof. Carisma Nel of Potchefstroom University and the University of Tilburg, Netherlands. My section of the project concerns literacy in higher education and I have two theses that have been registered (one PhD and one MA) for the project. A brief report by Dr Nel has been included.

I am still involved with the “School information literacy project in a South African context” project at the Dr Blok Secondary School in Heidedal.. I am supervising this PhD study by Diane Harley.

Finally, I am currently supervising Gert Hanekom's PhD study on *Academic access for low-proficiency tertiary learners at the University of the Free State using a Content-based Instruction approach*.

1.15 External examination

I examined the following dissertations as external examiner:

Daniel, J. 2007. *Die verband tussen leesbegrip en akademiese prestasie in die leerarea taal van graad 10-leerders*. MEd thesis. Potchefstroom: North-West University.

Erasmus, M. 2007. *Die effek van vroeërekenaarbloomstelling en rekenaarervaring op die leesvaardigheid van graad 1-leerders*. MEd thesis. Potchefstroom: North-West University.

Kotze, Y. 2007. *Developing a framework for the writing of ESP study guides*. DPhil thesis. Potchefstroom: North-West University.

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Van Aswegen, S. 2004. *An analysis of learner-centredness within teacher education institutions: a case study*. MEd thesis. Potchefstroom: North-West University.

Van Staden, L.J. 2011. *'n Akademiese steunraamwerk vir onderwysstudente in Ekonomiese en Bestuurswetenskappe*. PhD. Potchefstroom: North-West University

1.16 Journal reviews (peer reviews)

I have reviewed the following articles for accredited journals:

Lepota, B. & Weideman, A. 2002. Our ways of learning language. *South African Journal for Language Teaching* 36(3-4): 206-219.

- Weideman, A. 2003. Justifying course and task design: design considerations in language teaching. *Acta Academica* 35(5): 26-48.
- Nel, C., Dreyer, C. & Klopper, M. 2004. An analysis of the reading profiles of first-year students at Potchefstroom University: a case study. *South African Journal for Language Teaching* 24(1): 95-103.
- Schlebusch, G. & Thobedi, M. 2005. Linking English second language teaching and learning with outcomes-based education in South Africa: what is really happening? *South African Journal for Language Teaching* 39(2): 306-319.
- Beylefeld, A., Bitzer, E. & Hay, H. 2007. Action Research: a wonderfully uncomfortable mode of creating knowledge. *Acta Academica* 39(1): 146-175.
- Reagan, T. 2008. South African Sign Language and language in Education Policy. *Stellenbosch Papers in Linguistics* 38: 165-190.
- Ribbens, R. 2008. Hypnotized by Gutenberg? A report on the reading habits of some learners in academia. *South African Journal for Language Teaching* 42(2): 105-122.
- Kloppers, A., Nel, C. & Steyn, H. 2009. Die effek van multimedia leer-en onderrigsteunmateriaal op leesvaardighede van grondslagfase leerders. *South African Journal for Language Teaching* 43(2): 68-84.
2011. The space between: collaboration between a Writing Centre and an Academic Department. *Papers in Education*.

1.17 Commissioned book review

I reviewed the following text for the journal, *South African Linguistics and Applied Language Studies*:

Thesen, L. & Van Pletzen, E. 2006. *Academic Literacy and the Languages of Change*. London: continuum

1.18 Conference abstract reviews

I reviewed 12 abstracts for the annual conference of the *South African Association for Language Teaching* in January 2008

1.19 Professional consultations

2002: Designed and presented a workshop for the teachers of the Koffiefontein Primary School for Ria de Villiers from the St Andrews Language Project.

2003-2004: Member of the task group for language policy and entrance requirements and testing at the University of the Free State.

13 September 2002: Member of the National Consultative Meeting for entry requirements to the HE Qualification Pathways for the South African Universities Vice-Chancellors Association (SAUVCA). The forum was chaired by Dr Hannelie Griessel.

12 April 2002: Member of a discussion forum to establish a national consortium for language testing. The discussion was chaired by Prof. Christo van Rensburg of Pretoria University.

15 November 2007: Presented a workshop on the Development of Reading to Learning Facilitators of the Free State Education Department.

2008-2009: Presented 5 in-service training sessions to teachers at Dr Blok Secondary School on the application of content-based practices in their classrooms.

2008-2009: Member of the materials design team of *Skills for a Changing World* Project.

1.20 Professional development activities

Attended the following workshops and seminars:

1997: Trained in the writing of distance education materials as well as the running of a distance education course by the South African Institute for Distance Education (SAIDE).

1999: Trained in the writing of resource-based learning materials by Prof. Martin Valke from the University of Ghent.

2000: Attended a workshop on Quality Assurance in Higher Education presented by Prof. Dirk van Damme from the University of Ghent.

2003: Attended the 3-day workshop “Towards Civic Engagement and Collaborative Inquiry through Action Learning and Action Research” presented by Prof. Ortrun Zuber-Skerritt.

2003: Attended the workshop on “Designing Modules and Learning Materials” presented by Lynn Quinn and Jo-Anne Vorster.

2004: Attended workshops on “Putting your module online”: the assessment of online participation and Principles of good practice in adult learning. These were workshops presented by Prof. Reinhart, Director of the University without walls, Skidmore College, Saratoga Springs, New York State.

2004: Attended “Examining of Post-graduate students” presented by Prof. Chrissy Boughey.

2004: Attended “Academic Service-Learning: Research, Results, and Implications” presented by Prof. Richard Berrett of California State University.

2004: Attended “Reflection and Other Active Learning Techniques for Educators” presented by Prof. Richard Berrett of California State University.

2004: Attended “How to handle large classes” presented by Prof. Ronel Brits.

2005: Attended “International trends in civic engagement and service learning” presented by Prof. Robert Bringle from Indiana University-Purdue University, Indianapolis, USA.

2005: Attended the “Powerpoint Workshop” presented by Mr M van Wyk.

2006: Attended “Action research: new ways of evaluating new ways of knowing” presented by Prof. Jack Whitehead and Jean McNiff from the University of Bath, UK.

2006: Attended “Postgraduate Supervision” presented by Prof. Chris Kapp from the University of Stellenbosch.

2006: Attended “Publishing Articles in Journals” presented by Prof. Jansen of the University of Pretoria.

2007: Attended “Research Leadership” presented by Prof. Jansen.

2008: Completed the “Assessment of Learning in Higher Education” with distinction at the University of the Free State.

2007: Attended “Inner Secrets of Presenting in the 21st Century” presented by Dreamagineers at Bain’s Game Lodge, Bloemfontein.

2007: Registered and participated in a Virtual Seminar presented by TESOL International: English as a Global Medium of Instruction. Presented by Donna Brinton.

2007: Participated in the video conference on “Service Learning as a Basis of Research and Scholarship” presented by Prof. Bringle of Purdue University in Purdue, Indiana.

2008: Attended “Intercultural sensitivity and managing diversity”, organised by CHESD.

2008: Attended “Readable Study Material: how to simplify complex texts” presented by Theunis Horne.

2009: Attended the workshop “Managing Educational Change” presented by Prof Peter Rosseel.

2010: Attended the workshop “Learning in Big Classes: presented by Dr L. Hortsmanshof.

2010: Attended “Techniques for Teaching Second-language Students: Reading and Writing” presented by Diane Harley.

1.21 Institutional services

Member of the Faculty Portfolio Committee for Community Service Learning.

Member of the Management Team of the Department of English.

Member of the Task Team for Language Development at the UFS.

Member of the working task team and co-designer for the “Skills for a Changing World Programme”.

Member of a task team for the Key Skills Support Programme.

Executive member of U:SOAR of UFS. This is a campus organisation for all action researchers and is affiliated to the National Body.

Member of the committee tasked with the Vice-Chancellor's University Core Curriculum Programme (UFS101).

Co-ordinator on the team of the Academic Facilitation Sessions for the Extended Programme students in the Faculty of Humanities. This programme assists students to integrate skills (in my case, language skills) across the curriculum in the Faculty of Humanities.

1.22 International co-operation and research

2004: I worked closely with Prof. Joan Whitehead of the University of Bath in the UK on a research, grant proposal. Our proposal was not accepted, but did make it into the final 6 proposals. I learned much from this experience, as Prof. Whitehead is an experienced and well-recognised researcher in her field of Action Research. I worked with her on the proposal for 9 months.

2009: I initiated and organised a visit to our campus by Prof. Donna Brinton from the University of California, who is an expert on content-based language instruction. She spent two weeks on our campus in April 2009.

2010-2011: I initiated and applied, through the American Embassy, for an English Language Fellow to assist me with the Academic Literacy (AL) work on campus. Together with Diane Harley, I have overhauled all the AL courses to be consistent with a Content-based Instruction (CBI) approach.

2009-present: I am currently involved with a literacy development project (the Anglakin project). I am working with the University of Antwerp and the Universities of Kinshasa and

Bokavu in the DRC. I visited the University of Antwerp in September of 2009 to train the lecturers of the DRC universities. This project is still in progress. A report by Prof. Pol Cuvelier is attached to this application.

1.23 Local co-operation

My ALC language programme is being shared with the Central University of Technology. I trained their tutors and helped them appoint the tutors for the programme. I trained their co-ordinator and am still involved in this process.

I am currently involved with the Inter-university Contextual Translation Project for Learning Materials Development. I am working with Dr John Senior of the Walter Sisulu University on a project that investigates mother tongue assistance in academic texts on Blackboard. A brief report by Dr Senior is attached.

I am furthermore involved with the Sanpad Project, a South African perspective on reading literacy challenges and needs. I am one of the senior researchers working on the Sanpad Project, together with Prof. Carisma Nel of Potchefstroom University and the University of Tilburg, Netherlands. My section of the project concerns literacy in higher education and I have two theses that have been registered (one PhD and one MA) for the project. A brief report by Dr Nel has been included.

1.24 Awards, Honours and Recognitions

2005: Two merit bonuses from UFS:

- Department of English and Classical Languages
- Centre for Higher Education and Staff Development (CHESD).

2006: Promoted to Senior Lecturer.

1.24.1 National awards

1992: Winner of National Ad Educandum Award for best use of media in Senior Secondary Education. This is essentially an award for classroom methodology and is awarded, nationwide, to only four teachers every second year.

1.24.2 International award

2003: I was awarded the Development Co-operation Prize by the Belgian Government for my PhD thesis. The prize is awarded to 5 PhD researchers worldwide who live and work in a developing country. The prize is awarded for scholarly work which contributes significantly to the development and upliftment of the disadvantaged. The examination and rating of the research was done by a selection committee consisting of representatives of the VLIR (Vlaamse Interuniversitaire Raad - 3 persons), CIUF (Conseil Interuniversitaire de la Communauté Française - 3 persons), the Belgian development co-operation (Secretariat of State and DGCI - 2 persons), the Royal Academy of Overseas Sciences (1 person), ITM (Institute of Tropical Medicine - 1 person), the developing countries (2 persons) and the Africa Museum in Belgium (1 person). The prize was presented at an awards ceremony in Belgium on 11 May 2003.

1.25 Recent community service (since joining the UFS)

April 2001: Presented a workshop to the teachers at St Michaels School on how to promote reading across the curriculum.

August 2002: Presented four workshops on media literacy at the South African Schools Festival of the Arts.

August 2002: I trained teachers to teach reading at the Koffiefontein Combined School, which focused on developing the skills of the teachers to improve language and, in particular, reading. This project also involved 2 post-graduate students from the department who assisted teachers with monitoring and assessment.

2002: Trained lecturers of the Hillside View Technical College to present an Academic Literacy Course to their students. The course was designed by myself and I met with these lecturers on a regular basis to train them to use the materials, as well as deal with any problems they were experiencing. This project evolved out of our contact with the Technical Colleges, through the CPP, and the aim was to extend this co-operation and sharing of expertise with other institutions in the region.

2003: Was a key-note speaker at a conference for language facilitators of the Free State Education Department on 12 November 2003. The topic was “Transformation in Education: teaching reading”.

2004-2006: Presented workshops for RIEP (now Centre for Education Development) for rural teachers in Phutaditjaba on the teaching of reading in the Intermediate Phase, using Outcomes-based methods. The project was funded by Transnet.

2004: Designed a full language course for the *Chinese Institute* for use with their adult learners who wish to improve their English reading and writing ability so as to access tertiary studies.

2004: Scripted and produced a video demonstrating the teaching of English to learners in the intermediate phase. This video is used for teaching purposes to demonstrate a good English lesson to prospective teaching students. This video is also used when training teachers in the rural regions.

2005: Designed a reading course for Unisa students as part of their student support programme (Bloemfontein Branch).

2005: Speaker at the Agricultural Society for Ladies on the teaching of reading.

2007: Involved with the Investec project in collaboration with the Centre for Education Development and training teachers of the Southern Free State to teach reading.

2007-2009: Involved in a community service project at Dr Blok School in Heidedal. The project involves the development of a reading culture at the school. For the project, I was able to secure a sponsorship of R480,000 from the local construction firm, Raubex. This will be ongoing until the project goals are achieved. A Masters Degree was delivered based on this project (2008-2010), which was awarded the Dean's medal.

2011: I am still involved at the Dr Blok School with the PhD project of Diane Harley: *A school information literacy project in a South African context*. She is obtaining the degree through the University of Indiana Pennsylvania. We are currently assisting them to buy textbooks for all pupils who have none through the grant that I received for this work.

2011: I serve on the PanSalb Regional Board and was a member of the team that consulted on the Language Policy for the Free State.

2011: I was part of the team that presented in-service training to English teachers of the Free State region as part of the Rector's outreach to schools.

1.26 Radio talks/interviews

November 1992: *Radio South Africa*. Woman's World Interview: "Winner of the Ad Educandum Award".

November 1992: *Afrikaans Stereo*. Vrouerubriek Onderhoud: "Mediagebruik in Klaskamer".

August 1993: *Radio Oranje*. Taalforum: Tweedetaal onderrig.

July 2003: *RSG*. Discussion on language and tertiary success.

1.27 Other relevant activities

26 February 2006: Presented a one-hour lecture to the lecturers of the Department of Architecture on the needs of the second language tertiary learner and the necessity of proficiency in the medium of instruction.

1st a brief lecture at the faculty meeting of the Applied and
Natural Sciences on the needs of the second language tertiary learner.

2011: Assisted lecturers in the Faculty of Education (Foundation Phase) with the revision of their curriculum. They needed input regarding a language component. **Appendix A**

MONDAY, JULY 02, 2012

Dear Dr van Wyk,

We are writing to invite you to contribute a chapter to be included in a new book entitled *The Global Student Experience: An International and Comparative Analysis* accepted for contract in the *International Higher Education* series by Routledge in 2012. The editors of this book are Camille B. Kandiko, King's Learning Institute, King's College London and Mark Weyers, UCL Center for the Advancement of Learning and Teaching, University College London.

The deadline for the submission of a first draft would be in about six months (January 2012); our plans are to put the final draft in the publisher's hands by mid 2012. Below we briefly outline the goals and orientation of the book to give you a clear idea of the book's mission and contents.

Overview of the Book:

There are 100 million students in higher education throughout the world today. This collection provides some indication of what are they are learning and of their wider experiences. It also outlines the changing global context of provision for undergraduate students as countries and universities respond to what they anticipate will be new demands for virtual and more traditional learning in and across subjects of study. It brings together contributions from a range of authors to focus on common themes internationally combined with descriptions of the student experience in national higher education systems. This affords insight into what students can expect from emerging patterns of provision worldwide. It also informs institutional decision makers as they attempt to meet changing international student demand within their own national circumstances of retrenchment or expansion in competition with private, public, and for-profit rivals at home and abroad.

The editors – both of whom are experienced teachers and researchers of higher education and the student experience, in both real and virtual environments, present this panorama of provision to a worldwide readership through a team of expert contributors who relate their experience and knowledge to shared global concerns. Thus, they combine the big picture of economic and political globalisation with examination of its various aspects, such as cultural differences in learning, its distance provision and quality in the context of competition, what a globally connected undergraduate curriculum can offer, the predominance of business amongst other subjects of study, and the shift of the role of higher education in the assessment and ‘employability’ of graduates. At the same time, in an increasingly open market there are also restrictions upon student travel and residence in many polities, and increasingly variable fees for home and international students. These pan-global themes are combined with an overview of ‘Western’ higher education, including the US, English and UK, and Australian systems of higher education contrasted with systems in different cultural contexts, such as the Middle East, Africa and South America, as well as the new giants China and India.

Working Table of Contents:

Following a page foreword, the book will be divided into the following parts:

- I. An *introductory chapter* (to be written by the editors). Sets context for Western-style higher education and role of internationalisation and the global student experience.
- II. A *second section* will present the overarching themes which will be exemplified in subsequent examples of national, regional and international provision.
 - 2 Globalisation and 21st century higher education
 - 3 A guide to cultural differences in learning in higher education
 - 4 Virtually world class universities and distance provision
 - 5 Disciplines, the predominance of Business Study, and STEM subjects
 - 6 Employability, Key Skills and graduate attributes
 - 7 Assessment
 - 8 Globalised undergraduate curriculum
- III. A *third section* will present institutional examples of national, regional and international provision:
 - 9 EU and Bologna
 - 10 The Middle East
 - 11 India
 - 12 Hong Kong
 - 13 South Africa
 - 14 Venezuela
 - 15 The UK
- IV. There will be one concluding chapter (to be written by the editors), which will draw the above chapters together comparatively to consider whether the international student

experience is becoming increasingly homogeneous or whether new divergences can be anticipated? What new forms of international provision and collaboration can be predicted?

(14 chapters x 6000 each = 84,000 words)

(2 chapters x 8000 each = 16,000 words)

The *chapter templates* are as follows:

Chapters Two to Eight:

The authors of these chapters will be required to follow a template and it will be the responsibility of the editors of the volume to ensure that this has been done. The points for inclusion in the template are as follows: 1 – 4

1. Introduction and overview of the theme
2. Differences, challenges and opportunities for international and home students
3. The role of the theme within the student experience
4. International issues and comparisons of the theme.

Each chapter should conclude with a reflective prognosis.

Chapters Nine to Fifteen

Again the authors will be required to follow a template, which will include the following points:

1 – 3

1. Introduction
 - a. Reflecting upon the major themes of the book and how they relate to the student experience in the country
2. Context of the country's higher education system
3. The student experience
 - a. The student experience in the country
 - b. The experience of international students in the country
 - c. The experience of country students internationally
 - i. Destinations
 - ii. Quality of experience
 - iii. Role of international degrees within and beyond the country

Each chapter should conclude with a reflective prognosis.

We invite you to author the chapter on South Africa which is Chapter 13. Additionally we would be very happy for you to recommend a colleague if you are not available. Each chapter is to be no more than 6,000 words in length. You are welcome to ask a colleague or colleagues to collaborate with you on your chapter. We also hope that you will be willing to use the focus of your chapter to contribute to a new blog on the Student Experience (more details on this to follow).

Please let us know if you are able to accept this invitation by **Thursday 30th June**. We shall look forward to hearing from you soon.

Sincerely,

Dr. Camille B. Kandiko

Dr. Mark Weyers

Editors, *The Global Student Experience: An International and Comparative Analysis*

Dear Professor Arlys van Wyk,

I hope this mail finds you well. My name is Naoko Taguchi, and I am teaching in the Modern Languages Department at Carnegie Mellon University in the United States. I received your contact from Bill Grabe and Fredricka Stoller at Northern Arizona University. I am going to propose a special issue on English-medium universities in the global society to the journal, *International Review of Applied Linguistics*, based on the colloquium I organized at AAAL this past March. Please see below for the abstract of the proposed volume. Because I heard that you are knowledgeable about the situation of English instruction in South Africa, I am contacting you to see if you would be interested in contributing a chapter to the special issue.

The proposed volume focuses on two issues: (1) socio-political context that influenced the establishment of English-medium universities, and (2) data-driven analysis of students' gains in English competence (whatever defined – academic literacy, vocabulary, sociocultural competence, etc.), with a reflection of challenges and opportunities such unique higher-education context brings for English development. I feel that such a volume is timely with a wide-spread view of English as an international language and several models of those universities across the world.

Please let me know if you are interested in participating in this project by presenting a case of English-medium higher education model in South African context, conforming to the two backbones presented above. You could either take this on yourself or collaborate with Kabelo Sebolai, a recent MA graduate from Northern Arizona University. If you are not interested, I'd appreciate it if you could suggest other people I could contact on this matter. So far, I have cases from Japan, Qatar, Italy, and China to be presented in the volume.

Thank you for your consideration.

Sincerely,

Naoko Taguchi
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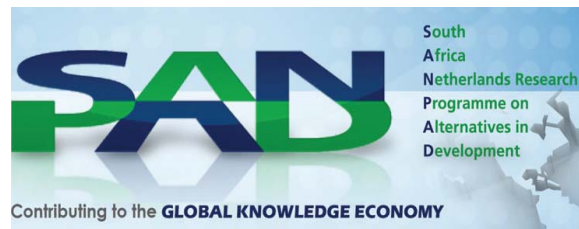
English-medium education in the global society:
Opportunities and challenges for the development of English abilities

Naoko Taguchi, Carnegie Mellon University

Abstract

Corresponding to the recent advancement of globalization, teaching English as an international language is increasingly emphasized in many countries in the expanding circle where English has no official status or local function but is in practice the de facto L2 for international communication in domains such as business, computer science, and tourism (Kubota & McKay, 2009). In these countries, English is not an official contact language to connect local people but receives symbolic power as a world language that could provide international mobility. Although the ideological value attached to English has been criticized in recent poststructuralist discourse (Pennycook, 2007), the demand for English in the world's educational systems remains great, and the mastery of practical English abilities has been the goal of national policies in many of the expanding circle countries.

The proposed volume provides critical insights into the effort of teaching English as an international language in expanding circle countries. The volume focuses on case studies of English-medium education where English is the means of instruction and social interaction in promoting students' academic and functional English abilities, as well as their subject-specific knowledge. The volume compiles five cases sampled from various places in the world: Akita International University in Japan, Sabanci University in Turkey, Carnegie Mellon University in Qatar, Zayed University in Dubai, and Sookmyung University in Korea. These case studies collectively address two issues: (1) the socio-political context unique to individual countries that influenced the establishment of English-medium curriculum and (2) data-driven analysis of students' gains in a variety of English ability constructs (e.g., content-specific knowledge, public speaking skills, academic literacy, sociocultural competence). The volume will critically discuss the role of English-medium education by reflecting upon its opportunities and challenges in developing English skills for the global society.



Title of Project: A South African Perspective on Reading Literacy Challenges and Needs

For many years, the international community has linked **literacy and development**. Literacy rates are a component of the Human Development Index, and the distribution of illiteracy in the world corresponds closely with that of poverty. Literacy is an indicator of quality of schooling, access to information and, more generally, of the capacity of individuals and communities for autonomous learning, for the initiation and management of change and for active participation in society.

The **overall aim of the project** is to contribute to understanding and improving levels of reading literacy to enhance the quality of learning for students in the General Education and Training (GET) band and the first year of university.

The main research question is:

What are learners' and students' reading literacy challenges and needs and how can these best be addressed by devising interventions (first year students) and making recommendations for academic support?

Dr. Arlys van Wyk is a senior researcher within the SANPAD project (R668 000) which is a collaborative project between Tilburg University, North-West University, University of the Free State and University of Stellenbosch.

Dr. van Wyk's contribution, in terms of intervention programme development and support, will enable the project to make a major contribution towards the development of **scientific evidence-based knowledge and practice standards** linked to literacy development and support in order to ensure that access equals success, among university students, and not the "revolving door syndrome".



Inter-university Contextual Translation Project for Learning Materials Development.

Project summary:

The project, since early 2010, aims to explore the value of embedding contextual home language translations and explanations of key words and concepts within electronic learning materials across a variety of student language backgrounds. It will accomplish this aim by implementing impact assessments of such materials with groups of first year students from differing language backgrounds. The project is based at Walter Sisulu University (WSU) in South Africa and lead by Dr. J. Senior. For 2011 the project involves four institutions, three in South Africa and one in Abu Dhabi in the U.A.E. Each institution is requested to implement an electronic (blackboard) assessment of integrated translation materials in English and a different student home language: the Durban University of Technology (DUT) will implement in Zulu, University of the Free State (UFS) in Sesotho, Zayed University (ZU) in Arabic and Walter Sisulu University in Xhosa. The timeframe for the study is between June and Sept. 2011.

Based on positive results in a pilot study conducted at WSU in 2009-10 the objective of the current project is to determine the utility and benefit of such materials across student language groups thus informing further development and implementation of translation in learning materials development. Ultimately, the aim is to facilitate easier access to learning for students who come from a variety of language backgrounds, but study in English. Thus, the involvement of a variety of language groups is critical to this process

Project personnel roles and responsibilities:

Project leader: Responsible for the overall site planning, team development, coordination, project implementation and data collection and coordination with other institutions.

Project leader and Walter Sisulu University team leader: Dr J. Senior

Project leader University of the Free State: Dr Arlys van Wyk

Project leader Durban University of Technology: Shubnam Ramos

Project leader Zayed University Abu Dhabi: Dr Kate O'Neal

Background:

This study is a follow-up to two years of “work-in-progress”, which has involved written and oral assessments of student comprehension and writing ability in home-language as well as English written and oral ability within the academic foundation context. Extensive local work in transformative curricula using integrated multilingual learning has been conducted in South Africa by Dr Senior. The key

research question addressed has been whether linguistic/cultural academic barriers for non-English home language students can be successfully navigated by students when supported by contextually translated study materials. The challenges include significant differences in written and oral home language and English second language abilities among students entering the university system. These include noteworthy differences between students in rural and urban environments. Such challenges have been addressed by constructing experiential study materials using language and conceptual input from student focus groups rather than professional translators, as the language used in professional translations often proved unfamiliar to students. Focus group input is then filtered through bilingual subject lecturers and language experts. This developmental process of materials and student responses to their implementation is fed into the production of new materials which are presented to 'test' groups to assess their impact. To date a pilot research has been completed at Walter Sisulu University (WSU) in South Africa which has yielded positive results.

Following that success, as part of the Council for Higher Education funded project in 2009, a further investigation into the use of bilingualism in teaching at WSU was conducted. In particular, with the introduction of the Blackboard e-learning environment this investigation focused on and moved bilingualism into the e-learning sphere. The aforementioned 2008-9 research into student language abilities indicated that WSU students for the most part possessed substantial abilities in both English and isiXhosa, their majority home language. Yet these abilities varied greatly among students and between campuses. In some cases student capabilities in English were strong and in others isiXhosa abilities were stronger. However, most students possessed some capacity in both languages.

Based on these conclusions experiments were carried out to determine how best to allow students to take advantage of their multiple language abilities in the tertiary education environment and how this might assist both their linguistic abilities and their comprehension within their chosen field of study.

Towards this end, language and general academic ability assessments were carried out in English and isiXhosa. From these, it was determined that the language of assessment had little impact on certain aspects of study and a very significant impact on others. For example, mathematical ability in terms of numerical manipulation was little affected by language medium. However, where mathematical equations were rephrased as word questions student performance dropped dramatically. In direct comprehension assessments students performed slightly better in English, while questions involving synthesis of information were performed better in isiXhosa home language, especially among rural students. Thus early research focused attention on the value of bilingualism in certain areas of study and specific academic contexts the learning environment.

In the pilot e-learning study a variant of the original assessment was used. In this variant, students test groups were given learning materials in electronic (computer) format which contained "click-on" translations with added "pop-up" definitions. These were inserted into the texts such that when a student placed their mouse on a particular word or phrase a translation and simplified explanation popped up.

The assessment was conducted via a short Blackboard based assessment, similar to the maths and general academic knowledge assessment used in the earlier studies. Three groups of students were given three different versions of the same assessment on Blackboard. One group, Gp1. was given the assessment in conventional English format with no electronic assistance. Another group, Gp2 was given the assessment with English definitions available when the mouse was rolled over selected difficult words. Gp3. was given the assessment with both English Definitions and isiXhosa translations. The concept was to compare student results from the three groups to see how much the “language assistance” assisted.

What was discovered at first is that the results did not look overly impressive. All students did poorly across the board scoring on average less than 30% correct answers. However, it was shortly noticed that many students had failed to properly upload their assessment answers (presumably due to lack of experience with such assessments). When these students’ results were eliminated from the sample the picture changed quite dramatically.

Students’ correct responses increased dramatically with each additional type of language assistance. For example, if we look at the control group who did the assessment without any contextual electronic assistance, they scored lower than either of the two test groups. Of these, the students given contextual assistance, in the form of definitions of difficult words, scored significantly better than the control group. The group given both definitions and translations into isiXhosa scored even better.

This method of giving contextual assistance could be used to give much more than language assistance. For example in mathematical, engineering, medical or science contexts, formulas, explanations or hints could be provided via the same method. In time sound can be added to further assist students. In addition, when surveyed, students responded very positively to this format, indicating that it assisted them to quickly comprehend the materials and learn the vocabulary.

Thus, it is our conclusion that providing this sort of contextual assistance within the Blackboard environment will provide a real boost for students who struggle with language or do not have access to the wider experiential language background of native speakers. What is now needed is to replicate the pilot studies in a variety of student language contexts to refine and validate the process across linguistic barriers.

Research outline and process: WSU,UFS,DUT and Zayed

June. 30 to Aug. 15

Each Institution should agree to participate in the project. To date WSU, DUT and UFS have done so. Once agreed, specific instructions for implementation at each institution will be received.

Each institution will also receive a copy of the standardized language assessment to be used as the bases for this research project and appoint a research liaison for the project. The liaison will then be responsible for the institutional administrative participation in the project.

The liaison will then select a student task team (STT) of 5 to 10 students who will identify problem words and concepts in the document. These must not be the same students who will later form the test group. The institution will also identify a test group of between 40 and 60 students who will be assessed.

The output from the STT will then be vetted by a member of staff who is fluent in the target home language and English. Adjustment will be made to the language of the translations in line with universally correct usage of that language.

Aug.15 to Sept. 30

The corrected document will be sent to WSU for collation into electronic format to be implemented on Blackboard. This will then become the test assessment. A control assessment will also be produced. Instructions for conducting the assessment will be sent to all institutions.

Once compiled the materials will be implemented within each university's Blackboard environment and the test group students will be loaded onto that specific Blackboard course or module. In addition a student survey asking details of their experience with the materials will be uploaded. The students should complete this immediately after the assessment.

The test group will be randomly divided into test and control groups. They will write the assessment being prepared by the STT and academic staff. The results will be recorded via blackboard and sent to WSU. The results will then be compiled into a report for distribution to all institutions.

The expectation is that the collected data will be utilized by interested parties to respond in academic publications and conferences. It is hoped that this will, in turn, spark interest into further more in-depth study of the value and future role of contextual bilingualism in university teaching and learning.

*Note:

Due to the distance from South Africa Zayed University will conduct student assessment independently. A key staff member has been identified who will coordinate the project in the U.A.E.

Recommendation/Report by Prof Pol Cuvelier

When Dr Arlys Van Wyk received the 2002 international « Koning Boudewijnprijs voor Ontwikkelingswerk » (King Baudouin Prize for Development Work », the jury appreciated the potential and academic quality of Dr Van Wyk's work : it represents sound and valuable research, combined with action research with a direct relevance to people from previously disadvantaged groups in South Africa, whose participation in tertiary education is still a matter of great concern. By improving their academic abilities and, in particular, their academic language use, Dr Van Wyk has contributed considerably, as a linguist, to development and progress in South Africa.

My appreciation for Dr Van Wyk's qualities has been fueled by another line of action as well.

Dr Arlys Van Wyk has also been contributing very significantly to our UA (University of Antwerp) cooperation project in Kinshasa. Since 2008 the University of Antwerp and The Catholic University of the Congo (UCC) in Kinshasa have been working together to set up a system of intensive courses of Academic English. The courses are aimed at improving Congolese students' mastery of English in view of current developments in the scientific world that necessitate a good command of English, which has become the international language of scientific exchange.

I was aware of Dr Van Wyk's work and study of Academic (English) literacy and her continued efforts to develop consistent, appropriate and sustainable teaching materials for use in the South African context. As her approach is so well grounded in research and geared towards everyday practice, I entered in contact with her while preparing the Congo project. Dr van Wyk was willing to work together in the preparation of future teachers for the UCC. In September of 2009 Dr Van Wyk volunteered to come to Antwerp where an intensive training session was being organised by Linguapolis, the language institute of the University of Antwerp. She contributed to the formation of the future teachers and developed with them a specific set of materials for use in Kinshasa.

At this moment the centre at UCC is operational with its first two levels of language training. Level 3 will set off in July or at the beginning of the next academic term (October). The system is to improve the existing language courses at university level considerably. It operates in full cooperation with the existing courses that are part of the curriculum and are far more basic, due to time and personnel restrictions.

The setup of the language centre system and of the courses is highly appreciated. As a matter of fact, the Flemish academic cooperation (VLIR-UOS) is currently in the process of developing plans for an extension of the UA-UCC-project toward a full-scale programme for several Congolese universities. Within the latter framework, Dr Van Wyk's competence has been mentioned again in discussion texts and plans.

Pol Cuvelier

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