



# CHALLENGING THE FORKED TONGUE OF MULTILINGUALISM: Scholarship in African languages at SA Universities with specific reference to Rhodes

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# LANGUAGE EVOLUTION AND THE HUMAN SPIRIT IN THE 21<sup>st</sup> CENTURY

“It is time to choose, and to choose now, either for or against the further evolution of the human and linguistic spirit. It is for us, in 2011 to apply whatever knowledge we have, in all humility but with due speed and to try and learn more as quickly as possible. It is for us, much more than any previous generation, to become serious about the human future, linguistically, environmentally and otherwise, and to make choices that will be weighed not in a decade or a century but in the balances of geological time. It is for us, with all our stumbling, and in the midst of our dreadful confusion, to try and disengage the tangled wing.”

(Adapted from Konner, M. *The Tangled Wing*. Biological Constraints on the Human Spirit. p. 436)



# “SAVING THE RHINO – ONE BULLET AT A TIME”

- This was an article heading in the *Sunday Times* (29 May 2011).
- There is a direct link between saving the environment, and preserving natural, linguistic and cultural heritage – IKS conveying intellectual wealth (Cocks 2006-2008, 2011).
- **SAVING OUR LINGUISTIC HERITAGE – one language at a time.** In my view language should be viewed as a natural resource, like the environment. It is the language we use that helps to protect the environment, to develop our cognitive and intellectual capacity (Alexander 2002).
- One wrong move and an entire species can be lost. The same can be said for languages. Crystal (2000:ix), a leading contemporary linguist states that, “The plight of the world’s endangered languages should be at the top of any environmental linguistic agenda.” It is presently estimated that by the end of this century only 3000 of the world’s 6000 languages will remain i.e. “50% loss in the next 100 years...at least one language [will] die...every two weeks or so” (Crystal 2000:19).

“In 500 years’ time, will it be the case that everyone will automatically be introduced to English as soon as they are born... if this is part of a rich multilingual experience for our future newborns, this can only be a good thing. If it is by then the only language left to be learned, it will have been the greatest intellectual disaster that the planet has ever known” (Crystal 2003).

# LANGUAGE PLANNING, MULTILINGUALISM AND SOCIAL COHESION IN SA

- “Language planning is a government-authorized, long term sustained and conscious effort to alter a language itself or to change a language’s functions in a society for the purposes of solving communication problems.” (Weinstein, cited in Beer & Jacob 1985:2; cited in Alexander 1992:143). It is within this paradigm that SA Universities need to operate in reflecting their own language policies.
- Arguably the Forked Tongue of Multilingualism allows for paper policy and little more, thereby encouraging language death – unless we collectively take control over the implementation process (Government, Private Sector, Universities, Citizens) (Kaschula 2004, Swanepoel 2011).
- Swanepoel (2011) states that the Constitution provides for a heterogeneous rather than a homogeneous society and language is one of the markers of this heterogeneity (multilingualism).



# LANGUAGE PLANNING, MULTILINGUALISM AND SOCIAL COHESION IN SA

- Effective multilingualism will aid SA in creating Social Cohesion (cultural, linguistic), a National Government initiative forming part of language planning. Languages should be seen as part of our environment and “resource package” within an intercultural paradigm. All students exiting School and University must be proficient in an African language and English or Afrikaans.
- Emphasis in promoting multilingualism should also include learning and teaching of ALs as Mother-Tongue or First Language. This presently still eludes language planners. Even the Minister’s recent assertions on multilingualism do not seem to include learning and teaching of ALs as MT.

# THE ROLE OF THE UNIVERSITY IN RESPONDING TO CHANGING SOCIAL NEEDS

- At SA Universities we need “intersection” and not opposition. This will create “mindfulness” and inclusivity. **It is not a case of increasing the visibility of other languages and decreasing that of English.** It is about developing and promoting some languages in order to create an appropriate multilingual and effective cognitive and intellectual environment. Nadine Gordimer (1999) rightly refers to English as an “adjunct African language”, though a fully developed language – hence my emphasis on intellectualisation of African languages alongside English and to some extent Afrikaans.
- Renegotiation of new and old IDs at HWUs (English and Afrikaans medium) and HBUs is at play - Universities such as UCT, Rhodes, WSU, UKZN, Fort Hare. It is important to create “familiarity” rather than “ID vulnerability” .
- It is about “negotiating shared meanings in an interactive situation” – Ting-Toomey (1999).
- Strategies for increased “social penetration” are required (Chen 2003) i.e. designing appropriate curricula in ALs, making the languages visible through signage, etc. Multilingual courses can create meaningful interaction despite perceived stereotyped cultural differences.
- Intercultural communication is inevitable in this context, therefore SA Universities must play a significant role in implementing multilingualism in the education milieu (Kaschula & Maseko 2009).



# IDENTITY NEGOTIATION

- The challenge at most SA Universities is to make students feel that they belong, to negotiate an identity of belonging.
- Language and culture are important in this process.
- An individuals' self identification through language opens up interaction with other cultures.
- Developing MT and Second Language Vocation-Specific Courses is integral to fostering a sense of acceptance and inclusion (Maseko 2007).
- Developing material in ALs to support LoLT (English in most HEIs) (Dalvit, Murray & Terzoli 2009; Sam 2010).
- The way we use and talk about languages at Universities will influence campus "culture". Language is the vehicle of culture (Lanham 1980:11). African languages are important in affirming an identity that has been undermined by dominant societal and institutional systems.



# IDENTITY NEGOTIATION

- In developing University programmes that promote multilingualism (as suggested by Minister Nzimande 2011 and analysed by Turner 2011) we should be informed by intercultural theorists such as Ting Toomey (1999), Gudykunst (2003) and Collier (1997).
- Ting-Toomey talks of “identity vulnerability” where we communicate with unfamiliar people. Universities need then to create “identity security” through multilingual/multicultural programmes.
- Both Ting-Toomey and McLaren (1998) highlight the fact that culture is a changing human phenomenon that should be respected – both in terms of one’s own culture and the values of others.
- Gudykunst (2003:163) points out that “Intercultural communication ... is conceptualised as communication between people from different ... social classes, and interracial/interethnic communication...”

# IDENTITY NEGOTIATION

- On the one hand culture is like an iceberg: the deeper layers (e.g., traditions, beliefs, values) are hidden from our view; we only see and hear the uppermost layers of cultural artefacts (e.g., fashion, trends, pop music).
- On the other hand, culture is dynamic and changes with the people within the system. This dynamism can be reflected in the cultural artefact, for example Western and African healing systems in Pharmacy or Medical courses. Shared features of SA “culture” seem to emerge only at the uppermost levels and Universities need to engage with this in creative ways in order to create a deeper meaning of Social Cohesion.
- Ting-Toomey (1999:3) states that “...the achievement of effective intercultural communication is dependent on people’s ability to manage differences flexibly and mindfully.”
- University language courses should, in my opinion, be underpinned by an ethos of respect for self and others – they are central to University transformation – representing a deeper, more difficult level of transformation than say for example visible multilingual signage, though important.



# THE MULTILINGUAL NATURE OF SA SOCIETY – A CHALLENGE?

- Section 6 of South African Constitution points to the multilingual nature of the SA society.
- Provincial language policies also take direction from the Constitution – most with three official languages. I believe that this is where SA's LP can become a reality.
- Only a handful of Universities actually have a Language Policy and Implementation Plan in place (Maseko 2008; 2011).
- DoE (2003) provided for the imperative (through approved policy) to develop Indigenous Languages as Mediums of Instruction in Higher Education, to be languages of learning and teaching.
- Ministerial Advisory Committee, 2010/2011.
- Language Policy is ideal (Constitution 1996, LPHE 2002, RU LP 2005) but an Implementation Plan is about getting things done and seeing multilingualism as a resource rather than a challenge (Alexander 1991, Webb 2002, Heugh 2003).

# TEACHING AND LEARNING OF AFRICAN LANGUAGES AT SA UNIVERSITIES: THE PAST

- The teaching and learning of African languages must be seen in context.
- Firstly, the missionary and colonial context.
- Secondly the apartheid context where African languages were taught initially from a historical linguistic point of view, then a transformational grammar and asocial structuralist approach (Vale 2010; Kaschula 2010).
- Previously teaching and learning of African languages was dictated externally and not by speakers themselves.
- The history of the development of ALs relates to “others” learning about ALs rather than learning *in* the language i.e. MT course programmes.
- We should advance the development of African languages where the students “*learn in, with, and from the language*” (Obanya 2004).



# AFRICAN LANGUAGES AT SA UNIVERSITIES: THE PRESENT

- Diminished use and status of African languages one of challenges affecting African languages in HEIs.
- This is so regardless of the need of HEIs, as supported by legislative policy, to transform and affirm indigenous languages.
- African language departments, as custodians of scholarship in African languages, struggling to survive or adapt traditional courses and bring them into the 21<sup>st</sup> century.
- Only recently have Mother-Tongue speakers been able to set an agenda of market-related Applied Language MT Studies and Vocation Specific Additional African Language Studies courses. My vision in the reinvention of ALs has contributed to RU being seen as a leading University in AL scholarship both nationally and internationally.
- Whilst this new knowledge is emerging, the challenge is redefining theories from the West and providing a new intellectual “home” for ALs.

# POSSIBLE UNIVERSITY LANGUAGE INTERVENTION STRATEGIES

- “Indigenous African languages in SA tertiary institutions, historically, have never been used in various teaching acts, across disciplines, for example, as mediums of instruction, or as languages of assessment” (Maseko 2007:70).
- This is so even though there is clear evidence that their use to support LoLT can improve cognition and improve social cohesion (Maseko 2010, Dalvit, Murray & Terzoli 2009).
- Although many of the 23 SA Universities have a LP which is favourable to the promotion of ALs, only a handful have implementation plans and are actively promoting ALs in their teaching acts.
- At UCT (since 2004) no medical student can for example graduate without passing courses in isiXhosa and Afrikaans through a process of OSCEs.
- UKZN has innovative language learning programmes in isiZulu for Nursing and Psychology.
- IsiXhosa glossaries are being developed at Stellenbosch.
- Limpopo has a BA 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 at our universities, including Rhodes. My MTBBE Ulwimi Nentlalo (Language and Society) course for isiXhosa 1.
- The Limpopo model speaks to MTBBE. It is the “most complete response” to the 2002/3 DoE policy.
- What happens at Rhodes?



# LINGUISTIC AND CULTURAL DIVERSITY AT RU

- As University seeks to transform, students who are given access are increasingly linguistically more diverse.
- University policies and practices to be responsive to the linguistic and cultural diversity of the institution and the region.
- The question is: How do we respond to this multilingualism on campus? We should be responding to the type of student we are getting as well as being responsive to societal change to encourage being “in and of the university” (Boughey, inaugural lecture, 2010).
- RU has, over the years, taken pride in teaching, research and community engagement (without much reference to language issues – except as formal degree subjects – Afrikaans, Dutch, German, French, IsiXhosa, Greek, Latin, Classics, Mandarin).
- Eastern Cape has 83% of its total population as speakers of isiXhosa (Stats SA, 2003), other dominant languages English and Afrikaans.
- Grahamstown, is a microcosm of the EC, i.e. isiXhosa speakers about 80% while other dominant languages are English and Afrikaans.
- A University needs to be firmly located within society.

# LINGUISTIC DIVERSITY AT R.U. – HOME LANGUAGES OF STUDENTS (OTHER THAN ENGLISH)

|                       |      |
|-----------------------|------|
| 1. IsiXhosa           | 1400 |
| 2. IsiZulu            | 397  |
| 3. Shona              | 303  |
| 4. Afrikaans          | 187  |
| 5. Setswana           | 173  |
| 6. Sesotho            | 154  |
| 7. Other              | 142  |
| 8. Sepedi             | 118  |
| 9. IsiNdebele         | 74   |
| 10. Siswati           | 58   |
| 11. Tshivenda         | 50   |
| 12. Xitsonga          | 38   |
| 13. German            | 22   |
| 14. French            | 18   |
| 15. Kiswahili         | 16   |
| 16. Portuguese        | 12   |
| 17. English/Afrikaans | 10   |
| 18. Chinese           | 9    |
| 19. Spanish           | 6    |
| 20. Dutch             | 3    |
| 21. Unknown           | 3    |
| 22. Italian           | 2    |



# LANGUAGE LEARNING AT RU:

## Provisions of the Language Policy (adopted by Senate, 2005)

- Change in political context means that RU has to continuously critically evaluate its historical narrative and practices as far as language is concerned.
- Institutional policy on language, especially regarding learning, teaching and research in AL (RU Language Policy, 2005) informed by
  - National policy (especially Language Policy on Higher Education, 2002; and The Development of Indigenous Languages as Mediums of Instructions in Higher Education, 2003).
- The following are the language learning, teaching and research areas at RU, as outlined in the RU Language Policy (2005) and in the AL Studies Section vision, that the University needs to respond to:
  - Students need appropriate academic literacy in English which is Language of Learning and Teaching (LoLT). IsiXhosa and Afrikaans are also RU's official languages;
  - Encourage students and staff to speak an African language as an additional language, to prepare them to cope with the challenges presented by SA multilingual society;
  - The teaching of, and in isiXhosa, i.e. scholarship in African languages;
  - Support in languages other than the LoLT, and
  - Development of indigenous African languages so they are able to meet the demands placed on them.
- In 2011 the Equity and Institutional Culture Committee approved a RU Language Committee upon my request (to oversee implementation).
- The challenge has been that there has been no clear Institutional Implementation Plan, though my vision is aligned to the policy in terms of developing implementation strategies relating to ALs.

# HISTORY OF AFRICAN LANGUAGES AT RHODES UNIVERSITY

| YEAR      | MOTHER-TONGUE   | NON-MOTHER TONGUE   |
|-----------|---|---|
| 1960s     | Non-existent  | IsiXhosa “conversation” to non-mother tongue speakers(1 <sup>st</sup> year to post-grad) in English   |
| 1980      | IsiXhosa to mother tongue speakers in English   | IsiXhosa “conversation” to non-mother tongue speakers(1 <sup>st</sup> year to post-grad) in English   |
| 1990      | IsiXhosa to mother-tongue in isiXhosa (1 <sup>st</sup> year to 3 <sup>rd</sup> year in English in post-grad) <b>high numbers</b>  | IsiXhosa communication skills to non-mother tongue speakers(1 <sup>st</sup> year to post-grad) in English   |
| 1992-94   | IsiXhosa to mother-tongue in isiXhosa (1 <sup>st</sup> year to 3 <sup>rd</sup> year in English in post-grad) <b>higher numbers</b>  | IsiXhosa communication skills to non-mother tongue speakers(1 <sup>st</sup> year to post-grad) in English <b>high numbers</b>   |
| 1994-1998 | IsiXhosa to mother-tongue in isiXhosa (1 <sup>st</sup> year to 3 <sup>rd</sup> year in English in post-grad) <b>numbers start dwindling – stream discontinued in 1998</b> | IsiXhosa communication skills to non-mother tongue speakers(1 <sup>st</sup> year to post-grad) in English <b>numbers start dwindling</b>  |
| 2000-2005 | <b>No mother-tongue stream, African language studies becomes part of the School in 2000, threat to close the Section</b>  | IsiXhosa communication skills to non-mother tongue speakers(1 <sup>st</sup> year to 3 <sup>rd</sup> year <b>numbers continue dwindling</b>  |
| 2006      | <b>Process of repositioning African Language Studies Section starts</b>   |   |
| 2007      | Grant from SANTED<br><b>No mother-tongue stream</b>   | <ol style="list-style-type: none"> <li>1. IsiXhosa communication skills to non-mother tongue speakers(1<sup>st</sup> year to 3<sup>rd</sup> year <b>numbers start picking up</b></li> <li>2. IsiXhosa for Pharmacy piloted</li> <li>3. IsiXhosa for Law piloted</li> <li>4. Staff communication skills course</li> </ol>  |
| 2008-     | IsiXhosa mother tongue (isiXhosa medium) re-introduced, and post grad in both English and isiXhosa <b>numbers continue to grow</b>  | <ol style="list-style-type: none"> <li>1. IsiXhosa communication skills to non-mother tongue speakers(1<sup>st</sup> year to 3<sup>rd</sup> year <b>numbers start picking up</b></li> <li>2. IsiXhosa for Pharmacy <b>institutionalised</b></li> <li>3. IsiXhosa for Law <b>institutionalised</b></li> <li>4. Staff communication skills course</li> <li>5. IsiXhosa for Education</li> <li>6. IsiXhosa for Psychology (curriculum design in progress)</li> </ol> |



# MY VISION FOR REPOSITIONING AFRICAN LANGUAGE STUDIES AT R.U.

- Vision:
  - To use ALs to promote national unity, linguistic and cultural diversity; and further intellectualise isiXhosa so that it can be used at various levels of education.
- Objectives:
  - To promote and advance scholarship in African languages;
  - To promote multilingualism through MT and 2<sup>nd</sup> language acquisition programmes;
  - To facilitate student access and retention, particularly of historically disadvantaged students; and
  - To set up a multimedia facility which is pivotal in effecting all the above.
- In relation to Government Policy RU AL Learning Programmes seek to
  - Create Social Cohesion;
  - Develop isiXhosa (and other ALs in the long term) as scientific languages, to be used to support cognition in English;
  - Facilitating Academic Literacy (Proficiency in English using the MT);
  - Promoting isiXhosa in controlling domains such as ICT, Pharmacy, Science, Law, Education, Politics, Journalism, Psychology and across campus.

# AFRICAN LANGUAGE STUDIES - IMPLEMENTING RU'S LANGUAGE POLICY

- The School of Languages tasked with responsibility of implementing some aspects of the RU Language Policy.
- Implementation given impetus with SANTED, DAC funding and Executive support.
- Piloting and institutionalisation of First and Second Language courses.



# AFRICAN LANGUAGE PROGRAMMES TO EFFECT RU POLICY AND ALS VISION

- **Promotion of multilingualism (Social Cohesion)**
  - Staff isiXhosa Communication Skills Course;
  - IsiXhosa for Pharmacy;
  - IsiXhosa for Law;
  - isiXhosa for Education;
  - IsiXhosa for Journalism & Media Studies (pilot for implementation in 2012);
  - IsiXhosa for Psychology (under discussion).
- **Providing multilingual support teaching material for the development of academic literacy (assisting in cognition)**
  - Development of support teaching material for isiXhosa L1 students in Computer Science, Geography, Politics, Cell Biology.
- **Fostering African scholarship**
  - Graduate research that is multi-/cross-disciplinary in nature, streamlined with what we are already doing;
  - Intellectualisation of African languages - developing scientific discourse for ALs in areas previously dominated by English and Afrikaans through development of glossary lists to support learning mediated in English;
  - Teaching isiXhosa *in* isiXhosa – developing a meta-language (Mother-Tongue programmes).
- **Development of a multimedia facility**
  - Fully localized - facility named SANTED-Peter Mtshali Multimedia Facility, and launched in May 2007. Allows for visibility of ALs in ICT in this technology dominated era.
  - Facility has been used to further intellectualise isiXhosa and a number of translate@thons including the translation with Google into isiXhosa in 2010 have been held.

# TEACHING AFRICAN LANGUAGES AS A MT AT UNIVERSITIES

- In order to facilitate the intellectualisation process as already touched on, relevant and market-related MT courses needed to be designed.
- There needs to be a move away from structural approaches to more fluid approaches (sociolinguistic and applied) which will appeal to students, and the market-place.
- Such courses include: Literature and Publishing, African Languages and Media Studies, Translation Studies, African Languages and Globalisation; Language Planning, Sociolinguistics, Lexicography and Terminology Development, Human Language Technology, Orthography and Writing Skills.
- Pure linguistics (morphology, syntax, phonology, semantics etc) can still be studied within these courses and offered as a stand-alone course.
- The writing skills courses are necessary as the schooling system continues to fail African language teaching. Many of our MT students lack writing skills.
- Many second language students arrive at our Universities and study English as a first language. At Rhodes we have yet to have a second language speaker of isiXhosa complete the MT course. In my opinion this means that Social Cohesion remains a creation in progress.

General MT curriculum design principles:

Year 1 - Raising **awareness** on the subject, with global and South African focus.

Year 2 - **Theoretical underpinnings** critical in each subject area, focus on major theories.

Year 3 - **Application** of knowledge in global and South African contexts in a manner that is responsive to market demands of a graduate in African languages (isiXhosa).



# STUDENTS' EVALUATION OF THE MT PROGRAMMES

- *“Mithathu iminyaka ndiseRhodes. Yonke loo minyaka bendisoloko ndiziva ngathi ndise-Oxford, indawo endingazange ndiye kuyo kodwa endiqondayo ukuba ndingaziva ndingamkelekanga. Ubuni bam ngoku buqinisekisiwe kule khampasi.”*

“I have been at Rhodes for 3 years. I have always felt like I am in Oxford, a place I have never been to but I suspect I would feel very strange in. But now my identity has been affirmed on this campus.”

- *“Kule klasi ndixoxa ngezinto ngentliziyo yam yonke, kodwa ngendlela efanelekileyo kumfundi waseyunivesithi. Andibe ndicinga ngo- ‘is’, ‘was’ okanye u- ‘he’, ‘she’.”*

“In this class I can debate issues from the heart, but in an acceptable way for a university student. I do not have to think of my ‘is’, ‘was’, ‘he’ or ‘she’.”

- *“Le yenye yezona zinto zixabisekileyo endiye ndazenzela yona kule minyaka ndingumfundi apha.”*

“This is one of the most valuable things I have done for myself in my years as a student here”.

# TEACHING AL AS SECOND LANGUAGE AT SA UNIVERSITIES

- Generic First Additional Language or Second Language courses do have their place.
- There needs to be a more integrated social approach in the teaching of these languages.
- Furthermore, the development of Vocation-Specific courses is vital at this time in our socio-political history – there remains little evidence of a normalised, integrated, multilingual society, at least from a linguistic point of view. Instead what we have now is a “linguistic fault-line” which divides the “haves” and the “have-nots” into a 3-tier economic system (Alexander 2002).



# TEACHING AL AS SECOND LANGUAGE AT RU

## Course Objectives:

- To equip students with basic language skills, specific to their vocation, to be able to cope during client interviews in contexts where isiXhosa is spoken.
- To provide students with knowledge and skills which will be necessary for them to understand and interpret cultural issues embedded in isiXhosa communication, especially those specific in specific vocational contexts.
- To raise awareness of cultural issues among isiXhosa speaking people and how these influence various professional contexts of clients.
- To provide students with knowledge in order to add to their learning experience at Rhodes and which they can build on once they leave the University. This should link to service learning/community engagement.

# STUDENTS' EVALUATION OF SECOND LANGUAGE PROGRAMMES

- “Everything learnt in this course is beneficial, especially when I work with local people. It builds mutual trust and respect” (Pharmacy Student).
- “It is well taught, however learning a language this fast comes with its challenges” (Pharmacy Student).
- “Cultural consciousness that comes with learning a new language is enriching” (Law Student).
- “Practical aspects gave me an opportunity to put in practice what I’ve learnt” (Law Student).
- “The course breaks down linguistic and cultural barriers between myself as a law student and my client.”
- “Journalists are service professionals and need to interact with people, the majority of which are non-English” (Journalism Student).



# THE PETER MTUZE MULTIMEDIA LANGUAGE LEARNING FACILITY



**Attachment:** [Isincamatheliso] Yifayili ethunyelwa ngokuncanyatheliswa kwi-[imeyile](#). Xa ufaka ifayili kumyalezo kuye kuthiwe uyayincamathelisa okanye uyithumela njengesincamatheliso. Umzekelo ungathumela um[fanekiso](#) okanye ifayili njengesincamatheliso.

**Average:** [Umndilili/ I-avareji] Lubalo oluthi luquke iziphumo zamanani adityanisiweyo aze ahlulwe ngenani laloo manani adityanisiweyo.

## B

**Bandwidth:** [Umthamo weenkukacha ezithungelwayo] Sisixa seenkcukacha esinokuhamba ngomjelo wonxibelelwano ngexesha elinikiweyo, umz. oku kungafaniswa nendlela yeemoto – uhola wendlela onemigca emine uthwala izithuthi ezininzi kunalowo unemigca emibini.

**Bespoke:** [IBespoke] Yinkqubo eyodwa ephuhliswe ngenjongo yokuphumeza umsebenzi owodwa kuba iinkqubo ezifumanekayo zingenako ukuwenza loo msebenzi.

**Binary:** [IBinary] Lulwimi lwekhompyutha olwenziwe ngamanani (okanye amaqabane).

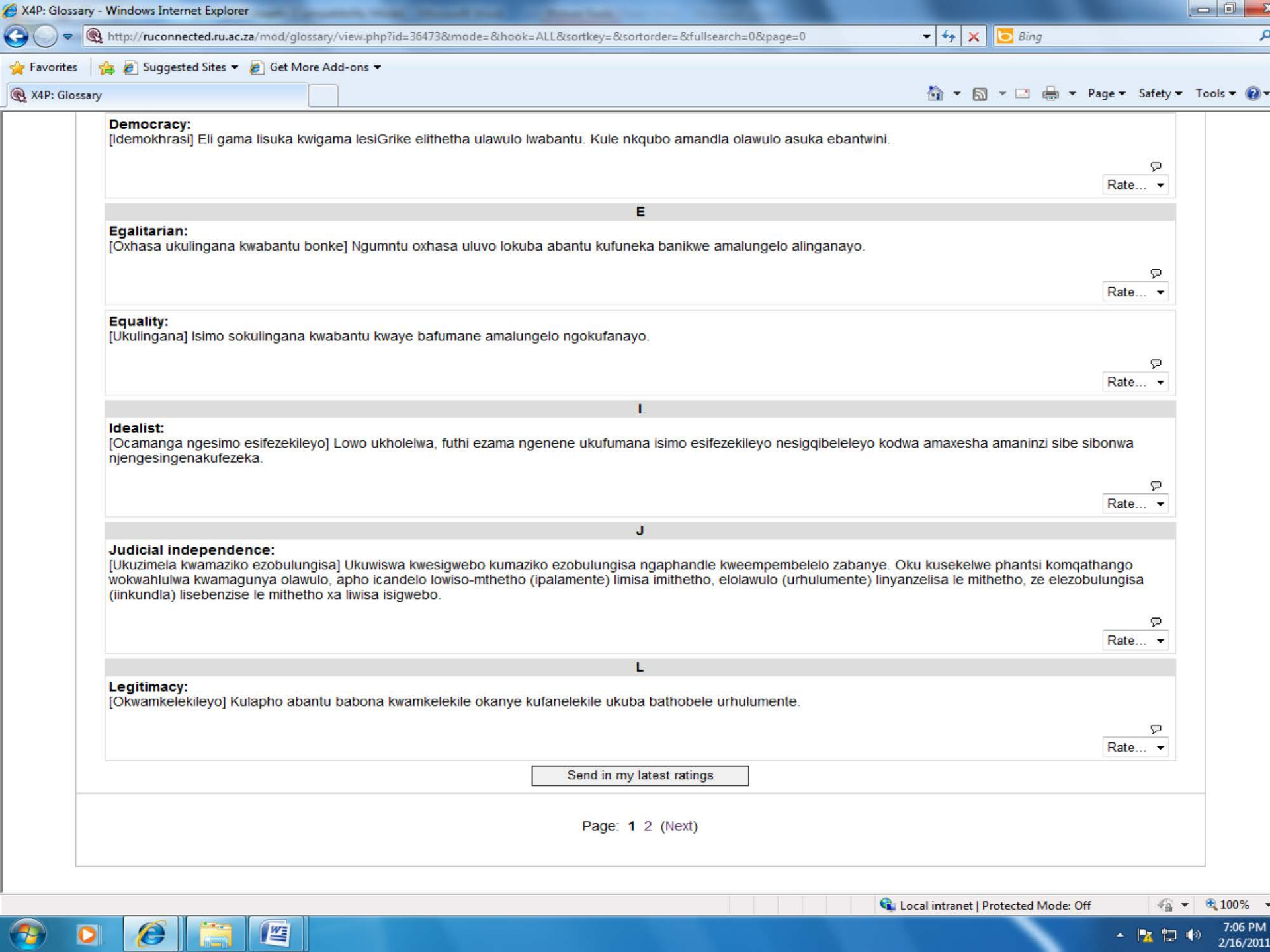
**Bit:** [IBit] Ngamanani u-1 kunye no-0.

**Bold:** [Ngqindilili] Amagama athi enziwe ngqindilili ngokucacileyo.

**Bolding:** [Ukwenza ngqindilili] Ibonakalisa ngokugqama amagama akhethiweyo, umzekelo: xa ufuna ukugqamisa isihloko sesincoko osibhalileyo, okanye amagama abalulekileyo kwizivakalisi zakho, ungawenza ngqindilili.


**Bookmark:** [Isalathisi sokugciniweyo] Sikwalathisa apho ugcine khona oko ubuthe wakutyumba ngaphambili.





**Democracy:**

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

Rate... 

**E**

**Egalitarian:**

[Oxhasa ukulingana kwabantu bonke] Ngumntu oxhasa uluvo lokuba abantu kufuneka banikwe amalungelo alinganayo.

Rate... 

**Equality:**

[Ukulingana] Isimo sokulingana kwabantu kwaye bafumane amalungelo ngokufanayo.

Rate... 

**I**

**Idealist:**

[Ocamanga ngesimo esifizekileyo] Lowo ukholelwa, futhi ezama ngenene ukufumana isimo esifizekileyo nesigqibeleleyo kodwa amaxesha amaninzi sibe sibonwa njengesingenakufezeka.

Rate... 

**J**

**Judicial independence:**

[Ukuzimela kwamaziko ezobulungisa] Ukuwiswa kwesigwebo kumaziko ezobulungisa ngaphandle kweempembelelo zabanye. Oku kusekelwe phantsi komqathango wokwahlulwa kwamagunya olawulo, apho icandelo lowiso-mthetho (ipalamente) limisa imithetho, elolawulo (urhulumente) linyanzelisa le mithetho, ze elezobulungisa (iinkundla) lisebenzise le mithetho xa liwisa isigwebo.

Rate... 

**L**

**Legitimacy:**

[Okwamkelekileyo] Kulapho abantu babona kwamkelekile okanye kufanelekile ukuba bathobele urhulumente.

Rate... 

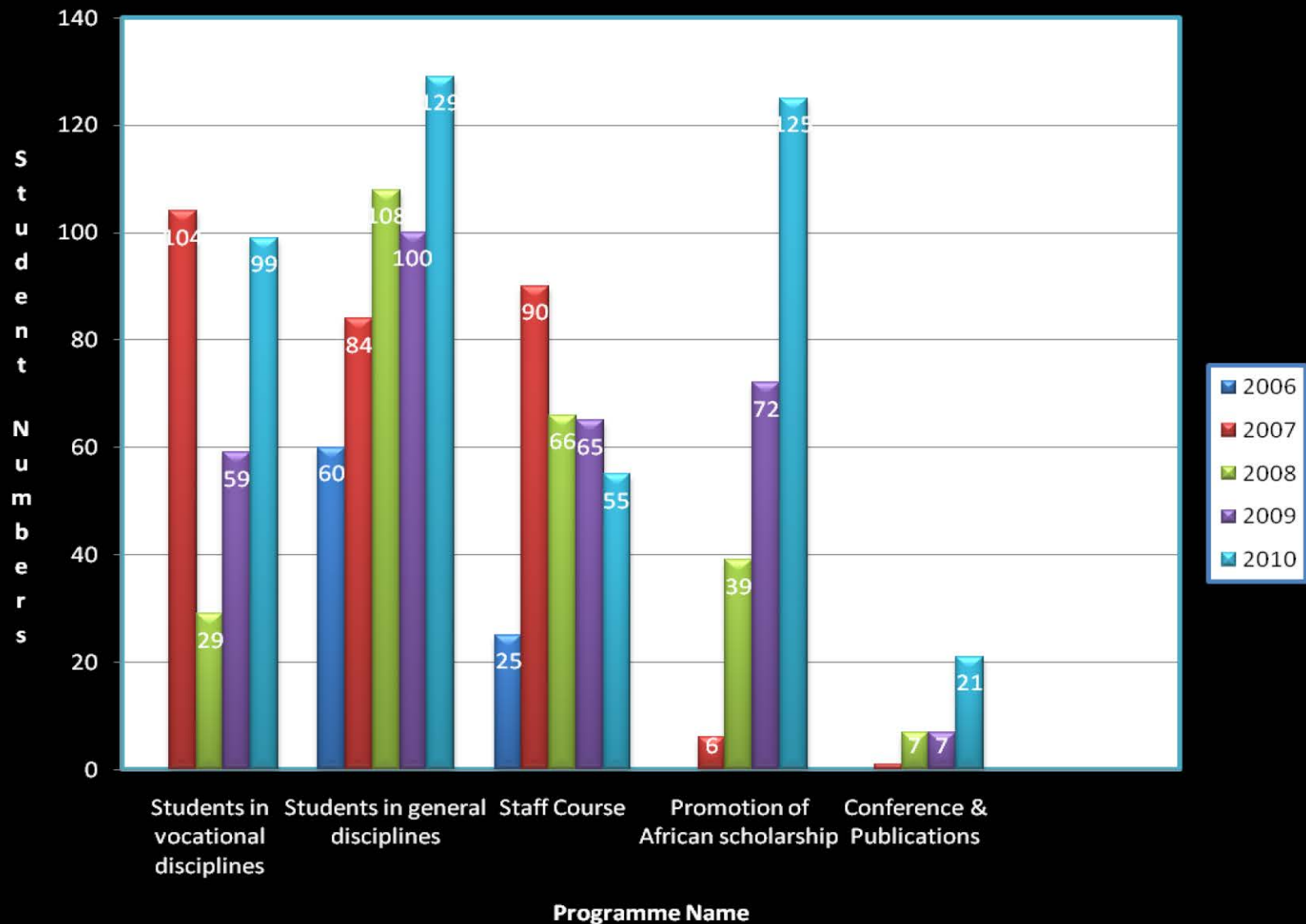
Send in my latest ratings

# STUDENT GROWTH IN AFRICAN LANGUAGE STUDIES

- There are lessons from RU to put forward for the rejuvenation and repositioning of African language studies at other HEIs.
- By designing courses that respond to social/market needs of an Africa language graduate has made ALs more attractive to students.
- African language courses appeal to students who have never had the opportunity to engage meaningfully with their home languages at school – again a sad indictment of failure in the schooling system.
- Providing bursary assistance directly impacts on student growth in African languages.
- The following graph plots student growth in African languages at Rhodes:



## SUMMARY OF PERFORMANCE OF THE RU AFRICAN LANGUAGE STUDIES 2006-2010



# FOSTERING AFRICAN SCHOLARSHIP AS PART OF MY VISION: PROVIDING AN INTELLECTUAL HOME

- Scholars of African languages need to re-engage with researching in relevant fields of study, namely:
  - Language Policy and Planning and its relation to implementation (i.r.o. Vocation-Specific language learning at HEI)
  - Development and adoption of ICT terminology in isiXhosa & developing HLT
  - Bringing African IK to professional disciplines such as Pharmacy and Law
  - Terminology development and Lexicography
  - Language Policy, Implementation, Monitoring and Evaluation.
  - Curriculum design in both MT and Second Language.
- Promotion of African scholarship will boost the status of ALS, and more importantly, retain first language isiXhosa speakers as young academics.
- This should also be transported into other languages via other Universities, encouraging increased collaboration and supporting transformation.
- The intellectualisation of language issues at our Universities should be a major research focus area. Rhodes has gone some way in doing this and this could be broadened to other Departments and Faculties.
- The challenge here again is to redefine existing theories developed in the West and to find space for new knowledge that has been developed for and in the African context.







# INVESTING IN AFRICAN LANGUAGES: FUNDRAISING AS PART OF MY VISION

- Staff capacity and funding remain a challenge to development and promotion of African languages.
- Vision of the ALS gained impetus with a financial grant from the SANTED programme.
- Its aim was to make a contribution to the transformation of tertiary education in SA through language.
- Financial grant awarded to ALS to assist in implementing the RU's Language Policy through programmes that foster multilingualism, sensitivity to language usage and cultural diversity within the institution.
- A further DAC grant for postgraduate bursaries for ALL SA languages.
- Huge growth in isiXhosa Mother-Tongue undergraduate and postgraduate student numbers with new courses offered from 2008.



# DAC FUNDER AT 2011 GRADUATION





# SANTED FUNDERS





# INTERNAL COLLABORATIONS AND INTERDISCIPLINARY RESEARCH

- Professor Terzoli – Computer Science Dept and Telkom Centre of Excellence (have done groundbreaking work on bridging language and digital divide (Terzoli, Inaugural Address, 2011).
- Professor Walker – Pharmacy (pioneering vocation-specific language learning, community engagement, African languages and IKS);
- Professor Campbell – IsiXhosa for Law;
- Professor Van der Mescht – IsiXhosa for Education;
- Professor Strelitz – IsiXhosa for Journalism and Media Studies;
- Professor Barker – IsiXhosa Terminology Development in Cell Biology;
- Professor Vincent – IsiXhosa Terminology Development in Politics;
- Mrs Wolvaardt – Lexicography and African languages;
- Dr Dalvit – African languages and ICT Education.

# EXTERNAL COLLABORATIONS

- UFH, UCT, UKZN and Makerere (through the translate@thon).
- DAC collaboration.
- Collaborations within the University and School – an envisaged multilingualism centre (DSAE/SOL).
- Collaborations with government departments including the DoE and DAC (SAFOS conference etc).
- Creating an isiXhosa interface for Google in 2010.
- UJ, UCT, CPUT, FH, UWC (advising on LP issues and curriculum design).
- Translate.org (leading software localisation organisation in Africa – collaborated in a translate@thon to translate RU's email system into isiXhosa).
- There is still a need to drive regional collaboration for the development of isiXhosa.



# RESEARCH AND PUBLISHED WORKS







# From oral literature to technauriture What's in a name?

Russell H. Kaschula & Andre Mostert



# SPIN-OFFS FROM AL STUDIES: COMMUNITY OUTREACH

- Steve Bantu Biko Speech Day.
- Schools Outreach work - promoting the culture of reading and supporting teachers.
- Collaborations with Pharmacy in Scifest events;
- Development of materials, with Pharmacy, for use on their community engagement project .
- Visibility of African languages on campus and advocacy on multilingualism -> campus community aware on these issues.
- Collaboration with the Confucius Institute.
- Winner of PanSALB Multilingualism Award in 2008 and paid a visit by the Minister of Education in 2009.
- Teaching isiXhosa and English second language skills in the local community.
- Working with local learners regarding language issues.





# WHAT MY EXPERIENCE HAS TAUGHT US IN AFRICAN LANGUAGE STUDIES

- Intercultural vocation-specific language programmes such as those offered at Rhodes, UKZN and UCT constructing a mutually inclusive environment.
- Constant juxtaposition of one language and culture against each other creates interrelatedness and interconnectedness of the two.
- This is an enormous contribution to the changing South African University environment and, by default, to the South African society at large. Language remains at the core of University transformation, both from a curriculum point of view as well as what one could term soft transformation i.e. signage and visibility.
- All Departments and Faculties make use of language – how do we facilitate cognition and knowledge creation through languages that people understand best, thereby creating a comfort zone (through English and other languages) rather than a sense of vulnerability and alienation? This is the responsibility of the University at large and not just a SOL. There should be buy-in from all university players – administration and departments.
- “Language use” and how this links to performance rates needs further research.
- A Language fault-line exists – related to class issues (as suggested by Alexander) and the education system – those who speak English well and those who do not. It also relates to those who have access to the economy and those who do not. How do we bridge this fault-line at Rhodes to create greater access? How do we assess our students who have various “language levels”?

# FURTHER IDEAS

Some suggestions for Rhodes and sister Universities:

- A lecturer responsible for “language issues” in each Department/Faculty to work with the SOL and CHERTL as implied in the LP.
- Exploring multilingual teaching aids.
- Exploring MTBBE where it is possible.
- Affirming multilingual language usage in tutorials and practical sessions – particularly group work.
- Making languages visible on campus in relation to our environment – innovative signage is long overdue. Further visibility of multilingual policy documents.
- Developing the Multilingualism Centre to provide translation and editing services across the university. Developing and enhancing the “Publish and Thrive” on-line model to assist student and staff researchers.
- Assisting student language societies to interact more with the University at large and between societies.
- Hosting International Day/Week where languages and cultures can be show-cased – an international dinner with food stalls from language groups represented at Rhodes.
- Rhodes should embrace the newly established Language Committee which will meet on a regular basis to assess implementation of policy in relation to English as LoLT and promotion of isiXhosa and Afrikaans.
- Identity is no doubt related to a profound sense of belonging – language is integral in allowing people at Rhodes that “sense of belonging”.



# SOCIAL & LINGUISTIC COHESION AND UNDERSTANDING

- Government's policy of Social Cohesion is a political agenda.
- The focus on African languages may create automatic harmonization (Alexander).
- Larger African languages (isiNguni, seSotho, Kiswahili, Hausa, Yoruba, Tswana etc) will dominate and swallow up the smaller languages whilst particularly English, French, Arabic and Mandarin will continue to entrench themselves as exoglossic languages on the continent.
- The Forked Tongue of Multilingualism is firmly entrenched – policy is in place whilst implementation remains a challenge. Even policy does not protect many languages on the continent and in SA (Phuthi for example). Implementation means “getting things done” and this is what I have tried to do at Rhodes.
- The economics of language can change this when language becomes acknowledged as a market-related National and Natural Resource (Cell-C, Absa Bank, the World Cup).
- At Rhodes and at all Universities we will need to carefully articulate (as we are continually doing) exactly what is required in order to negotiate the “Forked Tongue” of multilingualism whilst at the same time forging ahead with using language in way that facilitates changing identity, transformation at universities as well as socio-economic growth in the country and the continent. Effective multilingualism equates transformation.
- English alone will bankrupt us all. It is an impoverished path of least resistance which does not take into account that multilingualism is a rich resource. An English-only approach will, like the Rhino, allow our rich heritage to be bagged and sold to the highest bidder in the name of ignorance, contributing to higher failure rates, and increased social and economic tensions. The tangled wing will remain tangled, and never free to fly. As academics we need to take responsibility for our linguistic heritage.
- In response to the Asmara declaration, January 2000, Ali Mazrui (2001:172) notes that “Language is one of the seven pillars of the African Renaissance.” In relation to SA “...we have yet to spell out what that recognition is in practice...all over Africa new language policies are needed.”
- Point 7 of the declaration reads as follows: “The effective and rapid development of science and technology in Africa depends on the use of African languages and modern technology must be used for the development of African languages.”

# CONCLUSION AND WAY FORWARD

- Minister Nzimande's sentiments (5 April 2011; Turner 2011).
- Round Table on ALs.
- SIGoM.
- Institutional Support (nationally and continentally): All University departments and management need to take ownership of institutional language policies. It is not only the responsibility of a School of Languages or any single language department.
- The passing of the SA National Language Bill before 16 March, 2012 (i.t.o. the *Lourens versus President of the RSA et al* judgement – March 2010) is a “crucial instrument” for “executing constitutional language provisions” (Swanepoel 2011:24).
- African languages need to be developed to decolonise the mind (Ngugi Wa Thiong'o) and transform our institutions. The final point of the Asmara declaration states that: “African languages are essential for the decolonizing of African minds and for African Renaissance.” It is a shame that one can study more African languages at SOAS in London and Madison-Wisconsin, than at any SA University. Kiswahili is for example not offered anywhere, though UKZN will do so from 2012. What does this say about our place in Africa?
- African languages need to be used in high status domains such as parliament, in science and technology, following the examples of Afrikaans and Kiswahili.



# CONCLUSION AND WAY FORWARD

- Create African Language Academies of Excellence; Centres for Multilingualism (teaching, services, community engagement, scholarship, coordinating Universities): isiNguni, seSotho, Tshivenda, Xitsonga, Afrikaans, English. PanSALB (under a cloud of corruption) has failed us in this regard. Universities would be better placed to work with the DoHET develop and coordinate our languages through Professorial Chairs that work together across the country. This is what I wish to pursue. Crystal (2000:166) concludes that: “We know that intervention can be successful. Revitalization schemes can work. But time is running out. It is already too late for many languages, but we hold the future of many others in our hands. The linguists in the front line, who are actually doing the fieldwork, therefore need as much support as we can mobilize.”
- University scholars need to be language activists and I will ensure that we continue to champion our quiet language revolution, creating spaces for all languages at RU and African languages in particular.
- The road to multilingualism is a forked one – let us take the appropriate fork in the road to truly transform the continent in order to educationally serve all of its peoples. All of SA’s languages are *my* languages – let us embrace them even if we do not speak all these languages. They are part of our heritage.

# A MULTILINGUAL GOODBYE FROM THE SCHOOL OF LANGUAGES



- Enkosi, siyabulela (isiXhosa)
- Dankie (Afrikaans)
- Merci! (French)
- Grazie (Italian)
- Danke schön (German)
- Gratia (Latin)
- Asanteni (Kiswahili)
- Xie xie (Mandarin)