The Intellectualisation of African Languages, Multilingualism and Education: A Research-based Approach

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Abstract

This paper seeks to understand the relationship between the intellectualisation of African languages and the facilitation of a research approach which will enhance this intellectualisation. The paper examines the legislative language policies and other documents published by government since 1994, which guide language use and practices in higher education, including the Catalytic Project on Concept Formation in indigenous African languages (one of the recommendations contained in the Report commissioned by the Minister of Higher Education for the *Charter for Humanities and Social Sciences* and the language clauses of the *Green Paper for Post-Secondary School Education and Training*). These policy documents are analysed against the backdrop of the research work of the newly initiated NRF SARChI Chair in the Intellectualisation of African Languages, Multilingualism and Education hosted by Rhodes University. The paper argues that while policy provides an enabling environment for the promotion and development of indigenous African languages and advocates for promotion of equity and equality, in actual fact, HEIs still grapple in implementing provisions of these policies. The paper further discusses the teaching, learning and research in the African Language Studies Section of the School of Languages at Rhodes University and how the Section adopted the provisions of the national policy and institutional policy on language in turning itself into a source of intellectual vitality in the teaching, learning and research of particularly isiXhosa. Six focus areas of research, linked to the NRF SARChI Chair, will be outlined in order to create a practical link between Policy, Implementation and the Intellectualisation of African Languages.

Russell H. Kaschula noPamela Maseko *Ukuqonda Izilimi Zase-Afrika, Ubuliminingi NezeMfundo: UkuLandela Indlela Yocwaningo*

Isifingqo

Ucwaningo lolu luhlose ukuqonda ubudlelwano obuphakathi kokusetshenziswa kwezilimi zesintu emazingeni aphakame kanye nokusetshenziswa kwendlela yocwaningo ezokwengeza amathuba okusetshenziswa kwezilimi lezi (Finlayson & Madiba 2002). Ucwaningo luhlaziya inqubomgomo yolimi esemthethweni neminye imibhalo eshicelelwe uhulumeni elawula ukusebenza nokusetshenziswa kwezilimi kwezemfundo ephakame kusuka ngonyaka wezi-1994, kanye ne-Catalytic Project on Concept Formation in indigenous African languages (esinye seziphakamiso esiqukethwe embikweni owethulwa ngungqongqoshe wezemfundo ephakeme nge-Charter of Humanities and Social Sciences (HSSC 2011) kanye nezinhlamvu zamazwi e-Green paper for Post-secondary School education and training (2012). Imibhalo yenqubomgomo ihlaziywa kubhekwe umsebenzi wocwaningo kasihlalo we- NRF SARChl ekusetshenzisweni kwezilimi zesintu emazingeni aphakeme nobuliminingi kanye nezemfundo e-Rhodes University. Ucwaningo lolu luphakamisa umbono othi noma inqubomgomo isipha amandla okukhuphula nokuthuthukisa izilimi zesintu kanye nokukhuthaza ukulingana nokungacwasi, eqinisweni izikhungo zemfundo ephakeme zihlangabezana nobunzima bokusebenzisa izihlinzeko zenqubomgomo. Ucwaningo lolu luzoxoxa futhi ngokufundisa nokufunda kanye nocwaningo emnyangweni wezifundo zezilimi zesintu esikoleni sezilimi e-Rhodes University kanye nokuthi umnyango lo wamukela njani izihlinzeko zenqubomgomo kazwelonke kanye nezesikhungo eziphathelane nokuguqulwa kwezilimi zibe umthombo wenhlakanipho ekufundiseni nasekufundeni kanye nocwaningo ngolimi lwesiXhosa. Imikhaka emqoka eyisithupha yocwaningo ehlobene nesihlalo se-NRF SARChl izovezwa ukuze kwakhiwe ubudlelwano obenzekayo phakathi kwenqubomgomo, ukusetshenziswa kwayo kanye nokusetshenziswa kwezilimi zesintu emazingeni aphakeme.

Russell H. Kaschula & Pamela Maseko

Introduction

Since 1994, South Africans have conscientiously placed much value and effort into policy creation at national, provincial and local government levels. This includes policies which are underpinned by the Constitution; including the Constitution itself, policies which dictate how business is to be done, how we receive social welfare and under what guidelines we are to be educated – policies that dictate how we live, how we prosper or otherwise, and how we die. We are now arguably at the point where the country suffers from policy-fatigue. This policy-fatigue is then the result of lack of implementation. Arguably we are a nation of debaters, stemming back into the depths of time and embedded orality and culminating for example in our own negotiated political settlement. However, implementation is about getting things done and this is now the challenge that faces language policy and planning initiatives.

The necessity for the intellectualisation of our African languages falls directly within this paradigm of implementation. One must however also acknowledge that there can be no successful implementation without firm policy in place. According to Finlayson and Madiba (2002: 41) '…with such a clear policy framework, language intellectualisation…is more likely to succeed.' Firstly, this paper will attempt to highlight relevant policy framework within which we operate. Secondly best practices in terms of policy implementation will be discussed against the backdrop of new developments such as the NRF SARChI Chair in the Intellectualisation of African Languages, Multilingualism and Education, as well as the Department of Higher Education and Training's (DHET) recently announced Catalytic Project in Concept Development for African languages.

Defining Intellectualisation

The term 'Intellectualisation' could be considered a controversial one when it comes to African languages. One may well ask: Are not all languages equally intellectualised; underpinned by sophisticated, rule-governed and elaborate grammatical and sociolinguistic systems, regardless of whether they are used as languages of learning and teaching or whether they are used in high status domain areas such as politics or not? The answer to this is probably affirmative. However, one cannot deny the years of neglect and lack of both corpus and status planning from which these languages suffer. Hence it can

be argued that at this point in our history the intellectualisation of African languages is an imperative if we are to develop the education system appropriately and respond to Minister Nzimande's call to encourage the use of our languages as LoLT, at least at the tertiary levels. Alexander (2013: 81), in his final and posthumously published intellectual offering states in this regard: 'The case for the use and development of African languages as languages of tuition in tertiary education can be made in terms of a five-dimensional argument that relates the matter to (bio-cultural) diversity, (economic) development, (political) democracy, (human) dignity and effective didactics.' In relation to didactics it is also necessary to intellectualise our languages at tertiary levels so that teachers can be fed into the Basic Education Department, teachers who understand the notion of mother-tongue and mother-tongue-based-bilingual-education (Alexander 2005). The intellectualisation and promotion of multilingualism therefore needs to feed in from both sides of the education spectrum, a contrary view to that held by some scholars such as Turner (2012) who argue that this initiative needs to be driven by the Department of Basic Education and not at the tertiary level.

The first colleagues to raise the issue of intellectualisation in the South African context were Madiba and Finlayson (2002: 40) who expressed optimism by stating that '…intellectualisation in South Africa is more likely to succeed than in most developing countries, as it will receive increasing … momentum, support and success.' Thereafter, Alexander further developed and championed this concept, building on the work of Filipino scholars such as Sibayan and Gonzalez (1995: 11) who argue for the intellectualisation of languages in order for them to be used in government administration, science, technology, medicine, engineering and so on. Madiba and Finlayson (2002: 40) define this initiative as '…the planned process of accelerating the growth and development of our indigenous languages to enhance their effective interface with modern developments, theories and concepts.' This means creating a 'counter-hegemonic' trend in order to displace English as the only language of power and cultural capital (Sibayan 1999: 448).

Referring to the work of Madiba and Finlayson, Alexander (2005: 20) notes that they outline 'the technical linguistic and sociolinguistic issues with which corpus planning and the development of new registers and styles are confronted …'. This includes the lack of guidance when it comes to word-formation patterns and their actual use (Finlayson & Madiba 2002: 14).

We suggest that to some extent this has been considered in the 2005 spelling and orthography rules as outlined by PanSALB i.e. for all the official African languages in South Africa. The isiXhosa rule book outlines, for example, the revised orthography rules and principles which includes a guide to editing and proofreading as well as notes for language practitioners and other editorial matters (Tyolwana *et al.* 2005: 1-43). Furthermore, the intellectualisation as outlined by these scholars should now also be driven by the new Concept Development Catalytic Project that was recently announced and which is discussed below. Finlayson and Madiba's hopes that political developments such as NEPAD would contribute to intellectualisation have not materialised and have arguably come to nought (Finlayson & Madiba, 2002: 57-58). It remains to be seen whether the new *Use of Official Languages Act* (2012) will fulfil this role.

Alexander (2005: 21) notes further that one must also take into account the '… considerable and significant contribution which creative writing and journalism are quietly making towards the intellectualisation of African languages.' This is true even today, especially with languages such as isiZulu where the *Isolezwe* Newspaper has been a great success story. Alexander (2010: 6-24) further recognises the need to work with the Academy of African Languages (ACALAN) to intellectualise our languages through translation efforts across the continent. This is a process which needs to be revisited and re-invigorated.

Intellectualisation is then a developing concept which requires further definition and refinement on an on-going basis. It is arguably about the process of language policy implementation. In other words, the development of terminologies using whatever means we have at our disposal. This includes the intellectualisation as represented through postgraduate research and theses where terminologies are being developed (Sam 2010; Magagane 2011; Makhathini 2011; Nteso 2013). Furthermore, the use of Human Language Technology to develop languages, for example the work done by translate.org is of vital importance. The use of translate@thons has also resulted in some success stories, for example the translation of google into isiXhosa at Rhodes. Finlayson and Madiba (2002: 53) suggest an approach where '…strategies are focused on how to create new terminologies within the minimum period and to maximise their acceptance.' Further challenges would involve codifying '… terms that are already in existence …' and establishing '… how these terms should be disseminated to their target users'.

Alongside these initiatives would be the creative writers who continually add visibility to African languages, supported by multilingual prizes and competitions such as the M-Net book awards and the Maskew-Miller Longman Awards. Intellectualisation is therefore many stitches in a single tapestry. Furthermore, it requires a collective effort as stated by Finlayson and Madiba (2002: 48): 'Planned language intellectualisation in South Africa involves individuals, quasi-governmental (parastatal) and non-governmental agencies.' This would then include the Departments of Arts and Culture, Basic Education, Higher Education and Training as well as Science and Technology who now fund the African Languages Chair. Intellectualisation also directly involves parastatals such as the South African Broadcasting Cooperation (SABC) and the Pan South African Language Board (PanSALB).

In order for intellectualisation to succeed, we need to see the languages of the nation as '…part of its natural resources…on the same level as its petroleum, minerals and other natural resources' (Wolff 2006). Individuals such as translators, interpreters, writers, church leaders also play an important part in term creation and language use. In this regard one should also take into serious contention the proliferation of indigenous languages being used on social network sites and more generally on the internet by individuals who are consciously and unconsciously involved in both status planning and intellectualisation (Dlutu 2012). A good example is that of Kiswahili. According to Ipara and Mbori (2009: 142) '[i]t is also increasingly being used in the electronic media. In addition, there has also been the creation of a 3000-word Kiswahili computer glossary by Microsoft (Microsoft 2004) … there exist discipline specific dictionaries'. This is an area in need to further research and to which we need to apply our minds in terms of intellectualisation.

Identifying the Policy Framework

It is within the following policy framework that intellectualisation can take place. As indicated above, the policy framework is imperative for policy implementation. It will become clear that the notion of 'intellectualisation' speaks directly to implementation of policy. According to Finlayson and Madiba (2002: 43), our present language policies use as a point of departure the 1995 Language Plan Task Group (LANGTAG) recommendations which

'…provided a framework for the development of the indigenous languages.' This group also recommended the centralisation and harmonisation of our languages as part of the intellectualisation process (Alexander 1989). Without going into this debate I would argue that what we require today is what we could term cooperative harmonious development rather than strict harmonisation which is unpalatable to many in South Africa. Such harmonious development would require the nurturing of cooperation between what we could now term dialectic languages, for example isiZulu and isiXhosa and this is now subsumed within the work of both the African Languages Chair and Catalytic Projects as outlined below.

The *Language Policy for Higher Education* (LPHE 2002) is now the national policy document guiding language use and practice in South African HEIs. It makes provision for the role different South African official languages must play in higher education. It states that individual and national development should be facilitated by promoting the use of all appropriate official languages, especially in higher education. In recognising the widely accepted role of a university in research, and the historical backlog in the development of indigenous African languages, it also stipulates that universities need to take the initiative in the development and use of African languages in higher education. However, it is also the accepted view that English and Afrikaans, because of the state of their intellectualisation, and as a result primarily of the privileges they enjoyed in the past political dispensation, will continue to be languages of tuition for some time to come. While this is acknowledged as a trend in South African universities, the policy also makes provision that these languages should not act as a barrier to access and success in tertiary education, especially to those students for whom they are additional languages. The LPHE notes the marked disadvantages faced by students speaking African languages. It states that indigenous African languages have purposefully not been used in HEIs as language of learning and teaching (LoLT) in the past and that they have not been fully developed as academic or scientific languages. Therefore students entering university engage in that environment in a language 'foreign' to them (Gambushe 2012). It does not help that, because of the schooling system, these students are also not academically proficient in English or Afrikaans.

In essence, the LPHE recommends that universities make provisions

for assisting students speaking languages other than those of tuition with academic literacy; to make provisions regarding the academic role of indigenous African languages against other languages within the institution; to undertake projects that focus on the development of all South African languages such that they can be used across disciplines, as well as their use as formal academic languages at the higher education level; encourage multilingualism by identifying and promoting the learning of at least one additional language or supportive language of tuition; and provide a comprehensive plan regarding the development and implementation plan of relevant languages in each institution as to when they would be fully developed to be used as mediums of instruction in specific disciplines. All these recommendations point to the need for the intellectualisation of African languages as a general research focus area so that they can be used to ensure equity of access and equity in success for students speaking indigenous African languages (Gambushe 2012).

The second national strategy on the intellectualisation of African languages at HEIs is contained in the Department of Education's 2003 *Report on Development of Indigenous African Languages as Mediums of Instruction in Higher Education*. The Report examines the state of African languages with regard to higher education, as well as action that should be undertaken in facilitating their intellectualisation and research at university level.

More recently the *Green Paper on Post-secondary School Education* (2012) recognises the threat to African languages, stemming from their present lack of status in South Africa. The paper suggests proficiency by students in an African language as being a requirement for professional training; the training of mother-tongue teachers to teach in African languages, and encouraging students to take an African language as part of their curriculum. This reflects the need for a concerted effort from the point of view of both education departments regarding implementation, as suggested earlier in this paper. Unfortunately there is a silence that emanates from the Basic Education Department at the present moment and there does not seem to be a relevant flow of information regarding language teaching and learning between the two departments.

Although these policy imperatives have been in place for almost a decade, many HEIs have not provided research and knowledge production that is focussed on translating the provisions of the policies in a manner that would meet the required outcomes. The sentiments expressed by the Ministry

of Higher Education and Training regarding the development of African languages and promotion of multilingualism, initially in April 2011 are an indication that this research represents a critical area, as part of the national strategy for higher education, in addressing the challenge to higher education of providing quality education that is accessible to all, regardless of the language(s) one speaks.

The 'Intellectualisation of African Languages, Multilingualism and Education' NRF Research Chair is therefore directly aligned to the National Research and Development Strategy of the government, which sees the development and promotion of African languages as scientific languages as critical within the wider role of the university in South Africa. The research is aligned to national language policy and creates a platform for the implementation of policy, building on existing research strengths and aligning these to the national strategies. It is also my view, as outlined in recent media articles and broadcasts, that effective multilingualism and intellectualisation of African languages will aid South Africa in creating Social Cohesion (cultural as well as linguistic), a national government initiative forming part of South Africa's broader national language planning initiative. This research focus area has been recognised as a scarce and critical knowledge field that is in need of promotion and development.

Arguably, provincial language policies take direction from the Constitution, most with three official languages. It is with these Provincial Language Policies where South Africa's Language Policy can become a reality and universities should be taking their cue from these policies. However, not all universities actually have a Language Policy and Implementation Plan in place (Maseko 2008; 2011). It would be necessary to have these in place before any university could move forward in terms of intellectualisation and implementing multilingual models as these would need to be sanctioned by coordinated policies and implementation plans.

Arguably the forked tongue of multilingualism, where the two prongs of the tongue of the serpent flick independently, allows for paper policy and little more in South Africa, thereby encouraging language death, unless we collectively take control over the implementation process, including government, the private sector, universities and citizens (Kaschula 2004; Swanepoel 2011). Swanepoel (2011) further states that the Constitution provides for a heterogeneous rather than a homogeneous society and that language is one of the markers of this heterogeneity, and it is reflected in multilingualism.

One of the main challenges in the development of African languages in Higher Education is at this policy level. While an admirable policy exists, which, at a glance, should ensure development of African languages and promotion of multilingualism, the policy often lacks a plan of implementtation, as well as directives on who should lead or drive its implementation (at both national and institutional level). The other factor related to implementation is monitoring. The LPHE and the *Report on the Development of Indigenous Languages as Mediums of Instruction in Higher Education*, for example, state clearly what needs to be done by institutions in promoting the development of African languages. However, there is no monitoring of the extent of compliance with provisions of policy (at both national and institutional level). The simple example is that of the formulation of institutional policy and the institutions' submission to the Education Ministry of their 5-year plan regarding the development of African languages as mediums of instruction. The LPHE (2002) requires that Higher Education Institutions (HEIs) formulate their policy with an implementation plan, and publish it. The LPHE (2002) also stipulates that HEIs should provide the Ministry of Education, every 5 years, with a report which provides the extent of the implementation of its plan. While 19 of the 23 HEIs have their policies published, only one has provided the Ministry with a report on the progress of implementation of policy. The essence of the argument here, though, is that the policy could possibly be sufficient but lacks strategies and other means to monitor compliance.

A Ministerial Advisory Panel on African Languages in Higher Education (2011/12/13) has also been created. Notice 103 of Government Gazette 35028 (10 February 2012) announced the establishment of a ministerial advisory panel on developing African languages as languages of scholarship at institutions of higher education. The panel was constituted by the DHET to advise the Minister on the current status of teaching, learning and research of indigenous African languages in South African HE. Further, within this context and that of the present language policy in HE, the panel was required to identify hindrances to promotion of African languages in HE, as well as to provide the Minister with practical recommendations on the promotion and development of these languages. The panel is expected to report its findings and recommendations to the Minister in June 2013.

The above are just a few of the policies and promulgations that guide language use and practices in HE. It is a cause for concern though, that

implementation of the policies, grand as they are, is not effectively monitored. Bamgbose (1991 133) and other prominent language scholars (Alexander 2002; Kaschula 2004; Webb 2002: 182-183) have concurred that many African countries and institutions within them have sound language policies but nonetheless lack sound implementation plans. Kaschula went on to say that language policies in Africa are characterised by lack of 'political will to drive the process' and thus 'much lip service has been paid to the implementation processes' to little effect (Kaschula 2004: 11). As a consequence, policies and recommendations on implementation are published without any monitor having assessed, through monitoring and evaluation, the non-implementation of previous policies. Having said that, the HSSC and Catalytic Project (2011) and the *Green Paper on Post-Secondary School Education* (2012) seem to be more definite and provide concrete guidelines on scholarly work that needs to be undertaken to ensure implementation and the expansion of the role of indigenous African languages in particular, in higher education in South Africa.

Furthermore, the *Green Paper on Post-Secondary School Education and Training* (2012 par 6.10) provides for African languages to be taught across disciplines at universities, and therefore, the following is proposed:

a) Inclusion of African language proficiency as a requirement in professional training (the Department of Higher Education and Training acknowledges that this is already a practice in some faculties of some universities, and that the department will look at how this could be implemented across faculties in all universities);

b) Universities should provide teacher-training that focuses on mother-tongue education for teachers of African languages in order to implement properly the Department of Basic Education's mother-tongue policy for primary school learners; and

c) Universities should encourage students to take a course in an African language as part of their curriculum (for proficiency as well as to elevate the status of African languages in the country.

The Green Paper, as with the Humanities and Social Sciences Catalytic Project on Concept Formation, makes bold and concrete recommendations on how indigenous African languages should be strengthened and developed in HE. It moves away from simply justifying the teaching of African languages in HE and instead provides possibilities for how they can be included in various curricula. It also acknowledges some good practices and commits the DHET to explore how these can be replicated in other contexts. There is, however, focus on African languages being taught as additional languages in university courses and in teacher-training. At Rhodes, for example such discipline related vocation specific second language courses are in place for Pharmacy, Education, Law and Journalism (both second language and mother-tongue). While this is important in facilitating social cohesion and effective mother-tongue-based education, first and foremost, the survival of African languages is based on these languages being taught at universities as first languages. At Rhodes, for example we have tried to develop isiXhosa as a meta-language, teaching courses such as translation studies, orthography and writing skills, literature and media studies, human language and technology and sociolinguistics in isiXhosa.

We know that national policy is burdened with limitation clauses such as 'where possible', 'where practicable', 'may', and so on. Policy at institutional level seems to take its cue from national policy and, as such, institutions seem to be able to escape some of their responsibilities towards use and development of African languages. This brings one to the debate over whether language rights actually exist or whether they amount to privileges (Kaschula & Ralarala, 2004). Harrison (2007: 82) in relation to multilingualism in the context of British social workers argues that '…legislation coupled with initiatives to promote attitudinal change on the part of dominant language groups is needed to bring about linguistic equality…' and that rights alone are not sufficient. Docrat (2013) points out that these rights are in fact subjected to the limitations clause (Section 36 of the Constitution) which places a limitation on all rights and she further suggests that this is justifiable and important in terms of the slide-scale formula i.e. this explains why a practical measure is required within constitutional provisions. The only fundamental right is then the right to life and languages do not fall within this ambit. Notwithstanding this, we would argue that policies need to be more explicit in terms of implementation and responsibilities to be undertaken.

Russell H. Kaschula & Pamela Maseko

The NRF SARChI Chair and CEPD Catalytic Projects
NRF SARChI Chair: Intellectualisation of African Languages, Multilingualism and Education

The Chair seeks to facilitate theoretical debates within the fields of theoretical linguistics, applied language studies, second language teaching and learning, as well as in African literary studies. These debates seek to interrogate how Western perspectives and knowledge production can be adapted for the African and South African context. In this process new or revised theoretical approaches and paradigms for African language research, as suggested in this paper must be constructed and further knowledge production created.

There is also the need to create a platform for vigorous debate around methodologies, both in terms of curriculum development in African languages as well as actual teaching methodologies, such as the mother-tongue and second language vocation-specific courses that have, and are being developed, for example at Rhodes, UCT and UKZN. In doing so the Chair contributes to bringing the teaching and learning of African languages into the twenty-first century. The work of the NRF Chair in African languages is then to increase our understanding in areas such as the influence of Western perspectives on African linguistics; the extent of corpus African language planning in South Africa within certain disciplines such as ICT and others; the approaches that are being used and implemented in regard to corpus language planning in the country; how to facilitate corpus language planning in African languages and how this has been done in other parts of the continent; the link between social cohesion amongst South Africans and how this can be facilitated through the development of vocation-specific second or additional African language courses; possible methodologies that can be used in the creation of these vocation-specific courses in African languages; approaches that can be used by HEIs in South Africa for the creation and implementation of language policies that are context specific; best practices when it comes to the implementation of such policies and increasing our understanding of how such policies can best underpin the learning process and facilitate effective cognition among students, particularly students whose mother-tongue is not English; the history and development of both oral and written literatures in African languages; finding appropriate theoretical paradigms for the analysis of such literature as well as

the documentation and dissemination thereof and understanding the contemporary influences on writers who are using African languages as a medium.

Building on these objectives at a strategic level, the major research areas that we outline below are responding to challenges that currently largely elude the African university. Some of these challenges are the development of strategies to facilitate the access, retention and success of historically disadvantaged students, and using African languages to enable development, change and transformation within the university environment. Through the Research Chair the aim is to entrench institutional, regional, continental and international collaborations. This research is essential as Africa attempts to find solutions to a range of matters pertaining to the under-performance of many black students at university, as well as challenges facing universities in achieving quality education that is responsive to the needs of society (Alexander 2013). Furthermore, at a strategic level the research activities planned from 2013-2017 for the Chair will focus on the following six major critical research projects, which are subsumed under the three main research areas.

The first critical area of research is linguistics and applied language studies. The first project in this domain is designing techniques, methods and approaches for language policy planning and implementation as well as teaching in multilingual Higher Education contexts. The objective here is to undertake research into the strategies that are currently being used to implement language policies at South African institutions of higher learning. Furthermore, research looks at mother-tongue-based-bilingual educational approaches to assess the viability of using African languages as mediums of instruction alongside English in the medium to long term. It is necessary as part of pursuing key research areas in this field to assess comparatively what is taking place at HEIs in terms of language policy planning and implementation. Furthermore, this needs to take into account the context within which each institution operates. Another key research question is to assess best practices and to establish whether such best practices can be replicated at other HEIs as discussed later in this paper.

The second research project involves corpus development in African languages with a focus on translation, terminology development and lexicography. Limited use of African languages in higher education is often linked to the inadequacy of African languages as scientific/academic

languages. Universities across the country have started a process of the development of African languages to support learning in higher education. This is an essential part of corpus planning. The Chair, together with the Postgraduate team are researching and documenting what has been done to date at South African HEIs to facilitate terminology development in African languages. This serves as a point of departure in the sense that it provides coordinated documentation of exactly what has been achieved. The Chair will pay particular attention to terminology development in isiXhosa and this will create a model for other official languages. The key objective of the research is then discipline related terminology development and the dissemination thereof. This also overlaps with the work of the Catalytic Project outlined below. The outcome will be the development of terminology in isiXhosa in other disciples such as the Natural Sciences and in Political Studies. The Chair will work with natural scientists to produce this terminology in the field of science which will culminate in the publication of a science bilingual glossary.

The third research project or areas involves African languages and ICT for Development (ICT4D). The objective here is to facilitate and design strategies for translating web content and open-source software applications to render technology accessible to speakers of indigenous African languages, and also to assess the influence of ICT, including social networks, on promoting and advancing literacy skills in African languages and, in particular, isiXhosa. Translate@thons will again be made use of for the creation of terminology. Visits are also being undertaken to other universities where terminology development has taken place in African languages in order to learn from such projects. This will involve localisation and language engineering where software will be created for use in African languages such as isiXhosa. A glossary will be published which contains important isiXhosa ICT terminology. The influence of social network sites on African languages, particularly isiXhosa, is being assessed, and a key research output will be the publication of glossaries and the intellectualisation of the influence of social network sites on isiXhosa, particularly through Postgraduate research. Such research can be easily replicated in other African languages.

The fourth research project focuses on theoretical linguistics. The process of the intellectualisation of African languages needs to fit into a new linguistics paradigm, which should evolve from theoretical linguistics derived from Germanic languages but with an African theoretical basis. Theoretical

linguistics – semantics, morphology, phonology and syntax – will be re-evaluated such that propositions specific to African languages form new hypotheses in linguistics (Oosthuysen 2013). Corpus expansion, terminology development and localisation/language engineering in African languages has to culminate in new knowledge that should form part of already established knowledge. The Chair will provide new approaches in theoretical linguistics. While research will be conducted in isiXhosa, the nature of theoretical linguistics means that the theories will be applicable to other southern African languages. The translation of the Bible, for example, into isiXhosa by both Christian missionaries as well as mother-tongue speakers of isiXhosa, and the translation thereof into other African languages, allows for the analysis of various versions of the Bible in order to revisit the notion of 'grammar' and existing grammar textbooks from an African rather than a Western linguistically influenced perspective (Oosthuysen 2013). The study of the various linguistic phenomena that emanate from the work of the project will be a major focus.

The second major area of research is second or additional African language learning. The fifth project is located within this paradigm and it undertakes to look into the acquisition of African languages as second or additional languages in professional disciplines. The objective within this research focus area is to explore the development of vocation-specific curricula for those who learn and speak African languages as additional languages. A needs analysis is being conducted in various disciplines for the purposes of assisting with curriculum design. Discipline related vocation-specific courses can be designed only once a needs analysis has been completed within a particular work environment, for example, within Psychology or Human Kinetics and Ergonomics.

Courses are being designed in isiXhosa (which can be replicated in other languages) which will assist professional communication in African languages for example, for pharmacists, lawyers, educators, and psychologists. Research into the design of such courses is being intellectualised in order to produce further MA and PhD studies in this field (Mapi 2010; du Toit, Maseko & Nosilela 2012; Chitani 2013). There has already, for example, been an MA thesis entitled 'Incorporating Indigenous Knowledge in the Teaching of IsiXhosa to Pharmacy students at Rhodes University' which has been completed (Mapi 2010).

The third major area of focus is African language literary studies and

this forms the focus area for the sixth and final research project. The research objective is literary studies in African languages, documenting African literature prior to, and after the introduction of print in African languages and creating technology-assisted methods for archiving and preserving the African oral literary art-form. This includes ascertaining what growth has taken place in the changing thematic repertoire within literature published in African languages in a post-democratic South Africa. The research area provides a platform for the re-publishing of works of early isiXhosa writers, as they appeared in newspapers in the 1800s and 1900s, as well as celebration of contemporary literary forms, including isiXhosa drama, poetry, short stories and the novel. The objective here is to complete a historiography of the development of literature in African languages, focusing on changes in thematic repertoire, gender studies and various theoretical approaches to the study of vernacular literature as well as the influence of the publishing industry on the development of these literatures. Furthermore, research into African oral and written literature, particularly in isiXhosa, is undertaken. This facilitates research into ways in which this literature can be celebrated, enjoyed, captured, collated and disseminated through the use of technology assisted methods (Mostert 2010). The key research outputs involve the creation of a literary historiography for African languages, assessing the changing nature of thematic repertoire over time, assessing the influence of the publishing industry as well as exploring how new technologies can contribute to literary advancement.

In terms of the relevance of the proposed research programme and the ensuing knowledge advancement in the study of the Intellectualisation of African Languages, multilingualism and education, it is necessary to highlight the following points of intention that contribute directly to the relevance of the Chair and to knowledge advancement:

- To develop indigenous African languages in a manner where they can be used to facilitate and support meaningful learning in South African higher education. It is acknowledged that the students' first language plays a significant role in facilitating quality learning and success in education. This is a widely debated issue in higher education, and the Chair's research will focus on the role of indigenous African languages in learning, and their interplay with English, the language of learning and teaching in most HE institutions.

- To develop curriculum for the teaching and learning of indigenous African languages as additional languages, particularly in professional disciplines.

- To advance the use of indigenous languages in HE and to create a space for mutually beneficial growth in terms of appropriate curriculum development, staff development and development of Postgraduate students.

- To provide an avenue for developing and/or reformulating research methodologies, approaches and strategies on intellectualisation of African languages (linguistics and literature) and provide strategies for the use of indigenous languages as languages of learning and teaching in higher education.

- To build and consolidate institutional collaborations at regional and national levels.

Institutional collaborations and relationships within universities, both regionally and nationally are important for engaging with language policy development, for implementation with regard to African languages and for the linguistic and cultural diversity of our university environments. There is an important role to be played by languages in the transformation of our institutions, and multilingualism and the increased visibility of African languages lies at the core of transformation for most universities. These collaborations will be explored further under the Catalytic Project below.

The Humanities and Social Sciences (HSS) Catalytic Project on Concept Formation in African Languages (2012)

This project is again underpinned by clear implementation strategies. The project is one of a number of catalytic projects proposed in the Report of the Charter for Humanities and Social Sciences (2011). It acknowledges the centrality of language and of indigenous African languages in particular, in learning in South African HE and recommends that strategies for integration

of languages be designed to influence humanities and social sciences practice and theory in South Africa. The project is described as:

> A national multidisciplinary project on how indigenous languages in South Africa could support the process of concept formation in the HSS, and furthermore, what know-hows in these languages could enrich social scientific thinking or pedagogy (Report on the Charter for Humanities and Social Sciences 2011: 20).

The activities of the project were partly conceptualised in November 2012 under the Rhodes University's NRF SARChI Research Chair. The project works in collaboration with a number of South African HEIs across four provinces and involves four indigenous African languages. Its purpose is to provide a theoretical framework and implementation strategies for use of indigenous languages in encouraging conceptualisation in various disciplines, with a focus on those in humanities and social sciences.

In the first quarter of 2013 members of the project sought to identify and consult with various institutions who would be collaborators in the Project on Concept Formation in indigenous African Languages. The purpose of these consultations was to introduce the collaborating institutions to the HSS Catalytic Project, establish understanding of the Project, and provide suggestions on possible research areas each institution could contribute in, as well as identify lead researchers and students in these institutions who would provide input to the research of the project.

Institutions have been visited in the Western Cape, Limpopo, Gauteng, Eastern Cape and KwaZulu Natal where the Catalytic Project was presented within the context of the recommendations of the Humanities and Social Sciences Charter. Furthermore, the core purpose of the project was defined and research activities of each institution were discussed, activities that will enhance the key purpose of the project. Presently the following universities are participating in the project: University of KwaZulu-Natal, Cape Peninsula University of Technology, Limpopo, University of Cape Town, UNISA, Free State and Fort Hare. The collaboration with Limpopo, UNISA and Free State is presently being finalised. Leading researchers from each institution were also asked to identify students in their institutions undertaking research in the recognized areas who would contribute to the research, as well as receive the R 15 000 Student Assistantship grant.

The key purpose of the project is defined as developing of a theoretical framework, and creating tangible outputs in the following broad areas of research:

- Centrality of language in influencing pedagogy in terms of theory and practice in HSS and other disciplines (conceptualisation)

- IKS and its role/place in enabling learning across disciplines

- Language learning curriculum – mother-tongue and L2 proficiency

- Development of concepts (multilingual glossaries in Humanities and Social Sciences and various other disciplines)

The responsibilities of each institution, based on its research and teaching practices, were defined as follows: to provide a general theoretical framework on issues related to concept formation and learning, for all participants in the project and to participate in a multilingual book project involving the development of a multilingual textbook for applied language studies (Limpopo, University of Cape Town, University of KwaZulu-Natal); to provide a theoretical framework for the development of literacies for epistemological access in higher education, using Dentistry as a model (UWC); providing a theoretical framework for terminology development (for concept literacy) in HE, using Education, Psychology and Nursing as models (UKZN); development of trilingual glossaries in the areas of Dentistry, Law and Information Technology (CPUT and Fort Hare); developing a theoretical framework underlying L1 and L2 curriculum design, the development of multilingual resources for HE, and terminology development using Political Studies, Cell Biology, ICT, Pharmacy, Law, Education, Psychology and Journalism and Media Studies (Rhodes). The above approach will allow the Project to include as diverse languages as possible, as well as cover a wider geographical area.

This is in response to the key recommendations of the reviewers of the Project Proposal, as suggested in a letter by the Director of the Ministerial Special Project for the Humanities and Social Sciences. The recommendations on the need to provide a theoretical frame for the activities of the Project and to provide international comparisons are being considered.

The importance of theorising has, from the onset, formed a strong base for the Project and we will continue to ensure that there the output in the end provides theories that describe the processes of concept formation in Humanities and Social Sciences, and the role of language therein. We recognise the significance of drawing from international experience on the subject, and we will explore either possible international collaborators, or experiences we can study in African and abroad and will respond to this important recommendation in the next reporting period.

Best Practices in African Language Teaching and Research: A Way Forward

According to Maseko (2008: 70), indigenous African languages in South African tertiary institutions, historically, have never been used in various teaching acts, across disciplines, for example, as mediums of instruction, or as languages of assessment. This is so even though there is clear evidence that their use to support LoLT can improve cognition and improve social cohesion (Wolff 2002; Dalvit, Murray & Terzoli 2009; Maseko 2011).

Although many of the twenty three South African universities have a language policy which is favourable to the promotion of African languages, only a handful have implementation plans and are actively promoting African languages in their teaching acts. There are then universities that are already leading the way in terms of best practices and that are already enhancing the work of the Chair and the Catalytic Project as outlined above. An example would be that of the University of Cape Town where since 2004 no medical student can graduate without passing courses in isiXhosa and Afrikaans through a process of on-site clinical examinations (OSCEs) where the student is evaluated by both linguists and clinical skills experts when examining a patient, the objective being to evaluate how well the candidate examines the patient in their mother-tongue, in this case isiXhosa, Afrikaans or English (Reynecke & Claasen 2015). There is also the innovative work of the newrly formed Centre for African Language Diversity (CALDi) as well as the Centre for Higher Education (CHED) at UCT. The University of KwaZulu-Natal also has innovative language learning programmes in isiZulu for Nursing and Psychology (Hlongwa & Mazibuko 2015). The University of Venda is developing a BA in Indigenous Knowledge Systems as well as introducing

other African languages including minority languages such as isiNdebele. A further example of best practice would be the isiXhosa glossaries that are being developed at the University of Stellenbosch. The Nelson Mandela Metropolitan University now offers short courses in translation studies and has opened a Translation and Interpretation Office as part of the Department of Applied Language Studies in the Faculty of Arts. The University of North-West has implemented a process of simultaneous translation within the lecturing system and text editing programmes for African languages. Perhaps one of the best initiatives is that being pursued at the University of Limpopo where there is now a Bachelor of Arts degree in multilingualism (BA Contemporary English and Multilingual Studies - BA CEMS) where some subjects are completed in Sepedi and others in English (*BEEP Bulletin 1*, June 2011). This is a possible model that needs further exploration. Such a model was approved for implementation by the Institutional Planning Committee at Rhodes as recently as last month. There are individual courses at some institutions where mother-tongue-based-bilingual-education (MTBBE) models are followed, for example the *Ulwimi Nentlalo* (Language and Society) course for isiXhosa 1 at Rhodes University, but there has been limited experimentation across universities with this approach. The Limpopo model speaks to MTBBE. It is perhaps the 'most complete response' to the 2002/3 DoE policy.

At the postgraduate level a collaborative project between Rhodes and UKZN seeks to form a bridge not only between the two institutions but it also links together the work of the Chair and the Catalytic Project. The objective is to start a process of reflective and critical discussion about the place of African languages as part of qualitative research projects. Are the African language skills so crucial to a range of research in the South African/African context sufficiently valued, understood and supported? Are emerging researchers/graduate students who make use of mother-tongue African language skills/fluency in multiple languages as part of their research provided with good support for this aspect of knowledge production? What formal or informal processes exist in order to assist graduate students and other researchers who do translation and/or interpretation, especially in disciplines located outside of languages? What are some of the challenges, and what opportunities exist for validating and intellectualising African languages? What institutional support and training can be introduced, in order to enable these aspects of research and knowledge production to flourish?

These are some of the questions that the project of 'research about research' aims to address (Marijke du Toit UKZN-Rhodes 2013).

Conclusion

Intellectualisation of our languages, therefore, requires interventions at both mother-tongue and second language levels. When it comes to the teaching of African languages as second languages, then generic first additional language or second language courses do have their place. However, there needs to be a more integrated social approach to the teaching of these languages. Furthermore, the development of vocation-specific courses is vital at this time in South Africa's socio-political history. There remains little evidence of a normalised, integrated, transformed, multilingual society, at least from a linguistic point of view. Instead, what exists now is a 'linguistic fault-line' which divides the 'haves' and the 'have-nots' into a three-tier economic system based on those citizens who are communicatively competent in English, those who have a partial knowledge of the language and those who speak no English at all (Alexander 2002). Furthermore, socially responsible and market-related mother-tongue courses need to be created and taught in the mother-tongue alongside the continual intellectualisation process involving terminology development. Alexander (2013: 85) sums up the place of African languages in the intellectual project succinctly as follows: '… let the local languages be used in order to inculcate the habits of mind and the fundamental concepts and approaches of the different disciplines at the same time as the students are exposed to the relevant knowledge and registers in English, which is the language of most textbooks… In this way, our professionals and researchers will get to know their disciplines profoundly in one or other local language as well as in English'.

The intellectualisation of our indigenous languages is an on-going process. This process also requires effective funding. The Catalytic Project and the Chair in African languages are indeed a start in this regard. However, we would argue that there should be a separate Catalytic Project for Concept Formation in each of the nine officially recognised indigenous languages, thereby requiring an annual budget of at least nine million rand. These Catalytic Projects should be housed in the respective universities where such languages can be successfully developed and intellectualised, perhaps driven

under the guidance of the NRF Chair as well as the DHET. We should also work more closely with continental bodies such as the Academy of African languages (ACALAN) in order to coordinate continental efforts in the intellectualisation of indigenous languages and to learn from this process, specifically in relation to languages such as Afrikaans and Kiswahili, which are highly intellectualised.

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