[Call for papers: *ALTER*NATION Special Issue on The Intellectualization of African Languages for Higher Education](http://www.sociolingo.com/call-for-papers-salals-special-issue-on-phonetics-and-phonology-in-bantu/)

*ALTER*NATION Special Issue on The Intellectualization of African Languages for Higher Education  
Volume xxx(x), 2019  
Guest Editors: Langa Khumalo1 and Sam Mchombo2

Call Deadline: 31 January 2019.

Contributions are sought for a special issue of the *ALTER*NATION focusing on the intellectualization of African languages for higher education. Papers addressing the role of African languages in higher education curriculum, language as a pedagogy, cognitive development and linguistic incarceration, development of human language technologies in African languages, intellectualization through terminology development, language policy, linguistic rights and corpus planning are particularly sought. This Special Issue aims to showcase recent research advances in the development of African languages as the kernel of the academy in addressing national imperatives such as transformation, decoloniality, epistemic access and student success in higher education, and social cohesion.

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| --- | --- |
| 1**Langa Khumalo** is the Director of Language Planning and Development at the University of KwaZulu-Natal. He holds a PhD in Linguistics from the University of Oslo (Norway), and an MPhil in Linguistics from Cambridge University (UK). He has been an invited speaker at various conferences and colloquia. He is a Fellow of the Cambridge Commonwealth Society (FCCS), a Language Champion in the Oxford Global Languages program (OGL) for Oxford University Press (UK), an Associate of the Centre for Advanced Studies of African Society (CASAS), a Board member of the African Association for Lexicography (Afrilex), and a member of the inaugural Executive Committee of the Digital Humanities in Southern Africa (DHASA). He is also a member of the Language Policy Review Working Group appointed by the Department of Higher Education and Training (DHET). He is the author of *An introduction to Ndebele grammar*, and editor of *African languages and linguistic theory*, both published by CASAS. He is an award winning author on Intelligent Text Processing and Computational Linguistics. | 2**Sam Mchombo** is Associate Professor of African Languages and Linguistics in the Department of African American Studies at the University of California, Berkeley. He received his PhD in Linguistics in 1978 from the University of London. He joined the University of California, Berkeley in July 1988. In 2003 he was invited as Distinguished African Scholar to the Institute for African Development at Cornell University. He has held appointments as visiting professor at the University of London, University of Sonora in Mexico, and as Honorary Professor in the African Studies Program at the University of Hong Kong, teaching courses in African Linguistics and, Swahili. He has published extensively on linguistic theory and African linguistic structure, on African political and social issues. He is the author of *The syntax of Chichewa*, published by Cambridge University Press, and editor of *Theoretical Aspects of Bantu Grammar*, published by the Center for the Study of Language and Information (CSLI) at Stanford University. His recent work has focused on language politics and language rights in education in Africa. |

Date: 01 July 2018.

**RE: Invitation to Submit a Manuscript for a Special Edition of *ALTER*NATION**

The Guest Editors of the journal, ***ALTER*NATION,** invite you to submit a manuscript towards a Volume entitled:

**The Intellectualization of African Languages for Higher Education**

Manuscripts should be aligned to the theme, and could include the following foci:

**Thematic Tracks**

* Continental and global perspectives on curriculum reform in higher education
* Funding higher education – new challenges, opportunities and prospects
* Collaborative quality enhancement for systemic change in Higher Education: prospects and possibilities
* Institutional research: building an evidence-based culture in higher education
* The intellectualisation of African languages in Higher Education through the SOTL
* Researching teaching & learning technologies which promote the scholarship of teaching & learning
* Responsive and innovative pedagogies in Higher Education
* Re-envisioning SoTL for the student-centred research university
* Alternative paradigms, and emerging directions in the scholarship of teaching and learning in Higher Education
* Indigenous Knowledge and Indigenous Knowledge Systems as pathways to integrating Higher Education research and curricula development in a global era

**Please Note:**

1. The final date for proposed topics/titles and abstracts is **31 July 2018.**
2. The pre-review outcomes will be communicated to authors by the end of **August 2018.**
3. The Final Date for submission of manuscripts for the peer-review process is **31 January, 2019.**
4. Manuscripts MUST comply with the attached Guidelines for Contributors. Manuscripts that do not comply with the guidelines will be excluded from the peer-review process.
5. Only **complete** manuscripts of between 6000 to 8000 words, free of grammatical errors, will be accepted for the peer-review process.
6. Accepted papers will be subject to DOUBLE BLIND PEER REVIEW. The review process takes between 3-6 months to complete. Authors will be informed of the editors’ final decision on receipt of all the reviewers’ reports. The Editor in Chief will make the final decision to accept papers for publication.
7. If accepted for publication, authors will be required to submit a formal letter of declaration from a language editor that accepted manuscripts have been subject to a professional language edit.
8. **The SAPSE Condition applies:** “At least 75% of contributions published in the journal must emanate from multiple institutions” DHET (Research Outputs Policy, 2015).

Submit manuscripts with the title line: **2019 Alternation Special Edition** to:

**Email**: [khumalol@ukzn.ac.za](mailto:khumalol@ukzn.ac.za)

**Tel**: 031 260 3589

Issued on behalf of the Editorial Committee

Dr Langa Khumalo

Director of University Language Planning and Development

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***ALTER*NATION Journal**

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**Guidelines for Contributors**

**1. Submission of original scholarly work**

Submissions must accompany a letter confirming that the article is the product of original scholarly work which has not been published before or is not under consideration for publication elsewhere.

Papers are considered for the peer-review process provided that:

* The manuscript conforms to the Alternation guidelines for contributors and the publication manual for referencing
* The author has secured the permission of all named co-authors, and agreement has been reached on the order of the names for publication
* The author has secured all permissions for the reproduction of original or derived material from a copyright source
* The language and content of papers is inclusive and gender-neutral.

Each paper is subject to DOUBLE BLIND PEER REVIEW. The review process takes between 3 to 6 months to complete. Authors will be informed of the final decision on receipt of all the reports.

**2. *Alternation* guidelines for manuscript submission:**

**3. Language editing:**

If accepted for publication, authors will be required to have the manuscript edited by a professional language editor. The covering letter of declaration from the language editor, which must accompany your final submission, must indicate that the manuscript has been satisfactorily edited and meets the expected requirements of Alternation. The letter must include the name, qualifications, address and telephone number of the person who completed your language editing.

To enhance clarity or conformity with the journal style, the editors reserve the right to make editorial changes in any manuscript accepted for publication.

**4. Some content guidelines (adapted from the Academy of Science, South Africa):**

• This is a special issue. Please ensure that your paper engages with the core themes.

• Your work should be located in the existing matrix of knowledge, in the relevant area/s and/or discourses.

• Your key conceptual insights and/or reported findings should be original in the sense that they are the first formal report of such findings and/or insights.

• This principle assumes that writers of manuscripts containing new findings and/or insights will be familiar with the relevant existing literature and not knowingly suppress related findings and/or insights that have been published.

• The relevant literature must be appropriately and fairly cited eg., refer to the first report of a finding or conceptual insight rather than a later elaboration.

• Reports must refer in sufficient detail to the methods and materials used in the study to permit later replication by other scholars.

• Integrity of reporting requires that data is used with integrity and that fabricated data are not presented.

• Any statistical treatment of data must be thorough and the conclusions reasonable.

• Do not present data, graphs or figures that have already been published elsewhere, and guard against inconsistent data sets, or plagiarism.

* Avoid the use of acronyms and abbreviations unless these are internationally acceptable. Where acronyms must be used, please provide the full version + acronym on first usage.

**5. General Guidelines**

1. Articles that report empirical results should comply with the logic of scientific discovery. This entails that they should have at least the following sections (which may very well have more imaginative headings): (a) A **statement of** **problem/s** section. (b) A **research methodology** section. In the case of articles based on quantitative analysis, the author must briefly explain how s/he identified a representative sample of respondents, or of interviewees (in the case of interviews) from among the target population, and how s/he collected, and analysed the data. Did the researcher use a technique of convenience sampling, or did s/he use some form of random sampling? (c) A **literature review** section. In the case of articles that are based on qualitative analysis, the author should make a critical comparative analysis of existing frameworks or models, or should use the principles of logic to derive and propose her/his own model. (d) A **results** section. (d) An **interpretation of results** section, and (e) A **conclusions and recommendations** section.
2. Position papers: Position papers should take provocative positions on contentious issues within particular policy frameworks in order to stimulate debate about crucial aspects in a discipline. They should be written lucidly and display erudition regarding the issues under consideration.
3. What counts as evidence: In any article there are three sources of evidence:
   1. Primary data that the author has collected.
   2. Interpretation of secondary data that are already in the public domain, which was previously collected and analysed by other researchers, and which the author is subjecting to critical analysis and/ or different interpretive or analytical approaches. This could also entail a critical comparison of different sets of data.
   3. A critical analysis of conclusions of other authors regarding data, frameworks or models in the public domain.
   4. Statements that rely on the standing/ prestige of a writer in her/his scientific community do not count as evidence. They are merely unsubstantiated assertions*.*
4. It is not good practice to introduce new references in the results and conclusion sections of an article. The introduction of new references should be limited to the problem.
5. The use of the abbreviation *et al.*
   1. When a writer cites more than three authors in the body of an article s/he may use *et al.* (or “and others”) as an abbreviation, but must credit all authors in full in the bibliographical information under **References** at the end of the article.
   2. Note that *al.* takes a full stop because it is an abbreviation in Latin.
   3. Words and phrases borrowed from Greek and Latin are usually italicized unless they have become part of everyday usage, such as the adverb “etc.” (etcetera) and “e.g.” (exempli gratia).
6. Inclusive language*.*

Alternation has a gender inclusive language policy and authors should follow recognised protocols in this regard, e.g. ‘man’ = human being, people, humanity, etc.; manpower = human resources, etc.