



**EAST AFRICAN
CHRISTIAN COLLEGE
RWANDA**

EAST AFRICAN CHRISTIAN COLLEGE (EACC)

MASAKA CAMPUS

P.O.BOX 4129 KIGALI

RWANDA

LANGUAGE AND INTERCULTURAL POLICY

KIGALI, MARCH, 2023

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1. PURPOSE

The purpose of this policy is to determine language planning, management and practice at the East African Christian College in a framework that promotes academic quality, equality, social cohesion and intercultural relationship, as well as to redress imbalances.

2. VISION

To be a leading Christ-centered College that fosters knowledge, faith, ethics and service through excellent academic and research programmes.

3. MISSION

To equip servant leaders for the church and the community and produce professional graduates of character and commitment that will serve as agents of transformation.

4. MOTTO

With Heart, Hand and Mind, We Serve Professionally.

5. CORE VALUES

5.1. Christ-centeredness

We confess the Lordship of Christ, the authority of the Bible in matters of philosophy, morality and character. Therefore, our Education should be guided by those principles.

5.2. Integrity

We manage all resources of the College guided by biblical principles of upholding responsibility, honesty and transparency, truthfulness, faithfulness and exercising humility.

5.3. Professionalism and Excellence in Service Delivery

We find out the optimal and cost effective way to reach objectives, in changing environment and limitation of resources and keeps on being result and solution oriented.

5.3. Responsibility and Transparency

Teachers, students and administrative staff, to achieve their job, are expected to take decision, take upon their choices, delegate and report openly.

5.4. Justice and equity

We ensure that the fairness, equity without discrimination, clear delegation and decentralization are adopted at all levels of the college

5.4. Solidarity

We are convinced that all people bear the image of God, therefore we commit to promote a gender balanced culture and stressing on the needs of disabled people, and disadvantaged groups.

5.7. Innovation and creativity:

We make sure that teaching and learning processes are considering changing needs of churches and society and therefore programs are continually assessed and improved accordingly in a spirit of creativity and entrepreneurship at all levels.

6. PRINCIPLES

The East African Christian College 's language policy seeks to:

- 6.1 facilitate the provision of education of the highest quality to ensure post-college success for graduates and promote the College 's local, regional and international standing through thriving scholarship;
- 6.2 promote inclusiveness and social cohesion, while guarding against exclusivity and marginalization, and in this way contribute to creating an environment where all students and staff feel confident and comfortable and can enjoy a sense of belonging;
- 6.3 be transformative in attending to historical injustices and promote justice and equality;
- 6.4 facilitate an equitable learning environment that provides equal access to knowledge and resources;
- 6.5 recognize the intrinsic value of the diverse range of linguistic backgrounds that students and staff bring to the College;
- 6.6 promote multilingualism in the recognized official languages nationally, with specific responsibility for the development to the highest level of scholarship; and
- 6.7 be sustainable and practicable within the context of the College 's financial, staffing and infrastructural resources.

7. POLICY STATEMENT

In support of the above considerations, the following policy is adopted:

- 7.1 English is the language of teaching and learning (in lectures, tutorials and assessments) 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 Senate;
- 7.2 The College must identify needs and provide the necessary financial and other resources to facilitate learning in the medium of English;
- 7.3 The College must provide spaces and resources for drawing on students' strongest languages (in particular English, but where possible also other languages deemed necessary) to assist students in understanding key concepts in their modules;
- 7.4 English is the language of official communication and administration;
- 7.5 The College must adequately resource the development of English to a higher level of scientific discourse and must support the maintenance of English as a language of scholarship;
- 7.6 The College must encourage and enable students and staff formally and informally to learn other important languages;
- 7.7 The College must provide staff members with the necessary support and training to enable them to communicate in at least English;
- 7.8 The College must use at least Kinyarwanda and English for ceremonial purposes;
- 7.9 The College must provide learning support for language and visually impaired students and staff.

8. IMPLEMENTATION RULES

- **Transitional measures**

- 8.1 This policy applies from date of approval by concerned organs 2023.

8.2 Not any other language shall be used as a medium of instruction except English, unless the Senate grants permission;

- **Faculties**

8.3 With reference to this language policy, all faculties must submit language plans to the Executive and to Senate detailing how the faculty aims to manage its affairs regarding the language of tuition and assessment with reference to the programmes and modules in the faculty. Faculty plans may include modules or programmes where the object of study is a language other than English, and any programmes with profession-specific language outcomes.

8.4 These plans are subject to approval by the Executive and Senate.

8.5 The College 's budget and staff policy must enable a faculty to execute its approved language plan.

8.6 The relevant dean will be responsible for the execution of the approved language plan.

- **Communication**

8.7 Notice must be given in official College publications of which programmes and modules will be presented in which language(s).

8.8 A faculty's language plan is made known to prospective students in publications. Should a faculty's language plan be amended, sufficient notice must be given to prospective students.

- **Assessments**

8.9 Notwithstanding 4.1 above, undergraduate research essays and postgraduate dissertations and theses may be completed in English, where reasonably practicable.

- **Disputes**

8.10 Should a problem about the language of tuition occur between a lecturer and a student, the following persons, in this order, are responsible for addressing and attempting to solve it. These include: Head of Department, Dean, Member of the Executive designated by the Vice-Chancellor

- **Responsible member of the Executive**

8.11 The member of the Executive designated by the Vice-Chancellor and is responsible for overseeing the implementation of and all decisions relating to the College 's language policy.

- 8.11 The member of the Executive designated by the Vice-Chancellor will report annually to Council on the implementation of the College 's language policy.

9. LANGUAGE CENTRE (LC)

9.1.Mission

- Provide students with linguistic excellence that will enable them to communicate effectively with the outside world, and hence enhance the political, economic and cultural ties between Rwanda and other parts of the world.
- Teach students and staff to value diversity and to respect peoples' different cultural backgrounds.

9.2.. Objectives

To achieve its mission, the Language Centre aims to:

1. Teach Foreign and Kinyarwanda Languages
2. Provide services the community in the domain of languages and communication skills
3. Contact the diplomatic missions and organizations in Rwanda to provide the Center with language corners that will consolidate the teaching process.
4. Provide training and workshops for teachers of foreign languages and Kinyarwanda in Primary and Secondary schools.
5. Offer translation, interpretation, editing and proofreading Services
6. Providing Intercultural Communication skills

9.3. Teaching languages

Main Activities:

- Teaching foreign languages spoken in countries that have economic, commercial and political ties with Rwanda to the academic community and other categories in need.
- Preparing and conducting placement tests for the Kinyarwanda language courses for speakers of other languages
- Teaching Kinyarwanda to non-native speakers of Kinyarwanda to acquaint learners with the language and its culture.
- Preparing the curricula for foreign language courses taught at the Center.
- Preparing and conduct placement tests for foreign languages taught at the Center

9.4. Foreign Languages

At the Beginning the centre will focus on four foreign languages: English, French, German and Swahili:

- *English*

The Government of Rwanda has made English the only medium of instruction since 2008, aiming at increasing access to the global economy. But French and Kinyarwanda are still official Languages recognized by the Rwandan Constitution. Both French and English are very much used in education and economic sectors because of the Rwandan history. Given this background, students and staff have to swiftly bring their grasp of the two languages up to the level where they can participate in academic activities and learn from a different culture. It is also important that graduates from EACC be credited for their competences in writing, reading and speaking both French and English when they take up employment.

In addition, being a member of different international economic, cultural and political organizations (Commonwealth, East African Community, Organisation Internationale de la Francophonie, COMESA in particular) opens up new and wider demands of languages skills for collaboration and partnerships, for competition of staff and students, for regional and international trade. This regional context provides both opportunities and challenges to the use of English and French languages. Rwanda is surrounded by both English and French speaking countries (Burundi, Uganda, Tanzania, and Democratic Republic of Congo).

- *French*

Worldwide the French language is still largely used. More than 220 million people speak French on the five continents. The OIF, an international organization of French-speaking countries, comprises 77 member States and governments and other regional organizations Economic Community of the Great Lakes Countries (ECGLC/CPGL) and Central African Economic and Monetary Community (CEMAC where French is the main medium of ammunition. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world. France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners. Therefore, the ability to speak French and English is an advantage on the international job market. Knowledge of French opens the doors into French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and the continent of Africa). As the world's fifth biggest economy and third-ranking destination for foreign investment, France is a key economic partner.

- *GERMAN*

The German Language Program at EACC is amongst the most ambitious language programs in the country. Rwanda has particular historical ties with Germany and the German language

in particular. The pronunciation of written Kinyarwanda is inspired by German since the Germans were the first to put into writing the Kinyarwanda language.

The German Language program seeks to integrate Rwandan and international students and researchers by offering German courses for exchange programs. EACC will host special intensive German language programs for students from neighboring countries

The principal goal is to enhance students' academic program and enable them to live, work, study and research in German-speaking countries/places.

The German Language program offers a variety of options for EACC students with diverse interests and backgrounds. Use the Courses tab above and the links below to find out more about the program.

Partners: The Program will be offered in collaboration with the Rhine Palatinate and Goethe Institute, University of Bochum in Germany

- **SWAHILI**

Swahili (Kiswahili among its speakers) is a Bantu language spoken in East and Central Africa. It is a lingua franca of the African Great Lakes region and other parts of eastern and southeastern Africa, including Tanzania, Kenya, Uganda, Rwanda, Burundi, Mozambique and the Democratic Republic of the Congo.[7] The closely related Comorian language, spoken in the Comoros Islands, is sometimes considered a dialect. Estimates of the total number of Swahili speakers vary widely from 50 million to over 100 million. Swahili serves as a national language of three nations: Tanzania, Kenya, and the Democratic Republic of the Congo. In 2016 the Government of Rwanda adopted Swahili as the additional official language along with English, Kinyarwanda and French.

Teaching Kinyarwanda to Rwandans and non-native speakers to acquaint learners with the language and the Rwandan culture

Knowledge in foreign languages should not undermine the mother tongue. All developed countries across the world with strong economies, strong leaders and artistes owe their progress to the foundation of cultural values transmitted through their respective mother tongues. It is in that regard that Kinyarwanda is being promoted. Kinyarwanda (Ikinyarwanda) is spoken by the natives of Rwanda as a mother tongue but also it is the main cultural symbol of unity of Rwandan People. There are other Kinyarwanda speakers in this region such as Banyamulenge in the Southern Kivu in D.R. Congo, ethnic Banyarwanda in Masisi and Rutshuru in Northern Kivu in D.R. Congo, ethnic Banyarwanda known as Bafumbira in Southern Uganda in Kigezi District. Linguistically, there are similarities between Kinyarwanda and Kirundi which is the national language of Burundi, and Giha spoken in the western region of Tanzania.

All Kinyarwanda speakers are estimated at more than 20 million people. Taking into account the highest number of Rwandan refugees scattered in many countries of the world after the genocide against Tutsi in 1994, It is clear that Kinyarwanda speakers may be more than the

above estimate. Kinyarwanda is probably, after Kiswahili, the second largest spoken language in the Great lakes region.

Since 2011, EACC is receiving more and more international students from different cultural backgrounds. Those students need to interact with Rwandan people on the market, won the road with motorman or ... As, Kinyarwanda is the only one national languages all interactions are done in that language and some international students feel **frustrated or not well integrated**.

In the 2015 Rwanda National dialogue known as “Umushyikirano”, it was decided to teach Kinyarwanda at all levels of the Rwandan Education System including College level.

Skills to be provided for each language

The courses will be delivered at free levels:

- **Lev 1 : Beginners**
- **Lev 2 : Intermediary Level**
- **Level 3 : Advanced level**

At each level skills will be provided in listening, reading, speaking interaction and writing. The following table clarifies all skills that students will acquire.

Lev	Listening	Reading	Speaking production	Speaking interaction	Writing
Level 1	Recognize familiar words and very basic phrases about oneself, family and the immediate surroundings, when people speak slowly and clearly.	Understand familiar names, words and very simple sentences, for example, on notices and posters, or in catalogues.	Use simple phrases and sentences to describe where I live and people I know.	Use simple phrases and sentences to describe where I and people I know.	Write a short, simple postcard, for example, sending best wishes whilst on holiday. Fill in forms with personal details, for example, name, nationality and address on a hotel registration form.
	Understand phrases and the most common vocabulary related to areas of most immediate personal relevance (e.g. very basic	Read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements,	Use a series of phrases and sentences to describe in simple terms his/her family and other people, living conditions,	Use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my	Write short, simple notes and messages. write a very simple personal letter, for example, thanking someone for something.

	<p>personal and family information, shopping, local area, employment).</p> <p>.Catch the main point in short, clear, simple messages and announcements.</p>	<p>prospectuses, menus and timetables and I can understand short simple personal letters.</p>	<p>his/her educational background and my present or most recent job.</p>	<p>educational background and my present or most recent job.</p>	
level 2	<p>Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest, when the delivery is relatively slow and clear.</p>	<p>B1 I can Understand texts that consist mainly of much used everyday or job-related language. I can understand descriptions of events, feelings and wishes in personal letters.</p>	<p>B12 B1 I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p> <p>B2 options.</p>	<p>Connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.</p> <p>briefly give reasons and explanations for opinions and plans narrate a story or relate the plot of a book or film and describe my reactions</p>	<p>Write a simple connected text on topics which are familiar, or of personal interest to me.</p> <p>write personal letters describing experiences and impressions.</p>
	<p>Understand extended speech and lectures and follow even complex lines of argument, provided the topic is reasonably familiar. I can understand most TV news and</p>	<p>Read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. understand contemporary literary prose.</p>	<p>Present clear, detailed descriptions on a wide range of subjects related to interests. explain a viewpoint on a topical issue giving the advantages and disadvantages of</p>	<p>Present clear, detailed descriptions on a wide range of subjects related to my interests. I can explain a viewpoint on a topical issue giving the advantages and</p>	<p>Write clear, detailed text on a wide range of subjects related to my interests</p> <p>write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p>

	current affairs programmes. understand the majority of films in standard dialect.		various	disadvantages of various options.	write letters highlighting the personal significance of events and experiences.
Level 3	-Understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly -understand television programmes and films without too much effort.	Understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	Present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with appropriate conclusions.	Present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with appropriate conclusions.	Express him/herself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues select a style appropriate to the reader in mind
	No difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided have some time to familiarise myself with the accent.	Read with ease virtually all forms of the written language, including abstract or structurally or linguistically complex texts such as manuals, specialised articles and literary works.	Present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points	Present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. write summaries and reviews of professional or literary works

9.5.Duration and mode of study

The program last upon the completion of the required credits. For those who attend in regular basis are expected to complete the program within at least six months.

9.6. Eligibility to the program

- Holding at least a bachelor' degree from recognized college
- Able to pay the required fees

9.7. Provide services to the communities in the domain of languages and communication skills

Main Activities:

- Contact the diplomatic missions and organizations in Rwanda to provide the Center with language corners that will consolidate the teaching process.
- Provide training and workshops for teachers of foreign languages and Kinyarwanda in Primary and Secondary schools
- Offer simultaneous translation courses.
- Offer translation, interpretation, editing and proofreading Services

Language Centre will provide services interpreting and translation service in translating to and from Kinyarwanda and English all types of documents, both academic and non-academic, ranging from PhD theses to correspondence, project documentation, training manuals and technical handbooks.

The Centre will proofread, edit, and revise the texte submitted by students, teachers or other people from surrounding communities . The proofreading and editing will be done by a native speakers .

9.8. Providing Intercultural Communication skills

EACC is becoming an intercultural area .The issue of **Intercultural Communication** can be the cause of conflict and disorder, if it is not well managed. There are three main issues which are at the root of the problem of intercultural miscommunication: language as a barrier, cultural diversity and ethnocentrism. Body language, verbal communication and cultural formalities vary around the world. The same word or gesture that is innocuous for some may be considered offensive by others and can negatively affect a workplace, classroom atmosphere by potentially damaging relationships.

EACC would like to promote Intercultural communication skills required to communicate, or share information, with people from different cultures and social groups. While language skills may be an important part of intercultural communication, they are by no means the only requirement. Intercultural communication offers the ability to deal across cultures, which is increasingly important, as the world gets smaller. ... Being able to deal with this cultural difference peacefully, never mind creatively and innovatively, is becoming a survival issue to thrive in a global world as a global leader

Main activities

- -Organization of EACC Intercultural day in collaboration with the Dean of Students and Chaplain Office

- Organization of EACC Rwandan Traditional Dance group
- Support other cultural activities organized by a given group of student from the same countries

10. RESOURCES AND PARTNERS

Human resources

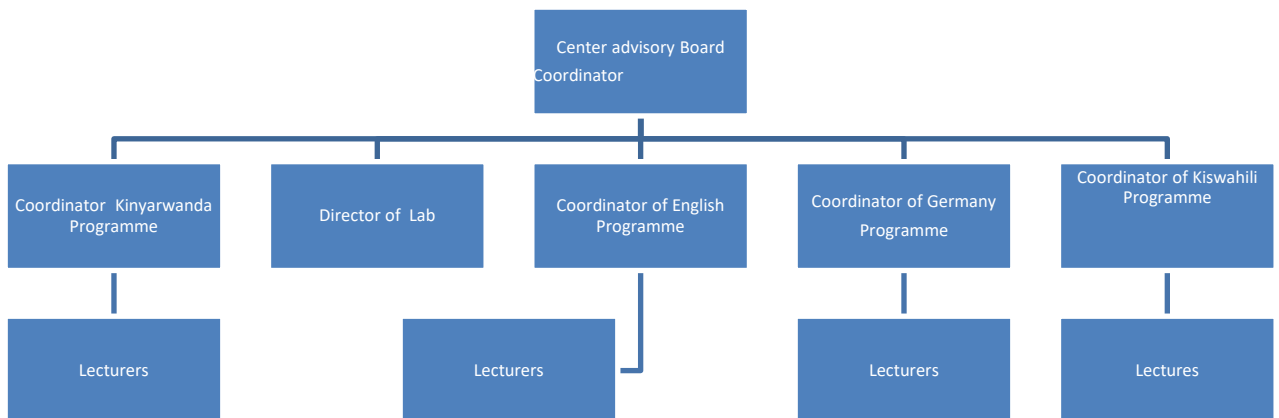
EACC has identified at least 9 lecturers, who will be serving in the center.

Partners

In this endeavor, the support of different partners is needed

- British Council
- Germany Embassy / Rhenanie Palatina
- American Embassy
- Organisation Internationale de la Francophonie

11. ORGANIZATIONAL CHART OF THE CENTRE



12. FACILITIES AND EQUIPMENT

Language Laboratory and Tools

- Multimedia Educational Center
- Online language courses, Textbooks ,
- Movies and original language magazines
- Computer stations with language practice softwares

Tuition FEES

Fees should be indicated in the fee structure

Approved by College Senate and Senior Management Committee

1. Secretary of the Academic Senate:

Signed by _____ Date _____

2. PRINCIPAL and Chairman

Signed by _____ Date _____