



Being Multilingual For Diversity 2008

2008 International Year Of Languages

Program Administrator: Wajahat Nassar

Final Report

11 February - 5 March 2008



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I would further like to express my gratitude to UNESCO and the Director-General Mr. Koïchiro Matsuura for initiating such a year and my sincere gratitude to Mauro Rosi, the Intersectoral focal point for languages, Culture Sector for guiding me and supporting me throughout the life of the project.

I would also like to honour my college, Government College University, Lahore for providing me with a spark and courage to take such projects.

Especially, I would like to give my special thanks to my mother Farzana whose patient love and support has enabled me to complete this work.



Preface

The project administrator and the participants appreciate the importance of language when seen as a tool to accept the diversity of the human society. The e-course identified that languages are essential and lifeline to the identification of indigenous groups for a peaceful society to prevail, and to bring changes at an increased level. It also identified that languages play an important role in the achievement of the MDGs especially the education for all.

The main objective of the e-course was to promote the global message of diversity through the use of the most modern means of communication.

The final project also identified that many of the world languages are endangered and thus inspired the participants to start similar programmes in their communities, and help spread the core message of diversity. Only if multilingualism is fully accepted can all languages find their place in our globalized world.

The International Year of Languages 2008 provides a unique opportunity to make decisive progress towards achieving these goals.

Wajshat Nasser

Lahore
10 March 2008



Being Multilingual for Diversity 2008 ¹

11 February- 5 March 2008

1. Introduction

The course gathered a diverse pool of around 18 applicants, from which the best and the most suitable 15 were selected for the course. The applicants were found to be from different educational levels and had different usage of English. The course aimed to help promote the UNESCO 2008 International Year of languages through capacity building and better usage of English to help the participants.

The **three-week e-course** provided training to educate young people about the international year of languages, its aims and the endangered languages. The course focused on helping young people create documents such as essays, short stories and reports in English related to the year.

1.1 Course Organization

The course was organized online and was a stand-alone, non-partnership project only under the international year of languages 2008.

1.2 Background

The UN General Assembly proclaimed the year 2008 as the International year of languages, identifying that multilingualism promotes unity in diversity and international

¹ <http://projects.takingitglobal.org/diversity>



understanding. This diversity at a larger scale aims for cultural diversity and a mean of promoting and protecting cultures globally.

The e-course identified that the message of diversity was important and needed to be spread through the most modern means of communication. The e-course promoted the message through the use of internet and IT among the young people. The final project invited the students to develop a similar framework for a project through which they could promote the same message in their communities, and help spread the core message of diversity.



2. Timeframe

The project was divided into the following parts and the timeline.

6 Feb - 11 Feb	<ul style="list-style-type: none">• Applications invited for the project.
11 Feb 2008	<ul style="list-style-type: none">• Start of the Project• Initial Progress report prepared
11 Feb - 15 Feb	<ul style="list-style-type: none">• Educating about the international year of languages
16 Feb – 20 Feb	<ul style="list-style-type: none">• Essays
21 Feb – 25 Feb	<ul style="list-style-type: none">• Short stories
26 Feb – 01 March	<ul style="list-style-type: none">• Reports
02 March – 05 April	<ul style="list-style-type: none">• Final Project



3. Course Participants

Mohamed S. Dabo, 24

Male

Country: Sierra Leone

Highest Educational Level: Bachelors Degree

Abbas bin Yousaf, 28

Male

Country: Pakistan

Highest Educational Level: Graduate Degree

Christine Sairere, 29

Female

Country: Papua New Guinea

Highest Educational Level: High School

Gatete Oliver, 23

Male

Country: Rwanda

Highest Educational Level: Bachelors Degree



Gia V. Gaspard Taylor, 49

Female

Country: Trinidad and Tobago

Highest Educational Level: Graduate Degree

Lida Tohidi, 21

Female

Country: Canada

Highest Educational Level: Bachelors Degree

Robert Karugah Kariuki, 24

Male

Country: Kenya

Highest Educational Level: Bachelors Degree

Wafullah Teresah Nekesah, 26

Female

Country: Kenya

Highest Educational Level: Bachelors degree

Yasser Salimi Namin, 26

Male

Country: Iran

Highest Educational Level: Graduate Degree



4. Methodology for the project

4.1 Educating about the international year of languages: The participants were provided with the necessary information for the IYL 2008 and the main points were highlighted. The participants were then asked to write a short text on the IYL 2008 and research on one of the endangered language. This included the analysis of each of UNESCO aims on their application to the endangered language.

4.2 Essays: The participants were asked to submit essays on any topic of their choice to analyse their usage of the language. After the essays were reviewed; the errors were indicated to them and necessary help provided. Writing tips and brain storming techniques were guided. Another submission of essays based on the IYL 2008 was requested and the progress of the program gauged.

4.3 Short Stories: The participants were asked to submit short stories on any topic of their choice to analyse their usage of the language. After the short stories had been reviewed; the errors were indicated to them and necessary help provided. Another submission of short story based on the IYL 2008 was requested and the progress of the program evaluated.

4.4 Reports: The participants were asked to submit a report on the MDGs or any of the UNESCO working fields in their respective countries. After reviewing their skills, a guideline was provided to them and a report was requested from the participants based on the ‘activities for the protection and preservation of the endangered languages and the role of languages as a diversity tool’.



4.5 Final Project: In the final report the participants will be required to submit a report for the feasibility of such program in their local communities, risk analysis and evaluations. A group of two people will be made to allow team-work to develop.

It was important for all the students to submit the assignments on time, exceptions were covered where necessary. Many of the students completed and submitted their assignments on time. The students who did not submit three assignments were first issued a warning through the group and then were finally expelled from the group. Many of the student numbers reduced due to this behaviour.

The assignments of the students were added to the project website and they were checked and returned to the students. Each student was awarded a grade upon his/her achievement and comments on the improvement of subsequent assignments, which were visibly available in the future assignments.

At the end of the five assignments, the grades were converted into marks obtained, which were then aggregated for a total score. The highest marks obtained was awarded an A* and the corresponding award, all other grades were awarded on a relative scale.

A very few students, were found to be copying data from the internet sources, such students were awarded an F grade in the assignment.

The certificates were awarded to all the participants of the course at the end. The level of achievement of the students was divided into different levels depending on their grades:

- a) Certificate of course completion (Maroon seal)



- b) Certificate of course completion- with Cum laude (Bronze Seal)
- c) Certificate of course completion- with Magna Cum laude (Silver Seal)
- d) Certificate of course completion- with Summa cum laude (Golden seal)

The participants had requested that the certificates be mailed to them, but due to the lack of funding, it could not be done and they were provided certificates in electronic format.



5. Evaluation

Purpose of evaluation:

The purpose of the evaluation is to provide UNESCO the progress and the achievements of the project. The evaluation report will provide them with an idea as to what the project has gained and lost in terms of its general objectives. The report will outline the recommendations for changes if required.

5.1 Participant's evaluation

An online survey was conducted using the services of the online surveying technologies provided by Surveymonkey.com, the survey was secretly conducted so that the results of the evaluation would be more transparent.²

5.2 Facilitator's evaluation:

Candidates were selected on merit and seeing their vigour for participating in such a project. Despite that their statements in the application forms looked positive; only nine out of fifteen students remained committed to the end. The non-awarding, nature of the project was considered a factor for such behaviour, and certificates were introduced to be awarded at the end of the e-course.

Findings: The general English language level was found to be above average, and the candidates who had submitted their assignments were given comments and grades and encouraged to improve.

² See results of the evaluation in Appendix VIII.



Observations: Where, it was stated that the participants, were free to ask questions and help, a very few of them asked for help. This resulted in the same level in their individual modules of the course.

Resolving Disputes: Where it was important to submit the final project for an award of a certificate, Christine Sairere did not participate in the construction of the final project, as a result of which her group partner faced immense difficulties in completing the project. Her group partner was allowed to complete the project, considering the project administrator as a second person to develop the exchange programme, as was asked in the final project.

In order to avoid any disputes, an online secret voting was conducted beginning from the twenty ninth day of March 2008 and ending on the first of April 2008. All the participants of the project were obliged to vote for the decision to me made. Christine Sairere was not allowed to vote. Survey Monkey.com was used for the voting purposes.

The voting yielded the following results:

Total Number of Votes: 7

Eligible Votes: 6

Ineligible votes: 1³

Votes per option:

1. Award her for achievement based on five assignments:	3
2. Award her a lower degree of achievement:	2
3. No award as per rules:	1
Total Votes:	6

³ The vote from Tanzania was deleted, as there was no student from this country.



Decision:

As per the results of the secret voting, the following decision was made with regard to the issuance of the certificate to Christine Sairere:

1. Whereas, Christine Sairere has remained an active participant throughout the project;
2. And knowing that she could not complete the final assignment and a secret voting was conducted to decide her case;

Christine Sairere would be awarded a certificate of Course Completion with Magna Cum Laude

Conclusions: future projects such as this one, should be started with the cooperation of a firm and certificates could be provided to recruit more students. Using the internet to achieve diversity in the project ended up as an excellent idea, wherever the people were found to be responsive. The general aims of the course were achieved although the target of 15 students could not be made. The planning of the course was considered satisfactory, however time management was difficult, as many of the participants had requested more time for a particular assignment and it was important to take all the participants together.



5.3 Indicators of achievement:

Objective 1: Educating about the international year of languages

Evidence required	How often	Obtained from
Visible evidence taken from the documents submitted by the participants.	At the end of the first timeline	A general knowledge about the year and its objectives was found. Candidates researched on a particular language and UNESCO aims on the language

Objective 2: Essays

Evidence required	How often	Obtained from
<ul style="list-style-type: none"> • Level of usage of English • Level of usage of English developed 	<p>Start</p> <p>End</p>	<p>Averages to good essays were found.</p> <p>An increased general level of understanding.</p>

Objective 3: Short stories

Evidence required	How often	Obtained from
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<ul style="list-style-type: none"> • Level of usage of English 	Start	Average to good, many students took an essay based approach.
<ul style="list-style-type: none"> • Level of usage of English developed 	End	A few of the stories were found to be of good quality.

Objective 4: Reports

Evidence required	How often	Obtained from
<ul style="list-style-type: none"> • Level of usage of English 	Start	Average reports, students with higher educational levels had good reports.
<ul style="list-style-type: none"> • Level of usage of English developed 	End	The reports had an appreciable level of improvement.

Objective 5: Final Project

Evidence required	How often	Obtained from
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<ul style="list-style-type: none">• Level of usage of English developed	End	The final reports were detailed and showed that the improved level of language. The bicultural nature of the project resonated with the aims of the International year of Languages.
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6. Recommendations

The project would have had achieved its objective of recruiting 15 students, if it was formed in a partnership with some firm organization, such as UNESCO, to provide support and certificates to all the students.



Appendices



Appendix I

Application form

2008 INTERNATIONAL YEAR OF LANGUAGES

APPLICATION – BEING MULTILINGUAL FOR DIVERSITY 2008

11th February 2008 - 5th March 2008

Please submit by Sunday, February 10 to wajahat.nassar@gmail.com

To help UNESCO through its efforts for the 2008 International Year of languages, I have considered the idea of introducing a capacity-building e-course, which will be provided free to those selected.

This **three-week e-course** is a training course to educate young people about the international year of languages, its aims and the endangered languages. The course will focus on helping young people create documents such as essays, short stories and reports in English related to the year. I will be considering only **15 students** for this project.

Participants are expected to remain committed and submit assignment on time. A candidate who delays his/her assignment twice will be liable to be excluded from the project.

If you will be busy with some other projects or travelling and have little access to the internet, please do not apply.

Selected participants will be notified by or on Monday, February 11 2008.
Applications from women, minorities and all castes are welcome.

Eligibility Requirements:

1. Be a TIG/GYCA member
2. All countries and only participants from the following African countries are eligible to apply: Algeria, Burkina Faso, Chad, Comoros, Côte d'Ivoire, Djibouti, Eritrea, Gambia, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Mali, Mauritania, Niger, Senegal, Sierra Leone, Somalia, Sudan and Tunisia.



DISCLAIMER: The e-course is strictly the project manager’s project and is not under a contract with UNESCO or any UN body. The project manager is not responsible for the content of the work submitted by the participants. Selection of the participants is final and no correspondence will be entered into. The project and the manager cannot be held responsible under any law. If you are doubtful, please don’t apply

Application Instructions

Please only turn in the following application section of this document. Do not send us the application instructions.

Please give the one that you will use for the duration of the course and beyond.

Reminder: The deadline for submission is 10 February 2008.

E-Course Application

Participant Information			
Name:		Age:	
Gender:			
City:		Country:	
Email Address:			
Affiliated organization:		Your role in organization:	
Highest Educational Level:			
<input type="checkbox"/> High School <input type="checkbox"/> School		<input type="checkbox"/> Bachelors Degree <input type="checkbox"/> Graduate Degree	

Give a short (2-3 paragraphs) **bio of yourself** (please focus on your work/volunteer experience):

1. Please share why you are interested in taking this course?
2. How do you think you could benefit from participating in the course?
3. Why do you think promoting multi-lingual society is important?
4. What are your ideas on saving endangered languages (one idea only)?
5. Have you taken a language e-course before



Appendix II

Approval notification

Whereas, it is expedient to add ----- to the project group 'BEING MULTILINGUAL FOR DIVERSITY 2008', the following articles are to be observed.

1. The approved member must submit the assignments within time;
2. The member must not engage in activities that are not related to the theme of the project;
3. No use of language that degrades any person, entity, organization and state will be accepted at any cost;
4. The approved member is liable to be excluded from the group, if he/she uses the project in any manner to promote anger, fear and extremism against any state.
5. The approved member has been notified this;
6. If the approved member does not agree to these terms he may change his/her decision and leave the project within 3 days (from approval), otherwise the member is taken to have understood the terms. The first 'blog' on the project site indicates an approval.
7. The member must contribute fully and engage with the project administrator, if requested, after the project has been closed.
8. The project administrator does not take into account the social/religious/political background of the person and selects people on merit only.
9. The project administrator is not responsible for the actions of the members.

DISCLAIMER: The e-course is strictly the project manager's project and is not under a contract with UNESCO or any UN body. The project manager is not responsible for the content of the work submitted by the participants. Selection of the participants is final and no correspondence will be entered into. The project and the manager cannot be held responsible under any law. If you are doubtful, please don't apply



Appendix III

Assignments

Assignment 1

Resource Website:

[UNESCO Intl. Year of Languages](#)

On 16 May 2007, the United Nations General Assembly proclaimed 2008 to be the International Year of Languages. As language issues are central to UNESCO's mandate in education, science, social and human sciences, culture, and communication and information, the Organization has been named the lead agency for this event.

To celebrate the International Year of Languages, UNESCO invites governments, United Nations organizations, civil society organizations, educational institutions, professional associations and all other stakeholders to increase their own activities to promote and protect all languages, particularly endangered languages, in all individual and collective contexts.

Please review the above website and then write a short introduction to the IYL 2008, the aims of the IYL and then a short research on one of the endangered languages. This will include the analysis of each of UNESCO aims on their application to the endangered language.

Please limit your assignment to 2- 3 pages.

Assignment Submission Deadline: 13 February 2008

Please submit your assignments on time and according to the following format:

MS Word, Arial, 12 pt

Example: if your name is Adam Jones, save the file as Adam Jones -ex.1



Assignment 2

Please write an essay on any topic of your choice. Please limit your assignment to 2-3 pages.

Assignment Submission Deadline: 17 February 2008

Please submit your assignments on time and according to the following format:

MS Word, Arial, 12 pt

Example: if your name is Adam Jones, save the file as Adam Jones -ex.2



Assignment 3

Please write an essay on any of the following topics:

- 1. Unity in diversity;**
- 2. Language and Internet;**
- 3. Evaluate the goals of UNESCO to protect languages;**
- 4. Globalization and mother languages;**
- 5. Role of language in international peace.**

Please write a minimum of 2 and a maximum of 3 pages.

Assignment Submission Deadline: 20 February 2008

Please submit your assignments on time and according to the following format:

MS Word, Arial, 12 pt

Example: if your name is Adam Jones, save the file as Adam Jones -ex.2



Assignment 4

Please write a short story on any topic of your choice.

Please write a minimum of 2 and a maximum of 3 pages.

Assignment Submission Deadline: 26 February 2008

Please submit your assignments on time and according to the following format:

MS Word, Arial, 12 pt

Example: if your name is Adam Jones, save the file as Adam Jones –EX4



Assignment 5

Please write a short story on any of the following topics:

- 1. Explain an event as to how diversity of a community helped the locals**
- 2. The origins of language and development**
- 3. Humans and the global village**

Please write a minimum of 2 and a maximum of 3 pages.

Assignment Submission Deadline: 26 February 2008

Please submit your assignments on time and according to the following format:

MS Word, Arial, 12 pt

Example: if your name is Adam Jones, save the file as Adam Jones –EX5



Final Project Plan

You and your group partner have to design a project(on paper) on the following concept :

Design a project based on the concept of diversity and cross-cultural exchange of people, literature, culture and arts as a means to promote diversity among your countries. Place special attention on the spread of your regional endangered languages in the other country.

Forexample : if a group has two people : Person A from India and Person B from Pakistan, then Person A should focus on exchanges to Pakistan and Person B should focus on exchanges to India.

Note: You only have to design it, so everything will be hypothetical for the assignment, but if you wish to make this a realistic project you are most welcome for more help.

Use the following format to make your project. Note that every single step mentioned carries marks for the assignment.

Suggest a Name for your project

Project Coordinators

Dates of the project(these need to be on paper)

Describe the aim of your project (2 lines)

Back ground summary

Using the 'who, what, why, where when, how' questions write a one page background summary for the project. The purpose of the background summary is to clearly and briefly identify the key facts and issues related to the problems that your project aims to address.

Timeline

Describe your timeline of the project.



Risk Analysis

Identify challenges and risks to the success of the project from the beginning and throughout the project cycle.

Structure of the Project

How will you lead your team? How will you participate as a member of this team and simultaneously maintain your authority? Include the major tasks people will carry out and identify the 'milestones' that mark the completion of key activities. Include the training sessions you expect staff and volunteers to take part in. Who will be responsible for the management of finances (money) for the project? What are the basic principles you have adopted for managing the funds for the project? How will you assign tasks and make sure that the member remains committed.

Evaluation

- 1.1.1.1 Purpose of evaluation:
- 1.1.1.2 Involvement of Stakeholders:
 Indicators of achievement:
 Objective/s:

Evidence required	How often	Obtained from

Baseline information required:

Evaluation tools and techniques to be used:

Logistical & resource considerations:

- Time –
- Money –
- People –



Approach to the analysis of information:

Reporting and communication of outcomes / learning:

Assignment Submission Deadline: 17 March 2008

Please submit your assignments on time and according to the following format: MS Word, Arial, 12 pt

Example: if your group alphabet is A, then save the file as A-Final



Appendix IV

Selected Student Assignments

ASSIGNMENT I: BEING MULTILINGUAL FOR DIVERSITY 2008

INTERNATIONAL YEAR OF LANGUAGES

INTRODUCTION

In April 2005, UNESCO's Executive Board endorsed the strategy on languages proposed by the Secretariat and asked for the development of a detailed action plan. During the 33rd session of the General Conference, which took place in October 2005, several Member States confirmed their interest and support in developing a coherent programme on languages at UNESCO.

The General Assembly on the 16th May, 2007 during the 96th meeting, recognizing that genuine multilingualism promotes unity in diversity and international understanding, proclaimed 2008 the International Year of Languages. Acting without a vote, the Assembly, also recognizing that the United Nations pursues multilingualism as a means of promoting, protecting and preserving diversity of languages and cultures globally, emphasized the paramount importance of the equality of the Organization's six official languages (Arabic, Chinese, English, French, Russian and Spanish). This was done to ensure that all language services were given equal treatment and were provided with equally favourable working conditions and resources

It is important therefore that as part of advocating for being Multilingual for Diversity, we also advocate for the preservation of especially our own native tribes.

This however will be the 6th year for the celebration of International Mother Language Day.

RESEARCH

BUKUSU AS ENDANGERED LANGUAGE

Bukusu is one of the Luhya sub-tribes and the fact that it is a sub-tribe isn't making things easier for the language. Intermarriages within the other Luhya sub-tribes and Kenyan tribes are also making things worse and are threatening to make the Language extinct.

PROBLEM STATEMENT



Recent research has indicated that, Bukusu as a tribe may be rendered one of the extinct languages in Kenya due to:

- Intermarriages
- Elitism which is highly associated with speaking English, French and Kiswahili among other internationally recognized languages other than Bukusu
- Lack of parents trying to teach and speak the language to their children hence making them not to learn their own native language.
- Lack of interest in the youth to speak their language as they may be looked at by other peers as “out dated” people

UNESCO AIMS ON THEIR APPLICATION TO ENDANGERED LANGUAGES:

As UNESCO tries to preserve the languages we can also try our best as the native to also preserve it. This can be done by:

- Introduction of mother tongue classes the way it was during the 1980’s. This will enable children getting to school and be able to learn their native languages and therefore preserve their languages even if they are not taught at home or they are in an environment that may not enable them speak their languages.
- Also just like French, English and the major languages, I also think that it would be of great help if they also did translation in the local native languages.
- Also the idea of having radio stations broadcast in native endangered languages would be great especially if it can be done on national radio or the radio stations that target the youths therefore this will get audience.
- We can also make cultural days and events that relate to our roots hence create not only some fun but communicate the importance of preserving our languages!
- Also the idea of having the cyber space would work like magic especially to the younglings as in the youth and youngsters

It takes two to tango therefore for the whole language preservation and education to take place, it is important to work together as team and lobby for this to be re-introduced in schools and especially primary schools which are the grassroots of native and endangered language teaching.

Assignment Grade: A



An Anthropological Study of Multiple Languages in Different Cultures

Name: Lida Tohidi

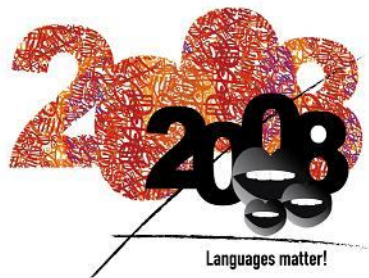
Date: February 19, 2008

Naive realism is the belief that people see the world in the same way, and culture shock is a condition of confusion and feelings of loneliness and anxiety experienced by someone suddenly entering a new culture.

“Eating Christmas in the Kalahari” by Richard Lee is a perfect example of naive realism. Lee thought that Christmas would be seen throughout the world in a similar manner. As Lee stated, individual who celebrate this holiday feel “Christmas is supposed to be the day of friendship and brotherly love” (Lee, Eating Christmas in the Kalahari pg 20). Therefore, Lee wanted to give a gift out of the spirit of Christmas. The Ju/'hoansi African tribe feel individuals' should be humble about gift giving. If you are not modest, they will knock your ego down a few notches. Even though Lee's feelings were hurt in this situation, it only occurred because of the cultural misunderstanding between Lee and the Ju/'hoansi. The meaning of giving for the Ju/'hoansi is dramatically different, than Lee has ever experienced.

The basis of the misunderstanding for Laura Bohannan in “Shakespeare in the Bush” is her own naive realism. Naive realism is the tendency to believe our culture mirrors a reality shared by everyone (Bohannan, Shakespeare in the Bush pg 23). The problem that occurs in this article is Bohannan attempts to retell the story of Hamlet. Bohannan encounters different interpretation by the Tiv elders, when it came to certain climatic events and particular motives by the characters in Hamlet. For example, the one important event in the story for most individuals is the fact that Hamlet's father appears as a ghost and tells Hamlet to avenge his death. The Tiv elders can't understand the concept of a ghost. From the beginning of her story, the elders take it apart and view the story from their own cultural acceptances. Before long, Bohannan realized that depending on your cultural outlook everyone views their reality differently.

Anthropological studies and ethnographic fieldwork reveal that every culture represents a unique thread in the social fabric of humankind. It is thus crucial to foster an objective outlook, and to celebrate the differences among people to ensure that these divergences unite us, rather than divide us.



Likewise, the thesis of Lee's article is that everyone, especially anthropologists, must approach all societies and cultures with an open, objective mind that is free of biases and preconceived notions. Furthermore, one must be willing to learn from others. These points are manifested by the fact that Lee learned the Ju/'hoansi community with whom he was living valued modesty and humility, rather than pride and arrogance. Furthermore, Lee realized that the Ju/'hoansi had a different interpretation of Christmas than he did.

The thesis of Bohannen's article is that due to their uniqueness, all cultures and people possess different perspectives on life. Moreover, it is difficult to arrive at a unanimous understanding of the same situation because interpretations vary in each culture and they do not mirror one other. This is revealed in Bohannen's unsuccessful attempt to prove the universality of Shakespeare's *Hamlet*, as determined through her stay with an African tribe.

Any culture that is functioning adequately views itself as superior, a belief reflecting a phenomenon called ethnocentrism. This is seen in Lee's article because the mentioned tribe name Ju/'hoansi means "real people, and the tribe members consider themselves as insiders and others as outsiders. Also, Lee believed that Christmas would be celebrated in the same fashion everywhere in the world with elaborate gift-giving ceremonies, but he was proven incorrect. The concept of ethnocentrism is also present in Bohannen's article since the elders of the tribe, and Bohannen herself, regarded their own interpretation of *Hamlet* to be the only accurate one.

Cultural relativism, on the other hand, implies being objective and not harbouring any biases during the examination of diverse cultures. The two articles portrayed this concept because the anthropologists involved had erroneously believed that there may be a universal interpretation among all people (of Christmas in Lee's case; or of a Shakespearian play in Bohannen's case).

How individuals see the world and their position in it implies their worldview. In Lee's article, the Ju/'hoansi see themselves as equal individuals who should practice self-humility. Lee sees himself as a gift-giver, but he is taught a life lesson by the tribe about humbleness. Lee remarks that he was "the perfect target for the charge of arrogance and for the [Ju/'hoansi] tactic of enforced humility". He also learned that: "There are no totally generous acts. All 'acts' have an element of calculation." The concept of worldview is also apparent in Bohannen's article. The African tribe elders view themselves as people who should pass on wisdom to the subsequent generation. Bohannen sees herself as a story-teller, but she is taught a lesson about the uniqueness of beliefs among diverse cultures.



The benefits of ethnographic fieldwork as a means to understand diverse human cultures include the personal and first-hand experience and knowledge that anthropologists gain from living within a society. Fieldwork is thus fundamental to anthropology and it creates a framework for understanding human behaviour. The pitfalls of ethnographic fieldwork, however, include “the impossibility of going into the field free of all naiveté, biases, and assumptions. Thus, the result of this type of study may be subjective.

As aforementioned, viewing the world through a clear and objective lens is extremely difficult, especially in the presence of diverse cultures. However, it is vital for anthropologists to be impartial when studying and interacting with people, and to ensure that they foster empathy and peace

Assignment Grade: A+



Appendix V

Grades

Grades were assigned as follows

A*	99
A+	95
A	90
A-	85
B+	80
B	75
B-	70
C+	65
C	60
C-	55
D	50

Student	Cumulative Grade	Award
Abbas bin Yousaf	C+	Cum Laude
Christine Sairere	A	Magna Cum Laude
Gatete Oliver	D-	Completion
Gia V. Gaspard Taylor	C+	Cum Laude
Lida Tohidi	B+	Magna Cum Laude
Mohamed S. Dabo	C-	Completion
Robert Karugah Kariuki	A	Magna Cum Laude
Wafullah Teresah Nekesah	A*	Summa Cum Laude
Yasser Salimi Namin	D-	Completion

Summa Cum laude: with highest honour

Magna Cum laude: with great honour

Cum laude: with honour

Completion: certificate of completion



Appendix VI

Expulsion Notice

Expulsion Notification

Whereas, it is expedient to expel ----- from the project group 'BEING MULTILINGUAL FOR DIVERSITY 2008', the following articles are to be observed.

1. The expelled member is no longer allowed into the project or the group.
2. The expelled member is not allowed the future privileges of the project or the group.
3. The expelled member has been excluded due to his/her negligence of the assignments, which was clearly stated in the application and the approval notification.
4. The project administrator is not responsible for the actions of the members.
5. The expelled member has been notified of this expulsion.

DISCLAIMER: The e-course is strictly the project manager's project and is not under a contract with UNESCO or any UN body. The project manager is not responsible for the content of the work submitted by the participants. Selection of the participants is final and no correspondence will be entered into. The project and the manager cannot be held responsible under any law. The decision of the project manager is final and no future correspondence in this regard will be entered into. The decision cannot be challenged in any court of law.



Appendix VII

Evaluation form

For each of the question, please select the option that most accurately reflects your experience during the e-course

1. The course achieved its aims?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. I have found the course motivating?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. My course facilitator gave me helpful feedback on my progress?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. I was provided with enough information to complete my assignments?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



5. My course facilitator made a real effort to understand the difficulties I face?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

6. I had appropriate support from the course facilitator?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. I can write essays?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8. I can write short stories?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9. I can write reports?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



10. It was a good opportunity to become involved with other cultures?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

11. The main objectives of the International Year of Languages were covered?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

12. Overall, I am satisfied with the course?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

13. The course has improved my communication skills?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

14. It was a good idea, to conduct the course online?

- Strongly agree
- Agree
- Neutral
- Disagree



Strongly disagree

15. The planning and the structure of the course were satisfactory?

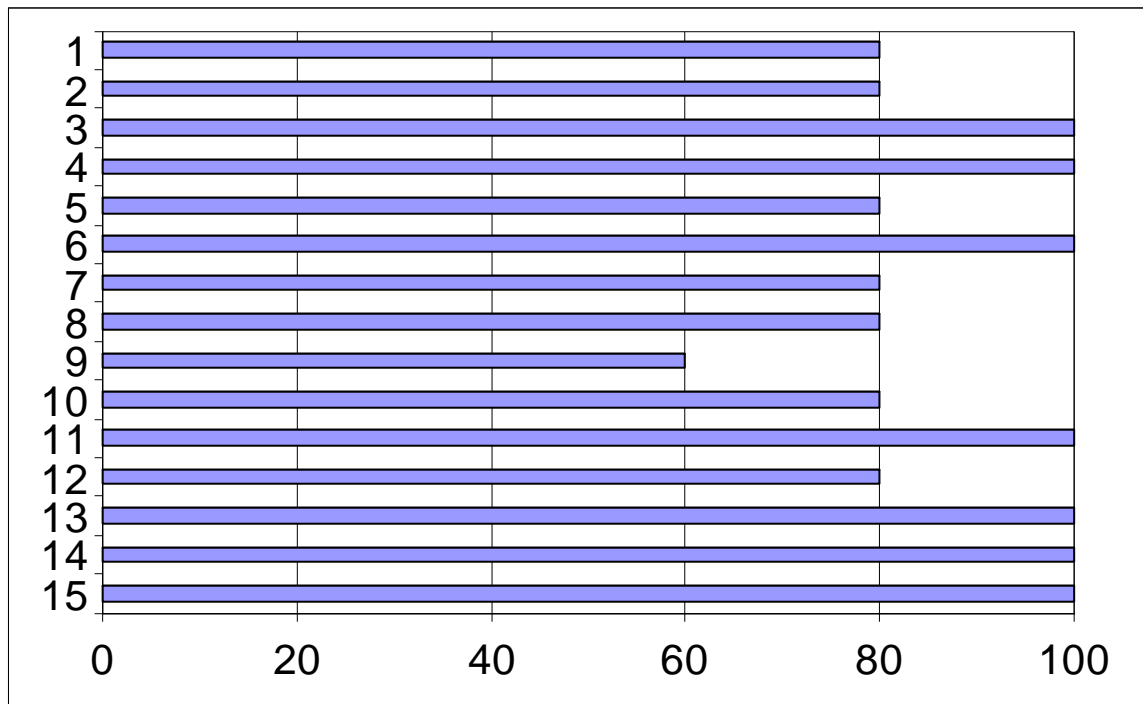
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



Appendix VIII

Results of evaluation

An online survey was conducted using the services of the online surveying technologies provided by Surveymonkey.com. The results suggested a great success for the e-course and proved that the e-course had achieved its aims.



PERCENTAGE PER QUESTION OF THE STUDENT EVALUATION⁴

⁴ The percentages show the 'Strongly Agree' percentages only.



1. The course achieved its aims

80% of the participants strongly said that the course had achieved its aims. The 20% only agreed to the statement, the main reason for which was indicated as to their ability to write reports. While sufficient guidance was provided to them and as indicated by results from question no.4, it was found that the participants had completely misunderstood the requirements of the assignment. The participants were given a chance to improve their reports, and some of them did increase in their merit.

2. I have found the course motivating

80% of the participants strongly said that the course was motivating. The 20% only agreed to the statement, no reasons have come to surface for this.

3. My course facilitator gave me helpful feedback on my progress?

100% of the participants strongly said that the feedback was helpful and did help them in their progress towards a greater command over the language.

4. I was provided with enough information to complete my assignments?

100% of the participants strongly said that they were provided with enough information to complete their assignments. When some students had problems accessing the relevant files or difficulty in understanding the demand of the assignment, they were free to contact through the email.

5. My course facilitator made a real effort to understand the difficulties I face?

80 % of the participants strongly agreed to the statement. While students with genuine problems were allowed to submit assignments at a later stage, those found guilty of plagiarism were not taken under this rule.



6. I had appropriate support from the course facilitator?

100% of the participants strongly said that they were provided with support from the facilitator for the completion of their assignments.

7. I can write essays?

Only 80% strongly said that they could write essays. 20% of the participants only agreed. Some participants had problem with the structure of the essay and were provided with as much guidance as the time frame allowed.

8. I can write short stories?

Only 80% strongly said that they could write short stories. Some participants had problem with the tackling of the short story and tackled it as an essay, they were allowed to resubmit their assignments.

9. I can write reports

Only 60% strongly said that they could write short stories. Some participants had problem with the tackling of the short story and tackled it as an essay, they were allowed to resubmit their assignments.

10. It was a good opportunity to become involved with other cultures

80% strongly agreed that the e-course gave them a platform to become involved with other cultures; this was made possible through partnership in the final projects, in which participants from different countries were made partners to produce one document for a similar project. 20% only agreed as no part of the project time frame was devoted solely to this purpose.



11. The main objectives of the International Year of Languages were covered?

100% of the participants strongly said that the course had achieved the main objectives of the international year of languages, which is to bring the people closer and understand the need to protect the languages. The final project was set to induce some assessment of their endangered language.

12. Overall, I am satisfied with the course?

80% strongly said that they were satisfied with the course

13. The course has improved my communication skills?

100% of the participants strongly said that the course had improved their communication skills.

14. It was a good idea, to conduct the course online?

100% of the participants strongly said that it was a good idea to conduct the course online.

15. The planning and the structure of the course were satisfactory?

100% of the participants strongly said that the course was planned and structured in a satisfactory method.

