The Centrality of Translation in the Development of African Languages for Use in South African Higher Education Institutions: A Case Study of a Political Science English-isiXhosa Glossary in a South African University

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Abstract

In South Africa, development of African languages through translation is one of the main language planning goals mandated by language legislation. Such planning goal is motivated by their historical diminished use and consequently, their association with low status and esteem. In this regard, Bamgbose (1991) argues that a language is valued when there is a demand for its use in high-function domains such as education. It is in this context that translation is becoming one of the activities in the development of educational resources in African languages. The paper therefore discusses the language legislation that provides for translation into indigenous African languages in higher education. It examines terminology planning facilitated through translation as a way of addressing language challenges faced by university students to whom English, the common language of teaching and learning in South African higher education, is an additional language. Terminology planning initiatives undertaken by three South African three institutions are presented, but the focus is on Political Philosophy terminology developed at Rhodes University. This terminology, developed through translation, is discussed in the context of translation theories.

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Sisonke Mawonga, Pamela Maseko noDion Nkomo *Umongo WokuHumusha EkuThuthukisweni Kwezilimi Zase-Afrika Ukuze Zisebenze Ezikhungweni ZeMfundo Ephakeme ZaseNingizimu Afrika: Isibonisocwaningo NgeSifundo Sezombusazwe ngamaGama esiNgisi nesiXhosa eNyuvesi yaseNingizimu Afrika*

Isifingqo

Ukuthuthukiswa kwezilimi zomdabu zase-Afrika eNingizimu Afrika kulandela ukuhumusha kungenye yezinjongo zokuhlelwa kolimi ezibekwe uhulumeni. Ukuhlela okufana nalokhu, kukhuthazwa umlando wokungasetshenziswa kwazo lezi limi, kulandela ukuba nezinga eliphansi kwazo. Ngale ndlela, uBamgbose (1991) uthi izilimi ziyaye zibekwe ezingeni eliphezulu uma kunesasa lokusetshenziswa kwazo ezindaweni eziphakeme njengakwezemfundo. Kungalesi sizathu-ke ukuhumusha kungezinye zezinto okumele zenziwe ekuthuthukiseni izinsizakusebenza zokufundisa ezilimini zomdabu zase-Afrika. Iphepha ngaleyo ndlela likhuluma ngemithetho yolimi ephathelene nokuhunyuswa kwemibhalo iyiswa ezilimini zomdabu zase-Afrika ezikhungweni zemfundo ephakeme. Ihlola ukuhlelwa kwamatemu okwenzeke ngesikhathi kuhunyuswa njengendlela yokubhekana nezinqginamba zolimi ezibhekene nabafundi abasebenzisa isiNgisi njengolimi lwesibili, ekubeni lungulimi lokufunda nokufundisa ezikhungweni zemfundo ephakeme eNingizimu Afrika. Izinhlelo zokuthuthukisa amatemu ezenziwe izikhungo ezintathu eNiningizimu Afrika zethuliwe, kodwa kugxilwe kakhulu kumatemu ezepolitiki nawefilosofi eNyuvesi yaseRhodes. Amatemu akhiwe ngesikhathi kuhunyushwa, kuxoxwa ngawo kusetshenziswa izinjulalwazi zokuhumusha.

Introduction
After 1994 the South African higher education (HE) became desegregated, allowing linguistic and cultural diversity in contexts where, till then, there was linguistic, racial and cultural homogeneity. While access changed, the

systems that had been in place till then remained unchanged. For example, as far as language practices are concerned, the language of teaching and learning did not change, nor the roles of languages other than English (Boughey 2005; Maseko 2011). English and to a lesser extent now, Afrikaans, remain languages of scholarship in higher education.

Research on learning and cognition emphasise the importance of the role of students' mother tongue in learning. The general survey of literature done for this paper on language practices in HE illustrates that the South African HE continues to benefit the speakers of English, and language continues to be a barrier of success for speakers of other languages, and language is indicated as one of the variables contributing to black students' underperformance and failure in HE (Higher Education Monitor 2010; Maseko 2011).

The post-1994 legislation acknowledges the importance of other languages in teaching and learning in HE, and also states that it is important that efforts are made for African languages to be used within the South African higher education institutions (HEIs) for purposes of access and success. It is also acknowledged that these languages were disadvantaged in the past and that they should be developed and promoted for use to facilitate effective and meaningful learning for their speakers. This legislation recommends translation into African languages, amongst others, as one of the activities that should be used to develop resources for use in HE. These could mean translation of subject-specific texts, literatures, glossaries, terminologies, etc. from present languages of academia, English and Afrikaans into indigenous African languages. This would enable the availability of resource materials in languages other than English (LOTE and these would be used by students in order to facilitate meaningful learning.

Several SA HEIs, especially those that were supported through the South Africa-Norway Tertiary Education (SANTED) Programme II, through the Multilingualism Projects, have undertaken projects to develop subject-specific glossaries, terminology lists, and texts in various African languages through translation. This paper is based on translation activities of one of the Multilingualism Projects.

The paper starts by providing a context of the study by reflecting on language practices prevailing in South African HEIs, and thereafter discusses the legislative framework that supports multilingualism in education and development of African languages for this type of education. It then looks at

language policy and planning, with a focus on terminology planning as theories framing this study and then discusses how translation has been used as a key activity in terminology planning of South African universities, focussing on Rhodes University.

Language Practices in South African HEI

Language practices in South African HEIs are largely determined by certain perspectives and contexts, and tend to serve a certain purpose in the learning landscape. A particular language can be taught and learnt as a subject of study as home language or as an additional language. The home language or an additional language can also be a medium of instruction and used as a mediator in the creation and dissemination of knowledge in the context of teaching and learning. A language can also be used for communication (Bamgbose 1991; Wolff 2002, Obanya 2004). In HE contexts, it can also be used as a language of research. While it is possible to use one language for all these contexts, the majority of HEIs are linguistically and culturally diverse (with the smallest of campuses having up to 23 languages[1] (Rhodes University Data Management Unit 2014)) and they use different languages for different purposes. In South African HE the most common language of teaching, learning and research is English. However, while English is the main language of learning and teaching (LoLT) and research in HE, the multilingual HE environment means that in learning students draw from their 'linguistic toolkit' and use languages that will best serve a specific purpose in a specific context.

In studies conducted at the Universities of Cape Town (Bangeni & Kapp 2005; Madiba 2010), Rhodes (Dalvit 2010; Maseko 2008) and Western Cape (Nomlomo 2007) it is illustrated that students speaking LOTE move between different languages, especially in informal learning contexts such as practical teaching and tutorials, when communicating with each other in the process of making meaning, in the subject being learnt. Students also learn different languages as additional languages for purposes of communication. LOTE are widely used by students, amongst themselves within and outside the lecture halls.

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[1] Rhodes University, for example, is the smallest university in South Africa and in 2014 had a total of 7500 students representing 23 languages.

The language and cultural diversity characteristic in student body is unfortunately negligible among the staff body. HE is characterised by English speaking monolingual academic staff and therefore the linguistic diversity that occurs in the lecture halls and various other contexts has, until recently, not been acknowledged. Madiba (2010) presents a view that meaningful multilingual learning is facilitated when the teacher in the learning process has proficiency in languages most common as mother tongue languages of the students, or understands and implements classroom pedagogies that embrace multilingualism. Dalvit (2010) postulates further that the linguistic composition of staff in HE is unlikely to change in the near future, and proposes peer-assisted learning and independent learning where home languages of the learners are used to support learning.

While multilingualism and its cognitive benefits are often highlighted, South African higher education has until recently not been able to present dependable pedagogic models for the use of African languages to support learning. In fact, except for their use as additional languages and as subjects, their use to advance multilingual teaching practices is limited. On the one hand, sceptics against use of African languages (Foley 2004; Mesthrie 2007) do not doubt the value of these languages to support effective learning for their speakers but argue that they lack abstract and technical terminology suitable for HE. On the other hand, proponents (Alexander 2005; Obanya 2004) argue that languages develop as they are used, and the more they are used, the more they are developed. However, though this is the case, Alexander (2005) and Obanya (2004) both argue that development of African languages should be accelerated through language planning activities, such as translation. Translation activity, they argue, contributes directly to language planning goals, particularly terminology planning. Language legislation after democracy positions translation as one of the activities to promote access and success in education for the previously marginalised groups, as well as foster and maintain multilingualism in HE.

Legislative Framework

This section discusses the legislative framework that guides language use and practices in HE, as well as provisions within this legislation that talk to the creation of the glossaries within HEIs. All legislation in democratic

dispensation takes the cue from the ideals of the Constitution whose main aim is to ensure social transformation, equity and equality, as well as unity while respecting linguistic and cultural diversity. Further, the Constitution calls for measures to be taken to address the past deliberate marginalisation of African languages (Section 6 (2)). Language policies, specifically, move from the premise that language, inherently, has a value for its speakers and speakers of other languages. Obanya (2004) argues that the value of a language can be understood in terms of the sociocultural, the cognitive and economic benefit that the speakers can derive from using that language. According to Obanya (2004: 5-11) the sociocultural value refers to language as an expression of identity, culture and heritage of their speakers. Cognitive value is the benefit a language provides for its speakers, for them to be producers and consumers of knowledge, especially in a learning process. He argues that in a learning process, using one's primary language to access knowledge presented in another language provides a foundation for contextualising newly acquired knowledge within pre-existing knowledge. The economic value is the extent to which one's language makes it easier for one to get a job, and to participate in production in the labour market. This value, he asserts, has direct impact on human development and social transformation.

The language legislation specific to HE and that is discussed includes the Higher Education Act (1997), the Language Policy for Higher Education (2002) and the Rhodes University Language policy (2005/2014). Rhodes University's (RU) Language Policy is discussed because it is the RU model of terminology planning that is discussed in this paper. The policy documents provide guidelines regarding the roles of the HEIs in the implementation of language policies that promote multilingualism and the development of indigenous African languages, which were previously marginalised, for use in various teaching and learning acts in HE. The main concern that has been shown within these policies is the underperformance of the students speaking English as an additional language within the HEIs. The policies provide guidelines which guard against dominant LOLT acting as a barrier to access and success for these students. The discussion below will focus on clauses of the policies that should guide language practices and use in HE, particularly terminology planning, with a focus on translation, around indigenous African languages.

The Higher Education Act (1997) was passed to regulate the functions of higher education in South Africa. Further, it sought to bring

transformation and revoke laws that had governed HE until democracy, especially those that were discriminating in terms of language, race, gender and creed in the higher education sector. The key objectives of the Act that have direct relevance to language relate to redressing previous language discrimination and ensure equal access in HE, provision of opportunities for learning and creation of knowledge and consequently, success of every student, and contribution of advancement of all forms of knowledge in HE. The critical role the language plays in realising these main objectives is captured in the Language Policy for Higher Education (LPHE) (2002). The LPHE was formulated with the sole purpose of articulating the role different South African official languages have to play in higher education. It recognises 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. Alongside this is also the accepted view that currently, English and Afrikaans, because of their state of their development at present as a result of the privileges they enjoyed in the past political dispensation, will continue to be languages of tuition in the short- to medium-term (LPHE 2002: par.1). Whilst this is acknowledged as a trend in South African universities, the policy also makes it clear that these languages should not act as a barrier to access and success in tertiary education, especially to those students who have these languages as their additional languages (LPHE 2002: par.5).

The LPHE (2002) states that because indigenous African languages have purposefully not been used in HEIs as LoLT in the past, they have to be developed to a level where they may be used in all higher education functions, e.g. for use in instruction, as part of medium to long-term strategy to promote multilingualism (Section 15 (1)). It states, further, that the promotion of South African languages for use in higher education will require, amongst others, the development, through translation, of subject specific texts, terminologies, glossaries, dictionaries and other teaching and learning materials (Section 15 (2), 15 (2.1) & (3)). The contribution of translation, and the role of universities in driving its repositioning in the development of indigenous African languages is subsequently supported by Alexander who argues that translation is significant in the full development of African languages and, consequently, the realisation of multilingual university and society (Alexander 2005).

The LPHE has tasked each institution to design its own language policy. Such policy should stipulate how it intends to advance the provisions of the LPHE (2002) in respect to that particular institution, as well as indicate the indigenous language/s that the university seeks to develop. The next section focus on the policy of Rhodes University, and examines how the RU interprets the clauses of the LPHE (2002) in its own institutional language policy and plan, particularly in regard to the development and promotion of indigenous African language in its academic practices.

Following the directive by the LPHE for universities to each formulate their own institutional language policies, Rhodes University also formulated its own language policy which was adopted in 2005, and revised in 2014. In summary, official languages of the institutions are English, isiXhosa and Afrikaans. English is the LoTL and the instutition commits to promoting multilingualism, and the development of isiXhosa as an academic language so that language (the LoTL) does not act as a barrier to access and success of students (RU Language Policy 2005/2014). Therefore, it suggests strategies to adopt to develop academic literacy of students in the LoTL, as well as develop teaching and learning resources in isiXhosa for students to whom English is an additional language (RU Language Policy 2005/2014).

RU has, since 2007, adopted strategies to promote multilingualism on campus by designing courses on isiXhosa as an additional language in professional disciplines (Pharmacy, Law, Education, Journalism), which in turn led to the design and translation of English-isiXhosa phrasebook and terminology lists in these disciplines. It also engaged in research on development of glossaries in other disciplines (Geography, Computer Science and Political Philosophy to be discussed below). Further, in repositioned the African Languages Studies Section of the School of Languages as an academic home of the African languages: isiXhosa. As indicated above these strategies were articulated in the RU Language Policy (2005/14), as a way of promoting multilingualism and intellectualising isiXhosa, an indigenous language spoken by over 80% of the population in the Eastern Cape, the geographical location of RU.

Following the provisions of the Policy, as well as concerns of the teachers on underperformance of English second language students, the Department of Political and International Studies developed a bilingual (English-isiXhosa) Political Philosophy glossary. The glossary provides isiXhosa equivalent terms, isiXhosa definitions and English definitions for

selected Political Philosophy terms extracted from the textbook used in the course. The School of Languages: African Language Studies, as recommended by the institutional Language Policy and as an academic home of isiXhosa, played a leading role in this process.

Development of terminology is an important aspect of language planning, and translation, as argued above, is seen as a critical activity in this process. The section below provides a theoretical framework used in this study, drawing relevant elements from terminology planning and translation.

Theoretical Framework: Terminology Planning and Translation

Terminology planning is a subcategory of corpus planning, which is in turn a subcategory of language planning. Corpus planning is concerned with the internal or formal aspects of language development (Cooper 1989). As indicated, it is thus an integral part of the entire language planning enterprise, since it has a symbiotic relationship with other elements of language planning, namely status planning and acquisition planning. Terminology planning refers to all the activities that constitute a carefully planned and co-ordinated process of the expansion and management of terminology. It includes the creation of the terminology policy, terminology creation and standardisation, dissemination, continuous monitoring use, and evaluation. The expansion and management of terminology responds directly to language development, especially in the case of (previously) marginalised languages which have limited vocabulary in rapidly growing and/or highly specialised domains like academic disciplines at university level.

Therefore, although it is part of the entire lexicon of languages, terminology in fact deals with 'lexical items belonging to specialised areas of usage' (Sager 1990: 2). Like language in general, terminology serves important cognitive and communication purposes. It is from this that it derives its three-dimensional nature – linguistic, cognitive and communicative dimensions (Sager 1990).

The linguistic dimension looks at the terms as independent linguistic objects and the way in which they are represented under the discourse of the respective language when they are compiled in dictionaries and glossaries, for example (Sager 1990). This dimension also looks at the equivalent term which has been created to represent the concept, and whether it follows the

rules and structure of the target language such a morphology, syntax and semantics. The cognitive dimension refers to knowledge that words provide access to. It brings the relationship between linguistic forms and conceptual contents and shows how these two are related in the terminology creation process (Sager 1990). This indicates the relationship between language and thought. In practical terms, each subject has certain language which is only specialised for that subject, there are certain terms which are used and those terms represent different connected concepts. When looking at terminology through cognitive dimension it is important for one to understand how knowledge is structured as that will help to comprehend and appreciate the relationship between concepts and terms, as well as they interact with one another (Sager 1990). When transferring knowledge, it is important for one to note that there is language for general purposes (LGP) and there is also language for special purposes (LSP). LGP contains full lexical items of a language and it is used for everyday conversations, containing 'ordinary' words (Antia 2000). In other words, this is the type of language that everyone can understand and it is used for communication purposes. LSP on the other side focuses on specialised contexts and it contains terms which are only related to specific fields (Antia 2000). LSP is only used on certain contexts and cannot be understood by everyone, but only the people who are experts in certain fields. Taljard (2013) also differentiate between these two by stating that for LGP, words are used, yet for LSP, terms are used for communication. For an example, LSP is used for communication in certain domains like science and technology.

The communicative dimension looks at the term and its appropriateness not only in the subject field in which it is used but also in terms of the culture of its target users. This is where terminology as a discipline becomes relevant to the society for whom the terminology is developed, as it is meant to facilitate communication in specialised contexts. Terms, according to Sager (1990), are presented in a language after a new concept has been created, or they are introduced as labels for the concepts so that they can be used in a particular field. It is important that the target users of the terms get the intention of the concept which has been created for the term, in order for this to happen, the target users should also have some conceptual knowledge and understanding of the term. After the terms have been considered to be legitimate they get established within the community in which they are intended for and there would be a certain way in which this

could happen whether it is through glossaries, textbooks or manuals (Sager 1990). Communicative dimension, therefore, pertains to the use, acceptance and adoption of new terms by the target users. This, therefore, facilitates expansion of the corpus of a language, which is the ultimate aim of terminology planning.

As indicated above, translation is one of the activities used in the term-creation stage of the terminology planning process, where terms are being created from a more developed or dominant language (e.g. English vs. African languages in the South African context). Newmark (1981) defines translation as the communication of meaning from a particular language by the equivalent meaning in another language. Therefore, it is the production of the same meaning in the target language text as the one that was intended by the original author of the source text. The ultimate aim of translation is to communicate the meaning in the source language text (SLT) with an equivalent meaning in the target language text (TLT). The key factors in equivalence of meaning are: accuracy, i.e. faithful representation of the meaning of the SLT in the TLT; naturalness, i.e. appropriate use of linguistic, cultural and norms of the TLT; and communicativeness, i.e. expression of meaning in a manner understandable to the target audience (Maseko 2011). As with the terminology creation, the linguistic, cognitive and communicative dimensions are presented as important competencies in achieving equivalence in translation (Munday 2001; Newmark 1988).

Generally, translation and terminology planning in the South African context have been linked to language policy and planning especially in the development of indigenous African languages and their use in different social contexts, especially in education. The subsequent sections look at how glossaries developed through translation do not only meet theoretical guidelines presented in this section, but how they meet the requirement of providing multilingual resources in higher education, as stipulated in the language legislation for higher education.

Multilingual Glossaries in South African HEIs

Although it might not reflect in their lecture room and other everyday practices, HEIs are gradually seeing language as one of the factors that needs to be considered in enabling epistemic access and enhancing students'

performance, and in promoting inclusivity in higher education. This reflects not only in individual efforts, such as those of the Political Philosophy lecturer at Rhodes University, but also in institutional language policies that promote multilingualism which embraces indigenous African languages. To that effect, they have engaged in efforts that are aimed at developing African languages, through terminology planning. Except for one, all the South African HEIs surveyed in 2014 have multilingual policies, with a commitment to developing at least one of the indigenous languages dominant in geographical location of the institution (Maseko 2014). The development of terminology in African languages, especially the bi- or multilingual glossaries and other teaching and learning resources are some of the most visible efforts. In looking at those efforts, it is possible to distinguish between universities that undertake this work as part of their long-term institutional plan and others that undertake the work as part of their short-term and donor-funded projects. While there have been gains in both cases, the latter cases have provided a leverage for universities uptake and institutionalisation of these efforts. However, in order to provide a complete picture of what is happening in South African HEIs, this section will allude to examples in both cases.

The focus of this part of the paper is on the donor-funded initiatives to promote multilingualism, and the development of indigenous African languages for use in South African higher education. While multilingualism is at the core of the institutional language policies, terminology work at some institutions throve during the SANTED Programme II Phase (2007-2010). The Programme, whose aim was to assist the national Department of Education in the transformation of the South African higher education sector, had multilingualism as one of its Projects. The primary objective of the Multilingualism Projects was to implement multilingualism in three universities, namely, the University of KwaZulu-Natal (UKZN) in collaboration with Durban University if Technology (DUT), Rhodes University (RU) and the University of Cape Town (UCT). Terminology planning, through translation of discipline-specific glossaries, throve during the SANTED period. UCT developed multilingual (English-isiXhosa-Afrikaans) glossaries in Statistics and Mathematics, Economics and Law. UKZN-DUT developed English-isiZulu terminology list and glossaries in the following disciplines: Education, Nursing (midwifery), Psychology, and Dental Assisting. As indicated above, RU developed various multilingual

resources in Political Philosophy, Computer Science, Geography, Law, Pharmacy, Education and Journalism.

Although these institutions collaborated as encouraged in the SANTED Programme, they adopted different approaches to terminology development, including the use of technology and the publication of the glossaries online. However, what is common amongst these is that the terms were harvested from academic texts in English, with their definitions. Equivalent terms and definition in indigenous languages was done, primarily through translation. The discussion of bilingual glossaries compiled at Rhodes University will cover some of those aspects.

Bilingual Glossaries and Other Materials at Rhodes University

As indicated above, the SANTED Multilingualism Project at RU accelerated the implementation of multilingualism within the institution. Some of its programmes relevant to the study are the development of bilingual (English-isiXhosa) glossaries and piloting the use of isiXhosa as an additional teaching resource in Computer Science, Political Philosophy and Geography. Alongside these glossaries, bilingual terminology lists, phrasebooks and bilingual texts were also developed through translation.

For the ICT, the main objective was to provide bilingual glossaries in English and isiXhosa for isiXhosa-speaking students studying Computer Science and teachers taking Computer literacy as part of in-service training in the Education Faculty (SANTED 2010). The promotion of the use of isiXhosa as an additional learning material would help students to improve access, performance, and therefore retention of students speaking LOTE within the domains which are dominated by students to whom English is the mother tongue. If one were to make the argument that mother tongue education is beneficial (Obanya 2004; Alexander 2005) then one would reason that the development of the glossaries would not only improve access and success of students speaking LOTE, but would and also add value to the development of the corpus of isiXhosa, and its intellectualisation as language of academia.

There was a glossary booklet which was developed for Computer Science consisted of a total of 150 Computer Science terms and definitions (SANTED 2010) in isiXhosa. The booklet was provided to isiXhosa-speaking

Computer Science students in the Extended Studies Programme. There is also an online version of the booklet which allowed students to give feedback regarding the usefulness and the appropriateness of the terms and definitions (SANTED 2010). There are also other initiatives which were done within ICT such as translating the webmail system of RU into isiXhosa, the development of the bilingual Computer Literacy programme in one of the courses in the Education Faculty and to also support computer literacy in local high schools.

The Computer Science bilingual glossary is available for students in hardcopy, as a booklet, and also online through the RU e-learning platform, RUconnected. Below is an image reflecting a page in glossary, as it appears on RUconnected.

For the Department of Political and International Studies, the development of English-isiXhosa terminology list started in 2008. It was initiated by a Political Philosophy lecturer after observed that isiXhosa-speaking students were underperforming, and there were not as many who continued beyond the first year of study. She wanted to explore whether there would be any difference in students' performance if some there some teaching and learning material was provided in isiXhosa (SANTED 2010; Maseko 2011). The initial request to the Rhodes-SANTED team was to translate some of the lecture slides into isiXhosa which would be made available to students for revision (Maseko 2011). However, at the time the Rhodes-SANTED Multilingualism was engaged in research on development of multilingual glossaries, and it made sense to also develop glossary for Political Philosophy. The process of development of multilingual glossaries in South African higher education context needed to be documented and researched thoroughly and taking another case study provided an opportunity to replicate the process used in other contexts, in different disciplines (Maseko 2011). It was then planned, as part of the research process that the next phase, after the development of the glossary, would be to use the glossary in the creation of texts Political Philosophy in isiXhosa.

The Political Philosophy terms that were developed were selected by the lecturer and students in the first year class. The terms selected were those which were observed to be difficult in terms of understanding in the opinion of students and the lecturer (SANTED 2010).

Colour scheme: [Indibanisela yemibala] Ungazenza izilayidi zibukeke ngokufaka, umzekelo, umbala oluhlaza ngasemva, ze ifonti ibe tyheli.

Column: [Umgca ohlayo] Uludwe lwemigca ehlayo. Kukho iiseli ezisemigceni ehlayo.

Computer: [Ikhompyutha] Sisixhobo esisebenza ngombane. Sisetyenziswa ukufaka, ukuxhonxa, ukugcina, nokukhupha iinkcukacha.

Conditional formatting: [Uhlenga-hlengiso oluhluzayo] Luhlenga-hlengiso oluhluza iiseli ngokweempawu ezichaziweyo. Umzekelo, ukuba uneshiti lokusebenzela kuxwebhu elinamanqaku abafundi, ungawahlenga-hlengisa amanqaku angaphantsi kwama-50% ngokuwafaka umbala obomvu.

Conditional sum: [Ubalo oluhluzayo] Uhlobo olulodwa lwesiphumo sobalo esihluza iiseli ngokweempawu ezichaziweyo.

Control unit: [Iyunithi yokulawula] Le yindawo ethi igcine, icazulule ze ikhuphe umyalelo ngamnye kwinkqubo yekhompyutha. Lilungu elibambekayo elithi lidlale indima yokuthumela iinkcukacha phakathi kwe*memory* kunye nezixhobo ezifakelwayo.

Copying: [Ukukopa] Ukukopa amagama okanye izicatshulwa kuxwebhu mhlawumbi ngenjongo yokuwancamathelisa kwenye indawo.

CPU: [Ingqondo yekhompyutha] U-CPU umele u-Central Processing Unit. Yeyona ndawo yekhompyutha yenza umsebenzi wokucinga nokubala. I-*CPU* yingqondo yekhompyutha. Yeyona yunithi ibalulekileyo

The screenshot of the ICT glossary

The table below shows some of the terms selected and defined in English, as well an equivalent of the term and its translation in isiXhosa.

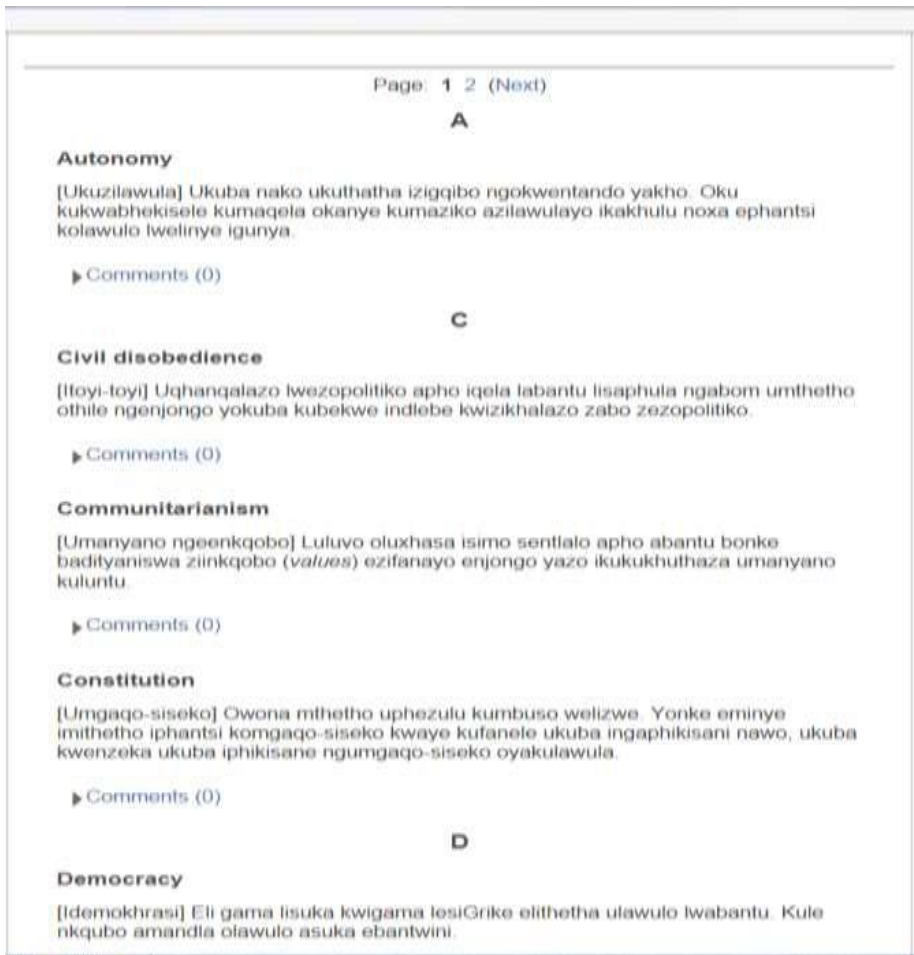| ENGLISH TERM	XHOSA TERM	XHOSA DEFINITION	XHOSA DEFINITION INTO ENGLISH
Autonomy	Ukuzilawula	Ukuba nako ukuthatha izigqibo ngokwentando yakho. Oku kukwabhekisele kumaqela okanye kumaziko azilawulayo ikakhulu noxa ephantsi kolawulo lwelinye igunya.	To be able to take decisions according to your own will. This also applies to institutions or groups that mostly govern themselves even though they are under governance of other institutions.
Civil disobe-dience	Itoyi-toyi	Uqhanqalazo lwezopolitiko apho iqela labantu lisaphula ngabom umthetho othile ngenjongo yokuba kubekwe indlebe kwizikhalazo zabo zezopolitiko	A political protest where a group of people break a certain law deliberately with the aim of drawing attention to their political grievances.
Democracy	Idemokhrasi	Eli gama lisuka kwigama lesiGrike elithetha ulawulo lwabantu. Kule nkqubo amandla okulawla asuka ebantwini	This word is derived from a Greek word meaning the rule of the people. In this system the power to govern derives from the people.
Egalitarian	Oxhasa ukulingana kwabantu bonke	Ngumntu oxhasa uluvo lokuba abantu kufuneka banikwe amalungelo alinganayo	A person who believes in the ideology that people should be given equal rights.

Equality	Ukulingana	Isimo sokulingana kwabantu kwaye bafumane amalungelo ngokufanayo	The state of people being equal and receiving same rights.
Paternalism	Ukulawula ngegqudu	Kulapho abasemagunyeni bethatha izigqibo ngabantu, oku bekwenza ngokunciphisa inkululeko yabo iinjongo ikukubakhusela okanye ukuphakamisa intalontle yabo. Abo basemagunyeni benza izigqibo njengoko uyise enokwenza njalo kumntwana wakhe, emnqwenelela okuhle	Where those in authority take decisions on behalf of their subordinates; they do this by restricting their freedom with the aim of protecting them or promoting their welfare. Those in authority make decisions as a father would do to his child wishing him well.
Utilitarian	I-*utilitarian*	Ngumntu oxhasa uluvo lokuba esona senzo singcono sesona sizisa olona lonwabo luninzi kwabona bantu baninzi	A person who supports an ideology which holds that the best action is the one that brings the most happiness to the most people.

Table showing some of the terms (and their definitions) sourced from students and teachers, with their subsequent isiXhosa equivalents for terms, translations for definitions

The translation was done by SANTED translators as well as politics senior students. The lecturer also participated in the process and the glossary

is also appendixed in the textbook *Puzzles in Contemporary Philosophy: An Introduction* which is prescribed for the course. The terms were also made available online, and the screenshot below shows the first few terms, as they appear online on the RU e-learning platform, RUconnected (cf. below).

Page: **1** 2 (Next)

A

Autonomy

[Ukuzilawula] Ukuba nako ukuthatha izigqibo ngokwentando yakho. Oku kukwabhekisele kumaqela okanye kumaziko azilawulayo ikakhulu noxa ephantsi kolawulo lwelinye igunya.

▶ Comments (0)

C

Civil disobedience

[Itoyi-toyi] Uqhanqalazo lwezopolitiko apho iqela labantu lisaphula ngabom umthetho othile ngenjongo yokuba kubekwe indlebe kwizikhalazo zabo zezopolitiko.

▶ Comments (0)

Communitarianism

[Umanyano ngeenkqobo] Luluvo oluxhasa isimo sentlalo apho abantu bonke badityaniswa ziinkqobo (*values*) ezifanayo enjongo yazo ikukukhuthaza umanyano kuluntu.

▶ Comments (0)

Constitution

[Umgaqo-siseko] Owona mthetho uphezulu kumbuso welizwe. Yonke eminye imithetho iphantsi komgaqo-siseko kwaye kufanele ukuba ingaphikisani nawo, ukuba kwenzeka ukuba iphikisane ngumgaqo-siseko oyakulawula.

▶ Comments (0)

D

Democracy

[Idemokhrasi] Eli gama lisuka kwigama lesiGrike elithetha ulawulo lwabantu. Kule nkqubo amandla olawulo asuka ebantwini.

Screenshot of the Political Philosophy glossary as it appears on RUConnected, the e-learning platform of the Rhodes University

The glossary contained terms as well as definitions which were translated into isiXhosa, and made available to students in both isiXhosa and English.

Discussion of the Translation of the Political Philosophy Glossary

This section discusses the different term-creation strategies that have been used when creating the isiXhosa equivalent terms. According to Sager (1990) and Batibo (2010) it is important that instead of creating new terms, that terms which are already in existence and in use in a language should be used. This principle was followed when considering equivalents for some of the terms. There were three strategies that were mostly used during the term-creation process. These were borrowing, semantic expansion and paraphrasing. The first strategy to be discussed is borrowing. Borrowing can be defined as when a certain term gets adopted into the target language and also following rules of the target language. According to Mtintsilana & Morris (1988), when languages are in contact borrowing tends to occur and borrowing of terms from other languages plays a major role in the creation of new terms. The term *idemokhrasi* (for 'democracy'), for instance, that has been created through borrowing, is used by the speakers of isiXhosa, and accepted and part of the corpus of the language. The glossary definition gives the etymology of the term. Although the isiXhosa term equivalent might not itself represent its cognitive dimension, the definition provides this cognitive understanding. This is typical of terminology created for high domains – they are created through borrowing but conceptualisation is facilitated through definitions provided for the term in the language. This is one of the benefits of multilingual glossaries.

The term *itoyi-toyi* (for 'civil disobedience') and *ukulawula ngegqudu* (for paternalism) have been created through semantic expansion. Semantic expansion refers to a strategy where a term that already exists in a language gets attached to another term, and acquires an additional meaning (Maseko 2011; Mtintsilana & Morris 1988). *Itoyi-toyi* has its origins in the South African liberation struggle, where civil society participated in actions, violent and non-violent, with the purpose of rendering the apartheid political system ungovernable. The term is now used to refer to any form of disobe-

dience, hence the choice of the word. *Ukulawula ngegqudu* (lit. → ruling using a knob-kerrie) in isiXhosa refers to authoritarian tendencies, especially a man in running his household, and there is often force used and the perpetrator acts thus on the belief that his actions are to the benefit of the well-being of those to whom the force is directed. Therefore, when someone uses *igqudu* (knob-kerrie) in isiXhosa it is when they are forcing someone to do something under duress and it associated with the act of 'disciplining' children (Mawonga 2012). In this context, paternalism has been given that equivalent because the concept is described as where one rules and exercises power over someone the way they want with the justification that they are protecting them.

The last strategy to be discussed in relation to the term-creation is paraphrasing Paraphrasing is when a short description of the term is used as an equivalent (Taljard 2013; Mtintsilana & Morris 1988). The terms *umanyano ngeenqobo* (for 'communitarianism') and *umgaqo-siseko* (for 'constitution' have been created using this strategy. *Umanyano ngeenqobo* literary means 'unity in the values shared' while *umgaqo-siseko* is a compound noun derived from terms 'a guide' *(umgaqo)* and 'fundamental' *(isiseko)*, therefore, a 'fundamental guideline'. Similarly with idemokhrasi, term *umgaqo-siseko* is also widely used by the target users, and accepted in the corpus of the language.

Recommendations

In examining the glossary, the linguistic and cognitive and the communicative dimensions have been considered carefully in translation and in the creation of terms. The primary strategies adopted in the creation of the terms, i.e. borrowing, paraphrasing and semantic expansion have been used effectively with the purpose of transferring the equivalent meaning of the tern in the target language. It would seem as if the collaboration between the subject specialists (Political Philosophy) and the linguists and terminologists is beneficial for terminology planning, and consequently intellectualisation of indigenous African languages for use in higher education.

The remaining question, though, is whether the initial objective of creating the glossary has been met. The glossaries in indigenous African languages have been created so that they facilitate epistemic access, and consequently, success of previously marginalised groups of students in higher

education. Further research, therefore, needs to be undertaken to observe the use and the effectiveness of the glossaries. That is, a study needs to look at how the role players in higher education, i.e. teachers and students, experience multilingual glossaries and other resources in indigenous African languages. There needs to be ways in which these materials are used according to the SANTED report (2010:20) as 'part of normal classroom act'. The challenge, that most lecturers are monolinguals, needs to be addressed, and teaching methodologies, in the light of the teachers' linguistic deficiencies, need to be investigated and proposed for multilingual teaching. . Further, given that HE is dominated by powerful languages such as English, space for their use needs to be carved carefully such that they are not rejected, especially by those whom they are meant to benefit. A study done by Maseko (2011) and Mawonga (2012) showed that some students in the Political Philosophy at the beginning of the study indicated that they preferred to be immersed in English, than being supported with their mother tongue as this language, according to them, is not associated with learning in university. However, after exposure to the glossary, this changed as students voluntarily accessed the online glossary in independent learning. To support the teachers, there is a need to focus on developing multilingual classroom pedagogic models that can be proposed regarding the use of the supporting material. Providing the glossaries might not be enough on its own, but rather it is important that there are encouragements efforts which will be made for students to use the glossaries.

Conclusion

One of the challenges facing South African higher education in implementing multilingualism is availability of resources in indigenous African languages. However, recently, a number of institutions have taken initiatives to develop resources through translation. Although the focus of this paper is on glossaries, other resources such as term lists, bilingual texts and so on, have been developed. This is as recommended by national legislation that guides language practices and use in higher education. The process of development of African languages in higher education is seen in this paper as part of terminology planning, which is in turn part of corpus planning and eventually, language planning.

Translation remains one of the key activities used in terminology planning in the South African context of higher education. As illustrated in the discussion on theory of translation and the actual Political Philosophy terminology translation into isiXhosa, translation, if executed prudently, is one of the processes that can be used to accelerate the development of African languages for use in higher education. However, there needs to be caution – that terminology planning should not be just about translation from English into African languages, but it should facilitate the creation of authentic texts in African languages. It is through this bidirectional process in translation where knowledge embedded in African languages and their indigenous knowledge systems can move from the periphery into the centre of the academic discourse.

The ultimate aim of terminology planning is to provide value or benefit of the target language users in using the language. In the context of this research, this should be cognitive value which should facilitate epistemic access and success for students using these languages, in contexts which are otherwise dominated by powerful and global languages such as English. As illustrated here, developing terminology in indigenous languages is not an end in itself, but rather a means to an end. Terminology planning encompasses, not only the development of the terminology, but the use of terminology in the contexts for which it was developed. Further, it includes monitoring whether it ultimately has the desired impact on target users, i.e. whether students can derive cognitive, sociocultural and economic benefits from terminology planning in indigenous African languages. In the circumstances such as these, a carefully orchestrated plan on how terminology planning can be used to implement multilingualism in teaching, learning and research activities in higher educating need to be formulated and implemented diligently.

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