

**THE VIEWS AND OPINIONS OF RHODES UNIVERSITY LECTURERS
TOWARDS ISIXHOSA AS A LANGUAGE OF LEARNING AND TEACHING
(LOLT) IN HIGHER EDUCATION**

**A Thesis Submitted in Fulfilment of the Requirements for the Degree of Master of
Arts in African Language Studies**

Zintle Nkunzi

School of Languages & Literatures: African Language Studies

Rhodes University

Makhanda

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Supervisor: Dr. H. W. Kunju

Co-Supervisor: Professor R. H. Kaschula

DECLARATION

I, Zintle Nkunzi, hereby declare that *THE VIEWS AND OPINIONS OF RHODES UNIVERSITY LECTURERS TOWARDS ISIXHOSA AS A LANGUAGE OF LEARNING AND TEACHING (LOLT) IN HIGHER EDUCATION* dissertation is my own work. All citations, references and borrowed ideas have been properly acknowledged. This work has not been submitted previously in its entirety, or in any part, at any other higher education institution for degree purposes. It is being submitted for a Master of Arts Degree in African Languages in the Faculty of Humanities, Rhodes University, South Africa.

...Z.Nkunzi....

Signature

...December 2022...

Date

DEDICATION

I would like to dedicate this dissertation to my wonderful mother Tandeka D Nkunzi, I LOVE YOU AND GOD BLESS YOU.

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I wish to express my appreciation, gratitude and thanks to:

First and foremost, I would like to thank the Almighty God for guiding and giving me the strength to believe in myself and for giving me the courage to study regardless of my background. Without His guidance and wonders I would have not reached this stage.

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ABSTRACT

This research sought to investigate how African languages function as a communicative tool in a university where English is the medium of instruction. The study's purpose is to provide a systematic review of research that has been carried out on language attitudes towards isiXhosa as a language of learning and teaching (LoLT) in higher education. The study reveals that South African higher education institutions such as Rhodes University mostly use English as the LoLT- a language which for most lecturers is not their first/home language but helps ease communication in a multilingual community. Rhodes University is characterised by multilingualism because the university community is made up of diversity in culture, language, and educational background of the people. Previously explored language attitude studies are based on students' views and this study investigated RU lecturer views and opinions towards isiXhosa as a LoLT.

The study focused on the importance and the need (if any) of isiXhosa in a multilingual higher education institution. The study reveal that language barriers are one of the difficulties, but academic cultural differences seem to play a crucial role that can impact on the learning and teaching outcomes. This can lead to negative experiences and the forming of stereotypical views. These views include how lecturers are and should be trained to teach mathematics, science, and academic studies in African languages. The SA higher education practices and language use (i.e., monolingual language policy) are one of the reasons that the implementation of indigenous languages in education policies in SA is fraught with difficulties due to several factors. Amongst the factors is the fact that indigenous languages are not yet fully developed as academic languages. The study further reveals that lecturers find it difficult to teach mathematical studies in isiXhosa because of lack of terminology in the language for academic purposes particularly at a tertiary level. Furthermore, existing literature highlights the importance of the use of code-switching which is a beneficial practice for lecturers in assisting their students who struggle with English as a LoLT at RU. The lecturer views towards isiXhosa as a LoLT at RU is not only on language barrier but also about the lack of development in the language use in spaces where only English is believed to be the best such as language for academics. The study also reveals an integration of Information Communication Technology in education and how language appears as a barrier.

ABBREVIATIONS/ACRONYMS

AL	African Languages
ALDU	African Language Development Units
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CHERTL	Centre for Higher Education Research, Teaching and Learning
CMC	Computer Mediated Communication
CS	Code-Switching
DHET	Department of Higher Education and Training
DoE	Department of Education
EC	Eastern Cape
GIS	Global Information Society
HE	Higher Education
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
IDI	In-Depth Interviews
IM	Instant Messaging
ISP	Internet Service Providers
L1	First Language
L2	Second Language
LiEP	Language in Education Policy
LPF	Language Policy Framework
LPFHE	Language Policy Framework in Higher Education
LPHE	Language Policy in Higher Education
LoLT	Language of Learning and Teaching

LOTE	Language Other Than English
MoI	Medium of Instruction
MTBBE	Mother Tongue Based Bilingual Education
NEEDU	National Education Evaluation and Development Units
NUSAS	National Union of South African Students
PANSALB	Pan South African Language Board
RU	Rhodes University
RUALDU	Rhodes University African Languages Development Unit
RUESC	Rhodes University Ethical Standards Committee
RU-HEC	Rhodes University Human Ethics Committee
SA	South Africa
SASO	South African Students Organisation
SMS	Short Message Service
STEM	Science, Technology, Engineering and Mathematics
UFH	University of Fort Hare
UNISA	University of South Africa
VC	Vice-Chancellor
WWW	World-Wide Web

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

During the apartheid regime era, language was one of the tools used as a separating characteristic and an instrument of division, isolation, and detachment. Eloff (2008) states that language is a very emotional issue- especially if your language is ignored or if you cannot understand the language in which they are being addressed. It is therefore concerning to note the importance of the language question:

The language issue is ... at the heart of the education crisis in our society. Language is the gateway to culture, knowledge, and people. The more languages one masters, the more one has access to other cultures, to more knowledge, and to more people ... [It] must be stress[ed] that the mastery of [the] language in which the subject is taught is the prerequisite to the mastery of subject matter. To this extent, the Eurocentric character of our education, at the heart of which has been the use of European languages, has constituted a barrier to the successful education of the masses of African people. The African student must make the acquaintance of the subject through a language [that is] not his or her mother tongue. If the African student did not master the particular foreign language in childhood, alongside mother tongue, then the foreign language in which instruction proceeds becomes a tension-generating factor, for most students, which interferes with the mastery of the subject matter. (Vilakazi, 2002: 50)

South Africa holds a history of linguistic inequality and as a result the increase in linguistic and cultural diversity in South Africa is protected by the Constitution (1997). Language, one of the major changes in society to try and reverse the past injustices and inequalities. It is recognised as a basic human right and with the increase in linguistic and cultural diversity multilingualism is recognised and embraced as part of the Constitution of the Republic of South Africa, 1996. Language is a crucial factor for communication in giving and receiving knowledge especially in education when students get educated by their lecturers. Lecturers have roles and responsibilities to develop their knowledge and skills through constant and cautious efforts. Lecturer roles involve teaching and facilitating student learning in a language which for most lecturers is not their first language. The teaching of languages in South African universities has long been fraught with debate, tensions, and sensitivities, particularly in relation to the continued exclusion and marginalisation of African languages. There are teaching challenges in a multi-linguistic lecture. “The Majority of South African students do not access education

in their mother-tongue/home language as a language of learning and teaching (LoLT), and sometimes not even in their second language,” (Landsberg, Kruger and Swart, 2011:168). Therefore, this research explores the teaching experiences at Rhodes University and further examines the lecturers’ views towards isiXhosa as a LoLT in higher education.

The first chapter provides the reader with a brief clear context of the present study by discussing the research background while first giving a brief history of the university that the study focuses on. History is important to express the university language and culture, to understand the university's past and present while further understanding the change. The university history provides insight into the effect that apartheid had on the institutional existence of the country. Chapter 1 further discusses the research problem background in terms of a review of relevant and recent literature, and the theoretical framework of the study. Relevant and recent literature will be elaborated in chapter 2. The research problem, research question and the aim of this research study will subsequently be formulated. This chapter further discusses a brief description of the chosen research methodology, elaborated in chapter 4. Below is a brief university history to give context of the culture and educational background of the university.

1.1.1 From 1904 – 2021: A Brief History of Rhodes University

A historical outline of Rhodes University by Professor (Emeritus) Paul Maylam, from the book “Rhodes University, 1904-2016: An Intellectual, Political and Cultural History”. The history outline of Rhodes University gives reference to relevant studies, such as the university history report by Hendricks and Vale (2005). The report (2005) states that a modest beginning was to be made at Rhodes University, in August 2004. A two-day colloquium structured around the themes of student and staff experiences at Rhodes University, and in Makhanda (formerly known as Grahamstown), over six decades – from the 1950’s to the present – opened a window on the institution’s past. However, it also allowed the university to reflect on what happened, when, why, and what lied ahead. The Colloquium considered some of the seminal events and episodes in the university’s past and helped to reveal how the actions of both students and staff changed the university and the society. It also opened a window on how they, in turn, were influenced, in varying contexts, by the university and the apartheid system within which Rhodes and other South African universities operated. The purpose was not to open-up old wounds. Certainly, many who attended Rhodes (and other South African universities) over the apartheid years were wounded – but the idea rather was to look honestly at the university and society during apartheid and beyond (Hendricks and Vale, 2005).

The Colloquium was devoted to the Critical Tradition at Rhodes University, which was defined very broadly to encompass diverse voices in a conversation about the past, present, and future of the university. Hendricks and Vale (2005) state the objective in organising the Colloquium which was threefold:

- To provide a platform for critical engagement on the history of Rhodes University, how it was experienced by critical scholars and students, how they were shaped by this history and how that history continues to inform current choices and policies.
- To celebrate a broad tradition which seeks to uncover hidden assumptions and is prepared to question various claims to authority. Rhodes has produced a rich repository of critical thinkers and scholars were concerned with ensuring that the contribution of this tradition to the university should be acknowledged as an integral part of the many reasons that the university had to celebrate.
- To provide the intellectual space for a critical discussion to feed into the way forward for Rhodes University to contribute to its varied and unfolding identity. It is for this reason that scholars were convinced that bringing together so many critical voices would lead to an important debate about the future journey of the university. In as much as the university shaped many of its alumni, they, in turn, have had an enduring influence on the university. The Colloquium provided the intellectual space designed to harness that influence.

Additionally, the brief history highlights the idea of how RU came about and further explores an intellectual, political, and cultural history of the university. It is important to note the factors that made and played a role in building RU as an institution that it is. Language is a major factor noting that the university racially operated during its early years of existence.

According to Maylam (2017), the idea of establishing a university in Grahamstown (town currently known as Makhanda) was first put forward in the 1880s. In the early 1900s, a small group formed an ad hoc committee which recommended that it be called the Eastern Cape Province University College. With time, the group changed the university name to Rhodes University College to leverage funding out of the Rhodes Trust, which administered the will of Cecil Rhodes, who had died in 1902. The Trust granted capital towards the founding of Rhodes University College. Rhodes University College, then affiliated to the University of the Cape of Good Hope, began functioning in July 1904 with about fifty students, the vast majority of whom were men and all of whom were white, with classes initially being given in St Andrew's

College buildings. Early in 1905, operations moved to the university's current site, the old Drostdy grounds. For the first five decades or so of the university's history, student culture was for the most part genteel, constrained as it was by enduring Victorian codes of behaviour and by strict rules and regulations. Social life revolved around tightly controlled dances, respectable courting, and walks on Mountain Drive. Extracurricular cultural activity centred on the debating, musical and dramatic societies. Sport gained momentum, with rugby at the forefront.

The University operated as a racially segregated institution for the first 70 years of its existence. Education was through the medium of English. Dutch students (not that there were any AL speaking students allowed at the university at that time) were not given the opportunity to learn in their mother tongue as government funded schools were ordered to teach only in English (Giliomee 2003, Kamwangamalu 2004, Lass, 1987). Depriving students the opportunity to learn in their mother tongue and teaching them a curriculum that emphasised British culture ensured that students were made to believe that all that is good is British/English. Lecturers were also affected because they had no other way but to construct, conceive and transmit knowledge to students in no language other than English. Lecturers who were not familiar with the language had to train themselves because there was no other way of sharing knowledge other than using English. There was a slight relaxation of this stance in the 1940s. Colonialism, and other forms of racial discrimination upon which the apartheid doctrine came to be built, plainly influenced the life of Rhodes University, notwithstanding that St Andrew's College, out of which the university was born, 'was founded to train priests drawn from local communities, both black and white. Of course, apartheid's ending did not erase economic inequality and social injustice and, importantly for an educational institution, the academic preparedness of students for university'. Rhodes University, like every other South African institution, experiences this legacy every single day. The heritage of race-based inequality presents South Africa's universities with, arguably, their biggest challenge: each of them is touched by its overarching embrace (Hendrick and Vale, 2005).

Furthermore, Benjamin Mahlasela was appointed in 1942 to teach isiXhosa to first-year students on a part-time basis he would go on to serve the university for thirty-five years. It is important to note that although the isiXhosa lecturer was appointed, other lecturers had no opportunity to interact and engage in knowledge shared by the isiXhosa lecturer with students. Because of racial segregation, lecturers at the university would not find the use of the language important because it did not feel like, in a way that it is a language that most lecturers do not

know and do not teach. The university lecturers mostly taught and engaged in English, which is the university LoLT, and the use of isiXhosa came as a shock in the white community. In 1947 Rhodes eventually agreed to admit black postgraduate students into courses not offered at the University of Fort Hare. In the event, though, only three were admitted over the next twelve years. There were hardly any black lecturers or isiXhosa-speaking lecturers at the university, even though it is based in the Eastern Cape where isiXhosa counts as a major language of the province. The main language of the Eastern Cape is IsiXhosa with about 78.8% (Alexander, 2021). Because of this, isiXhosa was not a language in education policy but eventually became one, and Rhodes University operated differently in time.

1.1.2 Rhodes University in the early apartheid era

Rhodes became an independent university in 1951 (having been affiliated to UNISA since 1918) and took on Fort Hare as an affiliate. The first four decades of Rhodes' existence as an independent university coincided with the apartheid era which saw a growing polarisation between the defenders and opponents of apartheid in the university community. In 1959 the National Party government passed legislation that ended the connection with the University of Fort Hare. This led to protests by students and staff at Rhodes. Fort Hare students who had registered during the affiliation years were permitted to complete their Rhodes degrees. These students were capped at graduation ceremonies held in the Rhodes Great Hall in 1960, 1961 and 1962 - among these graduands were Chris Hani and Griffiths Mxenge. Unable to escape the dictates of apartheid, political controversies arose in the 1960s. In 1962, the decision was taken to award an honorary doctorate to the state president, CR Swart, an apartheid hardliner who had previously, as Minister of Justice, cracked down ruthlessly on anti-apartheid activists.

Then, in 1967, the Rhodes authorities refused to allow black student delegates to stay in university residences while attending the annual congress of the National Union of South African Students (NUSAS). Among the delegates was Steve Biko, who proceeded to establish the South African Students Organisation (SASO), a new black student organisation which would become the pioneer of the black consciousness movement in the country. As time progressed, there was a change in admission regarding who could apply to the university, Rhodes University.

1.1.3 The change in admission: Black students allowed to apply at white universities in the late apartheid era.

The last two decades of the apartheid era, from the mid-1970s to the mid-1990s, were years when the National Party government had to contend with both growing international pressure and rising protest and resistance. The government devised a twofold response- mild reform combined with ever harsher repression and a ruthless crackdown on its opponents. Both trends had an impact on Rhodes, giving rise to growing turbulence and polarisation on campus. The first government reform to have an impact on Rhodes was the slow and limited process of desegregation. From the early 1970s, black students could apply for permits to register at white universities for courses not offered at black universities. In 1983 this policy was replaced by a quota system which allowed white universities to admit black students regardless of their chosen courses, but with a limit on the number of students who could be admitted. The first Rhodes' students to register under the permit system mostly took courses in Journalism or Pharmacy, neither of which were offered at black universities. In 1976 Rhodes admitted seven black students; by 1985, black students constituted 18% of the total student population at the university. Rhodes community was white, but the university started to allow applications and admit black students with a limit on who can be admitted. Although Rhodes allowed black students in the university, lecturers had to teach in the official language of learning and teaching, which was and is still English. By looking at how the university operated, no African languages were to be used either on campus or in class because that would disrespect the university policy. The language barrier played a crucial role in the academic environment because every lecturer had to know English to be able to communicate within the community. IsiXhosa-speaking lecturers would not be able to code switch because most of their students were white. As a result, isiXhosa was not considered as a language of learning and teaching in the university which, this further contributed to the marginalisation of African languages in higher education. As time progressed, there were changes in the functionality of the university and its independence.

1.1.4 White university finding its independence in the post-apartheid era

As South Africa moved into the post-apartheid era in the 1990s Rhodes University, like other South African universities, faced new challenges and pressures. The ANC-led government imposed demands on universities: that they expand their student enrolments; reduce their financial dependence on their government subsidy; become more responsive to the country's economic needs by producing more high-skilled graduates and more relevant research; and

transform themselves. The transformation imperative had several dimensions- significantly increasing the number of black students and staff; addressing and changing the institutional culture of universities to make them more inclusive and congenial to a diverse community; examining and revising curricula and teaching practices to make them more African-focused; and reviewing governance structures and practices (Maylam, 2017). In the sphere of governance, leading black personalities would come to take their place in the upper echelons of the university - Jakes Gerwel as chancellor from 1999 at the University of the Western Cape, followed by Lex Mpati from 2013 at Rhodes; Colin Johnson, appointed as vice-principal in 2001; Saleem Badat, serving as vice-chancellor from 2006 to 2014, and Sizwe Mabizela, who had previously held the position of vice-principal and is currently the Rhodes University Vice-chancellor (VC).

After 1994 there was a gradual change in the racial composition of Rhodes' student population. In 1994 about 32% of the student body were black (in the wider sense of the term), out of a total student population of 4094. By 2014 the proportion of black students had doubled to 64%, out of a total population of 7519 students. There has been less success in achieving equity in the academic staff complement, with the proportion of black academics rising from 16% in 1994 to 25% in 2014. On the other hand, the picture is different in the case of administrative staff (in grades 6-13)- while in 1994 black administrative staff comprised about 27% of the total, this proportion rose to about 58% in 2014. The availability of black students and staff at RU includes the isiXhosa-speaking community, which is also where the university is situated. These isiXhosa speakers have different language backgrounds, such as the ones who have been exposed to the English language and others that have not and this causes a barrier in language. Language barrier becomes a major challenge in the university but that does not mean no education or employment because there can be a solution or middle ground to assist. Solutions can include availability of African languages department which is currently available and operating at RU. The use of LOTE in universities promotes multilingualism and development of African languages use, such as the use of isiXhosa in teaching and learning. Maylam (2017) points out that to see change and transformation, it is important to reflect on what and how the university has been different from the years back.

1.1.5 Reflections on Rhodes' past

The university is now a very different place from what it was fifty years ago, and a different place from what it was in 1994. Life for both students and academics has changed significantly.

For several decades teaching was the primary academic activity. Since the 1970s a growing emphasis has been placed on research productivity. Since the 2000s Rhodes University's research output per capita has been among the highest of all South African universities. In recent years its foremost researcher has been Distinguished Professor Tebello Nyokong, who has headed a highly productive team of postgraduate students in the Department of Chemistry, specialising in research into cancer. She herself has received many national and international awards. Many students have benefited from the enduring commitment to undergraduate teaching, notwithstanding the more recent emphasis on research and postgraduate enrolments. In 2005 the national Council on Higher Education issued a report on Rhodes. There were some critical comments, but the report commended the University for the Breadth of its community related activities which have continued to grow since 2005. For example, the report notes that Rhodes' academic staff were, for the most part highly qualified; research activity was on the increase; the library and IT system were well- resourced; and Rhodes' graduation rates were among was reckoned to be among the top four universities in the country for its rate of graduating masters and doctoral students.

Furthermore, the years 2015 and 2016 were turbulent ones for Rhodes and other South African universities. Student protests brought to the fore some fundamental issues facing the higher education sector, particularly those relating to institutional culture and finance. As much as the university is working on fundamental issues that were raised during the fees must fall protest years. The issue of language forms part of some of the crucial raised issues and this is because of the monolingual language policy at the university. Language still plays a huge role in academics, and this shows through the quality education level at Rhodes University, but the issue of language remains contested. Although there is change in the university reality, apartheid's ending did not erase economic inequality and social injustice and, importantly for an educational institution, the academic preparedness of students for university (Hendricks and Vale, 2005). In addition, Rhodes University, like every other South African institution, experiences this legacy every single day. The heritage of race-based inequality presents South Africa's universities with, arguably, their biggest challenge: each of them is touched by its overarching embrace.

In recent years, Rhodes University has strived to create a 'branded' identity by adopting the slogan, 'Where Leaders Learn'. While branding has long been normalised in the commercial world it has also come to creep into the educational sector (Maylam, 2017: 306). Rhodes

University continues to be recognised as one of South Africa's outstanding universities. In many respects it is the university's relatively high level of functionality that makes such positive assessment possible. According to Maylam (2017), among Rhodes' tens of thousands of graduates there have been leaders, particularly in the spheres of business, education, and the law. Many Rhodes University graduates have enjoyed notable academic careers in different fields of departments such as Chemistry, Sociology and Arts/Theatre. This study proposes to explore views of lecturers about the use of African languages particularly isiXhosa as a LoLT in HE.

1.2 BACKGROUND TO THE STUDY

Language continues to be a barrier to access and success for many students at South African higher education institutions. Despite their status as official languages, indigenous languages have in the past and in the present, structurally not been afforded the official space to function as academic and scientific languages (LPHE, 2020). For this reason, several studies have been conducted on language attitudes in higher education (see for example Aziakpono and Bekker, 2010; Bekker, 2002; Dalvit and De Klerk, 2005). Central to these studies is language attitudes towards isiXhosa as language of teaching and learning (LoLT) at a tertiary level. Attitudes towards language are especially salient and influential in initial interactions (Bradac, 1990; Bekker, 2002). Language attitudes are beliefs, feelings and opinions people have of language in general as well as about their own language or the language of others (Crystal, 1997: 215). Furthermore, the government has recommended a language policy to promote African languages in universities. The language policy (2002) clearly outlines the role of language and access to language skills. This is critical to ensure the right of individuals to realise their full potential to participate in and contribute to the social, cultural, intellectual, economic, and political life of South African society.

The Constitution of the Republic of South Africa (1996) bestows official status upon eleven languages. The inclusion of African languages as official languages is meant to rectify the historical and linguistic imbalances in South Africa. It is for this reason that the same Constitution (1996:4) commands the state to take "practical and positive measures to elevate the status and advance the use" of all these languages. Furthermore, the Constitution (1996:15) clearly states that "everyone has the right to receive education in the official language or languages of their choice ..." As impressive as this provision is, the use of African languages as LoLT in higher education is still negligible. In fact, English (to a greater extent) and

Afrikaans (to a lesser extent) still enjoy far more prominence in South African higher education. Additionally, although English and Afrikaans are the two most frequently reported home languages, the extent of linguistic diversity is evident in the fact that most university enrolments report an indigenous African language or another language as the home language. The extent of linguistic diversity depends on the degree to which students and lecturers are recruited locally, regionally, or nationally. That said, isiXhosa is an African language dominant in the Eastern Cape where Rhodes University is situated and where the study is to be undertaken. Therefore, this study would like to explore views and opinions of lecturers towards isiXhosa as a LoLT in higher education.

Evidently, the arguments for the use of a specific language as the most appropriate use of LoLT in South Africa have been raging for many years. South Africa is a country of many languages which have not been “working together” to build a common sense of nationhood consistent with the values of democracy, social justice and fundamental rights enshrined in the constitution. Colonialism and apartheid have meant that different languages have acquired different levels of socio-political status, with English currently highly prestigious, Afrikaans generally stigmatised, and the Bantu languages seen as having little economic or educational value (Webb, 2002). Bantu Education often led to negative perceptions of indigenous languages (Malherbe, 1997, in Kamwangamalu, 2000). Throughout the colonial and apartheid eras, indigenous languages have played second fiddle to English and Afrikaans, particularly in education (Madiba, 2010; Msila, 2011). Language in the domain of higher education remains a contested issue 25 years into democracy. Most South African institutions, including Rhodes University, mainly use English as a medium of instruction. Alexander (2002) notes that language diversity is one of the critical areas that must be addressed, not because diversity is ideal, but because it is the reality. The Language Policy for Higher Education was developed and promulgated by the Minister of Education in 2002 to promote multilingualism in institutional policies and practices at public institutions of higher education in South Africa. The language policy of Rhodes University, as a multilingual university in South Africa, supports this goal by promoting African language use in the academic environment through allowing languages other than English (specifically isiXhosa) in teaching and learning at the university.

One of South Africa’s myths about language and education is that English is the only language that has the capacity to deliver quality education; and the African languages cannot achieve

this goal (Heugh, 2000). This has recently been discredited by the work of Mbude (2020) in a doctoral thesis that explores the value of teaching learners' mathematics in isiXhosa. The improvement in mathematics results is documented, and the IsiXhosa results are as good, if not better than those of schools teaching content subjects through the medium of English.

The Language of teaching and learning is often being forced upon students, placing a strain on their ability to understand what is being taught (Barkhuizen, 2001; Hoadley, 2015). Therefore, the availability of isiXhosa tutorial support groups ... could help students to understand content better and develop the use of African languages in higher education (Dalvit and De Klerk, 2005; Bekker, 2002; Dyers, 1998). It takes two to four years to learn to converse in an additional language (Browne, 2007). Students are often confronted with a language barrier because they are not able to master the LoLT sufficiently to support their studies. However, it has been well documented that students find English useful for job opportunities after graduating from higher education. Potential employers will likely interview them in English and not in their mother tongue (Dalvit and De Klerk, 2005; Bekker, 2002; Dyers, 1998; Aziakpono and Bekker, 2010).

Rhodes University is one of South Africa's top institutions of higher learning, with a worldwide reputation for high quality education (Maylam, 2017: 291-292). The university language of teaching and learning is English. Students and lecturers believe that English is a national language that unites people and that it is the only LoLT that can accommodate all students (Dalvit and De Klerk, 2005). However, Osborne (2005) notes that reliance almost exclusively on English for the transmission of new knowledge puts people who are not skilled in the language, and arguably the entire societies of which they are a part, at a disadvantage. Although South Africa has eleven official languages, only two, namely Afrikaans and English, are used as medium of instruction in higher education. Recently, both Stellenbosch and Free State University abandoned Afrikaans as a medium of instruction in favour of English (Docrat, 2020), thereby ironically further diminishing the status of all African languages and entrenching the status of English. Dlamini (2001) argues that this is a disadvantage to those students, mostly black, for whom English or Afrikaans is a second or third language. This is challenging because of students' lack of English proficiency (Webb and Kembo-Sure, 2000; Aziakpono and Bekker, 2010).

The curriculum work is prepared and delivered to students by lecturers, therefore, delivery is a crucial component of any curriculum. It is important to know and understand how knowledge is conceived, constructed, and transmitted by lecturers to students. Therefore, it is vital to study

the experiences and opinions of lecturers towards isiXhosa as a LoLT in higher education. Lecturers prepare and deliver knowledge to students with the aim of also receiving feedback through engagement to show that what is taught students understand. Garcia and Wei (2014) state that engaged learning occurs only when students make meaning of what they are learning. Receiving study material and tutorials in both English and isiXhosa can help facilitate students' learning (Madiba, 2010; Kotze, Van der Westhuizen and Barnard, 2017).

1.3 THE STATEMENT OF THE RESEARCH PROBLEM

This section is to provide information on the factual-realm context that framed the research. It was this context and the problems related to it that motivated the aims of the research as well as the methodologies employed within it.

Language is a very important factor in facilitating cognition and meaningful learning (Cummins, 2001; Obanya, 2001; Vygotsky, 1986). Meaningful learning occurs when a student participates in existing as well as the construction of new knowledge (Boughey, 2005). During apartheid, the education sector operated under alarming settings where universities had linguistic, racial, and cultural homogeneity. Even after desegregation took place, the university system did not change as the LoLT remained the same. Because of that, the South African higher education system continues to benefit mostly the home language speakers of English and language becomes a barrier of access to speakers of other languages (Higher Educator Monitor: Council on Higher Education, 2010). The research acknowledges that there has been more research on students' perceptions and less on lecturers' perceptions. As a result, the study refers to the previously recognised studies to provide an overview.

The South African language context is very compound and prejudiced by historical circumstances. The use of language at school and at home is different. Most South African institutions' language of teaching and learning is English, and not all students and lecturers understand or are familiar with the language (Barkhuizen, 2000 and Bekker, 2002). Lecturers transfer knowledge to students with divergent language backgrounds, and the language barrier becomes a factor of division within the education environment. Aziakpono and Bekker's (2010) research display the issue of language barrier in higher education as an aspect that contributes more towards students' failure. This could be because of different factors like educational background and area of the language user. According to Aziakpono (and Bekker, 2010) students mostly communicate in their mother-tongue languages on campus when they are with friends because the LoLT at Rhodes University (RU) is English. The use of isiXhosa is

suggested as an option that can be explored to help ease language barrier in education and promote engagement in lectures. Therefore, lecturers must find ways to ease teaching in English to promote more engagement in classrooms. Lack of understanding often results to students taking more years than the expected. Although that is the case, students believe that the use of English will help them get better jobs (Aziakpono and Bekker, 2010). The study further highlights that students suggest having study material in both isiXhosa and English for understanding (Aziakpono and Bekker, 2010). However, the question is: will students be able to answer appropriately? This study shows that lecturers are aware of the language barrier in higher education, particularly at their university, RU (refer to chapter 6). And the research will inspect the role that lecturers play in assisting students that are affected by language barrier.

Therefore, it is important to look at certain communication strategies that may close gaps between the educational background within the multilingual community. Lecturers understand that their students often adopt slang, which involves formerly unconventional abbreviations, multiple missing end letters, middle letters, or final letters, acronyms, initials, non-conventional spelling, non-alphabetic symbols and ‘emoticons’, of characters used to depict images. The use of such language has led students to have their own slang in isiXhosa too, which makes the use of language even more complicated and difficult. That said, lecturers must see if the use of shortening of words has negative or positive effects on the writing abilities. Lecturers in higher education widely assume that students entering universities have already gained good grammar and reading skills, and that they do not need to focus teaching and learning sessions on reading and grammar which these are crucial sections in language learning. Furthermore, lecturers find the use of computers that detect and correct errors in grammar or spelling not so accommodating for African languages such as isiXhosa because the language is not fully developed online, the computers cannot automatically correct work written in isiXhosa.

Therefore, this research seeks to explore and analyse lecturers’ views and opinions towards isiXhosa as a language of teaching and learning in higher education, particularly at their university, Rhodes University. The study explores whether the use of isiXhosa language at RU is beneficial in teaching and learning and how so. The next section discusses the purpose statement.

1.4 PURPOSE STATEMENT

Students have expressed their views on the language use in HE and lecturers are yet to express their experiences, views, and opinions on how to assist students who struggle with language barrier at Rhodes University.

The purpose of the study is to provide a case study that examines university lecturer views and opinions towards African languages as the university official LoLT. Lecturers play a role in students' education in a way that they share educational content. Therefore, the study purpose is to further find ways that lecturers provide to students who experience language barrier while exploring the knowledge they have on the issue of language in higher education. The study provides a description of lecturer understanding towards isiXhosa as a LoLT at RU by determining their views on the language use in higher education. The next section discusses the aim and objectives of the research.

1.5 RESEARCH AIM AND OBJECTIVES

The research explores views of Rhodes University lecturers towards isiXhosa as a language of teaching and learning in higher education. The aim is to gather views from different sources to be able to make a good comparison of what each participant has to say about the issues surrounding language in higher education based on their own experience and observation. This research further analyses the lecturers' opinions and looks at how they deal with language barrier in lectures when engaged in curriculum development.

The research will analyse and make sense of the lecturers' experiences: based on their views and opinions, the way that they deal with language barriers in lectures, within curriculum development.

The objectives of this research are as follows:

- To investigate if lecturers feel the necessity for isiXhosa as a second language for teaching and learning at Rhodes University.
- To identify the main reasons lecturers feel that there is a need (or lack thereof) for isiXhosa as a language for teaching and learning at Rhodes University.
- To critically evaluate how lecturers deal with language barriers at Rhodes University, if and when they occur.
- To assess lecturers' perceptions regarding the teaching and learning of isiXhosa as a language in higher education.

- To assess academic contexts where lecturers allow the use of isiXhosa at Rhodes University, if at all.

1.6 THE RESEARCH QUESTIONS

The study seeks to address and answer the following questions:

1.6.1 Sub-questions

- What are Rhodes University lecturers' views towards isiXhosa as a medium of instruction at their institution?
- Do lecturers feel the need for isiXhosa language as a second language for teaching and learning at Rhodes or elsewhere?
- What are some of the main reasons why lecturers feel that there is a need (or not) for isiXhosa as a language for teaching and learning at Rhodes?
- How do lecturers deal with language barriers at Rhodes, if and when they occur?
- What are lecturers' perceptions about the teaching and learning of isiXhosa as a language in higher education?
- In what academic contexts would lecturers allow for the use of isiXhosa at Rhodes, if at all?

1.7 THE SIGNIFICANCE OF THE STUDY

The role of language in education is crucial because it is the main means through which knowledge is conveyed and learning acquired (Mda, 2000). The contribution of this research lies in highlighting the contemporary challenges to implement isiXhosa as an indigenous African language and as a LoLT in higher education. Although the research was based at a particular institution, which limits generalisation to a great extent, the theoretical basis, findings, and recommendations in relation to the implementation of isiXhosa as a LoLT will be of potential value to other universities that share the same condition and experience. The research established potential areas for further research with respect to the implementation of isiXhosa as a LoLT in South African universities.

1.8 LIMITATIONS OF THE STUDY

Limitations of this research generally relates to the context in which the research was performed, as well as the theoretical conceptualization of the research.

Contextual limitations in this study relates to the tools used to collect relevant data. The study used an online survey, questionnaires, interviews, and more data collection strategies would have assisted in ensuring a broader context of the data. For example, some interviews were conducted online, this was time consuming because some of the research participants would struggle using the technology and would reschedule their time slots. Various interviews supplemented each other and gaps in the data were limited.

1.9 ETHICAL CONSIDERATIONS

De Vos (Strydom, Fouche and Delport, 2005: 57) defines ethics as a set of moral principles which is widely accepted as rules and behavioural expectations about the correct conduct towards participants. This was accepted for the research. Ethical aspects that applied to this research included, amongst other things: the avoidance of emotional or any other form of harm, timely sharing of complete information about the purpose and procedures of the research, informed consent of all participants, assurance of confidentiality and privacy while the researcher was committed to report correctly on the analysis of the data and the results of the research (De Vos, Strydom, Fouche and Delport, 2005: 57-67).

1.10 OVERVIEW OF THE STUDY

This section outlines the structure of the study and provides a brief overview of the content of each chapter.

Chapter 1

The first chapter serves as an introductory chapter to the study. It presents the background to the study, gives clear reasons as to why the study is important and to be researched. This chapter further outlines the research aims, objectives, study overview and the rationale and significance of the study.

Chapter 2

The second chapter focuses on the literature reviewed prior to conducting the study. This chapter presents relevant theories and arguments by different authors.

Chapter 3

The third chapter discusses and explain the interaction and development of technology in education. There is increase in technology and the internet use for knowledge access and it is

for this reason that computer mediated communication exists, a theme explored in the chapter to express the view of digital connection.

Chapter 4

This chapter gives a discussion of the research methodology, data collecting techniques, sampling, and ethical considerations.

Chapter 5

This chapter discusses and explains the importance of language through exploring perceptions on African languages in education.

Chapter 6

This chapter presents the collected data and analysis of the data.

Chapter 7

The isiXhosa language as a course at RU has been explained in the chapter and how teaching and learning changed from traditional to online. This chapter provides a summary of the findings and draw conclusions.

Chapter 8

This is the last chapter. It presents conclusion, summarises the key findings of the study and their significance in relation to the literature and further provides the study limitations and key recommendations for the implementation of multilingualism in HE.

1.11 CONCLUSION

The first chapter provides an overview of the study. The issue of language in higher education is a theme already explored by other authors, particularly on students, and this study will explore more of the lecturers' views and opinions on the issue of LoLT at Rhodes University. In this chapter, the research problem and the goals of the research are stated. The aims of the study have been presented. The chapter describes the context of the study by looking at the history of Rhodes University, which is the study focus. The next chapter will review the literature and theoretical framework relevant to this study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses attitudes toward the use of African languages and multilingualism in Higher Education Institutions (HEIs) in South Africa. The language of teaching and learning (LoLT) has been identified as one of the factors that contribute to academic underachievement in higher education. Literature reveals that university studies are not generally easy for students learning the modules through their second language as a medium of instruction, more so for lecturers who must teach in their second or third language. Most literature about the language issue in universities shows that students feel a certain way (refer to chapter 1.2). Therefore, it is important for this study to further explore available literature on how lecturers feel about the language of teaching and learning and whether they have an opinion on isiXhosa being the LoLT in higher education. In this chapter there will be studies from other scholars and articles which strengthen the research aims and objectives. This is presented in the form of topics such as mother tongue in education, which expresses the importance and views upon African languages (AL) in higher education while also further discussing relevant themes.

2.2 MOTHER TONGUE IN EDUCATION

In general, Indigenous African languages are said to be languages that do not need to be taught because most speakers of the languages already know them. This is a remark often heard about the teaching of indigenous African languages as first languages in higher education. This is a serious misconception, as it can be seen from the absence of similar views about the study of English as a first language in communities where it is a mother tongue. Heugh (2000) states that one of the SA language and education myths is that English is the only language that has the capacity to deliver quality education, and African languages cannot achieve this goal. It is argued by researchers (see for example Mbude, 2020) that the capacity that English has on education; African languages also has if not more. Such misconceptions are based on several factors that include the low status of the African languages as instruments of educational and economic activity; the high value is placed on the ex-colonial languages, and uncertainty about the content of study programs in these languages as subjects of study.

Furthermore, research within the field of education and language in education uses a variety of words to characterise language diversity, including, but not limited to, ‘multilingual’, ‘bilingual’, ‘second language’, ‘additional language’ or ‘minority language’. Languages may be associated with activities, institutions, or contexts on a language-by-language basis, so that

one language may be for school, while the other is for home. Therefore, multilingualism is a contested concept, with different theoretical lenses offering ways of seeing how multiple language resources interact in any context of practice. One of the most important goals in education is to facilitate successful learning. This learning occurs in complex linguistic environments; complexity derives from the multiple language backgrounds and semiotic systems that are always present. Because of these complexities, SA government's commitment is to work towards promoting indigenous African languages in multilingual spaces such as the HEIs.

2.3 MULTILINGUALISM IN SOUTH AFRICAN HEIS

Most South African universities are characterised by multilingualism because of the diversity in culture and language. A multilingual university can be defined from a narrower or broad perspective. Dafouz and Smit (2014) explains multilingual university from a narrower perspective based on a fixed multilingualism, with parallel monolingual programmes aimed at balanced multilingual speakers, that is, speakers who are equally proficient in two or more languages. The broad perspective, in contrast, emphasizes the polyglossic nature of the multilingual university (Van der Walt, 2013). This broad perspective promotes an organic understanding of the multilingual university as an institution where “students, using the languages they know and those they are getting to know, are enabled to succeed,” (Van der Walt, 2013: 12). In this sense, multilingual universities are “sites where bilingual or multilingual education, whether official or unofficial, partial, or comprehensive, pedagogically explicit or implicit, may be represented,” (Van der Walt, 2013: 12). The broad definition of the multilingual university will be adopted for this chapter. Furthermore, lecturers use languages they know and those they are getting to know in the environment, and this means that although the official language of teaching is English but, lecturers are exposed to other languages as well. Rhodes University, a multilingual university which is the context of the study, it is a university that used to operate in racial segregation whereby its LoLT used to be English only (refer to chapter 1.1.1).

In South African universities, English is, in most cases, the primary medium of education, and the other indigenous languages are taught as subjects or auxiliary languages. The languages used in higher education are characterised by terms that are usually abstract and difficult to understand, especially for those to whom the language of teaching and learning is not their first language. In a multilingual university, the development and use of bilingual teaching practices

is recommended to assist lecturers as teaching in a second or third language can be difficult at times because of language barrier.

Since the inception of democracy, the South African higher education system has experienced an accelerated increase in linguistic and cultural diversity in terms of student and lecturer population, and therefore gradually becoming multilingual. For this reason, the country's higher education system is confronted with a challenge of ensuring the simultaneous development of a multilingual environment in which all official languages are used as languages of scholarship, teaching and learning while at the same time ensuring that the existing languages of offering do not serve as a barrier to student access and success, (The Language Policy Framework for South African Higher Education, 2001). That said, how do lecturers make sure that this does not happen? It is because of multilingualism that there is increase in linguistic diversity in higher education institutions around the world and the notion of 'the multilingual university' – the focus of this chapter – has received increasing attention. However, regardless of much academic activity, including sessions on multilingual higher education, there is still no agreement among scholars as to what in fact constitutes a 'multilingual university'. The notion remains equivocal and subject to varying interpretations, not least because multilingual universities evolve over time and differ from one context to another (Purser, 2000; Van Leeuwen, 2004; Preece and Martin 2008).

Over the last decades, academic multilingualism may have diminished following an increased use of English, but it has not been erased (Haberland and Preisler, 2015). The study of Kuteeva, Kaufhold and Hynninen (2015) explores language practises in multilingual universities and have noted that many lecturers at universities nowadays operate in languages which are not their first or home language. In this context, a great deal of research has been conducted on the role and use of English (e.g., Doiz, Lasagabaster and Sierra: 2013; Hultgren, Gregersen and Thøgersen: 2014). Other academic languages – including those used on the backstage of educational and research settings – have received less attention in the literature. Such other academic languages include isiZulu, Sesotho, isiXhosa- a major language used in the Eastern Cape province where Rhodes University is based (refer to chapter 1.1.1). Although multilingual lectures are common globally, unfortunately, monolingual language-in-education policies still prevail resulting in language continuing to be a barrier to learning for many students (Makalela 2018a). As a result, the teaching process in a second or third language tend to be exhausting for lecturers. In South Africa, the issues of language policies and practices, as well as the predominant socio-economic challenges are contributing factors affecting lecturers in

multilingual classrooms. Because lecturers are responsible for teaching, it is important to look at their insights on the language issue in higher education. As the study unfolds, lecturers will provide their intuitions about the importance or otherwise of isiXhosa as a language of teaching in a multilingual university such as Rhodes University.

Significantly, the transition to democracy in South Africa did not mean impartiality in multilingual spaces such as education, universities were still very much divided along racial and linguistic outlines. To address these historical divisions, some black universities were merged with historically white universities. The Language Policy Framework for South African Higher Education (2001) was adopted by the government to develop a new identity in universities which was “neither black nor white, English or Afrikaans speaking”, but only “unabashedly and unashamedly South African” (LPF, 2001: 82). Furthermore, in 2002, the government approved the Language Policy for Higher Education with the aim of promoting multilingualism in higher education to meet the goals of equity and transformation. Regarding equity, the policy considers multilingualism as pivotal for promoting equality of access and success for all students in higher education. The policy requires all universities to implement multilingualism in their learning and teaching programmes, and in their institutional environments (LPF, 2001). Multilingualism is recommended in the policy to ensure equity of access and success in higher education, in contrast to past colonial and apartheid education policies which left a legacy of inequality and exclusion.

2.4 LANGUAGE PLANNING AND LANGUAGE POLICY IN HIGHER EDUCATION

Language planning is defined as “a body of ideas, laws, and regulations (language policy), rules, beliefs, and practices” designed to bring about change in the way language is used in a society (Kaplan and Baldauf, 1997: 3). Language planning refers to any structured, coherent, and explicit attempt to define the role a language should play in each society (Fettes, 1997).

This is done by planning its development, status, and envisaged use in various domains. Some of the goals of language planning are sometimes achieved through the implementation of language policy (Cooper, 1989). As noted by Fettes (1997: 14), language planning includes “all systematic language policy development and implementation.” The language policy for Higher Education (HE) stipulates that language should not act as a barrier for access to universities (*ibid.*, pp.9). The role of language is critical in higher education as it impacts on access and success and affirms diversity. Upon the call to universities, the language policy

confers on all right to quality education and outlines the importance of indigenous African languages. Researchers (see for example Cummins, 2000; King and Mackey, 2007; Nishanthi, 2020) have shown that one's mother tongue, is the key to attaining quality education, preserving cultural heritage and indigenous knowledge, and developing self-identity and awareness. However, indigenous languages, remain endangered species.

Despite the government's commitment for multilingualism and the promotion of language rights in all spheres of public life, the education sector does not totally reflect the multilingual nature of South Africa. Because of multilingualism in HEIs, students and lecturers face language barrier, a major factor towards academic achievement. It is for this reason that lecturers must find ways to discuss and teach in HEIs so that their students understand the academic content. Mother tongue in education is a foundation of any content subjects and second or third language learning. Students are supposed to learn their mother tongue throughout basic education (see for example UNESCO, 1953; Kosonen, 2005). This is to learn more about how to speak and write in different languages because mother tongue helps them absorb other languages faster and understand content subjects easier. South Africa has different spoken languages (Mesthrie, 1995), and this contributes to the multilingual nature of the country (Desai, 2001; Phillipson, 1996; Verhoef, 1988). Supposedly, this is one of the reasons that indigenous African languages are seen as incapable to produce quality education especially in higher education.

Alexander (2002) and Stroud (2001) note that when South Africa became a democratic country, the government declared eleven languages as official languages of the country, to be used at all levels of education and governance. As a result of this policy decision, there are also language boards such as the Pan South African Language Board (PanSALB) that overlook the protection and use of African languages at all levels, thereby encouraging multilingualism (Alexander, 2002; Stroud, 2001). Nyika (2015) asserts that the use of a local language as a medium of instruction is beneficial across all the levels of education. Therefore, there is recognition of other languages in education besides English.

2.4.1 Language policy for South African Higher Education Institutions (HEIs)

The Language Policy Framework for Higher Education (LPFHE) in South Africa (2001) recognises the need to ensure equity of access and fair chances of success for all who seek to realise their potential through higher education. The policy framework further advocates for multilingualism in higher education (HE) and defines multilingualism as where one has an

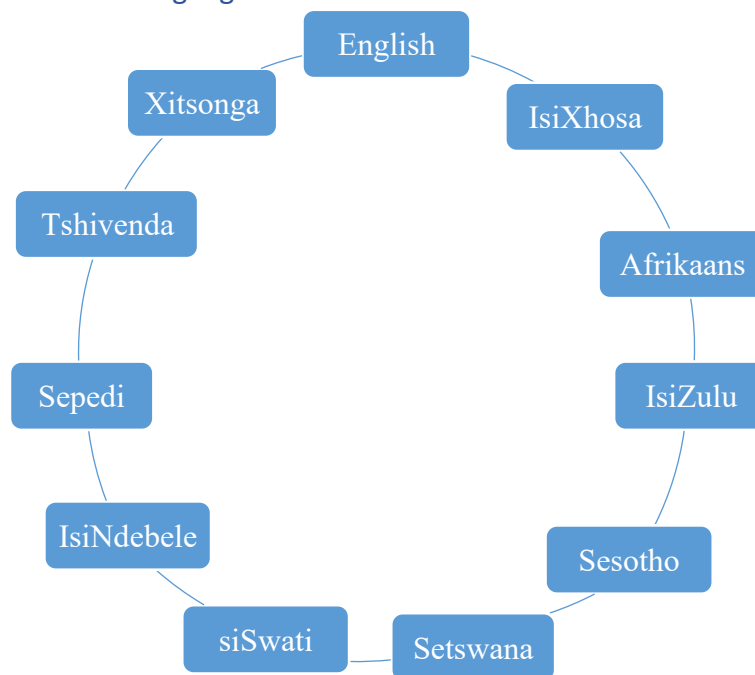
ability to speak more than one of the country's official languages-an effective use and promotion of multiple languages either by an individual or by a community of speakers. South Africa's language policy is detailed and is supported by Constitutional provisions (South Africa, 1996a). The Constitution on section 6(1) recognises Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu as the South African official languages (Constitution of South Africa, Act 108 of 1996). Nine of the SA official languages are indigenous languages that used to be undermined. Section 6(2) states that with regards to the indigenous languages the state acknowledges their disadvantaged past, and that there must be practical measures taken to uplift the status and advance the use of these languages. This is to acknowledge the need for language planning which would allow for the use of indigenous languages in spaces that were reserved for English and Afrikaans only in the past. In addition, this would be a way of redressing African languages minimal and orchestrated development in the past. It is for this reason that the constitution instructs universities to support this goal by promoting African language use in the academic environment through allowing Languages other than English (LOTE) in teaching and learning (LPHE, 2002).

Furthermore, the LPFHE acknowledges that language has been and continues to be a barrier to access and success in higher education; both in the sense that African and other languages have not been developed as academic and scientific languages. And in the sense that most students entering higher education are not fully proficient in English and Afrikaans (Language Policy Framework for South African Higher Education, 2002). The language policy further recognises the importance of linguistic diversity in higher education institutions; however, it also claims to have not yet succeeded in establishing multilingualism in both the day-to-day institutional existence and in core academic activities. The failure to promote multilingualism in the linguistically diverse higher education institutions has resulted in the marginalisation of African languages, and further hindered the creation of an inclusive institutional environment advancing tolerance and respect for diversity. For this reason, various interventions were made to monitor and evaluate the effectiveness of the language policy; with the recent one being the establishment of a Ministerial Advisory Panel on the Development of African Languages in higher education (HE) (2003).

The foundational values of the post-apartheid South African society are constituted by the development and promotion of respect for all languages which are used by the citizens of the country. Central to the development and promotion of all languages is the use of these

languages in academic spaces for teaching and learning. According to the Language Policy Framework (LPF) the objectives for the language policy of South Africa include facilitating individual empowerment and national development and this means that people have a right to use their own languages also in high-function domains such as education and that would facilitate access information and knowledge. In 2002, the Department of Education (DoE) developed and promulgated the Language Policy for Higher Education (LPHE) to promote multilingualism in institutional policies and practices. The language policy of Rhodes University, as a multilingual university in South Africa, supports this goal by promoting African language use in the academic environment through allowing Languages other than English (LOTE) (specifically isiXhosa) in teaching and learning at the university. The Rhodes University language policy will be described below in chapter (refer to chapter 2.4.1.1).

Figure 1: A list of official languages in South Africa



There is recognition of other languages besides English. Aziakpono and Bekker (2010) highlight that since the demise of apartheid in 1994, language planners under the democratic regime have been trying, at least on paper, to correct the linguistic inequalities of the past. The 1996 Constitution (section 6, subsections 1–4) recognises eleven official languages (English, Afrikaans and nine Bantu languages) and encourages the use of all these languages in all domains (*ibid.*) To this end, the Language Policy for Higher Education encourages the development of the nine official Bantu languages to allow them to function alongside English and Afrikaans as LoLT in higher education settings (Council on Higher Education, 2001).

Universities have been called upon to take the lead in developing Bantu languages as academic and scientific languages, to allow more students to have access to higher education. This is perceived as necessary given that most of these students are not adequately proficient in Afrikaans and English, the de facto languages of teaching in higher education (Ministry of Education, 2002; Council on Higher Education, 2001). It is also suggested that universities develop those Bantu languages which are predominant in the regions where the universities are situated (Ministry of Education, 2003).

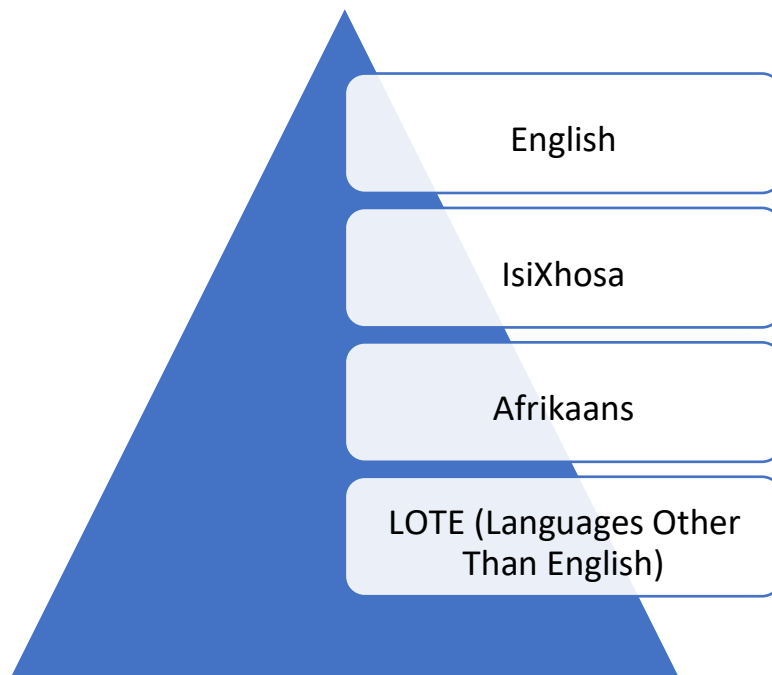
Drawing from the LPHE principles, the South African Constitution (Republic of South Africa, 1996a) acknowledges not only eleven official languages to “... redress the injustice of apartheid, emphasising multilingualism and the rights of indigenous languages against English”, but also emphasises that “...everyone has the right to receive education in their choice of public educational institutions” (Section 29 (2) of the Constitution of the Republic of South Africa, 1996a) (*ibid.*) However, this acknowledgement of the official languages, together with the child’s right to education, pose specific challenges for educators. It becomes the educator’s role and function to accommodate the diverse needs of students, including the need for education in their home language.

In response to the recommendations, Rhodes University adopted a language policy in 2001 that articulates the university’s commitment to the advancement of “the academic viability and status of isiXhosa” (Rhodes University, 2005: 2), the major Bantu language in the Eastern Cape Province (*ibid.*) The Rhodes University language policy encourages research on students’ attitudes toward “the medium of teaching and learning at Rhodes University” (Rhodes University, 2005: 4) to facilitate language policy and planning decisions. Such research is recognised as important given that successful language planning and policy implementation depends not only on the endorsement of those in power but also on the acceptance of the target group for whom the policy is intended (Edwards, 1985). It is for this reason that the study purpose is to encourage research on lecturer attitudes towards isiXhosa as a LoLT in higher education for reasons such as understanding the notion behind the significance of language in HE. Because universities are called upon to take the lead in developing Bantu languages as academic and scientific languages, the best options include language planning and language policy in higher education.

2.4.1.1 The Rhodes University language policy

Below is a brief Rhodes University policy illustration:

Figure 2: RU language policy diagram



According to (Rhodes Language Policy, 2019), the language policy of Rhodes University is predicated on the principles that the university's language of learning and teaching is English, and its' official business is conducted in English. English is commonly known as a dominant language while indigenous African languages continue to suffer marginalisation in higher education (Ndimande-Hlongwa and Ndebele, 2017). The Rhodes University language policy is further predicated on the creation of an environment where language is not a barrier to equity of access, opportunity, and success. Hence the implementation of the language policy to promote the use of AL. Language is a powerful social force that does more than convey intended referential information. Rhodes University is situated in the Eastern Cape, a place dominant of isiXhosa-speakers. The university is most likely to have many students coming to attend from around the town. However, the institution LoLT should not be a barrier and factor that contributes towards students' failure/underachievement.

The suggested implementation of language policy in universities is to contribute towards promotion of multilingualism and furthering the development of academic languages and literacies of the languages of South Africa where necessary and practicable. The Rhodes University policy predicates the creation of conditions for the use of particularly isiXhosa as a language of learning and teaching (Rhodes Language Policy, 2019). Moreover, the RU language policy statement highlights that considering historical conditions and contemporary realities, other languages alongside English in a process of translanguaging may be used in

teaching and learning e.g., in the tutorial system. English may or may not be the LoLT in academic departments where languages other than English are taught as subjects. The school of languages and literature department at Rhodes University consists of several department sections whereby other languages are in practice besides the university LoLT. These departments include the isiXhosa department. Furthermore, every goal is guided by its objectives like the Rhodes University language policy with few aims that have been discovered below.

2.4.1.2 Rhodes University language policy objectives

Rhodes University language policy recommends the following objectives where necessary and practicable and subject to the University's resources. Below are some of the objectives (Rhodes Language Policy, 2019):

- To promote and support proficiency in isiXhosa, Afrikaans, and English through vocation-specific and additional language courses for staff and students.
- Promote the development and literacies of academic languages, particularly of isiXhosa, through teaching, learning and research outputs as part of redressing the previous marginalisation of indigenous languages at departmental level.
- Ensure that while the language of wider communication within the university community is English, translation and interpreting into isiXhosa and Afrikaans is provided for students and staff where necessary and feasible.

The language policy objectives address language issues in higher education which include languages of instruction at the university. In the discussion of the issue of language use in higher education, the future of South African languages as fields of academic study and research comes in the representation. The policy framework for language in higher education further addresses the issue to promote multilingualism in the institutional policies and practices of universities in higher education.

2.5 MULTILINGUALISM AT WORK IN SOUTH AFRICAN HIGHER EDUCATION

Multilingualism at work is the diversity in the culture and language of the university staff including the lecturers. In the age of wide-scale global migration, language education discourses have been strategically geared for international economic participation, thereby favouring an English-only orientation in most instances (Hibbert and Van der Walt, 2014). English is perceived as the world's lingua franca (Kim, 2009:396) and higher education institutions (HEIs) that aspire to international recognition must manage and plan for this

perception. The official LoLT in most South African higher education institutions are English. English is generally by far the most desirable LoLT globally, which means that a world population of speakers of other languages is accommodated because they can mobilise the intellectual skills they have in their primary languages, for academic purposes (Hibbert and Van der Walt, 2014:7). It is important to note that English is not the only South African official language, there are ten more official languages, more other languages and this gives an impression of a multilingual country. Like many other African nations, The Republic of South Africa is a multilingual one.

Hazeltine (2013) reports that, various languages are used in South Africa, but in the 1996 Constitution, 11 languages were made the official language of the country; in order of descending number of native speakers, they are: isiZulu, isiXhosa, Afrikaans, Sepedi, English, Setswana, Sesotho, Xitsonga, siSwati, Tshivenda, and isiNdebele (Statistics South Africa 2004:8). Aside from those 11, it was estimated in 1996 that close to 25 languages were spoken regularly in the country (Kamwangamalu 2001), and that number has most likely increased in the years since, so the diversity of language in the country of South Africa is quite apparent. Furthermore, English seems surprisingly low on this list, as it is along with Afrikaans one of the dominant languages in the country.

IsiZulu is South Africa's biggest language spoken by almost a quarter (23%) of the population. Other official languages are isiXhosa (spoken by 16%), Afrikaans (13.5%), English (10%), SeSotho sa Leboa (9%), Setswana and Sesotho (both 8%), Xitsonga (4.5%), siSwati and Tshivenda (both 2.5%), and isiNdebele (2%) (Statistics South Africa, 2021). The dominance of the "white" or non-indigenous languages is partly due to apartheid, but post-apartheid practices have strengthened the country's smaller indigenous languages as well, to the point that a multilingual policy is present in the country's constitution. Both the advent of democracy in 1994 and the adoption of the Constitution of the Republic of South Africa in 1996 kindled hope that ultimately official African languages, in addition to English and Afrikaans, would soon be utilised as languages of teaching and learning throughout the education sector of South Africa (Madadzhe, 2019). However, the education sector of South Africa still faces language issues which usually cause the academic underachievement because of language barrier. There are negative opinions towards African languages as the LoLT, but this does not mean the use of AL in teaching and learning is not an option to ease the barrier.

South Africa is not the only country where multilingual learning and teaching is a feature of higher education. Some institutions, particularly those known as ‘historically Afrikaans’, use English and Afrikaans in ways that are like strategies used at, for example, the University of Fribourg, Switzerland, where German and French are used, or the University of Ottawa, Canada, where French and English are used. Even though the above are international examples, they are also multilingual HEIs (Hibbert and Van der Walt, 2014). What makes South Africa unique, however, is the inclusion of minoritized languages and the fact that languages are not necessarily separated in classrooms. Code-switching, translation, and interpreting take place in one classroom, supporting the translanguaging practices, that students and lecturers are accustomed to employing outside the classroom too (Hibbert and Van der Walt, 2014: 6-7). The language issue has resulted in the government making efforts and finding significant measures to promote the use of African languages in the education sector, South African HEIs. Language policies published, particularly applicable to HEIs, these policies’ goal is to promote linguistic and cultural diversity in HEIs (*ibid.*) Chapter 3 by Maseko (in Hibbert and Van der Walt, 2014) provides an analysis of language policy and other official documents related to language use in South African HE, using Rhodes University as an example which the university is also the study focus.

The study chapter highlights that RU is one of the multilingual South African HEIs; it is the smallest campus in the country (with just over 7270 students in 2012), which the student body uses over 24 languages, eight of which are indigenous African languages. As many languages as there can be, there is no growth in languages that are not regularly used, especially in Education where majority diversity is present. As the Maseko chapter confers the language policies, it also discusses a report on the development of Indigenous Languages as Mediums of Instruction in Higher Education (Department of Education, 2003). The report indicates that what is prevalent at South African universities is not nearly adequate to bring the indigenous African languages to the fore and to have them used fully as mediums of instruction or to support tuition presently given largely in English, the dominant language of teaching and learning at most universities. The report further notes that the present conditions are not conducive to the growth of the African languages. It confirms the view of many other scholars (Alexander, 2005; Bamgbose, 1991, 2002) that for the languages to grow, they need wider literacy (expansion of vocabulary, development of scientific terms, etc.) and use, because languages grow as they are used, and they are used more as they grow.

The report also states that it should not be enough that these languages are declared official languages, but that they should also receive recognition of their status. The use of these languages at all levels of education is of paramount importance as this encourages investment in the language. The quality of the language environment is of paramount importance to success in learning a new language. If students are exposed to a list of words and their translations, together with a few simple readings in the new language, they will perhaps be able to attain reading skill but listening and speaking skills will remain to follow (Burt and Krashen, 1982:13). The aim of transitional L2 teaching is to allow people to function in the majority language of the country, without necessarily losing or devaluating their first language. Furthermore, the South African government acknowledges multilingualism and recommends the use of LOTE in education to promote multilingualism in HE. The RU language policy (already conferred within the present study) is a theme further discussed by Maseko (in Hibbert and Van der Walt, 2014).

The RU Language Policy was approved by Council in October 2005. It is presently being revised by the University Language Committee, established in 2012. The policy explicitly encourages multilingualism among both students and academic staff. It affirms the importance of language and culture and the promotion and respect of linguistic and cultural diversity. Language enables people of different cultures to learn and understand knowledge shared in several ways but with one understanding. The relationship between language and learning is central to the policy, and the policy acknowledges that indigenous African languages are not developed fully enough to be used to support learning in high-level domains such as HEIs. Therefore, the report concludes by recommending that, in the promotion and development of indigenous languages in HE, SA universities should ensure the sustainability of all SA languages. They should select according to region, one or more indigenous languages to develop for use as medium of instruction in HE, as well as short-, medium-, and long-term implementation frameworks (DoE, 2003).

Maseko (in Hibbert and Van der Walt, 2014) points out that the RU language policy is in the South African context, and more specifically, in the Eastern Cape context, where the university is located. Various aspects of it are positive and point to the university's commitment to contributing towards nation-building, promotion of multilingualism and further development of isiXhosa as a living language. There are challenges, opportunities, and prospects which Maseko highlighted, that include the challenge in the development of African languages in HE

at a policy level. Maseko further states that while an admirable policy exists, it lacks a plan of implementation, as well as directives on who should *lead or drive its implementation* (at both national and institutional level (Hibbert and Van der Walt, 2014:42). Conclusively, the process of the promotion of multilingualism and development of African languages in HE is an inherently difficult task, especially given the history of the use of these languages in South African HE and in society at large. However, the relationship between language and learning is crucial and the task must be done.

2.5.1 Indigenous languages in South Africa's higher education curriculum

Language is the gateway to culture, knowledge, and people. The role of language is to help people receive knowledge without having to feel inferior based on their lack of proficiency and fluency in the language. For this reason, LOTE is recommended for teaching and learning in higher education because of language barrier, and as highlighted in the LPF, the objective is to promote multilingualism and the use of AL in HE. Indigenous language in the curriculum can be explained as an academic language. Academic language is a language used in an academic environment for students and staff to acquire and use knowledge. As the right of a student to “instruction in the language of their choice, where higher education transformation in language is reasonably practicable” is afforded by the Constitution (RSA 1996). The role of language is critical to higher education transformation, as it impacts on access and success, and affirms diversity.

According to (Maphosa, Mudzielwana and Netshifhefhe, 2014), academics at universities always find themselves tasked to develop curricula by way of designing and developing new courses or modules and reviewing and revising existing ones. Pinar (2004) states that curriculum development is concerned with reviewing, planning, developing, implementing, and maintaining curriculum. Reviewing of curriculum involves identifying what is working well, issues and concerns, planning involves the development of curriculum plan, while developing entails development and field test of curriculum programmes. Implementing is putting the curriculum into action and maintaining involves support, sustenance, and monitoring of feedback (Pinar, 2004). It is often a daunting task to someone who does not have principles of curriculum design and an understanding of curriculum to engage in meaningful curriculum development exercise. Lecturers are also faced with the challenge of curriculum planning and implementation for teaching and learning in HE.

The word curriculum has many definitions as scholars define it differently according to their various understanding of the concept. Reynolds (2003) cited in Marsh (2009) uses various metaphors to describe curriculum-lines of light; a river runs through it-and to express images of inspiration, movement, continuity, and integration. According to Ornstein and Hunkins (2012:10) curriculum is a ‘plan for achieving goals.’ This implies that curriculum is an educational plan that spells out which goals and objectives should be achieved, which topics should be covered, and which methods are to be used for learning, teaching, and evaluation. In planning curriculum, lecturers must be aware of the specific outcomes to be achieved by students. Coles (2003) argues that a curriculum is more than a list of topics to be covered by an educational programme, for which the more commonly accepted word is a ‘syllabus.’ Firstly, a curriculum is a policy statement about a piece of education, and secondly an indication as to the ways in which that policy is to be realised through a programme of action. Educational programmes such as translanguaging and code-switching during teaching and learning in classrooms are some of the challenges which lecturers come across.

2.5.2 Language challenges faced by lecturers in the academic space

The problem of language in South Africa is a broad aspect. It exists in education, workplaces, any other place where there are people who speak different languages. As much as students experience challenges with not understanding the LoLT even lecturers face challenges with the language use in higher education. Lecturers are also forced to have the English competence. Wyse and Jones (2008) highlight that within an inclusive education environment, the educator must be able to accommodate the home language of students. The findings in this contemporary study indicate that lecturers did not implement inclusive education by teaching the second and/or third language speaking student in their mother tongue, but rather focused on assisting the student to make use of the LoLT (Wildeman and Nomdo, 2007). In this regard, the participants referred to “forcing” students to learn in a second or third language. The following statements by some of the study participants attest to this aspect:

“We are forcing them. They [IsiXhosa speaking students] are not free as everyone else [LoLT speaking students] is free. They must do this [learning in the LoLT], like it or not. They must learn with another language. We are living in a democratic world, but those students, they are not free at all. So, it is a challenge for them”.

“It is also a challenge for the lecturers, because they need to force their language [English as LoLT] onto students and they need to understand, like it or not”. [Hoadley, 2015]

It can be concluded from the preceding statements that forcing the LoLT onto the students hampers their ability to understand what is being taught. This consequently leads to more specific challenges for the lecturer to accommodate these students. Besides forcing students (whose first language is not English) to learn in the university LoLT, lecturers can assist universities with the use of African languages like isiXhosa in different departments. Understandably, it is not easy to translate academic material as that requires time and takes time, but if at least departments can work together and find educational provisions. This will show that some measures are made to assist such as academic material available in LOTE as suggested by Aziakpono and Bekker (2010). There is diversity in language use by lecturers and this means that not every lecturer knows and understands isiXhosa. However, in departments where isiXhosa can be used, a course in the language can be made available (Dalvit and De Klerk, 2005). Further challenge is time because lecturers have limited time with the students either in classes or tutorials. There is no room in the curriculum for an additional subject. Lecturers do not have enough time to teach the existing subjects within the curriculum. More time needs to be allocated to current subjects to deal with accumulations that are evident in the outcomes of multiple tests of students’ competencies (Hoadley, 2015).

As it will be shown below, there is concern that teaching isiXhosa students in a second/third language becomes an even greater challenge and more time consuming when teaching current subjects to the second and/or third language speaking students. As a result, more teaching time, which is already limited, needs to be spent for students to finally grasp the content of the subjects (Hoadley, 2015). In the limited time that lecturers have with students, study material prepared in English takes a stretch to understand during and after classes. However, students have time to go over what was taught at their own time, and they also have a chance to ask for assistance from their peers. Limited time contributes towards students’ poor performance in their academics because it takes a while to understand their studies.

Therefore, lecturers are faced with a challenge of making sure that their students understand the study material and lectures provided which this is not an easy task for them. When people of different languages meet, there will always be a dominant language. In education, language is associated with being educated, people who are not able to speak English are not free to

speak to those who are fluent in it. Webb (1996) claims that most African parents prefer English as a medium of instruction for their children in school, especially for instrumental reasons. Among the main reasons are poor conditions of isiXhosa schools and the lack of real support for the isiXhosa language in education (De Klerk, 2000). The low esteem on African language and high prestige on ex-colonial languages are major causes of the language problem being far from being over. Although the issue of language still stands, people need to know and understand that knowing and being proud of their home language is the base of the second language acquisition.

2.6 BARRIERS OF LANGUAGE IN TEACHING AND LEARNING

Language is a multidimensional and open system through which human beings communicate their thoughts to others who are familiar with a specific language system (Landsberg, Kruger and Swart, 2011). People of different ethnic groups speak different languages and teaching and learning in another language can be difficult if the students or lecturers do not know or understand the language. Giles and Johnson (1981) assert that language is one of the major factors used to categorise others, possibly more important than ethnicity as it is acquired characteristic and hence provides a more powerful indication of a person's identity. Language is a fundamental tool of communication that can either bring people together or discrete them. The difficulty in language use causes some challenges in learning because of not understanding what is being taught, and this challenges lecturers that must find ways of lecturing to assist students who experience problems with the LoLT. Many studies show that language could be a barrier to learning for many people, especially in the developing countries and that in many instances this could retard the progress of students who are not too proficient in the use of their second language (Baloyi, 2002; Al Otaiba and Fuchs, 2002; Mgqamashu, 2007; Dlamini, 1998; Matlin, 2002; Roth, Speece and Cooper, 2002:3).

Furthermore, Landsberg, Kruger and Nel (2005:17), describe barriers to learning as “those factors which lead to the inability of the [educational] system to accommodate diversity, which lead to learning breakdown, or which prevent students from accessing educational provision.” From a systemic approach, factors that create barriers to learning may be located within the student, the university, the educational system, and the broader social, economic, and political context. Bornman and Ross (2010:133) maintain that barriers to learning is a broad term for a group of individuals who experience difficulties in one or more of the basic processes involved in understanding language. This might be a problem in listening, thinking, speaking, reading

writing, spelling or even in doing mathematics. In university, for example, the language of teaching and learning, inflexible curriculum, or the broader social context such as poverty, unemployment of parents and political context, that is lack of amenities like, power and lecturers at risk may constitute the barriers (Landsberg, Kruger and Nel, 2005). Students attend university coming from different academic backgrounds based on their school experiences. Other schools use English as the language of teaching and learning while others use isiXhosa or even use both.

Although teaching and learning in isiXhosa can be beneficial, it can still make things difficult for some students because when they finish high school and must attend tertiary university, they will be exposed to a multilingual environment in which English is the LoLT for most universities. In mainstream institutions, the range of factors resulting in barriers to learning can be viewed as a dynamic, interactive continuum from internal to external system factors. Such factors hinder how students with barriers to learning access epistemic knowledge (Landsberg, Kruger and Nel, 2005). People can eliminate confusion by using language as an instrument to transfer knowledge among people. Rapetsoa and Singh (2012) attest that a language is an important tool of communication. Therefore, language proficiency is necessary to make efficient use of the formal learning situation. In contrast, students in universities are not only faced with the challenge posed by the language learning environment. The language of the textbooks is also a challenge to them. It is instructional and often highly decontextualised. It has complex and unfamiliar sentence patterns that are not often used in oral language.

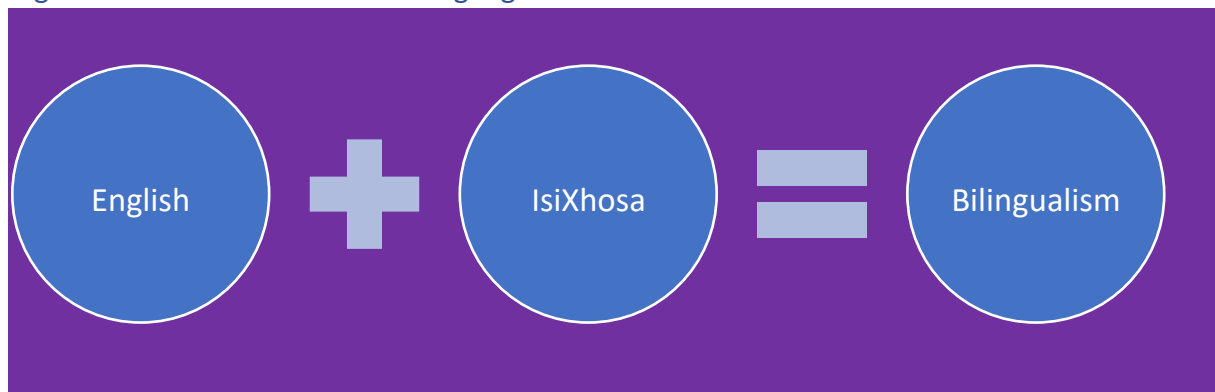
Therefore, lecturers have a role to know, understand and assist students with language barriers to learning. Many students who have problems with language barriers to learning do not have good reading skills. Some read very slowly and do not remember what they have read, which this can negatively affect their studies in a way that these students do not get a chance to revise because they take long. Others do not know how to pick out information from a book, and they give up when they try to read a whole book at once (Bornman and Ross, 2010). Many struggles with reading long passages and never read for enjoyment. “These students avoid reading whenever they can and struggle with written work in all learning areas. They cannot hear the differences between language sound, and differences in vowels seen especially doubtful. Students confuse letters and sounds; they find it difficult to put together sounds in the right order to make up words while reading and they cannot echo new words”, (Winkler, Modise and Dawber, 2004: 86). Furthermore, students with language barriers to learning struggle to

break words into syllables, they confuse long words which have a similar beginning or ending, they find it difficult to find the main ideas in a paragraph or to pick out important details. Sometimes students do not understand what they read, they are doubtful about the letters and the sounds of the words; they do not know the meaning of words they read, and they read very slowly and forget the beginning before they get to the end.

That said, Bornman and Ross (2010) suggests that lecturers in such instances of students not understanding and making sense of their study material, the lecturers need to establish a positive university ethos and expand choices within the curriculum to support a wide range of learning styles. Implementing such strategies encourages students with language barriers to learning to know that their university and lecturers nurture them and help them with academic activities. When students experience a sense of belonging and achievement, they become motivated to participate in classroom activities. This shows that proactive evidence-based support is needed to assist students, lecturers, and institutions with ways in which to rise above the language barrier challenge moulded by the lack of proficiency in the language of instruction. Educational programmes were established (translanguaging, code-switching etc.)

2.7 THE USE OF ENGLISH AND ISIXHOSA IN HIGHER EDUCATION

Figure 3: An illustration of two languages in education



Bilingual education is a suggested practice for universities to help students that struggle learning in an imperial language. Linguistic imperialism is a term used to describe dominance of a foreign language to students and lecturers who are familiar and those that are not with the language. An article by Wolff (2018) about 'Africa failing to address linguistic imperialism' reveals that the issue of linguistic plurality and diversity contributes towards public education in Africa failing and academic underachievement. The article further states that from day one of student's academic career, they are confronted with the language of teaching and learning which they do not master, and which is not the language spoken at home, this does not only

apply to students but to lecturers as well because they transfer knowledge and were once students. On top of that, even their lecturers very often have only restricted competence in English due to underperforming lecturer training. It is not surprising therefore that African education systems facing total collapse because learning does not take place in a language that the students master. Giving them 'ever more English', as was and is frequently demanded, does not help (Wolff, 2018). Poor teaching practices in an unfamiliar language led to rote learning without comprehension. However, whenever teaching happens in the mother tongue, it is successful, including the learning of a foreign language (Heugh, 2002 in Alexander 2003)

The use of mother tongue to support learning in higher education has been supported by scholars such as Alexander (2003; Madiba, 2011; Batibo, 2004). Alexander (2003) developed a concept of Mother Tongue Based Bilingual Education (MTBBE). This is an education system that uses the mother tongue alongside another language, e.g., English, as languages of teaching and learning. For Alexander (2003), MTBBE is a long-term strategy for education in South Africa, but in the interim, he argues for African languages to be used to support learning for their speakers while the process of the intellectualisation of the languages is in progress. The scholars who argue for the use of African languages for learning in higher education argue for this to arrest the underperformance of students who speak LOTE (Language Other Than English) in South African higher education institutions. In an article by Mail /& Guardian (2018), Mbude (2020) said MTBBE gives students the advantage of being taught in two languages, and one of those two is English, while lecturers are at an advantage of teaching in more than one language. Mbude (2020) states that students who have enrolled in this programme (MTBBE) speak better English than those where this programme has not been implemented, but the goal is that students also do well in the academic fields of study like Mathematics, Science and so on. Obanya (2004) argue that the mother tongue has a special significance as it is the language that a child starts to speak first as he/she picks it up in the environment where they grow up. Batibo (2004) supports the argument, highlights language importance and argues that the use of that language in education is important, as it is the language that children develop cognitive and affective abilities in.

As the article continues, Wolff (2018) highlights notable university exceptions such as the responsibility to engage in the intellectualisation of African languages by using them, on a daily academic basis, in the 'high' communication domains of medicine, science, philosophy, law and all other educational content matter. Given the issue of language in universities, some

universities do address the first exception which is the responsibility to engage in theoretical and applied research into societal and economic ramifications of historically received multilingualism. However, all universities practically fail to adequately address the responsibility to use African languages in high communication domains. Universities mainly fail because of the lack of bilingual and trilingual lecturers and professors who would be able and willing to teach by ‘translanguaging’, that is, by resorting to all linguistic repertoires available to them and their students, including African languages (Wolff, 2018).

That said, bilingual education helps lecturers who are not proficient with English develop language skills in their native language and supports cultural inclusion and diversity. The study mentions cultural inclusion and diversity throughout the research for purposes of highlighting the role that African languages have in education and in academic contexts. Bilingualism and its relationship to a medium of instruction or LoLT are viewed in different ways. These include negative and positive views such as follows:

Research in the 20th century indicates that, on the one hand, speaking in more than one language confuses the student (Baker and Wright, 2017) while on the other students speaking and studying in more than one language are ‘smarter’, have more developed cognitive skills, and can better process information from the environment and thus show more of an ability for learning than that of monolinguals (Bartolottie and Martin, 2012; Bhattacharjee, 2012; Baker and Wright, 2017; Dooly, 2007).

The study of Bacha (2019) states that bilingualism as the medium of educational instruction in universities has led to much controversy. That said, the study problem highlights that the language of instruction is the medium through which knowledge is transmitted during the educational process. Because of this, the issue of what language lecturers use when giving lectures and what language is used to compile text materials, they adopt becomes a core issue in educational development for any multi-ethnic, multilingual country. The response to Africa’s need for effective and efficient mass education is multilingual and ‘translanguaging’ classrooms and lecture halls or venues (Wolff, 2018). Multilingualism, a term usually used interchangeable with bilingualism as both terms refer to the ability to speak two languages with native like proficiency (Okal, 2014). Multilingualism has a great impact on education as it provides the opportunity of sharing knowledge in more than one or two languages as; this allows diverse communication with many people in both personal and professional contexts.

Okal (2014) advances the multilingualism study by highlighting the benefits that it has in education, see below:

- Multilingualism practices enhance intellectual flexibility and creativity.
- Multilingualism provides an insight into the understanding of different cultures.
- Multilingualism helps in national unity, especially if people also learn national languages.

Using two or more languages can lead to use of either mixing or switching within the languages. Switching within languages helps with making clarity on knowledge shared whereby the lecturer can explain something in English and say it again in isiXhosa for students who are not sufficiently proficient in the LoLT.

2.7.1 CODE-SWITCHING: THE USE OF SWITCHING FROM ONE LANGUAGE TO THE OTHER WHEN SPEAKING OR WRITING

When speakers of one language are exposed to another language over a sustained period, they become bilingual, although to differing extents. Bilingual people often or tend to switch between languages at times, this is called code-switching. Code-switching (CS) refers to ‘the alternating use of two languages in the same stretch of discourse by a bilingual speaker’ (Bullock and Toribio 2009: xii). It is the process in which a communicatively competent multilingual speaker alternates or usually switches between two languages or language varieties or codes during the same conversation. For example, when the speaker switches between two codes (isiXhosa and English) within a single sentence or conversation. Code-switching (CS) is analogous to style shifting, which takes place within one and the same language. For example, in Hong Kong, newscasters may be using formal Cantonese when reporting ‘on air’, but they may use colloquial Cantonese with each other during the commercial break (Bullock and Toribio, 2009). For example, in SA radio, i.e., MetroFM presenters may be using English to report on air, but they may have a conversation in their first languages with each other during the commercial break.

Additionally, RU lecturers may be making formal communication in English with students in lectures but may use colloquial communication in tutorials whereby the use of English and isiXhosa in the classroom is practical. When similar shifts occur across language boundaries, this will result in Code-switching (CS). CS may occur in writing as well as in speech, but by far the bulk of CS research to date is based on the analysis of naturally occurring bilingual speech data. For the convenience of exposition, the term ‘bilingual’ is used synonymously here with ‘multilingual’, referring to ‘two or more languages’ (Lin and Li, 2017). CS means that

students are, in effect, taught bilingually. In this case, both the student's home language and English are used to facilitate learning of the subject matter (course). For this to be effective, it requires the educator to be fluent in the student's home language as well as in English.

2.7.1.1 Code-switching practice

According to Mawonga (2015) bilingual/multilingual glossaries can assist students who are second language speakers of English to facilitate learning and access knowledge in their specific disciplines. For lecturers, this will assist them to facilitate teaching and share knowledge in their specific discipline. As the author explores more on bilingual/multilingual glossaries in education, during interviews for data collection of the study, Mawonga (2015) practiced the use of two languages in a form of code-switching between languages. The students (participants of the study) acknowledged the usefulness of the glossary and how much it was helping them in giving explanation of some terms that they found to be difficult in English. "The following is a short transcript of the follow-up interviews between me and one of the students who used the bilingual glossary", (Mawonga, 2015: 152). The author and participant's conversation are an example of code-switching as the author switches from one language to the other during the interaction.

Interviewer: ...Okay. *Ubuyisebenzisile iglossary?* {Did you use the glossary?}

Participant: *La glossary wawusinike yona? Ewe, ndayisebenzisa ndimane ndijonga pha.* {That glossary you gave to us? Yes, I used it. I used to look up words on it.}

I: *Yayinceda?* {Was it helpful?}

P: *Ewe yayindinceda because xa igama ulijonge kwi-English iba-vague into. Kodwa xa ithethwe ngesiXhosa iye ivakale bethela.* {Yes, it was helpful because when you are looking up an English term sometimes the meaning becomes vague. But when explained in isiXhosa you understand better.}

I: *Ubuyisebenzisa njani?* {How were you using it?}

P: *Mhlawumbi ukuba ndiyafunda, ndifunde igama then ndiyokulikhangelanga pha. Kukho neexplanation ekhoyo pha iyalicalazulula ela gama ukuba lithetha ukuthini.* {Like when I am reading, I would see a term then go look it up in the glossary. There is also an explanation there; it untangles the meaning of the term.}

These two languages differ when written and spoken, you would notice that long sentences in

English is short when said or used in isiXhosa. A three-word English sentence can be a word in isiXhosa. For example, I am studying would just be *ndiyafunda*. An example from the ones above “*Yayinceda? {Was it helpful?}*”. According to Cook (as cited in Skiba, 1997), code-switching is a system whereby educators alternate between two languages in a bilingual teaching space setting, often by starting the lesson in the first language and then moving into the second language and back. Setati and Adler (2000) recommend that code-switching should be encouraged as a means of enabling students to talk freely in class, and that students should be encouraged to use their home language as a learning resource in learning courses such as mathematics and science. Code-switching in class encourages participation and engagement between diverse people.

Furthermore, Setati, Adler, Reed and Bapoo (2002) recognize that code-switching has a role to play while lecturing. According to the researchers, Setati, Adler, Reed and Bapoo (2002), code-switching creates a conducive environment for communication with English second language students. CS can create such an environment, but it does not accommodate every student in lectures, and not every lecturer understands or knows the language, which can cause division within the academic space. Although code-switching may cause division amongst students and lecturers, it is important to find ways that will help others such as CS for students who struggle with the official language of learning and teaching. IsiXhosa-speakers that struggle with English as a LoLT positively benefit from the use of code-switching during lessons as they get to interact and engage with the content shared by lecturers and amongst other students either in lectures or tutorials. The positive impact that code-switching has on students’ education or engagement with their academics shows that there are roles that CS have than just giving positive effects. Lecturers’ view on CS is that they can make an emphasis on the topic and receive great participation in class.

Additionally, code-switching is distinguished from other related phenomena which are common in bilingual conversations, such as borrowing and code-mixing. Adendorff (1993), who studies English/isiZulu code-switching, explains code-switching for academic reasons as a building up of students’ understanding of subject matter. With this definition in mind, lecturers can legitimately switch from English to isiXhosa in a Politics lesson for the purpose of explaining an important concept (Adendorff, 1993). Furthermore, most studies on the concept indicates that code-switching has a positive effect on teaching and learning in school subjects (Lee, 2005; Probyn, 2005; Setati, Adler, Reed and Bapoo, 2002; and Skiba, 1997).

2.8 CODE-SWITCHING FOR ACADEMIC REASONS

Lecturers would code-switch to explain and clarify the subject matter (Setati and Adler, 2000; Ferguson, 2003). It happens that certain bombastic terms from a language can be easily understood through using another language. This facilitates the transfer of new concepts to the student in a more understandable way. Adendorff (1993; Setati, Adler, Reed and Bapoo, 2002) provides a reason of building up students' understanding of subject matter and assisting them in interpreting subject matter when switching between languages during a lesson. Academic underachievement is mostly caused by not understanding the academic lesson and material because of the language used. Therefore, the use of code-switching is to confirm that students have understood what was explained (Rose and Van Dulm, 2007). The reason for lecturers to code-switch in academic spaces is to encourage students' participation during lectures and tutorials because engaging helps with learning and being able to understand the study material (Adendorff, 1993; Arthur, 2001; Ferguson, 2003). Furthermore, CS reason is to support classroom communication and exploratory talk, and this assists students with their studies, to be in communication with other students to get assistance whenever they struggle with understanding a certain course (Setati et al., 2002). Although code-switching has a positive impact to students' academics, it also has negatives which these are the CS disadvantages explored below.

2.8.1 The disadvantages of code-switching

The use of switching languages when speaking or writing about something can be challenging for some people. Switching can happen during class, lecturing students and them learning from what is being taught. Code-switching can be an advantage to other lecturers (particularly those that know and understand the two languages in use). This is because they get to explain difficult terms better for students that are not proficient with the LoLT. However, at times, the use of the terminologies can be misunderstood because of the language complexities such as the language varieties. CS can also be a disadvantage because it happens that during the process of explaining you lose context while switching between languages. There are disadvantages for code-switching as discovered by other researchers. Gumperz and Hernandez (1972) claim that those who code-switch make a mess out of the conversation and cannot speak the language properly. Thomas (2001) maintains that in some communities, code-switching is even seen as something unacceptable. However, there are experts who support the use of code-switching in

language teaching. There are a variety of views on the use of code-switching utility by lecturers in classes.

That said, Olugbara (2008) states that educators have a negative attitude towards code-switching and feel that it promotes reliance on the bilingual student's first language rather than the target language, which is the language of learning and teaching and the language for assessment. There is no code-switching during examinations, and this makes it difficult for LOTE speaking students to communicate their answers in the target language which is English (Van der Walt and Mabule, 2008). As a result, most lecturers tend to stick to English when sharing information with their students, even though it might be clear that their students do not understand; subsequently, students must get used to the language of assessment. Educators are faced with the challenge of teaching students of limited proficiency in English, and they cannot benefit much from code-switching (Moodley, 2007). Additionally, Rhodes University examinations are set and written in English, except in academic departments where languages other than English (LOTE) are taught as subjects (Rhodes University language policy, 2014). While students of limited proficiency in English may understand the concepts by code-switching, these students would fail to articulate their ideas in English during examinations, thus not benefiting much from code-switching.

2.9 SUMMARY

This chapter introduced the chapter by discussing mother tongue in education and multilingualism in South African HEIs. This study chapter indicates the importance of language in education through exploring the importance of mother tongue in Education and the difficulties in HE. To give context, previously relevant studies on attitudes towards AL as LoLT in higher education are briefly integrated and discussed. This chapter looked at language policy in HEIs and multilingualism in education. The chapter further provides strategies that can assist lecturers in helping their students that struggle with the LoLT, English. Bilingual education is suggested as one of the strategies that can assist break language barrier in higher education. A method that this study discovered in exploring bilingual education strategies is code-switching, the use of switching between two languages during a lecture in education. It is important to note that no language is supposed to act as a barrier to equity of access to information and code-switching might exactly act as that barrier. For this reason, lecturers are faced with a role and responsibility of using CS in a way that would not act as a barrier to access. The next chapter discusses the relevance of the internet, technology in education and sites for access at RU.

CHAPTER 3: INFORMATION AND COMMUNICATION TECHNOLOGY SYSTEMS

3.1 INTRODUCTION

ICT refers to the use of Information and Communication Technology in education in general. A distinction can be made between the use of ICT as a teaching tool and the teaching of ICT as a subject. Language plays a huge role in ICT because information provided and access to the internet is communicated mostly in English. The most relevant dimension for this study is the use of ICT as a teaching tool. Academic staff and students make use of the internet to gather information, and this involves computers and phones in education. Therefore, the relevance of ICT to this study is the impact of language use online. Information sourced from the internet for academic and social purposes is available in the dominant language which is English and in other African languages. Expressively, South African languages have not had equal status (Mda, 2000), this also applies to the internet because not all African languages are accommodated online and AL available lack accuracy. There are fundamental developments of the ICTs, and these include enabling people to identify work opportunities and take up life-long learning opportunities (Tlabela, Roodt and Paterson, 2007:1). For this reason, it is important that all language speakers can access information online with understanding, meaning that there is a need for indigenous African languages on the internet for speakers that struggle with English. Projects and programs relating to African language promotion on the internet have been hindered by infrastructural, financial, and socio-cultural constraints and a lack of political commitment. The report on the Development of Indigenous Languages as Mediums of Instruction in Higher Education (Department of Education, 2003) states that with the era of technology, the use of languages in the technological field (and other so-called intellectual disciplines) is also significant to enable their growth. This chapter aims to explore the importance of language on the internet and RU websites used for access and further investigation on language online and education.

3.2 THE IMPORTANCE OF LANGUAGE ON THE INTERNET

Language is a fundamental and crucial aspect in education and is regarded as a tool that makes it possible for people to learn and be able to think creatively (Ejeh, 2004: 73). Language is social by nature and thus inseparably connected with people who are its creators and users; it grows and develops together with the development of society. In a setting where linguistic differences are likely to loom large, the concept of a *language variety* will be helpful. A variety of language is a system of linguistic expression whose use is governed by situational factors

(Crystal, 2004). In its broadest sense, the notion includes speech and writing, regional and class dialects, occupational genres (such as legal and scientific language), creative linguistic expression (as in literature), and a wide range of other styles of expression (Crystal, 2004).

The use of English as the only medium in the teaching and learning of STEM (Science, technology, engineering, and mathematics) subjects has been because African languages lack requisite terminology. Nhongo and Tshotsho (2020) highlight that terminology has been identified as a hindrance to the inclusion of African languages in the teaching and learning of STEM (Science, technology, engineering, and mathematics) subjects. Terminology is the medium through which knowledge is disseminated (Alberts, 1999). Therefore, terminology is essential for meaningful communication not only among subject specialists but also between the subject specialist and the layperson. Alberts (1999) further states that people of different nationalities and language groups should also be able to communicate effectively. It is essential to document terminology in a systematic way to enable subject specialists, language practitioners and laypeople to communicate by using standardised terminology. In the case of HE, better lecturer communication to students results to a virtuous teaching and learning and for this to improve, the language used should not act as a barrier to equal education.

Alberts (1999) further the study of terminology in South Africa by highlighting that there are several factors influencing the terminological development of the South African languages. Where most of these are of a sociolinguistic nature. The development of terminology in South Africa has been hampered by several ideological, historical, and educational factors, “the most fundamental of which are the language policies adopted in the Republic of South Africa (RSA)” (Mtintsilana and Morris, 1998: 109). For example, the lack of African language terminology can be seen on the internet when, for example, isiXhosa term cannot be translated into its appropriate wording because there is not much African language terminology developed on the internet and this can be because of cultural differences. When dealing with the concepts and terms of the specific subject field, terminologists should have a sound background of the subject field as well as the cultural differences between language groups (or even countries), Alberts (1999) highlights. The terms naming numerals may have different values attached to them in different countries and may be confusing. Culture plays a role in the translation of terms. The translation equivalent must be acceptable to the community. Alberts (1999) highlights an example from the bible where the bible translators had to translate the term **fish** with **snake** in the Khoisan Bible. And in another linguistic environment the term **bread** had to

be replaced with **porridge** because of lack of contextual knowledge regarding the target users. The next theme looks at interaction of the internet and higher education and how these correlates.

3.3 HIGHER EDUCATION AND THE USE OF INTERNET

Higher education curriculum is accessed both manually and online. Lecturers conceive and construct knowledge for students in the LoLT. While lecturers transmit the knowledge in prepared lecture slides for classes, they also make the slides available online so that students can access them anytime. The internet is a platform that provides a wide range of features where people can source information from. According to Crystal (2004) the internet is an association of computer networks with common standards which enable messages to be sent from any central computer (or host) on one network to any host on any other. Lecturers gather more information using the internet to enhance their academic knowledge which they prepare and share with students for lectures. Lecturers mostly communicate with their students through emails but that has changed a lot during Covid-19 (refer to chapter 3.7). Since there is technology, lecturers get to use other online facilities such as whatsapp, zoom etc, to facilitate teaching and learning in higher education which has also allowed integration of AL.

With growth in the internet system, there are more languages available which information is offered in whereby people have an option of choosing another language to use online. However, there are still complaints about the accuracy of terminology in African languages available online. Moreover, Rhodes University forms of communication within the academic community are emails, Ross, RUConnected, whatsapp and zoom (these two have been common since the time of Covid-19), staff and students can make use of the internet for further research. Therefore, it is important to investigate the impact that technology has in education as this development changes and improves ways of teaching and learning.

3.4 THE IMPACT OF TECHNOLOGY IN EDUCATION

There are many advances in technology that have helped education to become more readily available than it once was. Inventions such as the online classes have improved education in a significant way, and it is growing around the world every day. Technology has provided a platform to receive and distribute not only knowledge but also general aspects such as news, business, and entertainment. Although, the developments in technology may contribute positively to the world, but they also have negative impacts towards the society. In the case of

online classes, lecturers that are not used in technical components and those that are reluctant to change often experience challenges. Technology has shifted conservative teaching practices to contemporary and this has made things easy in the sense that lecturers are able to later share their slides and videos with the students.

Understanding the ways technology has helped with education and the actual impact this made will help you to see how vital technology has become in the education world. Although that is the case, the issues that people experience do not precisely make things easy. The language used on the internet is English and based on the history, it is not everyone's language (*ibid.*) The dominance of English online is one of the major factors that have contributed negatively towards technology users. Indigenous African languages available online are not fully developed and this makes LOTE speakers uncomfortable and challenged if they do not know and understand English. For this reason, it is important to note that English is not the only official language in South Africa. There are about ten more other languages that can accommodate speakers of LOTE. Makalela and White (2021) looks at language practices in multilingual Africa through the lens of the digital age and finds that there is, in many instances, still a reliance on English only rather than multilingual practices.

Multilingual practices are a process of using multilingual repertoire in various types of interaction, from face-to-face communication to social media. Makalela (2021) chapter looks at 'Multilingual literacies and technology in Africa: Towards ubuntu digital translanguaging'. This innovative chapter sets out to broaden the definition of translanguaging. Ubuntu translanguaging is a communicative practice where input and output are exchanged in different languages to signal that one language is incomplete without the other, Makalela and White (2021). Ubuntu is a South African Nguni Bantu word meaning 'humanity'. It is expressed in the Bantu language saying, '*I am because we are*' or '*Humanity towards others*' and emphasises the importance of community and togetherness (Carrier, 2021). Furthermore, Ubuntu translanguaging is about the use of plurilingualism to encourage inclusivity and togetherness and supports the use of indigenous languages as well as foreign languages. Carrier (2021) further attests that classroom lecturers regularly use indigenous languages to ask their students questions and answer questions posed by students. However, African languages rarely figure in digital communication. That said, according to Makalela (2015, 2021), although multilingualism is the norm in many African societies, the ways of knowing through

educational packages and technological advances are often dominated by a monolingual bias that disadvantages speakers of AL.

In most educational institutions, there are multilingual and bilingual students and in some of these institutions, the aim would be to ensure that the students are competent in the medium of instruction (Baker, 1993; Baker and Jones, 1997). In the Rhodes University context, the difference is that other minority languages which the students speak are also being supported through policy and promoted but with limited intervention strategies (RU Language Policy, 2005, 2019). There are aims that each institution has when it undertakes bilingual teaching or bilingual education, and these vary from one context to another. Bilingual education enables people to communicate with the outside community or the outside world. This allows people to be considerate and reciprocate when it comes to other cultures and languages. For this reason, speakers of the minority language (minority in the sense that it is a low status language) are equipped with a high-status language which is mostly used in the market. Using both languages the majority and the minority language allows multilingualism within the society and the child, so that they can also see their language to be of value (Alexander, 2000; Baker and Jones, 1997; Garcia, 1997; Paulston, 1978).

Although, multilingualism and the use of more than one language can be practical, knowingly, many technological advances that have changed the world of education in the 21st century do not accurately accommodate African languages in digital technology. Makalela chapter (cited in Makalela and White, 2021) points out that African languages have been left behind in the development of languages in digital technology. Digital technology provides a platform of immediate interaction between people of different languages from different parts of the world, and this involves the use of computers.

3. 5 COMPUTER MEDIATED COMMUNICATION (CMC)

Computer Mediated Communication (CMC) is the communication that takes place between human beings via instrumentality of computers (Thurlow, Lengel and Tomic, 2004: 83). This form of communication does not only occur through computers but also via a communication network such as the internet. CMC does not fully recognise all SA official languages due to the lack of terminology and development of AL and the role played by the history. The language of the internet is known to be English even though other languages are available. People can send and receive messages via a PC or mobile phones by sending or texting each other. This

was and is a common technique for teaching in HE especially since the Covid time whereby the country (particularly SA) was once on lockdown. Facilities such as zoom and whatsapp were and are still used by lecturers to teach and students to learn. Whatsapp groups are used and because this is one of the fast social media networks, lecturers (not to say all lecturers but some) are able to communicate instantly with their students. On whatsapp, lecturers and students can use AL and if others do not understand other students can do the honour to translate what is being said. For this reason, the lecturer can allow more engagement from students because they can participant using languages, they are comfortable in.

There are advanced programs such as Skype and Zoom where users can use webcam for a face-to-face discussion over the internet. As a result, universities such as RU were able to frequently use this form of communication during the pandemic, Covid-19. CMC does not only include forms of communication like emails or webchats, but it also includes text messages sent via mobile phones called SMS (Short Message Service). SMS allows people to use their languages, and this means that the receiver must understand and/or know the language at use. This form of communication is facilitated through digitally based technologies and requires internet interaction. According to Thimm (2010: 334) “the internet provides asynchronous communication via email, bulletin boards, and computer conferencing, and it provides synchronous communication via chatting or real-time conferencing, IM (Instant Messaging). Furthermore, Alexander and Fox (2004) point out that virtual simulation activities, such as online seminars, visual field trips and virtual experiments are also possible on the web. That said, CMC is and has been a relevant used communication in South African universities such as RU. However, this communication was further explored and in use more particularly during the lockdown. Below are some of the CMCs that RU uses for communication between staff and students.

3.5.1 Emails- Rhodes University form of communication

According to Crystal (2004) E-mail is the use of computer systems to transfer messages between users – now chiefly used to refer to messages sent between private mailboxes (as opposed to those posted to a chatgroup). Emails are used for various purposes, e.g., to exchange information, to submit greetings and invitations, or to send an internet link or some digital data (ranging from simple word documents to photos and videos). The content shared can be in any language as recently even google (gmail) can translate email sent in English into AL, although not all AL are available. Email has replaced telephone calls and letter mails to a certain extent

and has further created new communication niches: People send each other emails in situations in which they would not have addressed each other earlier on, and so it has become much easier to approach another person when needing assistance (Baron, 2000).

Lecturers, for instance, frequently receive emails from their students who ask questions about school assignments, upcoming exams, or personal matters. Language mostly used is English as AL are not fully developed either in writing or CMC. The researcher made use of the emails to reach out to potential participants and gain access to individuals and professionals. The use of emails was and is still one of the convenient ways to communicate with students, especially for academic reasons and other important notices such as job opportunities available. Although CMC is trying with introducing other languages online but because of lack of accuracy and reluctance to inclusivity, people still prefer English, and this contributes to the lack of developing AL.

Rhodes University mainly uses emails as a form of communication, and an alternative is a Short Message Service (SMS). For academics, lecturers and students would communicate through facilities such as WhatsApp and zoom for lectures and because of this, there was development in mobile learning. Below is an example of the RU communication to students.

2021 Risk-Adjusted Level 3 Student Return to Campus Plan

Issued: 26 February 2021

The following outlines the risk-adjusted strategy for a phased return of students in March for the 2021 academic year under adjusted lockdown level 3. The plan concentrates on balancing the limitation of people density on campus with the need for specific categories of students to be on campus. The plan applies **only** to the first teaching term (15 March to 23 April), including orientation week (starting 6 March). National lockdown regulations as well as monitoring trends on the local impact of the virus will guide the plan for the second and subsequent teaching terms.

Identified groups of students will come back to campus by **invitation only**. Permits will be issued to students to access the campus from a particular date, and the strict Covid-19 preventative measures already in place on campus to keep students and staff safe and to curb the spread of the virus, must be adhered to (see the web link at the end of this document). Adherence to these precautionary measures is mandatory. Failure to adhere to them will not only place you at risk (in terms of health and disciplinary action) but will compromise the entire Rhodes University community and the surrounding Makhanda community.

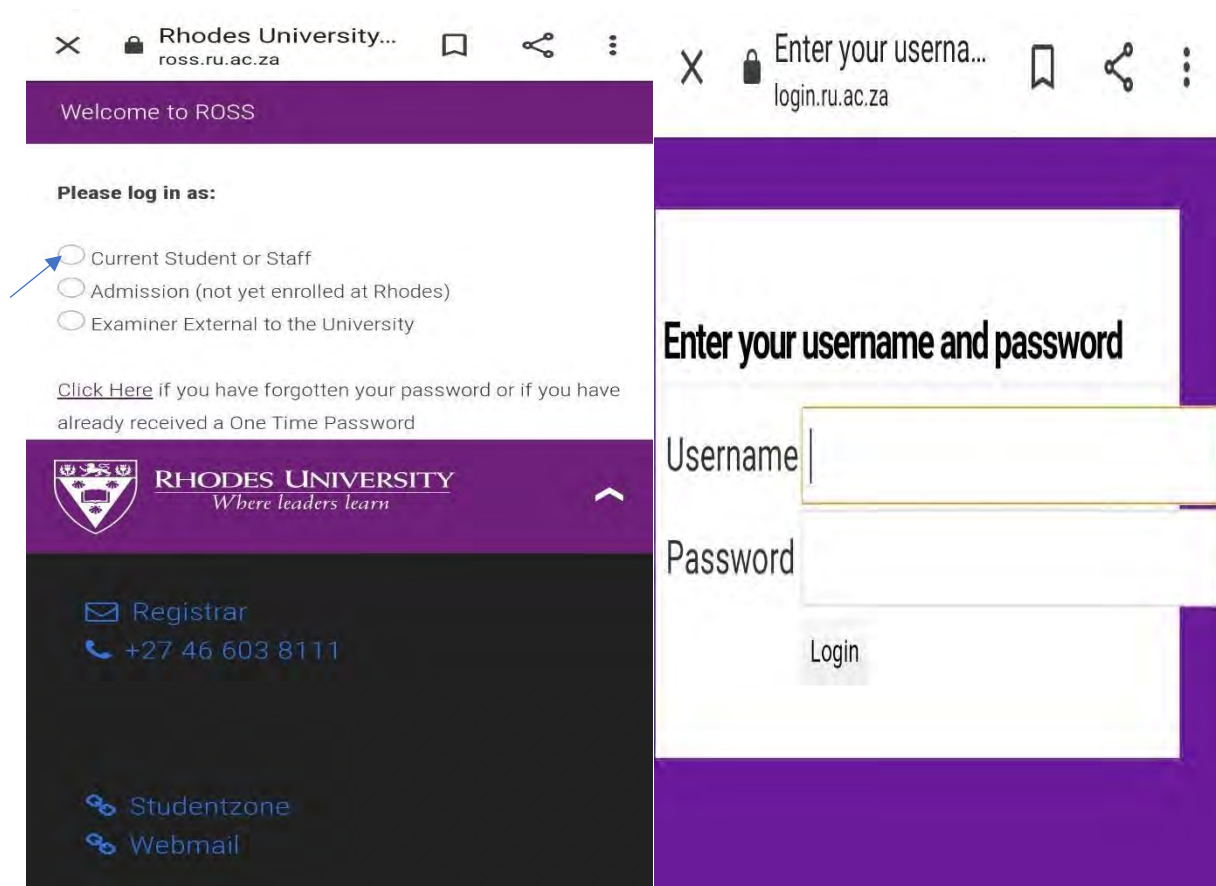
Return permits will only be issued to students who have completed their registration for 2021.

Above is an important email from Rhodes University (RU) to the registered students and those who were yet to register with RU for the year 2021. The email highlights the important note

from the university to returning students and first year students, which is a campus permit to use for access when arriving at Makhanda, Rhodes University. The shift to online use is and has not been a lenient change from traditional teaching and learning to online due to the difficulties such as language use, technology etc., because not every student has been exposed to these but now, they are expected to engage and interact with the internet and LoLT. The sites and information shared amongst lecturers and students is usually in English, the university LoLT and because of this AL remain minority. Further forms of technologies used for either communication or teaching at RU are explored below such as the site that people can visit for applications or information.

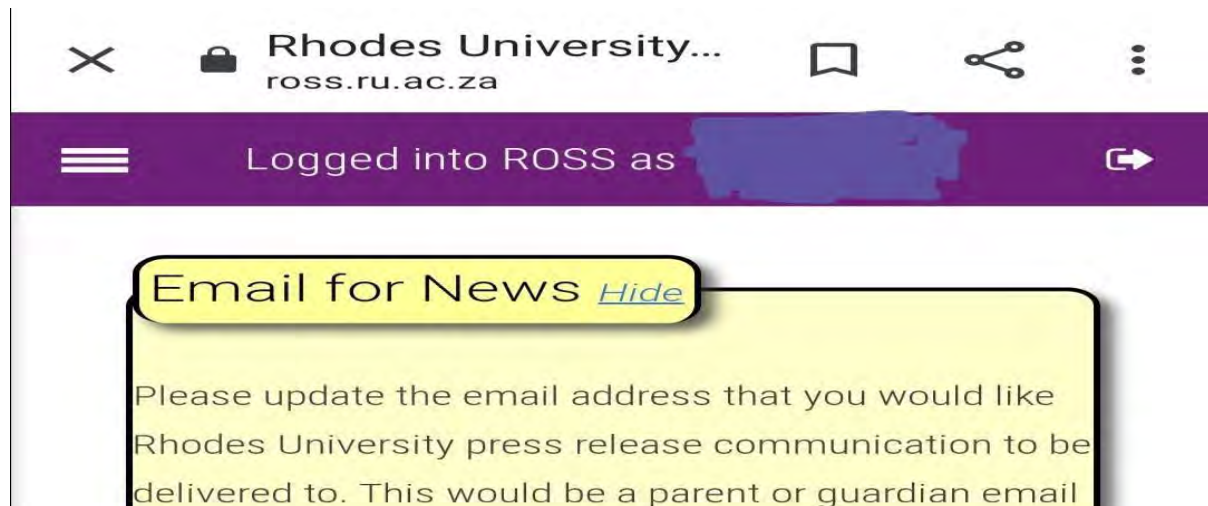
3.5.2 RU online system for applications and administration

ROSS is a Rhodes University online portal mainly used for administrative movements such as administrative admission for the year. In this portal, students' personal data is captured and available for modification. Students' marks, address details, timetable, are some of the personal data available in the system. See below how the web page is presented.



The site is available in English and not any AL, as a result, whoever is not familiar with the language will struggle to engage. For example, the applicants would not really understand

communication online because they do not know or understand what is shared. They might misinterpret what is required whereas if they had language options there would have been no mistakes because people understand what is written. Language plays a role; this means that people are able to interact with what is available online when the language used is in the one, they are familiar with.

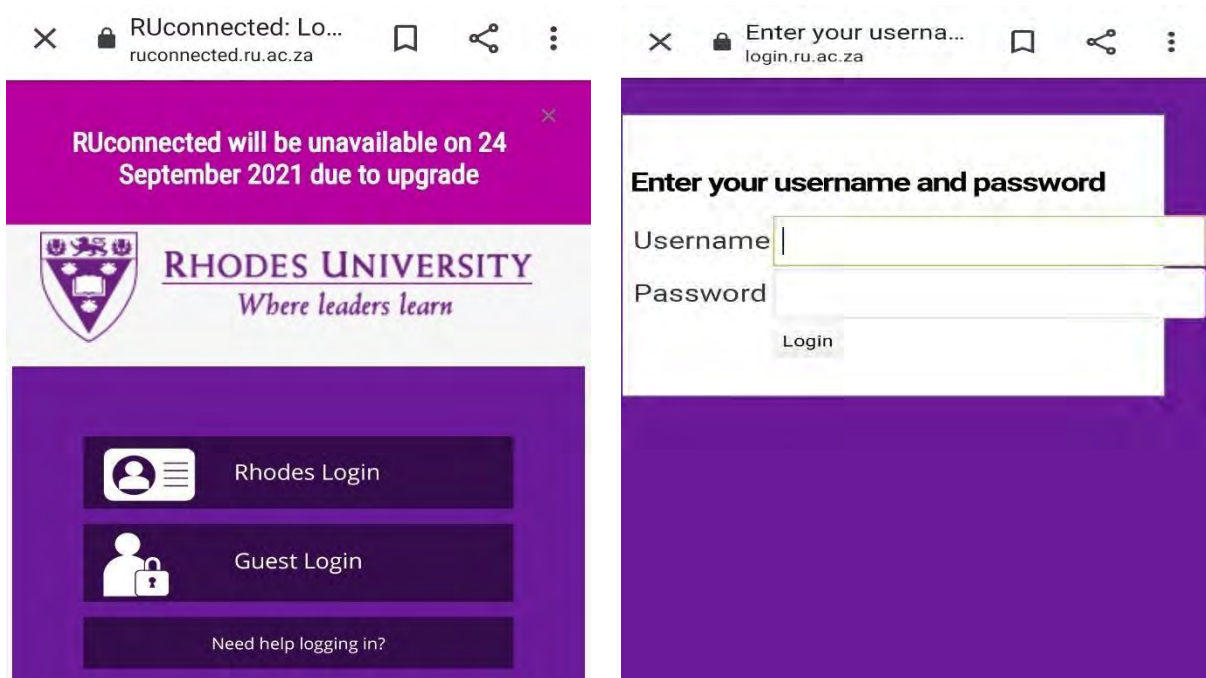


The relevance of ROSS to the study is that it is one of the used RU web pages because almost all updates and requests such as course choices or curriculum approval or meal bookings are done on ROSS. For first year students who are not that familiar with English and the use of technology like owning or working on a computer, it is not easy to navigate the system. Students can find it difficult to navigate through the university online system or where to find their lecturer emails to ask for assistance because of the difficult in language use. This study further discusses an online Rhodes teaching and learning system, RUConnected.

3.5.3 Rhodes University learning and teaching online system

RUConnected is a Rhodes University online system for study material and academic communication. Lecturers educate students in classes and post the lecture slides onto RUConnected for students to access and the language used is English or AL (particularly isiXhosa) in departments where the language is used or is offered as a subject. Academic study material and readers are made available and there is communication tab where lecturers can send message or notice to students, question and answer can be practised via the RUConnected use. Language used online is not the language that majority staff and students of RU uses which is isiXhosa, a dominant language in the EC where RU is situated (refer to chapter 6.3.1). RUConnected has been the academic venue for learning and teaching in universities. Below

are screens that show how students get to log onto RUConnected, to get into these two screens, students or staff registered with RU can go onto Google and search 'RUConnected' and choose the RU site.



On RUConnected, there are a variety of academic courses offered at Rhodes University in which a student or staff can enrol themselves. Lecturers are responsible for the creation of courses, share the course with their students either by telling them the course name or inviting all enrolled students in. Lecturers would communicate this information through sending out emails (RU main form of communication) to students, mostly written in English and this contributes towards the lack of developing AL use and availability online. See below the Rhodes University RUConnected course search page.



The university lecturers make use of RUConnected to share educational content with students and the content is available in English, a dominant language that contributes towards language barrier in academic teaching and learning. The language used by lecturers for teaching is the one factor that contributes towards academic failure or achievement and with attitudes towards African languages as LoLT in universities such as RU. There are ways to manage the barrier for better quality in education (refer to chapter 2). Language barrier comes with difficulties of understanding and learning information in another language besides your mother tongue and therefore it is important to discuss the issue.

The issue of language is everywhere, and it affects everyone. Rhodes University's current language policy specifically highlights the promotion of LOTE at the departments where the language is a subject. The policy acknowledges multilingualism in the institution and is aware of multilingual pedagogic discourse practices such as translanguaging and this is practiced in other academic departments at RU either during teaching and learning or in tutorials. Translanguaging is the use of two or more languages in teaching and learning. Students are supported to be bilingual and empowered to participate during lecture lessons without feeling inferior because of their lack of proficiency in the LoLT. Lecturers can ask students to ask and answer questions using their first language while also engaging in both English and AL. The

university forms of communication are mostly constructed, available in English and not in African languages but through other CMC's such as WhatsApp, students and lecturers are able or have an opportunity to communicate and engage with the content by using both English and AL. Therefore, the development of computers and networks allows for further advancement for the users, even though the dominant language of the internet does not allow for further exploration in language.

3.6 THE CMC AND INTERNET LANGUAGE USE

Crystal (2001) state that the internet is one of the most remarkable things human beings have ever made. The internet allows access to various information through several ways such as emails, print and television. There can be ways to navigate technology, but African languages rarely figure in digital communication. Makalela and White (2021) explore the role of digital media in Africa through the process of translanguaging, defined as the employment of multiple languages, often simultaneously, to communicate successfully. The key to translanguaging in Africa has been the effect of the Covid-19 pandemic on digital communication. The pandemic has enhanced the use of digital communication in education, government, and personal interaction therein.

There are, of course, issues to be faced such as Power outages, inadequate hardware, lack of trained personnel etc., (Makalela and White, 2021). Additionally, the other issue is the predominant use of European languages, English and French, rather than the use of indigenous languages. As a result, because of this, the CMC language use has posed problems for home learning as many parents are not proficient in English. The language of the internet is one of the major languages that act as a barrier to students' access to equal education in higher education. It becomes difficult for students who are not proficient with the language to navigate the internet for information to assist in their studies. When using the internet, it is important to understand details written to know what is required or the type of content you are looking for. There is translation to explain information available in another language although not all languages are accessible, and not everything is accurate especially in AL. The use of online translation also acts as a barrier to the academic environment because of the lack of translation quality. For example, certain same terms in isiXhosa cannot be used in one same sentence because they do not mean the same thing when used in a different context. There are also certain terms in English that cannot be translated as a term in isiXhosa which can be explained.

However, the breakthrough has been in the use of social media. According to Carrier (2021), using apps such as WhatsApp, Facebook, Messenger and WeChat, people have been able to talk via mobile phone using a mix of indigenous languages and lingua francas, raising the profile, and widening the use of indigenous languages. These platforms give people an opportunity to express their views using their first language because most understand the course material but struggle to engage and participate fully in the second language, which is the LoLT. For this reason, as one may answer in an African language and the other in English, this may be the increasing use of translanguaging via social media. Translanguaging is the process by which multilingual speakers use their languages as an integrated communication system (Carrier, 2021:98). Furthermore, lecturers make use of the internet to express and explain content with the use of internet, students can find [it] the lecture understandable because of the use of pictures and videos sourced online. As exciting as this may be, if lecturers do not allow AL use during engagement, then there might not be much because students must participate in L2 which they cannot fully explain themselves. Furthermore, there is a shift in academic teaching and learning which was pressed in 2020 because of Covid-19 as the national lockdown took place.

3.7 THE NATIONAL SHUTDOWN - WHAT CAUSED SHIFT IN ACADEMIC PRACTICES

The previous year has ended, and it was then 2020. People were excited and happy for the year because that meant new beginnings, opportunities, and change. Little did the country; nation know what change it was going to be exposed to. The change that came with negative impacts which affected people's lives badly and this was either financially, spiritually, or mentally. An infectious disease caused by a newly discovered coronavirus which was discovered around the world, and this is called 'COVID-19'. COVID-19 is a common virus that causes an infection in your nose, sinuses, or upper throat. COVID-19 caused change in traditional teaching to online teaching and learning due to the Covid rules and regulations that were to be followed to suppress spread of the virus. Rhodes University, South African university lecturers were now exposed to the use of social media and other online facilities (i.e., whatsapp and zoom) for fast communication to students. Teaching and learning occurred online, lecturers and students were exposed to the use of ICT for knowledge.

Rhodes University environment consists of national and international students and educators. During the lockdown, traveling was one of the forbidden movements; therefore, no travelling and no face-to-face contact due to the virus matter. Therefore, universities were supposed to find alternative ways to continue with the 2020 academic year without having face-to-face contact with students. The best option for universities was to work remotely, make use of the internet and do online teaching and learning.

3.7.1 The shift from face-to-face learning to online learning

Online learning is known as distance learning because education is through using technology and not face-to-face contact such as attending lectures. It is education that takes place over the internet and often referred to as e-learning. Online learning is most effective when delivered by lecturers experienced in their subject matter. The best way to maintain the connection between online education and the value of traditional education is through ensuring that online learning is “delivered” by lecturers, fully qualified and interested in teaching online in a web-based environment (Feenberg 1998). Universities are investing heavily in Information and Communication Technologies (ICTs) increasing reliance on online portals for access to vital information and ‘open’ educational resources.

The report about “connecting Africa’s potential” from “IN ON AFRICA” (IOA) further highlights that the investing and reliance on technology and online facilitates “distance learning”, remotely enabling students to access course material and assignments and allowing students to work during the day and virtually “attend” classes afterwards. With universities investing in technology, lecturers prepare for online classes to interact and engage with their students and share educational content using textual, audio and video materials. Internet-based learning also fills a clear need for student-lecturer interface despite geographic limitations. Online learning has advantages and disadvantages which either one or both have positive or negative effects towards education as explored by Singh (2004) and relevant to the study. The most relevant to the study are advantages which can be cohesive with language use and Singh (2004) states:

3.7.2 Advantages of online learning

- **Convenience:** There is 24/7 access from any online computer, it accommodates busy schedules and allows attendance at own comfortable places. Lecturers and students can do research while communicating with people who speak the same and/or different language and understand the study material.

- **Enhanced Learning:** Students get a chance of exploring and learning more about their courses using the internet. While lecturers get a chance of exploring and teaching their courses making use of the internet. There is increased depth of understanding and retention of course content because access to internet gives people time to do more research on the topic in any language. Online learning gives emphasis on writing skills, technology skills, and life skills like time management, independence, and self-discipline.
- **Levelling of the Playing Field:** Students can take more time to think and reflect before communicating, they can research on the topic while in class and engage. Students who are usually wary in class tend to thrive online because of the anonymity of the online environment. Language used can be mixed in videos and through technology, subtitles can help those who do not understand the language used.
- **Interaction:** There is an increased student-to-lecturer and student-to-student interaction and discussion, teaching and learning do not happen in a formal space like classes rather in ones' own contented space. Distance learning gives a more student-centred learning environment, most students prefer the use of technology than manual, and this provides that opportunity. People of different languages get to interact online.
- **Innovative Teaching:** Student-centred approaches. An increased variety and creativity of learning activities that addresses different learning styles. With the use of whatsapp, various languages are at use, and this improves LOTE in teaching and learning.
- **Improved Administration:** Allows time to examine student work more thoroughly and offers ability to manage grading online. Documents and online interactions can be recorded and saved for students to be able to access later.
- **Outreach:** Give students options and reach new student markets. Students and lecturers are being exposed to new forms of interactions that helps to improve technological skills and languages. It is for this reason that different languages are at use. People of different languages are online, and this improve and encourages LOTE for teaching and learning. The theme to follow is the digital divide because not everyone has access to technology.

3.8 THE DIGITAL DIVIDE IN HIGHER EDUCATION

Singh (2004) states that education emanates in various forms such as traditional and online/digital. Traditional education is attending classes, receiving lecture notes, readers while online education will be the use of internet, teaching and learning online without physically attending lectures. Education is constructed through language as a form of communication which can be in any LoLT. In most universities the LoLT is English, a challenge to some students because of their education background like some South African schools that educates in isiXhosa. Lecturers share educational content with the anticipation that students understand what is being taught. Lecturers and students further their knowledge by using the internet to gain world-wide information on relevant topics such as joining the global information society. The global information society (GIS) is a society that breaks all physical boundaries and links every individual across the globe with the power of information, intermediated by the internet (Singh, 2004). In the GIS, all information is transparent, and available to everyone. This scenario, however, is a utopian view, as there are millions of people who have no access to, and probably will not have access in their lifetime, to the global society (Singh, 2004).

Technology and the internet have created a digital divide. The digital divide is a situation of information haves and information have-nots. It is a term that is often used to describe inequalities in access to and use of ICT. A digital divide can therefore be referred to as the lack of access to necessary material, human and social resources to be able to use computers in a meaningful way (van Dijk and Hacker 2003; van Dijk 2006; Warschauer 2004; Warschauer and Matuchniak 2010). A major contributor to the digital divide is poor education which is often caused by the language used that leads to lack of understanding content shared.

Singh (2004) further highlights that more than 80% of people around the world have never heard a dial tone let alone surfed the Web. The gap between the information haves and have nots is widening (Bridging the digital divide 1999). The digital divide refers to the gap between those people who have access to digital technologies and information on the internet, and those who do not. This is evident in people's everyday lives, for example, during the SA lockdown, there were students who did not own laptops and supposedly digital technologies too because they used computers available on-campus. Students who come from a deprived educational background would have a different experience and view on the language use online. The GIS lacks expansion due to some reasons related to the language use because not everyone knows or understands all South African official languages. History (refer to chapter 1.2) demonstrates

that English, which is the language of the internet, holds a huge prestigious status but it is not everyone's first language. Most people struggle with their studies because they lack understanding or are not familiar with the LoLT.

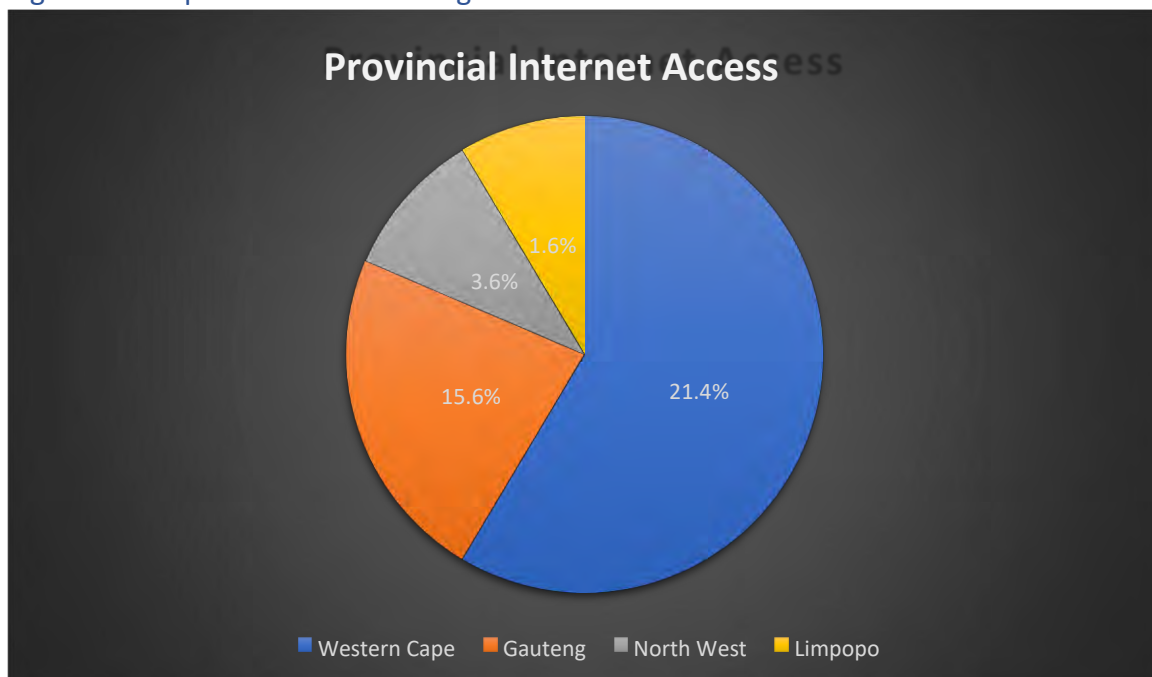
Additionally, the increased prevalence and importance of digital technologies has caused a digital divide which has emerged along the lines of previously existing social divides. In other words, the new technologies have benefited those who already had access to other resources at greater rates than people who had fewer resources (de Haan, 2004; van Dijk, 2006). These digital gaps may exacerbate existent inequalities between social groups because new technologies provide opportunities to access information, education, job opportunities and other crucial factors of life that are helpful especially with the use of digital access. Singh (2004) highlights that one of the most enduring technological inequalities is the gender divide. For example, men own and use computers and the internet more than women, spend more time online, take more technology classes, and show more motivation to learn digital skills (Cooper, 2006; Correa, 2010; Fallows, 2005; Livingstone and Helsper, 2007; Losh, 2004; Pinkard, 2005; Wilson, Wallin, and Reiser, 2003). Giddens' structuration theory (1984) helps establish that even as individuals have the agency to pursue their desires, social structures can influence their behaviours and the way they think about objects such as technology. There are also cultural and psychological factors that may constrain certain people, such as women, from using technologies even when they have access (Terry and Gomez, 2010).

According to (Stilkind, 1996 and Singh, 2004) literacy is a major problem in developing countries. The level of literacy is very low, which places a major challenge for the expansion of the global information society (GIS). Furthermore, English is the language of the internet, whereas in developing countries there are several indigenous languages that are first languages. For example, in South Africa, excluding English, there are ten other official languages. This makes the literacy challenge even greater. It is evident, that to participate in the GIS, English or some other language would have to become the standard. The desire to preserve cultural values will prolong such a process. As the chapter unfolds, it illustrates that a digital divide exists in any situation where there are information haves and have-nots and is not limited exclusively to a divide between first and third world nations.

3.9 DIGITAL DIVIDE IN SOUTH AFRICA

The study of Gudmundsdottir (2010) expresses interpretations on the digital divide in South Africa (SA) by engaging on an assertion that SA as a nation is characterised by inequality trends deeply rooted in its history of apartheid. These inequalities include income and wealth as well as disparity in accessing education, health care, housing, and other social infrastructure (Bloch 2009; Chisholm 2004; Fiske and Ladd 2004; Soudien 2004). One aspect of the disparity within education includes access and use of information and communication technology (ICT) which is often connected to the concept of a digital divide. The term “digital divide” is defined in various ways, and its use and meaning are strongly debated. In general, the term has been used to describe the mismatch in access to and use of ICT (Compaine 2001; Norris 2001; van Dijk 2005; Warschauer 2004). In most SA universities, such as RU, students who enter tertiary are not all familiar with computers and the internet. As a result, not all students enter university with a laptop or computer and because of this there is a divide within the academic community. This shows that not everyone is exposed to the digital world, but most get an opportunity when they get to school, and this is because of expenses such as not affording a computer and data.

Figure 4: The provinces with the highest internet access



The digital divide in South Africa is extremely pronounced in that only 4.5% of the total population are information haves and 95.5% are information have-nots (South African Web usage behavior 2000). The main reason for the digital divide in South Africa is the apartheid legacy that promoted separate development, which provided inferior education and poor or no

access to learning opportunities for non-whites (Singh, 2004 and Ngubane, 2020). The existence of the digital divide is also attributed to high levels of poverty, lack of telecommunications infrastructure, and high costs of connectivity (Singh, 2004). In 2015, the General Household survey of statistics South Africa found 53.5% of households had at least one member with internet access (at home, work, place of study or internet cafes) (Singh, 2004). However, those with home internet access accounted for only 9.6% of the population. At the provincial level, more glaring disparities existed: respondents in the Western Cape (21.4%) and Gauteng (15.6%) had the highest levels of home internet access, while the North West and Limpopo had the lowest, with 3.6% and 1.6% respectively. According to Singh (2004) the vast majority of South Africans accessed internet outside the home: at work (15.0%), internet cafes or schools and universities (9.3%) and using mobile devices (47.6%). Although the digital divide exists, steps are being taken at a macro level to develop technology centres or digital villages in townships and rural villages. South Africa's journey to heal and restore itself from the ravages of apartheid will take decades. However, it is these digital villages that will contribute to the healing process (Singh, 2004).

The digital divide also exists with language use because the language of the internet (known to be English) is not everyone's language and some people face difficulties as they lack understanding. The ALs available online lack accuracy because of the development and accurate terminology for the language. Furthermore, the study explores digital divide in a South African university. The digital divide does not only exist at a macro level, but it has also manifested itself at a micro level in organizations where people are educated, well paid, with access to hardware and telecommunications infrastructure.

3.9.1 Digital divide in a South African university

South Africa is one of the African countries known and admired for its beauty and good quality education produced from best universities such as Rhodes University. Digital divide in a South African university varies according to the issues that either negatively or positively affects the progress of education level. The most negatively contributing factors are language and technology. Both factors contribute negatively because of their connection that constitutes of lack of access and knowledge. Additionally, universities require research for academics, and this involves the use of computers to access internet for information which is mostly presented in English.

Although South Africa is known for best quality education, there are many challenges that its' education system faces. This is evident especially in rural areas, where basic infrastructure is often lacking and combined with socio-economic circumstances, remotely teaching, and learning universities are kept in disadvantage. Students who come from schools in rural areas often struggle with the use of the internet because of ability and language use. Digital divide in South African universities exists and this is evident when students who go to university require assistance with laptops because they do not own one. It happens that some of the students have never even gotten a chance to use a laptop or computer before. Universities make use of the internet a lot and this allows students access to computers even though there are challenges such as students not being able to even log into the computer because they are not familiar with it particularly students that are entering university for the first time.

Furthermore, the use of African languages online is not always accurate in some instances, and this makes things hard for students who are not familiar with English. There are students who have always had English as a language of learning and access to computers for the internet, but others have not until they had to attend university. For this reason, lecturers get to face challenges and experience their student's academic underachievement or success in a way that they either pass or fail [them].

Research conducted on digital divide at universities shows that there is limit on access to internet and internet usage in schools than there is in universities. The subject choices in some high schools are limited because of the equipment that they require such as computers and laptops for computer science studies or only few would have access either at home or making use of the few available at a local library (Singh, 2004). A survey conducted at the University of Durban Westville shows that limit to internet and its usage is because of the use of outdated PCs, no access to internet, and not owning any form of technology. Furthermore, results showed that the older members of staff had PCs and internet access but did not use the facilities due to resistance to change and insufficient or no formal training in the use of the internet (Singh, 2004). Moreover, it is for the example below that inequality and digital divide occurs, and this is highlighted by Singh (2004):

This scenario is certainly not healthy in an academic environment, as it also impacts on the quality of students. Computing, which included use and access to the Internet, was only taught to Commerce, Computer Science,

Engineering and Mathematics students. Health Sciences, Arts, Education and Public Administration students were not given computer literacy classes, let alone allowed Web browsing.

3.10 SUMMARY

In conclusion, Information Computer Technologies can be defined as networks of technological innovations composed by computing, electronic communication (including broadcasting and the internet). ICTs have shifted the processes of information and knowledge production, dissemination, and reproduction, leading to time compression and facilities in terms of interactivity (Norris, 2001). While the internet has reinforced the prominence of English as an international language, it can offer possibilities to promote multilingualism and multiculturalism. ICT and the internet have a great influence which allows and brings people of different nations together and if AL available are accurate and can be detected online then there is a possibility of AL development improvement online. It is for this reason that internet users who do not frequently use English can feel accommodated using their AL online and access information with understanding. This chapter of the study has explored relevance of information communication and technology (ICT) in higher education. ICT promotes various methods of teaching and learning as there is availability of distance learning. The internet is another theme discussed in this chapter and its role in higher education because research can be conducted with the use of the internet. The internet offers many effective ways to use in education although there may be some advantages and disadvantages.

That said, language on the internet is a matter that needs to be considered particularly African languages on the internet. Reason being, language is the crucial factor of communication and because the internet allows access to information, its' availability should not be a barrier to those who are not proficient in English. Lecturers would refer students to the internet for further research and this means that they must interact with information that is available in L2 and make understanding of knowledge available. It is possible for students whose home language is not English to make mistakes because of understanding. For this reason, technology as a developing tool, it must look at how to accommodate AL accurately as majority users are the speakers of LOTE.

Additionally, in exploring the use of ICT for curriculum planning and educational development in South African multilingual universities, the study identifies the following challenges: the lack of empirical data on ICT connectivity and use; the differing situation between urban and rural communities and male and female students; the importance of training the lecturers for curriculum development and the need to develop the use of African languages online. The following chapter aims at exploring research methods for data collection which have made the presence of the study possible.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter outlines the research specific procedures and techniques used to identify, select, process, and analyse information about the research topic. It also discusses the choice of research setting and participants, as well as relevant ethical issues. This chapter deals with research design and methods followed in the study for the purposes of data collection and data analysis.

4.2 RESEARCH METHOD

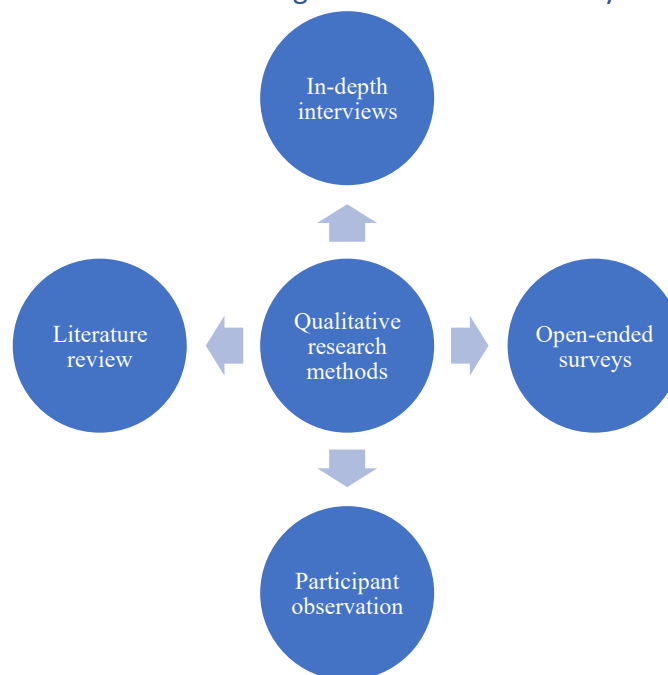
The research study uses a qualitative research method. Miles and Huberman (1994) explain a qualitative research approach as a method that aims to provide a complete and detailed description. This form of research method is characterised by its aims which relate to understanding some aspects of social life and its methods which in general include generating words, rather than numbers as data for analysis. This study allows participants to share their views and opinions on the subject matter. As a result, data collected is generated in words for analysis. According to (Collis and Hussey, 2003), qualitative research basic advantage, which constitutes its basic difference with quantitative research, is that it offers a complete description and analysis of research subject, without limiting the scope of the research and the nature of participant's responses. Furthermore, qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of populations. This is a study that involves people's behaviours and opinions and best suits this form of research method.

Marshall (1996) and Patton and Cochran (2002) note that a qualitative research methodology can be used if one wishes to understand the perspectives of participants; or explore the meaning they give to phenomena; or observe a process in depth as they aim to answer questions about the 'what', 'how' or 'why'. This study is qualitative, it explored and analysed lecturers' perspectives on the language question in South African HE, and how African languages were used in Higher Education teaching and learning. This form of a research method has further assisted the researcher and the researcher audience understand how lecturers' behaviours and language practices with the use of African languages in the academic environment help students express their marginalized linguistic identities. The lecturer language practices include making use of AL in classes, tutorials, and for assessments. Lecturers do not really deal with the issue of language barrier in HE but find ways to help students understand their academic content

through allowing translanguaging. Sutton and Austin (2015) describe qualitative research as a method that can help researchers access the thoughts and feelings of research participants, which can enable development of understanding the meaning that people ascribe to their experiences. Therefore, it is important to note that this study has used relevant and available research and academic sites for observation and to give reference.

Furthermore, because the study used strategies of inquiry such as narratives, the researcher collected open-ended, emerging data with the intent to develop pertinent themes from the gathered data. As a result, the researcher was able to identify themes such as language question, expressions of marginalised linguistic identities, the notion of language and culture, language practices and strategies to assist language barrier in HE and further explored emerging themes within the revealed. Creswell (2003: 21) describes the process of examining issues as “identifying a culture-sharing group and studying how it developed shared patterns of behaviour over time (i.e., ethnography), and one of the key elements of collecting data is to observe participants’ behaviours by participating in their activities.” Below is an illustration of the methods used for the study excluding the ones that were not relevant or were not operative for the study like the use of focus groups, relevant methods are further discussed on the data gathering strategies.

Figure 5: The research methods used to gather data for the study



- **In-depth interview (IDI) -**

Boyce and Neale (2006) explain in-depth interview as a research method that includes personal interviews with lesser units of respondents for the purpose of discovering individual perceptions on certain issues such as programs or notions. In-depth interview involves direct, one-on-one engagement with individual participants, and this can be individual or in small groups. This method of data collection can take place face-to-face, over phone or via digital platforms like zoom in cases where the participants are not available for face-to-face engagement like during COVID-19. IDI is a follow up on the participant's responses from the online survey that was provided to the university academic staff email list. About 9 lecturers were willing to participate in the interviews, 2 of the lecturers pulled out, 2 preferred questionnaires, 4 lecturers were available for the interview through online facility zoom and 1 face-to-face. Literature review is the other research method used to gather data and to give reference to relevant research.

- **Literature review -**

Literature review is “an important chapter in the thesis, where its purpose is to provide the background to and justification for the research undertaken” (Bruce, 1994: 218). Literature review refers to a full scholarly study or a section of a scholarly work such as a book, or an article which these can be used to other studies for or with reference. The study is based on published academic works that have been explored by other researchers but in a different angle.

The study gives reference to studies that are relevant to the study. The previously published studies relevant to the study are used to give educational background.

- **Participant observation-**

A data collection method that allows the researcher to be present in a group for purposes of being able to study and gain the group's understanding. Fine (2003) uses the term “peopled ethnography” to describe text that provides an understanding of the setting and that describes theoretical implications using vignettes based on field notes from observations, interviews, and products of the group members. Participant observation is the process of entering a group of people with a common identity to gain an understanding of their community like universities (Creswell, 2003). Through the experience of spending time with a group of people and closely observing their actions, speech patterns, and norms, researchers can gain understanding of the group.

In the case of the study, Rhodes University is the group that the researcher had to enter for observation. The participant observer is a student at the university, so entering the community was easy. Participation observation was easy before COVID19 because access to lecture venues was not an issue but during the lockdown changed things as lecturing was now online through facilities like zoom. Before lockdown, the researcher was able to attend lectures for observation and when learning and teaching moved online, it was not easy because lecturers teach in their own space. The researcher was able to observe 13 lectures at RU, 10 lectures were observed before the lockdown and 3 were online in the videos that lecturers would upload for students that could not make it to online class at the scheduled time. Open-ended surveys were used as another form of data collection method.

- **Open-ended surveys-**

A qualitative research method that does not provide participants with a fixed set of answer choices, it is a method that allows participants a chance to answer with their own words (Long and Wall, 2009). This method allows reflection and elaboration, and data resulting from questions would be variable and hard to assemble. Open-ended surveys were used to gather views and opinions of RU lecturers towards the language issue at the university. The survey was created through SurveyMonkey, an online survey app that helps with creation and structuring of questions for research participants. The participants' responses allowed the researcher to take a holistic and comprehensive look on the matter through the data collected. The survey allowed follow up with willing participants by means of conducting interviews. The methods for data collection are not only through participation but also making use of available and relevant literature.

4.3 THE LITERATURE SEARCH

The study is about a topic that has been discovered so, literature give reference to the works of Aziakpono, Bekker, Dalvit, De Klerk and other authors. It is important to know what has been written before you start research and write on the same subject, researchers need to find a different angle to a topic. The study is about language attitudes based on the views and opinions of lecturers as students' perspectives have been explored. The document resources available online and in hardcopies assist the research with academic work for referencing to show efforts of other researchers. These document resources include people, review articles and

bibliographies found online and at the RU library. Resources found to assist the study provide guidelines on the study structure. The researcher would require access and permission to spaces that involve people and for this to happen the researcher will follow procedure.

4.3.1 Access and Permissions

The educators interviewed for this research project are both female and male colleagues and/or acquaintances. Prior to participating, the lecturers were given information about the research being conducted and this was through an email because at Rhodes University no face-to-face contact was allowed due to the lockdown regulations. After gaining written permission from each participant, a copy of the research participant consent form was reviewed, including the participants' rights to privacy. The participants were given a copy of the signed permission form, and individual interviews were conducted either in person or via zoom (refer to chapter 4.3.2).

The access and permission process were not only with the participants, but with Rhodes University because the researcher had to be approved for ethics by the respective departments, the Rhodes University Ethical Standards Committee (RUESC) on human subjects. RU-HEC is the Rhodes University Human Ethics Committee which its' priority is to protect human rights and dignity in the process of research. I visited the Rhodes University ethics website to apply for ethics where I logged in with my university credentials, filled in the application, signed, and sent supervisor signature requests and submitted the application for reviewing. After the ethics application was reviewed and given feedback, the ethics application has been approved. When ethics got approved for the research, an email for permission to distribute the online survey to the Rhodes University lecturers' mail list was sent and approved. After all approvals, the researcher started gathering strategies for the data collection.

4.3.2 Data gathering strategies

Data for this research study was gathered through an online survey and interviews, as well as reflective participant observations in a teaching space (the RU lecture venues). The online survey was created using SurveyMonkey and it consisted of ten mixed multiple choice of questions including rating, yes/no, and open – ended questions. The survey permitted participants space to provide reason in each response to gather more information and there were not many closed questions such as yes/no and the ratings. The survey link was shared with the

Rhodes University lecturer's email list for access and participation. About 7 interviews were conducted with lecturers as participants of the research to gather information while getting time to observe and see the lecturers' expressions when speaking on certain views and themes. About 29% of the interview participants answered a questionnaire, 57% agreed to a virtual interview which was via an online facility named zoom and 14% was a face-to-face interview.

Gill, Steward, and Chadwick (2008) explain that the purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. Face-to-face interview is a data collection method whereby the interviewer directly communicates with the respondent in accordance with the prepared questionnaire. Virtual interview is an interview that takes place remotely often using technology like online communication platforms such as zoom. During the interviews, I would record the meeting with the participants' permission to do so as the researcher would first ask.

While recording, listening to the participant, and engaging I would also take notes using my diary and pen. Whenever time was set for interviews, I would prepare so that I do not take long or seem incompetent. The interviews consisted of five open-ended questions being asked of each participant, with the allowance of additional information being honored as it was shared. Academic readings are read and referenced in the work to acknowledge authors who have done research on the topic. Websites visited for research includes (OPAC), online relevant books, articles available and the Rhodes University website (refer to chapter 4.4). Another data collection method is explored, the reflective research method.

4.3.3 Reflective participant observation

At universities, students attend lectures and tutorials, all these allow interaction with both students and lecturers during lecture engagement or question and answer. During observation for data collection, the researcher was able to be in a venue full of students from diverse places and with different educational backgrounds speaking English in different accents. In the different lectures (i.e., Politics, Journalism), the researcher noticed that some students often have an anxiety of having to ask a question or answer while engaging with the content provided by the lecturer because of their English language level. This was proven when some students in the Journalism, Politics class could not fully express their view and the lecturer and other students assists either by paraphrasing or finishing the statement. That said, a student that has finished their matric year in high school from rural areas will have a different English accent from that of who matriculated from private school in a suburb area and this view differs in

terms of adapting. Therefore, language barrier does not only apply in written work but mostly start with oral work as communication begin with spoken interaction. In this matter, lecturers must try and understand what the student is trying to say or ask. The researcher also used information available online to explore the relevant themes through visiting academic research sites as explained below.

4.4 RESEARCH SITES

There are sites visited to gather the relevant works that assisted the study, and these include google scholar, JSTOR, research gate and the Rhodes University OPAC site to access available studies for the study. The researcher also made use of the Rhodes University websites such as ROSS and RUConnected to observe and access internal instructive practices by lecturers, this assisted the study with updates on how RU teach and learn online and the transition from traditional to digital teaching and learning. The default language used on the sites is English and this best exemplify: “English is the language of the internet” expressed on chapter 1.2. For this study, data was collected from RUConnected which is one of Rhodes University educational content sharing online platform where teaching by lecturers take place if not on facilities such as zoom. RUConnected as one of the source sites visited for the research, it is not the only site visited to gather data as indicated. However, as a primary source of the study, classroom for teaching at RU is on RUConnected where recorded teaching is shared by lecturers for students. After data is collected an analysis procedure is followed by the researcher to group themes and scan relevant themes of the study.

4.5 DATA COLLECTION AND DATA ANALYSIS

Data was collected through recordings of conversations with AL speaking lecturers at Rhodes University from different faculties who about 90% of them preferred using their L2, English. The researcher recorded the interviews because people speak differently such as the use of accent and pace. Recordings help with having access to go back to the records for accuracy. The conversations and survey responses were transcribed by the researcher into theme written work on word documents. Data collection also includes field notes and the researcher’s journal entries. A notebook, journal and pen were some of the tools used when certain events happened such as setting up of meetings for interviews or follow-ups. In instances where code-switching and code-mixing existed, those were coded and labelled to their potential function. After data collected was transcribed all information was coded into similar subjects. All similar instances

were then grouped into major categories and patterns. This chapter further discuss data collection methods.

4.5.1 Ethnography

Hammersley and Atkinson (2007) and Fetterman (2010) explain ethnography as a systematic recording of human cultures, and a type of qualitative research that involves immersing yourself in a particular community to observe their culture, customs habits, and mutual differences. Reeves, Kuper and Hodges (2008) detail that the main aim of ethnography is to provide rich, holistic insights into people's experiences, views, and actions, as well as the nature of the location they inhabit, through the collection of detailed observations and interviews. In the case of this study, the focus is to gather RU lecturer views, and opinions towards the language issue in higher education. This study focuses on lecturers from the selected university, and the aim is to understand their perceptions towards the issue of language in their university, particularly isiXhosa and further analyse their understanding of language barrier in HE.

Furthermore, the dominance of English has been debatable and has been a sensitive issue particularly in education. As a result, there have been talks at RU about the LoLT and how the use of LOTE assists in the process of academic success. Recently, an article (Rhodes news site, 2022), gave a summary of the Postgraduates conference that took place at RU and discussed the promotion of the use of multilingualism in academic research outputs. According to the article, during the questions session, Professor Nkomo problematised the issue of English being seen and treated as the only way to produce knowledge. This was when Professor Nkomo highlighted that, "The issue for me is that when we are dealing with this, we are dealing with linguistic hegemony." For this reason, Professor Nkomo elaborates that this mentality, "delegitimises other ways of knowing and learning".

Additionally, Gillard (2000: 125) argues that the ethnographic approach offers an excellent methodology for studying the relationships between human interactions. This study involves fieldwork over a certain period where the researcher is involved (attending lectures) with the group being observed or interviewed. The researcher attended lectures (i.e., Politics, Economics, IsiXhosa etc.) to observe before the lockdown and continued to observe online lectures available on RUConnected, a Rhodes University academic online site which became the online lecture venue during Covid-19.

According to Williams (2007), ethnography studies usually try to understand the changes in the group's culture over time. As a result, findings may be limited to generalization in other topics or theories. The initial step in the ethnography process is to gain access to a site which the researcher was able to accomplish. Secondly, the researcher must establish understanding with the participants and build trust. The researcher distributes consent forms to participants to sign. Thirdly, the researcher starts using the big net approach by intermingling with everyone to identify the key informants in the culture (Leedy and Ormrod, 2001). For this study, the researcher worked with the interested and willing participants for about a year, and it was not an easy journey because the process was during Covid-19, lockdown. The researcher started asking permission for participants' involvement in the study, organising meeting times with the participants and finding those who would be willing to participate. This interaction later included the process of administering questionnaires to the participants and conducting interviews with them. The process of collecting data further explored other methods explained in the chapter like observation, and interviews.

4.5.2 Observation

In the process of data collection, the researcher was also an observer for this study. Observation is a primary research method that occurs wherever a person establishes a specific set of criteria, features, or characteristics and then examine something for those. The secondary data source includes books, journals, and articles and these were used by the researcher during the process of data collection. Fourie (2001: 270) refers to an 'overt' observer (which is an undisguised observer) as a researcher who makes the participants aware of the fact, the researcher may still participate in the activity being observed which this was not much applicable. The researcher sent out emails to 13 university lecturers asking for permission to attend their lectures for the research. The 13 lecturers were selected according to faculties, the researcher was looking to at least have one department to represent each faculty. Lecturers did not know when or which lecture the researcher was going to attend (since other departments have morning and afternoon classes) and this was not for any specific reason. During classes, the researcher was able to observe while also taking notes to examine the environment. Further data explanation was done through interviews with the lecturers that were willing.

4.5.3 Interviews

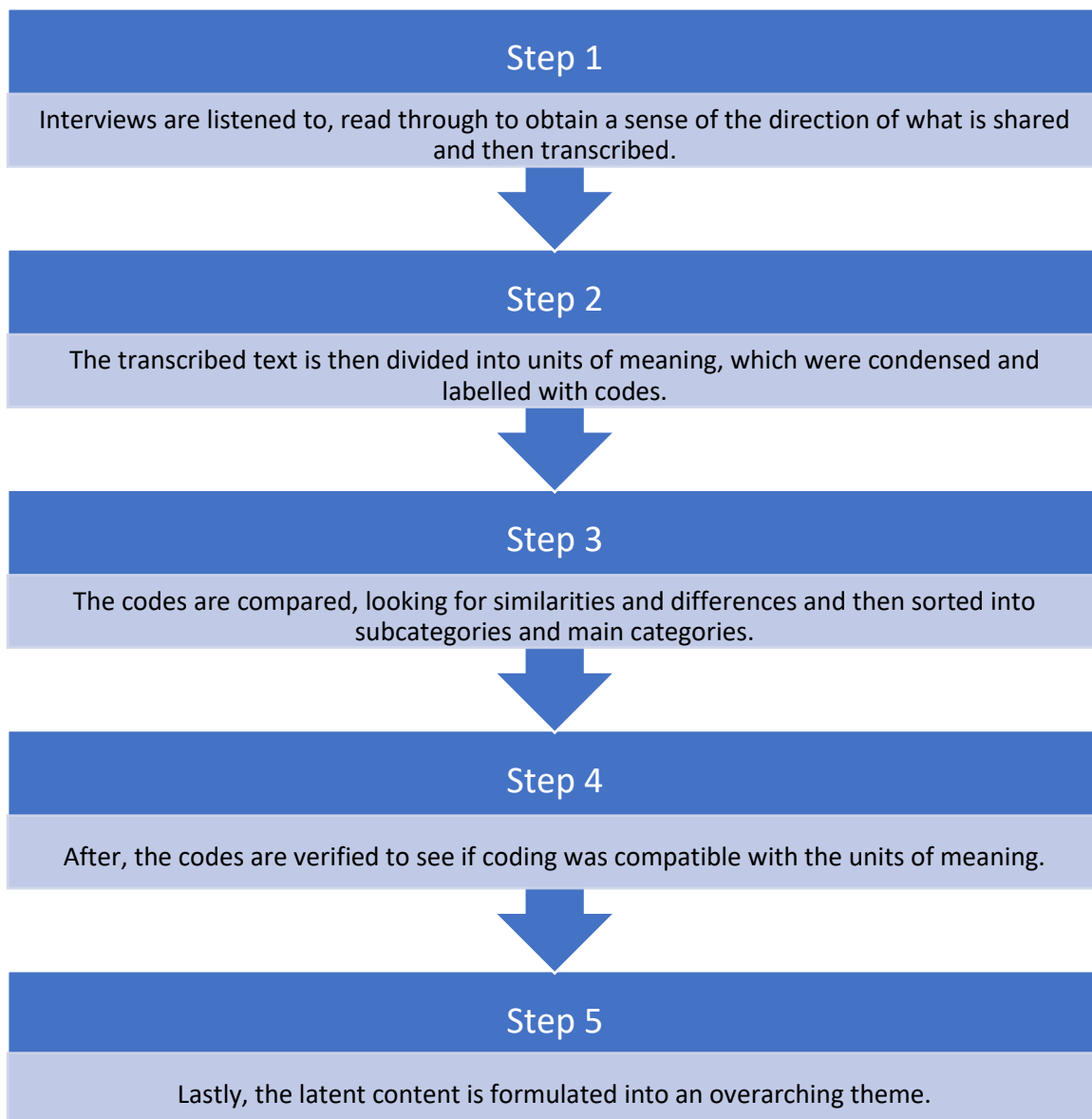
In this study, 7 interviews were conducted with the university willing and available lecturers who all 7 had previously participated in the research survey that the researcher had shared through emails. 4 interviews were virtual and 1 was face-to-face, 2 answered questionnaires and it is important to note that the study data was collected under strict lockdown hence only 1 face-to-face interview. All 7 participants are from departments involved in multilingual practices (such as IsiXhosa, Economics and Politics) within the university one way or the other. The purpose of research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters (Gill, Steward, and Chadwick, 2008). For this study, interviewing the 7 participants has helped the researcher figure out if there is regularity of thoughts around the language question, given the different linguistic backgrounds and identities of the different partakers. Furthermore, interviews bring forth the perspectives of Rhodes University lecturers and sought to find out what plans are put into place to engage students on debates of the language question because they are important participants of the university, and speakers of LOTE. Gill, Steward, and Chadwick (2008: 292) further assert that interviews are also “particularly appropriate for exploring sensitive topics, where participants may not want to talk about such issues in a group environment.” For this reason, unlike questionnaires and surveys where the form of expression and elaboration is limited, with interviews participants are given an opportunity to engage with the research topic at hand and express themselves while they provide detailed responses. After data collection, the following step is to analyse information to make conclusion and compile one report.

4.6 DATA ANALYSIS APPROACH

Data collected through all methods employed in the study. Data analysis is the process where the researcher summarises and analyses the data collected. Seliger and Shohamy (1989: 201) describe data analysis as “sifting, organising, summarizing and synthesizing the data so as to arrive at the results and conclusions of the research”. After data collected was transcribed all information was coded into similar subjects. All similar instances were then grouped into major categories and patterns (*ibid.*, chapter 4.5). Conclusively, the information was compiled into one report to draw conclusions and a textual analysis approach was used to analyse information for the research.

4.6.1 Textual analysis

The study used a textual analysis technique to analyse data gathered, this is a method that researchers such as myself use to describe and interpret the characteristics of recorded or visual message and the content, structure and functions of the messages contained in texts (Frey, Botan and Kreps, 2000). For this study, as data was collected, the researcher transcribed all recordings that were done during the process of collecting the necessary data. Through this technique, I was able to describe and interpret features of the recorded content in a systematic manner. During the process, I managed to group the information into themes so that there are no duplicates and confusion of information. The written texts that this method has helped analyse are books, articles, phone messages and lecture slides. The process of analysing texts has given the researcher an opportunity to make meaning of what is being shared. Therefore, based on what the study participants had to say about their language barrier experiences and what their views and opinions are towards isiXhosa as a LoLT at Rhodes University, the researcher managed to describe and explore those insights. It is in the researcher's ability to combine and clearly structure data at hand and this allows for a clean expression of what has been detailed.



McKee (2011: 1) explains textual analysis as a data gathering tool that is usually used by researchers who want to “understand the ways in which members of various cultures and subcultures make sense of who they are, and of how they fit into the world in which they live.” In the context of my study, I have applied the textual analysis methodology to make sense and to bring insights into how lecturers feel about the use of isiXhosa as a LoLT at their university and what views they have about language barrier in higher education while also exploring strategies or support systems which they have discovered. Additionally, the textual analysis methodology has helped understand lecturers’ perspectives on the language question in South African HE. Language issue in South African HE remains uncontested and debatable in academic environments. It was through assistance of the textual analysis that the researcher was able to try and understand intentions of the author, the text itself, including the analyst, and

of the reader from their perspectives as Bauer, Biquelet and Suerdem (2014) would explain the method process. The textual analysis approach was used to analyse both the South African HE and the Rhodes University language policies, as both are important texts to examine for language question and practices at South African, HE institutions. This is through knowing and understanding the university mission and vision. The two policy documents stand as great examples to what Bauer, Biquelet and Suerdem (2014) conversate about when they say that texts represent values, beliefs, rituals and practices of a community, and a systematic analysis of them gives [us] important clues about the historical and social conditions of the context within which they are produced as they are both important documents that are representative and stand as a guide to institutional culture and linguistic practices in HE. For the researcher to begin research at RU with the university academic staff, there are ethical considerations that take place, and this is explained below.

4.7 ETHICAL CONSIDERATIONS

This study adheres to Ethical Standards in human Subjects Research of the Rhodes University Human Ethics Committee. Additionally, the project was reviewed and approved by the Rhodes University Human Ethics Review Board. Pseudonyms have been used for the participants to protect participants' anonymity. Participants were reminded of their rights, as well as their option to withdraw from the research at any time. The research participants were provided with a consent form so that they give consent for their commentary; it is ideal that participants should give consent for their explanation (Whiteman, 2012). In research, there is always a need to respect participants' rights and privacy, so ethical issues were considered in both data collection and data analysis. Dornyei's advice on ethical issues was followed for data collection and data analysis. Dornyei (2007: 68) ethical advice:

- “We must ensure that we do not promise a higher degree of confidentiality than what we can achieve, and the guarantees of confidentiality are carried out fully.
- The right to confidentiality should always be respected when no clear understanding to the contrary has been reached.
- We must make sure – especially with recorded/transcribed data - that the respondents are not traceable or identifiable.”

4.8 SUMMARY

Research requires access to platforms that will help with information to get it done. This chapter has explained and described ways in which information used has been explored. Procedures and techniques followed for the study have been elucidated for reasons to gather relevant data for the study. This chapter outlined the methodology adopted in the process of data collection for this research. The study is ethnographic in nature; as a result, the chapter looked at ethnography, interviews and observation as research methods used to gather data. This chapter looked at the research sites, namely Ross, RUConnected and gave a brief description about each and its' use in education. The next chapter presents the relevant language perceptions in higher education particularly the African language perceptions in education. As known, English is the dominant language in education but because it is not the only official language in SA, there are concerns about the role and impact that LOTE have in education. Therefore, the next chapter explores and discusses these perceptions in education. The following chapter explores and describes perceptions towards AL (i.e., isiXhosa) as a language of learning and teaching in higher education.

CHAPTER 5: PERCEPTIONS ABOUT AFRICAN LANGUAGES IN EDUCATION

5.1 INTRODUCTION

This chapter, present, discuss and analyse the findings of the study. The study findings are going to be described in 3 chapters, chapter 5 highlight and discuss the perceptions about African languages in education. Chapter 6 further present, discuss and analyse the study findings using the data collected through the research methods (refer to chapter 4) and chapter 7 discuss the isiXhosa language for academic teaching and learning in education. Each chapter covers its theme and sub-themes driven by the study objectives. This chapter highlights and discuss the perceptions about African languages in education.

A good command of language is fundamental to success in academia. For example, RU lecturers that participated in the current study either as part of the 7 interviews or the survey, explain that most university students can be fluent in speaking the language but when it comes to writing they struggle, and this shows in their academic writeups like assignments and examinations. About 88% of this study respondents express the view below:

...there are students who do not reach their full potential at university because of the barrier. I have seen this with students who have excellent verbal skills but due to poor written skills in English they struggle to get the marks they should get.

There are several perceptions about African languages in higher education and these are often linguistically offensive, apparently inform commentary made about the suggested introduction of African languages at universities. The perceptions about African languages in higher education are presented and discussed below.

5.1.1 Languages prioritised based on region

Languages can be prioritised based on region such as isiXhosa and isiZulu, like most of the official indigenous languages, is a regional language. The regional language is a challenge for other provinces as there are several languages which the region uses in the same level and not only specific ones can be accommodated at the universities. For example, the challenge with universities located in Gauteng is deciding which African Languages to accommodate, given the fact that the province has many. Eastern Cape can simply accommodate isiXhosa as the

LoLT but that is different in the multilingual higher education institutions because not everyone knows or understand the language. Therefore, it does not seem easy to develop isiXhosa language as an official LoLT in universities such as Rhodes University. The regional development of languages is supported by the concept of Centres for Language Development located at specific higher-education institutions (Council on Higher Education, 2001).

The 2011 census data show a distribution of languages throughout the country in terms of languages spoken by province (Statistics South Africa, 2012). For the sake of practicality, to promote African languages at specific tertiary institutions, the language profiles of students as well as existing courses must be considered, and these two matters are sometimes influenced by regional demographic realities as in the case of isiXhosa at Rhodes University in the Eastern Cape. As many languages are prioritised based on region, it is not the same with RU because of its history (refer to chapter 1.1) and the fact that it accommodates people from different parts of the world. A further perception is the limited use of African languages in academic spaces.

5.1.2 Limited use of African languages in learning contexts

African languages in universities have limited use, like Rhodes University, the university language policy details that English is the language of learning and teaching and for the university's official business (*ibid.*) The university language policy further states that the use of African languages such as isiXhosa can be used in departments where languages other than English are taught as subjects (Rhodes University Language Policy, 2019). Through observation, the tribal language is not for education, it is for when people are at home, and English is for education and business. This can be supported with reference to previously explored studies on language and education (see for example Aziakpono and Dalvit 2010). This note relates not only to the business context, but especially to African languages functioning within the academic environment. Chapter 3.2 describe the lack of requisite terminology in African languages, this becomes a hindrance to the inclusion of African languages in the teaching and learning of subjects like those mentioned above (i.e., Mathematics). The study further explores the use of African languages in learning contexts. The issues are not only concerned with terminology but also with language status. Turner (2012) notes that perceptions exist that African languages lack social and economic importance. Similarly, Webb (2012: 213) mentions and describes the low social and economic value and current restricted linguistic capacity of the African languages. That said, the other relevant topic is the attitude of African language speakers towards their languages.

5.1.3 Attitude of African language speakers towards their languages

According to Webb (1996 and De Klerk, 2002) African parents (i.e., lecturers) prefer English as an official LoLT for their children in school, especially for instrumental reasons. Among the main reasons are poor conditions of Xhosa schools (a legacy of apartheid) and the lack of real support for isiXhosa language in education (De Klerk, 2000). About 82% of the lecturers (who participated in this study) are comfortable with the LoLT in higher education because they are reluctant to change and are not fond of the AL as official LoLT. These participants believe that more opportunities are within the field of the English-speaking industry. Strauss (2016) draws attention to this view by identifying parents' views of adopting an approach to rather have their children be taught through the medium of English and eliminating first language (L1) entirely as a resource within African languages. In the argument of uncertainty, the argument is voiced through a different angle explaining that students were not comfortable using their L1 in an academic setting due to the lack of opportunity in their schooling years which did not allow them to develop strong academic literacy skills in their L1 (Parmegiani and Rudwick, 2014).

As a result, because of this, the use of English as a LoLT can be an advantage or disadvantage to others. African language speakers choosing not to develop their language, do so because they simply do not have the political will and ambition to see their languages developed into full-blown technical, literary, and academic languages. Therefore, it is important to note that in terms of language standard it is imperative that language instruction at foundation, intermediary and ultimately all subsequent phases in schooling be sufficient and appropriate to prepare students to not only have basic interpersonal communicative skills (BICS) but also cognitive academic language proficiency (CALP) (Cummins, 2000). According to Dörnyei and Ushioda (2010) motivation is crucial, for successful acquisition of a language students also must be motivated since motivation is regarded as an important requirement for achievement in language acquisition. Furthermore, motivation to learn African languages is also related to the status and availability of such languages in the educational environment. However, perceptions regarding linguistic properties of African languages do not necessarily contribute to elevating the status of these languages.

5.1.4 Ignorance of language complexity and extensive loaning of words from other languages

There is ignorance of language complexity, the view that African languages in South Africa are not capable to speak numbers (mentioned in the perception above on African languages in

universities with limited use and further description in chapter 3.2). In fact, African languages do not seem to have their own words as far as numeracy is concerned, and the language speakers borrow from English and so does English borrow from other languages too for use of numbers (Thomason, 2001). For example, there is no word or term equivalent to 'wavelength' or 'algebra' in isiXhosa, even though English also borrows for terms like 'algebra' but it is still the dominant language. This further results to extensive loaning of words from English where people just insert an 'e' 'i' in the beginning of any word and there you have created the isiXhosa equivalence. Examples include iTelephone, iMicroscope, iSquare Root, iTextbook, iEquation, iMolecule, iMass Spectrometer, these examples express laziness and lack of development in African languages terminology whereby people just add 'i' as a prefix...e.g i-jacket, i-tafile, icalculator. Doesn't that sound like isiXhosa? From the literature language standardisation is a problem regarding African languages because of historical sensitivities due to missionary work, for example the promotion of certain dialects above others, the elimination of dialects or even stigmatisation (Herbert and Bailey 2004, Mojalefa 2008).

An example of the missionary work is the first printed reading material in isiXhosa by John Bennie in 1823: 'In komo zon ke ze zi ka-Tixo.' (tr. All cattle belong to God). Missionaries had a role in promoting isiXhosa which they are acknowledged for their work. Makalima (1981) assert that although missionaries introduced the isiXhosa language into written form and introduced education in Africa, it does not mean that before their arrival there was no education among isiXhosa speaking but, the form of education which existed was oral teaching in which focused on transmitting social values and norms including other crucial aspects of society.

That said, linguistic diversity within languages must be addressed by means of corpus planning (Koch and Burkett 2005). Corpus planning is defined as where the internal body of the language itself is reformed or modified including creating new terms, orthography, and vocabulary expansion (Kaplan and Baldauf, 1997; Cooper, 1989; Ngcobo, 2007). Majority speakers of African languages believe that their languages are not adequate for instruction as the languages are not adequately developed regarding technical and scientific terminology (Mutasa, 2003). Furthermore, apart from the ignorance towards the complexities regarding language structure and language borrowing, language modification and interaction allow for the expansion of language competences. Milani and Johnson (2010) assert that these perceptions about African languages relate to the sociolinguistic imagination based on cultural representations of the

speakers of the languages. In addition, Milani and Johnson (2010: 4) state that languages are equal 'in terms of their meaning-making potential and their worth as objects of academic inquiry'. Lexical borrowing is also common to other languages and is not a phenomenon unique to African languages (Thomason, 2001). That said, the other relevant topic is the difficulty in learning African languages.

5.1.5 Difficulty in learning African languages

According to Pascoe and Smouse (2012) African languages are considered difficult for reasons such as lack of terminology as highlighted in the study and the other reason is that African languages have a variety of dialects which makes things difficult for speakers that are not familiar with the language. IsiXhosa is a difficult subject for people who do not speak the language and when learning the subject, it becomes difficult because of the terminology use that does not only mean or give a certain meaning but can also be used in other contexts (Alberts, 1999). An example is the term pumpkin in English, this term in isiXhosa is *ithanga* which means a pumpkin (vegetable) or thigh (body feature). Depending on pronunciation, people would know in which context the term is being used for. IsiXhosa can be spoken in different ways depending on the language background like the area or tribe that people come from. The isiXhosa spoken by amaMfengu can be different from the one spoken by amaHlubi because of either pronunciation or meaning of the terms. There is isiXhosa for formal and informal communication which this includes use of *tsotsitaal*. With reference to the study of Dalvit and De Klerk (2005) which explored the attitudes towards isiXhosa language as a LoLT in higher education with the University of Fort Hare isiXhosa-speaking students. Findings show that students value the resources English give access to, such positive responses have also been shared by this study respondents (RU lecturers).

Although the respondents acknowledge the dominant role of English in education and subscribing to the belief that English-medium schooling is of better quality, the respondents also show positive attitudes towards isiXhosa but taking note of difficulties that come with the use of the language. These difficulties include fluency in the language and appropriate terminology for teaching and learning contexts. Moreover, IsiXhosa is a difficult subject for those that do not speak it even the ones who speak it because they lacked an opportunity of being taught isiXhosa in their schooling years which this did not allow them to develop strong academic literacy skills in their first language (Parmegiani and Rudwick, 2014). The study respondents share the same perspective as some RU students (the researcher was able to gather

this through observation in lectures, during this research method, the researcher was able to engage with students and that was when the researcher discovered this view) who decide to take isiXhosa course and prefer isiXhosa additional language although they are encouraged to take mother tongue if they are the language speakers. This research participants feel like some students prefer non-mother tongue isiXhosa because they believe that it is not difficult, the students feel like mother tongue isiXhosa is not the same. As a result, because of this, the use of English as a LoLT can be an advantage or disadvantage to others. 67% of this study respondents believe that AL are not easy for people who do not know or are not familiar with the language and have similarly commented:

IsiXhosa is not easy, and it is very difficult especially if individuals do not really know the language. With the language varieties, translation needs someone who knows the language more than the one who understands it.

Yes, if you understand the language, you can explain terms but if you know it you would even further explore terms.

Through comments like the above, isiXhosa is one of the official South African Indigenous languages that is difficult, and English further makes education difficult because of the barrier that the language holds. For this reason, bilingual education is a strategy that can assist which this is the use of both English and an African language as a LoLT at a tertiary level. Bilingual education helps students that are not familiar or use English regularly to understand their work. The concern of language difficulty is also relative to students' motivation, prior knowledge as well as the teaching and learning condition. However, it is an important aspect to bear in mind regarding the level of language acquisition required from the university lecturers and the amount of time available for African language courses. RU lecturers that participated in the current study also gave reasons for and against the introduction of compulsory African language courses at universities and provided alternatives to the promotion of these languages at universities (refer to chapter 7.3). Lastly, some benefits of the compulsory African language courses were also noted such as use for understanding.

5.2 SUMMARY

The issue of language in higher education is complex and hence there are different views and opinions towards the use of African languages in universities such as RU. This chapter presented, explored, and further discussed the perceptions of AL in education. It is important

to note that people have different opinions on the use of AL in higher education, at times, their views are contradictory.

Although, there may be different views on this matter, but the important aspect revealed is that even though AL holds a deprived history, but their role is very crucial for academic achievements. The next chapter interprets data collected using research methodologies explained in chapter 4. The next chapter demonstrates the views and perceptions of RU lecturers that participated in the study.

CHAPTER 6: THE STUDY FINDINGS

6.1 INTRODUCTION

The purpose of this chapter is to present the findings from the data collected using questionnaires, interviews, participant observation and observation. This chapter explores and discusses information gathered for this study in relation to language barrier in teaching and learning. Focus was made to the analysis of lecturers' perception of African languages, specifically isiXhosa as a language of teaching and learning in higher education particularly at Rhodes University. As the study unfolds, this chapter theme with its sub-themes presents and discuss the data collected. The chapter begins by enlightening the reader with language dominance in the province where RU is situated.

6.1.1 The dominance of isiXhosa in the Eastern Cape

Afrikaans and IsiXhosa are the two home languages of approximately 75% of the Western Cape population (Statistics South Africa, 2019). However, in practice, IsiXhosa-speaking lecturers are often placed at universities where the Language of Learning and Teaching (LoLT) is English and/or Afrikaans (i.e., the lecturer's second or third language). Statistics SA (2019) notes that Eastern Cape (EC) has 83% of its total population as speakers of isiXhosa and Makhanda based in the province is a microcosm of the EC with about 80% of isiXhosa speakers. However, in practice, students of the language are often placed in schools where the LoLT is English. This aspect is viewed as one reason why South African schools are showing poor academic achievements (National Education Evaluation and Development Unit (NEEDU), 2013). Subsequently, poor language proficiency results in the fact that barely a quarter of African language students who receive education in a second or third language are likely to progress academically (Foley, 2010; Prinsloo and Heugh, 2013; Spaul, 2013). As mentioned, because students find English academic terminology in various disciplines difficult (Aziakpono and Bekker, 2010), lecturers see the need for isiXhosa use in lectures and tutorials to assist students that struggle with the LoLT. This chapter, because of information similarity, the study gives reference to relevant literature.

6.1.2 Exploring the study findings

This chapter shows the results of the data that was collected through the questionnaires, survey, and interviews. The questionnaires were distributed to 2 RU lecturers that preferred answering questionnaires and not do interviews. The survey was through shared link and 34 respondents

participated, 4 online interviews and 1 face-to-face interview were conducted for data collection. In these research methods the lecturers had to fill in their background information like, age, gender, and years of experience before they could answer. The interpretation of this data includes tables of percentages and charts that shows which number is greater than the other. Firstly, there is a demonstration of background information in the form of tables.

Table 1: Gender division of lecturers in the sample

Gender	Frequency	Percentage
Female	15	44
Male	19	56
	Total	100

The table above indicates the number of RU lecturers that participated in this study. It shows that out of the 34 lecturers that participated fifteen of them were females and nineteen were males. It is important to note that from the 34 participants some also participated in interviews, and questionnaires.

Table 2: Age distribution among lecturers

Age	Frequency	Percentage
Early 30s- late 30s	23	68
Early 40s- late 40s	11	32
	Total	100

The second table shows age differences between participants. The category of age had two age groups. According to the table, in the first age group 30-39, there were twenty-three lecturers. In the second age group 40-49, it had eleven lecturers. There was no age specification, any RU lecturer was welcome to participate in the study either through answering the survey (which had a lot of responses, with 79% respondents preferring to only participate in the survey), interviews or answering questionnaires.

Table 3: Lecturer experience in years

Years	Frequency	Percentage
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More than 6 months	11	32
A year	6	18
More than 3 years	5	15
Less than 10 years	12	35
	Total	100

The above table shows how long lecturers have been in contact with different language speaking students. This is to display how much involvement and knowledge lecturers have had and have with students and language barrier in higher education. The category of experience was included so that the researcher can have a light on how much experience lecturers have. However, it does not mean that their answers in the questionnaires and during interviews are determined or rated by their level of experience. There are four categories for experience years, the first group of more than 6 months experience had eleven lecturers. The second group of a year experience had a total of six lecturers, the third group of more than 3 years had five lecturers and the fourth group of less than 10 years had twelve lecturers which had the highest ratings. It was unfortunate that 79% of the lecturers who participated in the survey would not agree to interviews as this would have helped the researcher to detail lecturer experience and views based on the time had with students in, HE.

The 34 participants have been lecturing at the university and interacting with several students with different educational backgrounds. About 5 lecturers agreed to do interviews and were able to express their views on language issue at RU while 2 answered questionnaires. With the 7 lecturers who participated, 40% (Psychology and Economics departments) fall under the second group, 20% (Politics department) fall under the third group and 40% (Computer Science and IsiXhosa departments) of the interviewees fall in the fourth group. It is most likely that for lecturers with less than 10 years of experience to utilise multilingualism than the lecturers with less than a year experience. This is because lecturers with less than a year experience are still getting exposed into the academic field, and they are also still learning while lecturers with less than 10 years of experience are exposed and are familiar with the language issue in HE. That said, lecturers with more experience in teaching and learning are most likely to utilise multilingualism because they have seen and experienced language difficulties with their students. Academic achievement or failure is often determined through LoLT as a tool for communication.

In the survey responses, 82% of the lecturers highlight that during their years with Rhodes University most African language speakers particularly first year students show major difficulties with engaging and gathering information in English since facilitation is through the LoLT (English). Below are the comments of the participants who have said that English, as a dominant language in HE makes things difficult for students especially first year entry students:

“First year students that are not used in frequently using English struggle when they enter university.”

“English is not everyone’s first language, and it is not an easy language, and this cause a barrier in education.”

“It is very difficult to express your views in a lecture if you do not understand the language well.”

“Language should not act as barrier to education hence we as lecturers have to find ways that could help accommodate students that struggle with the LoLT.”

“Most of our first-year students who are not English efficient have a lot to contribute to education but because of the language used they struggle to fully participate and engage with the curriculum.”

One of the reasons is that some students are more familiar with their home language than their second/third language and this has caused some problems such as the main issue that is language barrier. Language barrier does not only affect RU but is a nation-wide matter in higher education. Additionally, communication is essential to an organisation like higher education. Yet communication relies upon a shared language, a pre-mandatory that does not exist in many occupational situations and that is when problems begin. The 34 participants highlight that the issue of language barrier has been the main issue in higher education. Hence, the promotion of African languages in universities such as RU. Below are the comments of the participants who have said that English, as a LoLT in HE acts as a barrier to education:

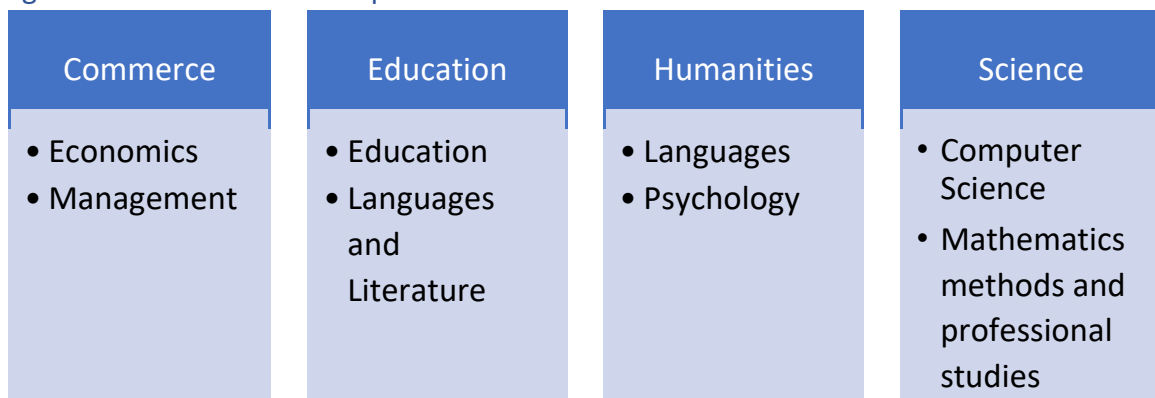
“Language barrier limits students with academic capabilities to fully show their potential.”

“I think if African languages are allowed as LoLT in HE, students that feel free using their home languages can do better in their academics because they would be able to participate and engage with the content.”

“If African languages can be LoLT, all students would be able to express and engage with the academic materials and language would not act as a barrier to education.”

Furthermore, the analysis of questions from the survey, questionnaires and interviews are in the form of diagrams. There are academic departments which fall under faculties and RU offers about six faculties which the study was able to gather data within four faculties. RU has various faculties which are facilitated in English and the only use of African languages is within the department which the language is also considered as a subject such as the isiXhosa department.

Figure 6: RU faculties and departments within the faculties

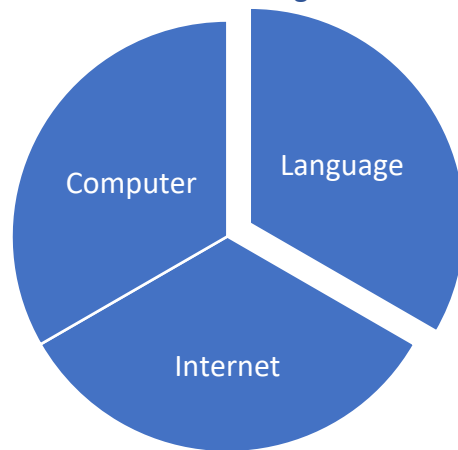


The above figure shows RU faculties that the researcher was able to gather data from, namely Faculty of Commerce, Faculty of Education, Faculty of Humanities and Faculty of Science. The difference and similarity between these faculties is the use of language. RU as an English medium university, all courses are taught in English unless based as subjects. Departments mentioned in figure 6 are not all departments available at RU but are some of them. There are six faculties available at RU and the study was able to cover four faculties out of the six based on the responses provided by lecturers. The study 34 participants are Rhodes University lecturers between the ages of early 30s to late 40s (refer to table 2), there was no age restrictions for the lecturers who were to participate in the study. The participants are both males and females (refer to table 1). The lecturers understand and speak English. RU lecturers are exposed to the language and must be engaging in it with the university students as its' LoLT is in no other language but English. The participants have been exposed to English since their schooling days where some studied English as a first language in high school while others studied English as a second language. Two interview participants were comfortable speaking in both English and in isiXhosa. As a result, 40% interviews conducted with the participants were facilitated in two languages, namely isiXhosa and English. However, the three interviewees and two

lecturers that answered the questionnaires preferred the use of English when engaging in the conversations.

The university LoLT applies to all departments offered by RU except in academic departments where languages other than English are taught as subjects (i.e., isiXhosa) (*ibid.*) That said, although English dominates the university business, but some African Languages are provided an opportunity for teaching and learning at RU. The isiXhosa department at RU make use of both English and isiXhosa in teaching and learning as there are two units for the subject, and these are isiXhosa mother tongue and non-mother tongue (refer to chapter 7.1). In HE, there is use of technology and internet for further research which the language of communication is English, and this plays a role in education. In a way that lecturers can explore different and flexible ways of teaching using technology.

Figure 7: Resources for academic teaching and learning



The above diagram shows factors that help facilitate education and these are the use of computers, internet, and language for communication. Language connects and allows people to share ideas, thoughts, and feelings with each other like lecturers and students do with the academic knowledge sharing. It has the power to build societies, but also tear them down in a way that language works as a barrier towards education achievement because of lack of understanding. Educational content shared by lecturers to students is in English, a dominant language in almost everything including the internet. Spathis (2004) state that a key requirement for the future is the need to prepare students to participate in the information society, where knowledge is the most crucial factor in the social and the economic development of a country. The adoption of new Information and Communication Technologies has led to significant changes in both the structure and the functionality of education. That said, the introduction of new technologies led to the development and dissemination of electronic

learning (e-learning) and distance learning in education sector. This is evident across universities like those of South Africa (SA) where new technologies now play a dominant role. Indeed, the use of new technologies of Information and Communication transforms traditional teaching and assists the adaptation of new curricula and new courses in existing applications (Petridou and Spathis, 2001; Mohamed and Lashire, 2003). The following chapter themes and subsections focus selectively on results pertaining to, respectively, language, ICT, multilingualism, and language barrier in higher education, giving reference to RU the university that the study is about.

This study respondents agree that language use plays a role in students' academic achievement or failure and that English as the university medium of instruction, it is also the main LoLT. About 82% of the lecturers use English as the LoLT while 18% of the lecturers simultaneously use an African language (i.e., isiXhosa) and English as the LoLT. English in education is one of the themes discovered from data collected for the study. English is a dominant language in education, and it has its negative and positive effects towards lecturers and students which whom they share educational content with. These effects include lack of understanding, not being able to engage with content presented and positively getting an opportunity of being taught in another language. About 86% of the research participants' responses about the effects of African languages towards lecturers and students are:

“There are a lot of African language speakers in South African and the use of AL in HE would improve and develop African language use for better participation and engagement in education.”

As a result, because of these effects, lecturers consider the role of isiXhosa in education to comprehend ways that can assist non-English speaking students in achieving their studies. Painter and Baldwin (2004) report that English is a language of academics, business, and that of the country both internationally and in South Africa. Moreover, English opens employment opportunities. Similarly, the literature indicates that English is recognised as an important language in business and in general internationally (Council on Higher Education, 2001; Painter and Baldwin, 2004). Key to this study are perceptions about African languages in higher education in chapter 5. It is known that there is a language of the classroom and societal language. Below, the study confers language used by lecturers in formal learning settings.

6.2 LANGUAGE USED BY LECTURERS IN FORMAL LEARNING SETTINGS

Rhodes University's language of Learning and Teaching is English (except in academic departments where languages other than English are taught as subjects i.e., isiXhosa). It is for this reason that because of language diversity language barrier exists. Alexander (2002) notes that language diversity is one of the critical areas that must be addressed, not because diversity is ideal, but because it is reality (*ibid.*) There is interdependence between the first language and second language at deeper levels of academic and conceptual functioning (Paxton, 2009; Cummins and Swain, 1986; Cummins, 1984). That said, it is important to note that for people to have conceptual understanding on the second language that they have had it first in their first language. (Batibo, 2010; Kaschula, 2013; Maseko, 2011) attest with the above by stating that when students get exposed to new concepts and ideas, it is ideal to introduce these in the language which they understand best as that would be a proper supportive tool for comprehension. Kaschula (2013) further adds and says that it is undoubtedly that one understands concepts properly in their primary language. That said, if this does not happen then this leads to students not being confident enough and they tend to fail to articulate themselves properly during the process of learning, Batibo (2010).

Additionally, because of language barrier, an inclusion of African languages in education with English can assist to academic achievement. With that said, cognitive understanding has an effect in bilingual language use, without any cognitive understanding of certain concepts of a discipline in a first language it becomes difficult to grasp those in the second language. This point is argued by Ouane and Glanz (2010) study, whereby the authors reason that learning in one's first language lays cognitive and linguistic foundation for learning additional languages. Therefore, additive bilingualism works as a teaching and learning strategy for lecturers in assisting students that struggle with the language of learning and teaching in higher education. It seems like the use of two languages for teaching and learning is an option for multilingual classrooms (refer to chapter 2). Learning in a second language while understanding through your first language helps with better understanding and with developing African languages in higher education.

However, lately, mother tongue education seems to be complex, especially at tertiary level even though scholars such as (Alexander, 1995; Banda, 2000; Ball, 2011) agree that mother tongue education should be at the core of bilingual education. Heugh (1995; Banda, 2000) highlight that the poor results in matric and at tertiary level among second language speakers of English has been linked to English being the medium of instruction in SA. That said, Ball (2011) argues

this discovery and says that high rates of failure are also a result of the use of international languages as languages of instruction at school as that confuses and places a challenge to students because they cannot relate the curriculum to their everyday experiences. The 34 RU lecturers that participated in this study understand the importance of language in teaching and learning, the view of the 5 interviewed lecturers and 2 answering the questionnaire is that teaching in a foreign language can disaffect students as some won't understand concepts in the foreign language and this leads to inability to do work because of the barrier that the language conveys. About 86% of the research participants' responses speaks on the disadvantages of the LoLT in HE and they say:

“If you don't know and/or understand the language it is easy to fail in your academics and this we have seen through our students who can't articulate themselves well and that affects their school results.”

“Language barrier plays a negative role in our lectures because you would notice that in lectures, students, because they are not English proficient and have the accent, there is a lack of participation and engagement in HE lectures.”

With that being the problem, there is also another issue of language attitudes whereby the other disadvantaged group prefers English than their mother tongue. It is argued that although English is a preferred language for teaching so is isiXhosa and both these languages have their own issues like mother tongue that has its own problems explored in an article by Banda (2000). The issue of language is more likely to be complex in multilingual environments like Rhodes University. The study explores the theme of multilingualism at RU for further discussion.

6.3 MULTILINGUALISM AT RHODES UNIVERSITY

The ability to use several languages in a society allows for multilingual language speakers who can make use of their ability to be able to understand people of other languages besides their own. Rhodes University multilingualism is defined by various people at the university who speak different languages with diverse cultures. The university lecturers come from different places, and each has a different background with the use of English language. There are various accents spoken by the lecturers which this forms part as another factor that affects language barrier in a way that, how lecturers speak the language can either in a way negatively or positively have an impact to students' academics. The Language policy (2002) states that:

Language has been and continues to be a barrier to access and success in higher education; both in the sense that African and other languages have not been developed as academic/scientific languages and in so far as most students entering higher education are not fully proficient in English. Furthermore, the challenge facing higher education is to ensure the simultaneous development of a multilingual environment in which all [our] languages are developed as academic/scientific languages, while at the same time ensuring that the existing languages of instruction do not serve as a barrier to access and success.

That said, Weinstein, (cited in Beer and Jacob 1985: 2; cited in Alexander 1992: 143) states that “Language planning is a government-authorised, long term sustained and conscious effort to alter a language itself or to change a language’s functions in a society for purposes of solving communication problems.” Because it is within this paradigm that South African Universities need to operate in reflecting their own language policies. Rhodes University’s language policy is based on the principles of ‘promoting multilingualism and the intellectualisation of African languages,’ (RU Language policy, 2019).

6.3.1 Intellectualisation

Liddicoat and Bryant (2002) review the issue of language planning and report that the intellectualisation of a language involves the development of new linguistic resources for discussing and disseminating conceptual material at high levels of abstraction. A key component of this is the development of academic discourse in the language at various levels of education. In a review by Liddicoat and Bryant (2002), the authors highlight that intellectualisation cannot be considered as a single process in language planning, but rather various domains of language use will be intellectualised in different ways and to different degrees depending on specific circumstances affecting a particular academic domain. Alexander (1989) highlights the transformative potential of language planning and calls for the intellectualisation of South Africa’s indigenous languages. Intellectualisation is a way of providing “more accurate and detailed means of expression, especially in the domains of modern life, that is to say in the spheres of science and technology, of government and politics, of higher education, of contemporary culture etc,” (Garvin, 1973: 43). According to Finlayson and Madiba (2002: 42), African languages lag behind English and Afrikaans particularly when it comes to modern terminology and registers. This makes the possibility of using them within scientific academic discourse a contentious issue.

Furthermore, Kaschula (2017) in exploring intellectualisation of isiXhosa literature: the case of Jeff Opland, explains intellectualisation as a term that represents a two-fold process. Firstly, the academic is required to access the world of oral and written literature and to have clear grasp of its practitioners and the content of their material. Secondly, the academic needs to engage with this material to place it on a national and international platform, thereby further intellectualising the material for public consumption and critique and growing intellectual debate in the field, contributing to the growth and recognition of isiXhosa. Therefore, the degree of intellectualisation is a response to the social conditions in which the language is used. It is a recognition of other languages in high level domains such as education. Alexander (1995; 2001) emphasises the role of the university as an agent of social change. That said, language policy and language practices in institutions such as universities inevitably either reinforce or counter societal tendencies towards the unequal distribution of resources, opportunities, and life chances” Bourdieu (1994, cited in Alexander 2001: 12). South African universities have an important role to play with respect to the intellectualisation of African languages, both by assisting in developing them and by using them as LoLT, particularly in high status subjects. Finlayson and Madiba (2000:48) explicitly refer to the advantages of using both English and an African language in science education at tertiary level (see Inglis, 1993:131 and Rutherford, 1993: 286, cited in Finlayson and Madiba, 2000).

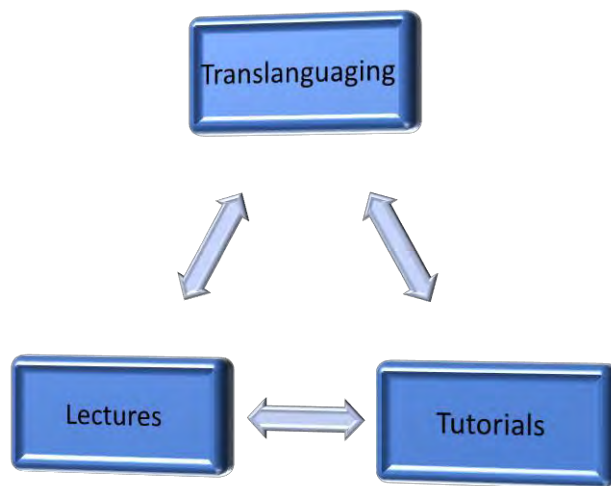
The language of teaching and learning in education (specifically in higher education) has been a contentious issue because of history and for transformation to transpire, lecturers and students must practice whatever suggestions discussed during meetings such as the language colloquium that happens at RU. That said, if isiXhosa (as a dominant language in the EC) is used to teach authorised but conventionally English dominated subjects (such as Science for example) at tertiary level, this could have sets of effects. For example, this would improve the language speakers’ attitudes towards their L1 and use of the languages in all domains while also raising the AL status.

Additionally, as mentioned, Rhodes University language of teaching and learning is English (*ibid.*) This can constrain the process of learning for students that are not provisioned in the language which this further cause difficulties for lecturers. The university lecturers notice that students who struggle most are first year students because of the transition that they must conform to entering higher education universities whose LoLT is English, a language that for others is not familiar as it was not frequently used in their primary or secondary education level

(Aziakpono and Dalvit, 2010). Lecturers have different views with regards to language barrier at RU, the knowledge of language barrier in higher education and ways to assist. The departments involved in the study (i.e., Politics, IsiXhosa, Economics) are aware of language barrier as much as the university is. As a result, there are ways that some departments (such as the ones mentioned above) use to assist students with language barrier such as translanguaging as a strategy. See below a diagram of teaching and learning strategy to assist with ways of working towards the barrier that language has in the academic environment.

6.3.2 Translanguaging

Figure 8: Diagram of teaching and learning strategy at RU



The diagram above shows the connection that translanguaging has in both lectures and tutorials. Some university lecturers (from the Politics, IsiXhosa and Economics department) use both English and isiXhosa in class and allow for use of these languages in the tutorial groups. The Language Group Transformation (LGT) summit report (2017) state that:

Rhodes University language policy disadvantages and excludes mother tongue speakers of SeSotho, isiXhosa and Afrikaans, the provincially recognised official languages, as well as speakers of other languages. It is suggested that the starting point of all engagements with the university community should be that the university is bilingual or multilingual institution and that it should foster such an ethos as part of a transformative agenda.

That said, monolingualism is a barrier in academic spaces. Students from previously disadvantaged communities are disempowered using academic language and how concepts are conveyed. The questionnaire lecturer responses note that even the accent has an impact to

students' teaching and learning. Lecturers have various language accents which this can be confusing to some students during a lecture. This is because students find it difficult to keep up with the lecturer accent when getting to university. Furthermore, it is not only the lecturer accent but also that of other students with privileged education backgrounds, these other students' confidence and accent can affect the participation of those who have not occupied such advantaged spaces. "Students that feel like their accent isn't good enough do not participate and engage well in classes because they think that their intelligence is measured by their accent, which this is not and should not be the case," 86% lecturer participants assert. As a result, because of language barrier in the university, the Centre for Higher Education Research, Teaching and Learning (CHERTL) department invites academics, students, and staff interested in using language as a resource for teaching to contribute to conversations whereby everyone share creative ways for using translanguaging in the context of traditional and online teaching and learning.

The Department of the Centre for Higher Education Research, Teaching and Learning (CHERTL) at Rhodes University, has an on-going series on various aspects of transformation at the university. The aim of CHERTL is that the department is interested in working with academics to devise and disseminate strategies that promote the use of different languages in classes at RU, particularly the home languages of students. Translanguaging is one of the strategies that endorse the use of different languages in classes. In one of the series conversations hosted by the CHERTL department at RU, lecturers were given an opportunity to share their experiences of using translanguaging as a pedagogic strategy to enable students to develop their understanding of dense disciplinary concepts and content, first in their home languages, and then in English. The lecturer responses in overall (from the survey, questionnaires, and interviews) show that students who struggle with the university LoLT perform poorly in their academic work because of the poor language proficiency (refer to chapter 6.2). There are ways that have been explored by the university to accommodate students that struggle with the LoLT at RU, and these include translanguaging.

6.3.3 Lecturer experience with the use of translanguaging

As much as the university LoLT is English but it is of great way to give an opportunity for AL use in classes for students who are not confident in using English because of deprived language ability. Lecturers are aware of language barrier in higher education hence, the language planning. That said, Cooper (1989) believes that some of the goals of language planning are

sometimes achieved through the implementation of language policy. The Rhodes University language policy has been highlighted throughout the study as it holds the study matter. Lecturers that participated in the interviews share that it is not easy to see students with great potential academically not being able to express it because of language barrier. Translanguaging may be a strategy to assist or break language barrier but there are still different views and arguments about the use of African languages in education, and some of this study participants have expressed similar responses which are:

The use of African languages in classes does help students that struggle with English as a LoLT, some students are enjoying and grateful for the use of other languages in class and not only English.

Not all students like the idea of being taught in English and in other African languages, some students have indicated (in the evaluation) that translanguaging slows down the pace of teaching and they are not fond of the idea.

Other students didn't find the use of an AL and English in teaching and have shared a view that they do not find the practice helpful because they were not interested in a language that isn't their own. "They thought it reversed the pace at which lecturers were covering the syllabus."

The above quotes show different views that lecturers have heard from students about the use of more than one language in class, an African language with English. This research participants explore translanguaging in classes to assist students that struggle with the university teaching and learning official language. Other university departments (i.e., IsiXhosa, Drama and Economics) allow use of isiXhosa and English during class and in tutorials. This helps with more participation and engagement of academic content between students and lecturers. The study participants similar views are:

Lecturers meet different students who speak great English and who others hardly even speak the language well. Usually, great English speakers are

not so great in writing the language and this becomes a negative impact in their studies. As a result, not every student who speaks English well can well articulate themselves in academic writing.

Although the university LoLT acts as a barrier towards students' academics, there are strategies which lecturers explore and wish to explore to help. In the survey responses, about 68% of the lecturers say that they accommodate their students linguistically in a way that they make use of AL and English when in contact with their students either during class or in private meetings. It is important to note that language barrier does not only affect verbal communication but writing as well which is the major factor that determines academic failure or achievement (Lewis, Jones, and Baker, 2012). With that said, the university lecturers during their experience with the use of translanguaging state that, it is very crucial to understand information shared to be able to precisely articulate perspectives in writing (Lewis, Jones, and Baker, 2012). Therefore, translanguaging has helped many students with understanding and [us] with giving more engagement practises (Lewis, Jones, and Baker, 2012 and Cummins, 2008). There is more participation in class when everyone understands what is being shared by the lecturers. Moreover, translanguaging has its own advantages and disadvantages which have been highlighted below as relevant from (Lewis, Jones, and Baker, 2012 and Cummins, 2008).

6.3.3.1 Authors such as (Lewis, Jones, and Baker, 2012 and Cummins, 2008) highlight that translanguaging helps to:

- Enhance teaching and learning for students who struggle with understanding through English.
- Develop use of languages other than English (LOTE) in higher education.
- Better conceptualise concepts taught in native languages.
- Support cultural inclusion and diversity.

6.3.3.2 Authors such as (Lewis, Jones, and Baker, 2012 and Cummins, 2008) highlight that translanguaging disadvantages are:

- The lack of academic material available in other languages other than English for students and lecturers in higher education.
- The inability to use African languages for teaching.

The study finds out that lecturers do not have sufficient training to deal with second language learning. It is for this reason that Rhodes University lecturers from different academic

departments work together with the Department of African language studies in promoting the use of isiXhosa in other departments besides its' own.

6.3.4 The insufficient training of lecturers to teach in multilingual classrooms

The lecturers involved in multilingual classrooms are aware of the literacy challenges students are currently experiencing within the South African context. However, lecturers are more frustrated by the fact that they are unable to provide these students with knowledge and skills which seem to be out of their depth and capabilities. Nagy (2018) similarly states that lecturers are challenged when they must utilize multiple languages in the classroom to promote learning on the basis that lecturers have only been trained according to monolingual language norms that discard the use of other languages in education settings. The use of LOTE in lectures is not an easy process because even lecturers that are able to parallel teach and know the language, they require re-skilling to accommodate the shift. Almost all the research participants' responses attest to the above and they say:

“Lecturers are not trained to deal with multilingual classrooms, and this makes us look like we don't care about our student's struggles.”

“We know that the LoLT particularly in HE is English, and that AL are mostly used for social interactions with family, friends and out of lectures. We are so used in using English for academics and the use of AL in education is rare.”

“Our students have a lot of potential but because of the language used they can't fully express their skills as the use of AL in education lacks accuracy. So, this becomes difficult for lecturers because they also do not know or understand all languages.”

“There is not enough time to translate academic material for our students and we have limited time with the students which makes it worse, hence we (some departments such as the school of languages and literatures particularly isiXhosa and the Politics department) offer the use of AL during tutorials.”

The university understands that for multilingualism to be accepted and applied in institutions of higher learning and given the educational benefits of guided support, this requires “reskilling and upskilling of lecturers” (Kazu and Demiralp, 2016). Lecturers who participated in this study have conflicting views towards isiXhosa as a LoLT at RU, but they acknowledge

multilingualism and language barrier which this is a crucial matter in education. Therefore, for the conflicting and hesitant responses, it would be wise for the university to offer training for lecturers with regards to the issue of language in teaching and learning. It is important to note that as much as lecturers are expected to teach in English, not all of them are speakers of the language but they must adapt. Therefore, lecturers also need mentoring and support.

Nel and Müller (2010) recommend that lecturers should receive training to equip them to teach English as a second language, as well as general support to teach the students effectively. Wu (2018) additionally states that school policy makers and administrators should act, such as adjusting policies, supporting lecturers' professional development, and establishing a comfortable and positive environment where students and lecturers may feel less concern and become more confident. For this reason, learning and teaching in multilingual settings needs a shift in focus within the academic sphere to accommodate diversity. Omidire (2019a) attest by stating:

that many lecturers are ill prepared to deal with students who speak English as a second language. Lecturers have insufficient training to handle second language learning and to adjust the curriculum in support of their teaching. To teach second language students properly, more time is needed to work effectively with them.

The issue of language barrier in university allows for use of AL for promotion and development of languages other than English (LOTE), below are ways to promote AL.

6.3.5 Ways to promote African Languages in the university

With the presentation of student language use for formal contexts in the study explored by Mawonga (2015), bilingual teaching practices are a good way to contribute towards the work of not allowing language to be a barrier to academic access. Mawonga (2015) presents language mostly used for teaching in schools and language used in addition to the medium of instruction (MoI) in schools. The connection between schools and university is that these are both educational institutions where language is a source of teaching and learning. The language used by students in formal learning contexts refers to the language which the students use to communicate with the lecturer and with each other in dialogue during the learning process in a classroom environment, Mawonga (2015) study enlightens. The official language of communication at RU is English, but there are many languages spoken by students and lecturers and because of this some lecturers try to make use of the languages that they know in classes and in tutorials to accommodate non-English speaking students. The RU language policy

(2005) declares that English is the language of teaching and learning in the university. Even though the university acknowledges the university official language of communication to be English, the policy further declares that it is important that departments like the university school of languages and literatures, particularly the isiXhosa studies section to encourage other departments to “make isiXhosa definitions of technical terms in wide range of disciplines available to staff and students in order to facilitate learning,” (RU Language Policy, 2005: 06).

The use of multiple languages in lectures or tutorials has led to suggestions that there is a need to establish a Languages Unit that is formed specifically to deal with translating academic concepts and making academic materials available in different languages. The researcher was able to find out about the above during the colloquium hosting at RU. All the lecturers that participated in this study acknowledge the issue of language in education and say:

“The Language Centre would be a great factor at Rhodes University as we believe that it would help and develop the use of AL besides English and we are so excited for the centre.”

“The language unit is a good idea, and it would help to actually put plans into place so that the university can acknowledge the importance of AL more and explore different ways to assist develop use of LOTE in education.”

The research participants that participated in the interviews and questionnaires feel like it is a lot of work for the school of languages and literatures department, particularly the isiXhosa studies section to be expected to assist with the work of translation on top of their workload. During the virtual interviews all 4 participants highlighted that due to lack of funding and resources, the university cannot assist with forming a separate Languages Unit. Because of that, during language in education discussions at RU, an option raised is to work with willing and available lecturers that can assist. Because of this, departments that have been making use and integrating multilingual practices in their teaching would also have to work together with their students and there are departments that already do this such as the politics department. The lack of ability to establish a Languages Unit does not mean that there aren't other ways to assist and options to explore, refer to the theme below for an option discovered at RU.

6.4 LANGUAGE CENTRE: PROMOTION OF AFRICAN LANGUAGES AS THE UNIVERSITY OFFICIAL LoLT

Language is a transformational space that has the power to enlighten policy and unite people. Rhodes University promotes multilingualism and language intellectualisation and as a result, the Department of School of Languages and Literatures, isiXhosa studies section offers isiXhosa language as a subject at the university. For this reason, improving communication through language is not just about increasing vocabulary or achieving punctuation. It is more than just that, the university staff gets to create an environment where not just academics bring them together but also improving interaction within the environment without feeling inferior. All multilingual lecturers are experts in their home language practices and come with a wealth of knowledge that should be respected. For this reason, incorporating their home languages during the lessons would help develop use of AL in HE. Multilingualism practices in education include the creation and appreciation of cultural awareness, improves academic and educational value, and further enhances creativity.



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BAQONDE is a collaborative project between European and South African Higher Education Universities to facilitate and promote the use of indigenous African languages as a medium of instruction in tertiary education. To revive and preserve indigenous African languages, Rhodes University has joined a consortium of universities to collaborate in a project funded by the European Union called BAQONDE. The name stands for boosting the use of African languages in education: A Qualified Organized National Development strategy for South Africa. BAQONDE means “let [them] understand” in the Nguni languages. The BAQONDE project is leading [us] towards the restoration of dignity and parity of esteem for our indigenous languages, and that is commendable indeed.

Four South African universities (North-West University, University of KwaZulu-Natal, University of the Western Cape and Rhodes University) and three European universities (Trinity College Dublin, University of Groningen and University of Salamanca) led by the

latter have put together a realistic plan to create, develop and sustain an effective strategy to ensure the implementation of the recently approved Language Policy Framework for Public Higher Education Institutions (HEIs) in South Africa which prioritizes the development of African languages as medium of education. That said, BAQONDE is a catalyst for actions that will build capacity among lecturers and students in South African tertiary education. Core initiatives of the project partners include the establishment of an inter-institutional network of African Language Development Units (ALDUs) and the progressive creation of multidisciplinary materials in African (Bantu) languages. These initiatives will be extended to other HEIs, and outreach activities at primary and secondary levels should ultimately create sector-wide synergies around African languages – capacity-building for their teaching, their intellectualisation and their embrace and use (BAQONDE website).

Furthermore, it is argued that African languages have a role in education, when students get exposed to new concepts and ideas it is ideal to introduce these in the language which they understand best as that would be a proper supportive tool for comprehension (Batibo, 2010; Kaschula, 2013; Maseko, 2011). There are positive views towards the use of isiXhosa as LoLT alongside English by the study respondents. The lecturers that participated in the study claim that the way in which isiXhosa can be used as LoLT alongside English at RU is through speaking the language in both lectures and tutorials, allowing isiXhosa engagement in class, study material should be available in the language and examination question papers should be available in both isiXhosa and English. At the current moment, isiXhosa question paper version would simply allow students to understand what is required and the questions better since the university official LoLT and business communication is in English. The use of AL in HE would help LOTE speakers understand knowledge shared and about 93% of this study participants attest and say:

“English is not everyone’s first language and therefore, having an AF (i.e., isiXhosa) in education as an official LoLT would help develop AL in academics without people feeling inferior.”

“The availability of education in AL with English would be an advantage for people who are not fluent in English to also feel fit for their existence in HE.”

Antia and Dyers (2016) highlight that having lecture notes in isiXhosa makes people acknowledge the importance of African languages in education. Languages are not different at all; colonialism has just installed the idea that there are better languages than others. The use

of indigenous African languages within the university is advocated to promote bilingual or multilingual education and to help to develop and promote these languages as advised, for example, by the LPHE (LPHE, 2002) and institutional policy for RU, Mawonga (2015). Additionally, the use of indigenous languages helps to enable epistemic access which will contribute to success of the previously marginalised groups of students (Maseko, 2011; Kaschula, 2013). RU academics in various departments have already been involved in multilingual teaching and developing resources in African languages. Over the years, academics in African Languages have collaborated in this regard with academics in Politics and International Relations, Economics, Drama, Pharmacy and Education, among others and the lecturers that participated believe and highlight that:

“If you make use of the AL more in education there will be progress in developing LOTE and, in that way, language will not act as a barrier for access and success.”

“Some of the RU departments allow the use of isiXhosa either in tutorials or lectures and has showed improvement in student participation and engagement with information shared in lectures, during tutorials and exams.”

It is important to know that in South Africa, the controversy surrounds the issue of the inclusion of African languages in education. This hesitation exists despite the multilingual Language in Education Policy (LiEP) that has created possibilities for opening spaces for the implementation of bilingual and multilingual education (Heugh, 2002; Barnes, 2004; Pluddemann, 2010) in the country especially in the Eastern Cape (EC). The focus of the BAQONDE project is the establishment of Rhodes University African Languages Development Unit (RUALDU). The project work is related to translation of *Decolonising the Mind*, an important text on the advancement of African languages for knowledge and artistic production by Ngũgĩ wa Thiong’o into selected African languages. This is a project of the National Research Foundation SARChI Chair: Intellectualisation of African Languages, Multilingualism and Education at Rhodes, being undertaken in collaboration with colleagues from Nelson Mandela University, University of KwaZulu-Natal, the University of Cape Town, the University of Pretoria, Lupane State University from Zimbabwe, the University of Zimbabwe and the South Eastern Kenya University. The languages that have been chosen so far are isiXhosa, isiZulu, Sesotho, isiNdebele of Zimbabwe and Kiswahili.

6.5 SUMMARY

This chapter discussed isiXhosa as a dominant language in the EC, language used in formal learning and teaching settings. The results of the research show that 82% of the university lecturers, those who participated in the study use English as a main language of teaching. Lecturers also cooperate isiXhosa in lectures and tutorials to accommodate African language speaking students that find learning in English difficult. The chapter explained multilingualism in HEIs, explored ways to promote AL in HE. Translanguaging is one of the strategies explained in this chapter to promote AL in education. Understanding content in education is an important aspect in the issue of language barrier in universities such as RU. This study participants have different views towards isiXhosa as a LoLT at RU, acknowledge language barrier, but they also believe that there are ways to help students that struggle with the university LoLT. These include the use of isiXhosa and English for teaching and to make study materials available in both languages and other African languages.

Additionally, the chapter also looked at how translanguaging helps promote AL use in HEIs at the same time how it works as a disadvantage because of insufficient training of lecturers to teach in multilingual classrooms. In finding ways to promote AL at RU, the chapter explained and discussed the idea of a language centre. There seems to be a positive response towards the idea of a language unit in correlation with BAQONDE at RU to help boost the use of AL in education and is believed to make a difference. The following chapter details isiXhosa language course offered at a South African multilingual university, RU, language policy. It further discusses the role of L1 in education and a shift towards two languages in teaching and learning.

CHAPTER 7: ISIXHOSA LANGUAGE FOR ACADEMIC TEACHING AND LEARNING IN EDUCATION

South African classrooms are now multilingual, this allows lecturers to speak whatever language they choose, provided colleagues and students can understand them. However, the official language of teaching and learning is English, and assessment tasks are submitted in English. Examinations are written in English. The results of examinations are published in English, and the successful graduate gets a degree certificate written in English (Isreal, 2019). Other than the opportunity to speak their mother tongue in the education setting, lecturers have no other option but to try and improve their knowledge of English at conversational level to engage with students. Academic assignment answers are expected to be written in academic English (Isreal, 2019). This is an expectation in every institution whose LoLT is English which this is a challenged perception as universities now accommodate the use of AL in any form.

Rhodes University is based in a province whereby the major spoken language is isiXhosa. The National African Language Resource Centre report on isiXhosa state that most isiXhosa speakers live in the Eastern and Western Cape Provinces of South Africa. There is a great number of isiXhosa speakers in the Gauteng Province and an insignificant number in the Northern Cape. Furthermore, the fact that isiXhosa is one of the eleven official languages in South Africa has given it prominence. The very fact that the first part of the multilingual national anthem of South Africa is in isiXhosa has gone a long way to encourage people to learn to speak isiXhosa and to be able to sing the anthem entitled in isiXhosa: 'Nkosi sikelel'iAfrika' (Lord bless Africa). That said, the objectives of the Eastern Cape (EC) language policy framework (2011) include promoting all eleven official languages in South Africa and considering the dominant languages in the province namely, isiXhosa (84%); Afrikaans (10%), English (4%) and Sesotho (2%). The policy further aims to redress the previously disadvantaged languages, which according to the provincial language policy are isiXhosa and Sesotho. In addition, promoting good language management is more viable when there is terminology available so that there can be translation services that will assist in translating terms.

The South Africa official site notes that the nation of amaXhosa is made up of many groups, commonly known as tribes, who all speak isiXhosa with a few differences in their vocabularies and structure. Such groups include: AmaHlubi, amaMfengu, amaBhaca, amaBomvana, amaMpondo. AmaXhosa are not the only people who lecture or can lecture the language

especially at a university level- a multilingual environment. It is important to note that isiXhosa groups do not hold power on the language taught because academic lecture material can be in both isiXhosa and English for non-mother tongue speakers. Rhodes University offer isiXhosa as one of the subjects under the department of School of Languages and Literatures.

7.1 ISIXHOSA COURSE AT RHODES UNIVERSITY

Rhodes University has the ‘School of languages and Literatures department’ where isiXhosa is offered as a course which students can study and learn to assist them with their studies. IsiXhosa at Rhodes University is offered in both an additional language (second language) and first language (mother tongue). Both isiXhosa first and additional language courses are major three-year courses which may be studied for degree curricula in the Faculty of Humanities. The course is offered in both the Bachelor of Arts and Bachelor of Social Sciences. In some cases, one or more than one course is allowed as a credit for a degree/diploma/certificate curricula in the Faculties of Commerce, Law, Education and Science (Rhodes University, 2020). It is important to note that the department is made up of multilingual lecturers who isiXhosa is not their first language but second or even third. However, because these lecturers have the knowledge, can access, and share educational content in English or even in isiXhosa, they lecture the courses.

In the class of isiXhosa first language, students can be taught and learn in both English and isiXhosa. While in the additional isiXhosa class, students can be taught and learn in English, but because the course is an isiXhosa course taught to the language non-speakers, there is use of translation and translanguaging to explain isiXhosa terms when it happens that a lecturer decides to lecture in isiXhosa. Additionally, these language classes (particularly additional language) are taught basics of isiXhosa language to assist students with an ability to communicate with the language speakers either on campus or in the community so that at least they can greet and understand basics of the conversation.

It is expected that isiXhosa speakers be the first in the mother tongue class and this is not always the case as some of the language speakers do not think they know the language well enough for academic use. This best describes one of the African language’s perceptions mentioned in chapter 5, which is the attitude African language students and people in general have towards their first language especially in education. The study of Strauss (2016) in exploring parents’ views on the LoLT in schools and universities identified that the parents’ views is of adopting an approach to rather have their children be taught through the medium of English and

eliminating L1 entirely as a resource within African languages. While the same view has been discovered by De Klerk (2002) during the investigation of parents with students that study in English-medium schools at Makhanda, the relevant responses to the study include the belief that parents have about English. Parents believe that English is one of the most important languages that a child should learn while they are still young and that will allow them more job opportunities, better life, and high chances of educational success in the future (De Klerk, 2002).

In addition, Parmegiani and Rudwick (2014) argue that students were not comfortable using their L1 in an academic setting due to the lack of opportunity in their schooling years which did not allow them to develop strong academic literacy skills in their L1. García and Wei (2014) had similar discoveries where the authors assert that the minority language does not compete with the majority language and that some parents seem to want their children to learn in an English language educational institution from their early years of schooling (Nel, Mirna and Hugo 2012), resulting in language challenges due to English not being their L1 (Rossi and Stuart 2007). Additionally, past historic ideologies found that parents in rural areas requested the school to teach their children in English, because they viewed it as the only common language spoken by most South Africans (Moodley, Alta and Bhme, 2017).

Furthermore, isiXhosa course is available at RU through bilingual education which is using both English and IsiXhosa for teaching and learning. The inclusion of translanguaging support strategies is linked to time constraints, in line with Palmer (2009) who addresses time constraints as schools adhering to traditional language boundaries and segmenting language lessons to certain times a day. There is a need for more support and better preparation to make meaningful changes in multilingual classrooms by lecturers. Omidire (2019a) attests with the study above and reinforces that lecturers do not have sufficient training to deal with second language learning nor can they adjust the curriculum in support of their teaching due to time constraints especially in large classrooms (Khong and Saito, 2013). In addition, lecturers find it difficult to include support strategies for their students as there are insufficient resources at many of the SA universities.

Furthermore, there are discussions on language in higher education and this is for promotion of African languages in universities through a strategic plan policy put into place.

7.2 THE NEW LANGUAGE POLICY FRAMEWORK FOR PUBLIC HIGHER EDUCATION INSTITUTIONS

South African higher education institutions are confronted with the challenge of ensuring the development of a multilingual environment in which all official South African languages, particularly those which have been historically marginalised, are afforded space to develop as languages of scholarship, research as well as teaching and learning (Constitution, 1996). Many governments are aware of the language crisis and have introduced legislation, policies, and programmes to address the matter. Because there is a need for efforts to suppress language barrier in education, South African universities including Rhodes University have language policies in place and other programmes.

The purpose of the policy is to provide a framework for the development and strengthening of indigenous languages as languages of scholarship, teaching and learning and communication at South African public higher education institutions. The policy provides guidelines for the development, implementation, monitoring, and evaluation of institutional language policies and contributes to transformation in higher education with specific reference to universities through enhancing the status and roles of previously marginalised South African languages to foster institutional inclusivity as well as social cohesion (LPHE, 2020). Bilingual and/or mother tongue education is critical in accelerating the decolonisation and intellectualisation of African languages. Various studies (see for example Baker and Jones, 1997; Cummins and Swain, 1986) have shown the benefits of adopting a multilingual approach in linguistically diverse learning settings. These benefits include creativity and flexibility. The decision of multilingual approach in linguistically diverse learning settings is expected to improve students' academic performance in university as understanding of concepts can be better grasped using first language. The transformation in the language use in HE has called for a Colloquium since the language question has been debatable and the issue is uncontested.

7.2.1 ONLINE COLLOQUIUM ON THE NEW LANGUAGE POLICY FOR HIGHER EDUCATION

A two-day online discussion on the new Language Policy for Higher Education (LPHE) was held on the 28th of September 2021 and the 29th of September 2021 at RU. Various speakers expressed and shared content on different topics related and relevant to the issue of language and promotion of African Languages in higher education. During session 3 of the first day of the colloquium on new Language Policy for Higher Public Education Institutions, the Rhodes

University Vice-Chancellor, Professor Sizwe Mabizela gave his keynote in a form of addressing crucial language documents in the process of transformation in higher education. Professor Mabizela began his keynote address with remarkable greetings as he greeted in several African languages with a view to express multilingualism and acknowledge language diversity in academic spaces. Although he was not going to give the keynotes in AL but in the university LoLT and business English. The Vice-Chancellor (VC) was grateful for the opportunity to make some brief comments on the role of language to transform higher education institutions. The VC highlighted two strategic documents and spoke on them, the National constitution Act of 108 of 1996 and the white paper 3:

First, National constitution Act 108 of 1996, which declares in its preamble our commitment as a nation to among other things huge divisions of the past and establish a society based on democratic values, social justice, and fundamental human rights. Commit ourselves to improve the quality of life of all citizens and free the potential of each person. I do want to underline the part of freeing the potential of each person. As one of its founding provisions, our constitution declares unequivocally that the official languages of the republic are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa. and isiZulu.

The constitution further recognises the historically diminished use and status of indigenous languages of our people. And it ensures the state to take practical and positive measures to elevate the status and advance the use of these languages. The constitution further demands equitable treatment amongst all official languages. Despite being recognised by constitution as official languages, indigenous African languages undervalued, they remain underdeveloped.

The Constitution on section 6(2) states that with regards to the indigenous languages the state acknowledges their disadvantaged past, and that there must be practical measures taken to uplift the status and advance the use of these languages. This is to acknowledge the need for language planning which would allow for use of indigenous languages in spaces that were reserved for English and Afrikaans only in the past. The VC further stated the second crucial strategic document in the transformation of higher education:

The second important policy document which frames my input this afternoon is the education white paper 3, a program for the transformation of higher education. This document envisions a transformed, democratic, non-racial, and not sexist system of higher education that among other things promote equity of access and fair chances of success to all who seek to realise their potential through higher education. Remember the constitution commits us to freeing the potential and so the white paper says we must create opportunities for access and success for all those who want to realise their potential through higher education. While at the same time eradicating all forms of unfair discrimination and advancing richness for the past inequalities. Commits to contribute to the advancement of all forms of knowledge and scholarship and in particular address the diverse problems and demands of the local, national, regional, and continental context. And uphold rigorous standards of academic quality. And I really want to underline this because we must always uphold rigorous standards of academic quality.

As the VC addresses his keynotes, further understanding and acknowledgement of language crisis in higher education is unequivocally presented. Furthermore, the VC said, “now underpinning the vision of a transformed democratic, non-racial, non-sexism higher education are key principles one of which is equity and redress which demands higher education institutions to identify and remove all barriers to access and success in higher education. And to implement measures of empowerment to bring about equal opportunity for individuals and institutions. Therefore, equity of access must be complimented by a concern for equity of outcomes.” The discussion on the new language framework in higher education continues with the domain uses of the languages explained:

Figure 9: The domain uses of the languages

Languages of learning and teaching

Recognising the de facto status of English as the language of learning and teaching across SA HE institutions, this policy calls upon universities to adopt a flexible approach in the implementation of English as the language of learning and teaching. Support must be provided to students for whom English is not their first language or mother tongue.

Scholarship, teaching and learning

Universities must demonstrate in their language plans and the investment they have made or will make in the development of official languages into languages of teaching and learning, scholarship and research.

Communication

All official internal institutional communication must be conveyed in at least two official languages other than English, as a way of cultivating a culture of multilingualism.

7.2.2 FACE-TO-FACE COLLOQUIUM ON THE NEW LANGUAGE POLICY FOR HIGHER EDUCATION

In July 2022, Rhodes University hosted a two-day colloquium on Language Policy Framework for Public Institutions of Higher Education where various academics from different departments and external speakers united in one space. The LPF highlights the development of LOTE in teaching and learning and because of that universities such as RU language policy promotes multilingualism to acknowledge the issue of language. For this reason, the colloquium was a platform for staff and students to explore the institution's responsibility, agency, and accountability imperatives in implementing the Language Policy Framework. The process of transformation in higher education includes the promotion of African Languages (such as isiXhosa) in HE. IsiXhosa language has majority speakers at RU and is known as the language of the region in the EC. That said, Rhodes University in seeking ways to preserve AL and promote multilingualism offers isiXhosa as a subject at the institution and it helps improve lecturer-student communication.

During the colloquium, academics were able to reflect on ways in which they practice for teaching to help promote and develop LOTE in education:

“The use of African languages in education plays a positive role because with understanding there is academic success.”

“Language plays a significant role in communication. As a result, it becomes a hindrance when people from diverse linguistic backgrounds interact in their native languages because they struggle with using the English language as a mediation.”

Lecturers share knowledge with students with the aim of preparing them for the world in their professions. It is known that students will have to work with people from diverse linguistic and cultural backgrounds. For this reason, because communication will be challenging when people cannot speak English and information is provided in English. Therefore, it is helpful for the professionals (i.e., in the case of a pharmacist) to be able to communicate in a language that the patient can understand.

Furthermore, BAQONDE serve as the motivation. The initiative to translate and write assessments in isiXhosa assists students and lecturers in the process of promoting AL in teaching and learning. That said, students' inability to express knowledge in English does not mean they have no understanding of the imparted knowledge. This research participants acknowledge language barrier and supports translanguaging and they say:

“Multilingualism and translanguaging have the potential to make Rhodes University a more open and transformed learning environment.”

“Translanguaging is a support tool especially for undergraduate students in HE.”

“The colloquium can be viewed as a space where clear solutions could be provided to facilitate the development of a language policy that acknowledges the diversity of the university,” Professor Mabokang Monnapula-Mapesela, RU Deputy Vice-Chancellor for Academic and Student Affairs highlights during the colloquium.

The colloquium allows for discussions on language and education in higher education, theme explored next.

7.3. LANGUAGE QUESTION AND EDUCATION IN HIGHER EDUCATION

Since Rhodes University is one of the universities with English as the official LoLT, the assumption is that English has most speakers within the university. However, this assumption is not true because isiXhosa has the highest mother tongue speakers at Rhodes University, followed by isiZulu, ChiShona and others (Maseko, 2014, Gambushe, 2015 and Mawonga, 2015). People need to be mindful of linguistic diversity and should expect that the language will be spoken because of the region the university is based or situated in.

In addition, the Eastern Cape Province, according to statssa.gov.za website, has the highest percentage of 82.6% of isiXhosa speakers living in it. Additionally, 76,6% of all speakers with

isiXhosa as home language live within the province. Thus, isiXhosa is the highly spoken language in the region where Rhodes University is situated in, and this makes it the second language at the university. Although, it is of knowledge that African languages such as isiXhosa, isiZulu etc have majority speakers studying at Rhodes University, making an African language the university official LoLT is not easy. This is because the university operated as a racially segregated institution for most years of its existence especially the first years of the university. It is understandable that the university is multilingual, and that English is the universal language for equal level of communication which this is controversial at a certain level.

Multilingual classrooms are becoming common globally. Unfortunately, monolingual language-in-education policies still prevail resulting in language continuing to be a barrier to learning for many students (Makalela 2018a). Lecturers are aware of students that struggle with the use of English as a LoLT and there are ways that the university lecturers try to assist students. These strategies include utilising a multilingual strategy that promotes translanguaging to support students and as a result, some of the Rhodes University departments like Economics and Politics make use of translanguaging during lectures and tutorials (*ibid.*) This shows that there is an important role that first language has particularly in education, the theme is discussed next.

7.3.1 The role of first language (L1) in education

Below are comments of this research participants about the role of L1 in education:

“Students best express themselves in a language that they have often grown up using and so even if they know English and are able to write it, their experience with the language will always determine how well they understand the lesson and how they can apply what they know to get their work done.”

“First language has a role in achieving students’ academic level in higher education and universities having conversations about language issues in higher education is crucial.”

“Students who understand the educational content can engage with it and participate in lectures for more knowledge and this makes lecturer-student communication easy.”

According to Tian and Macaro (2012) students who receive input in their first language benefit more than students who do not. However, the most crucial thing about first language in

education is the important role that it has on students' academics especially for understanding. Cummins (2009) regards first language as a foundation upon which new knowledge can be built. The use of L1 can have implications for learning because if students cannot understand what is taught in the language of instruction, they will experience difficulties in progressing to the next level. Omidire (2019b: 5) states that "for learning to take place, there needs to be interaction between students in the classroom and this could be facilitated by promoting the use of home languages to engage and make connections that lead to high-level comprehension." Hence, some Rhodes University lecturers make use of isiXhosa in promoting multilingualism in the educational environment. Usually, there is more engagement when students understand the academic material and because communication is also vocal, lecturers can note their students' academic performance to evaluate strategies that helps.

Arguably, the role of first language (L1) is that L1 needs a space in the educational environment to support student learning (Hillman, Keith, Graham, Zohreh, 2019; Moody, Mahjabin and Zohreh, 2019; Omidire 2019b, Smith et al. 2020) and to support lecturer teaching. The teaching and learning support are achieved by understanding the content being taught through their first language (Makalela 2015b) and by allowing students to navigate their learning through not relying fully on first language but rather using it as a mediator to accommodate teaching and learning experience (Daniel et al. 2019; Hillman, Keith, Graham and Zohreh, 2019; Makalela 2015a). The attitude of AL speakers towards their language (as mentioned in chapter 5.1.3) is one of the reasons that holds back the full potential that L1 has in education. Oihana et al. (2020), Hurst and Mona (2017), and Ferreira-Meyers and Horne (2017) attest the above by stating that the choice of language in education is still marginalised because L1s (particularly isiXhosa) in schools and universities are seen as hindrances because the university lecturers and students come from different places of the world which others do not know or even understand the language.

Although, English is a dominant language in education and is preferred by majority people in general, this language is also difficult for lecturers who must deal with students that have difficulties with English for learning. These scholars (Oihana, Jasone and Durk (2020), Hurst and Mona (2017), and Ferreira-Meyers and Horne (2017)) elaborate that students do not feel confident because they struggle to speak fluently in English. Rhodes University lecturers that participated in the current research argue that:

“Because students struggle to speak English fluently, this prevents those individuals in participating in given academic tasks, it further prevents them from contributing in oral interaction to understand the content shared while also sharing understanding of the course.”

Additionally, findings from the study of Hurst (2016) elaborate that these students feel sad that they must relinquish their L1 and that their L1 is considered inferior. Meanwhile Lwanga-Lumu (2020) and Rivera and Mazak (2017) agree that integrating L1 could potentially lead to a greater sense of ownership within the learning process and foster a stronger sense of identity. Since English is regarded a ‘universal’ language, it can be suggested that it defeats linguistic identities of speakers of African languages. In this instance, linguistic hegemony will be perceived as speakers of dominated languages believing in and participating in the marginalization of dominated languages to the dominant, resulting in the dominant language being the only one remaining for communication should the university not be able to provide trained interpreters (Resha, 2018). Therefore, it is important to investigate lecturer position in multilingual classrooms.

7.3.2 The Lecturer position in multilingual teaching spaces

Lecturers are faced with language challenges and lack of student participation in classrooms because of the language of teaching in universities. Lecturers have a role of working with the university to find ways that will defeat language barrier. It is important to note that lecturers can also find creative ways to assist students with their academics. Catalano and Hamann (2016) assert that English overpoweringly dominates the curriculum, despite the inherent diverse languages of the students. It is for this reason that the core problem of first language is being side-lined (Makalela 2018b) which compels the students in classrooms to conform the use of English, limiting the flexibility in their choice of language (Makalela 2015b), and further restricting diversity, choice and suppressing ability. Because of history and language diversity, there is existence of language barrier which affects academic spaces in a form of division amongst the society and underachievement in higher education. In finding ways to suppress language barrier, Oihana et al. (2020) encourage lecturers to integrate multiple languages and move away from boundaries which tend to avoid using L1. For example, the use of translanguaging and code-switching in lectures and tutorials for understanding as this intensifies student participation. For this reason, lecturers can evaluate and determine their student’s academic performances and the role of first language. Similarly, lecturers’ position

in South African multilingual classrooms is complex, meaning that there are many different and connected parts such as teaching and finding creative ways to assist with language barrier.

García et al. (2017) position lecturer thoughts on translanguaging from an educational perspective. Translanguaging defined by Baker (2011: 288, as quoted in Lewis et al., 2012: 655) as “the process of making meaning, shaping experiences, and gaining understanding and knowledge through the use of two languages or even more.” Lecturers must be cognisant of L1 of the students and accept it as a resource to be used for teaching and learning, to eradicate past structures of hierarchy and power (Kleyn and García, 2019). It is important to be considerate of students’ needs as shift in mindset allows for lecturers to adapt to flexible strategies to promote learning and understanding (Kleyn and García 2019). Similarly, García and Leiva (2014) and Velasco and García (2014) support the view that lecturers must shift teaching practices towards accepting the essential worth of dynamic language practices in education by redeeming it.

García, Susana and Kate (2017) position lecturer thoughts on translanguaging from an educational perspective. Lecturers that participated in the current study assert that:

“Language barrier in HE has been bad especially for students that are non-English speakers.”

“RU has allowed initiation of multilingualism project where students are allowed to ask questions in any other language during class. The lecturers with help of students would then have to translate back the question into English, this might not apply to all departments available at RU, but the use of English with some African languages during tutorials does assist students that struggle with the language of teaching and learning.”

As a result, there have been a shift towards translanguaging in teaching and learning.

7.3.3 A shift towards integration of two languages in teaching and learning

Translanguaging, a concept originated from the studies of Cen Williams (1994, 1996), a leading scholar in the 1980s, who used the term *trawsieithu* to describe a language practice that implied the planned and systematic use of two languages within the same lesson (Nagy, 2018). Translanguaging seems to be a more flexible approach that allows multilingual students and lecturers to interchange between languages in an innate manner (Phipps, 2019). This approach gives an opportunity for use of languages other than English in a multilingual environment like Rhodes University. Translanguaging is a concept that can be explained inversely by various

scholars. Further explanation of translanguaging, it is to educate all students, regardless of their language practices, to maximize the meaning making, creativity and criticality of their educational experience (Garcia, 2019: 370-371). For this reason, Garcia's (2009a, 2019) extensive work on translanguaging has expanded greatly where scholars in the field have used her initial discourse and embraced it as a novel way to support students in multilingual classroom settings. There are two forms of translanguaging discovered by Cenoz and Gorter (2017) and they are spontaneous translanguaging and pedagogical translanguaging. Spontaneous translanguaging is the use of languages both inside and outside school, while pedagogical translanguaging refers to the designed instructional strategies that integrate two or more languages.

Furthermore, education is a long-term process which impacts students and educational outcomes throughout life (Bialystok 2018), Hillman et al. (2019: 43) points out that "lecturers often use the students' L1 to build relationships, cultivate a shared identity, and create a positive classroom climate." This shows the importance of a welcoming and accommodating environment in education where students feel comfortable and because of that, the education level progresses in a way that there is engagement and academic achievement. That said, the value of students' L1 is identified as an asset in education and has been influential on a global platform as a foundation for learning and development of knowledge (Omidire 2019b; Lasagabaster and García 2014). An increase demand from researchers (Childs 2016; Ferreira-Meyers and Horne 2017; Mwindu and van der Walt 2015) maintain that South Africans have been disadvantaged by linguistic dominance, where L1 is not recognized as the preferred language of instruction, despite being important for developing academic knowledge, critical and creative thinking, and confident identities (Ferreira-Meyers and Horne 2017; Natri and Räsänen 2015). It is for this reason that Owen-Smith (2010) reaffirms the value of L1 as being a way for students to be given the opportunity to perform to the best of their ability and reach their full potential. The RU lecturers who participated in the current study totally approve of the use of translanguaging in classrooms because some believe and have observed the practice and the great impact it has in education like lectures or tutorials participation when there is use of LOTE and say:

"The use of translanguaging gives a chance to students who want to engage and share knowledge to speak their minds in a language they feel comfortable in."

“Students who do not understand the LoLT (English) tend to participate more when an African language is used during a lecture.”

“Translanguaging is one of the strategies which are planned to promote African languages in higher education.”

That said, Garcia (2009b) has broadened the concept to include multiple discursive language practices a multilingual person engages in at school, the street and beyond to formulate and express thoughts to make sense of the world. In line with Cenoz and Gorter’s (2017) view on pedagogical translanguaging, it is appropriate to reason that translanguaging creates a space for the use of two or more languages inside one lesson with the aim to support students to learn and understand through interactional communication with the lecturers and other students.

7.4 SUMMARY

This chapter presented data gathered from the lecturer views and opinions towards isiXhosa as a LoLT in HE. It looked at isiXhosa language for teaching and learning in education and it was realised that there is a crucial role that AL play in education such as developing AL use in spaces where English dominates. Universities are confronted with the challenge of ensuring the development of a multilingual environment in which all official South African languages, particularly those which have been historically marginalised, are afforded space to develop as languages of scholarship, research as well as teaching and learning. Rhodes University offers isiXhosa as a subject under the school of Languages and Literatures department. This language is available as a course for both first language and additional language users. This chapter also looked at the language policies and programs that universities (including RU) have in place to help suppress language barrier in education. These efforts include translanguaging as one of the strategies to redress the matter. This study chapter has discussed the use of isiXhosa languages as a subject and a supporting communicative tool in education. The chapter also looked at the colloquium discussions that Rhodes University hosted online in 2021 and face-to-face in 2022. It was argued that majority people in South Africa do not speak English, or they speak English with very limited fluency. The importance of language in education has been expressed, the lecturer position in multilingual teaching and learning spaces and the role that AL play in achieving academic success.

CHAPTER 8: STUDY FINDINGS, LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

This research was an analysis of lecturers' perspectives towards isiXhosa as a language of learning and teaching in higher education particularly at Rhodes University. The analysis of lecturers' perspectives was based on their experiences and interpretations of how isiXhosa has a role in academics. The views expressed are from diverse respondents teaching at the university from different departments (i.e., IsiXhosa, Economics, Drama, Computer Science, Politics) available at Rhodes. The findings of the study reveal that most university lecturers acknowledge the fact that language barrier plays a role in student's education performance and that the use of bilingual education has a positive impact on education. However, most lecturers are of the belief that isiXhosa is not a fully developed indigenous language for teaching and learning at Rhodes University. This is because, the language seems a bit complex and difficult for other lecturers who do not speak or know it.

That said, some of the RU lecturers are happy with the English-only policy at RU while others would welcome the use of isiXhosa alongside English. There is a great response towards isiXhosa as an official language of learning and teaching although it does not seem like anything that would possibly happen anytime soon. The lecturers have expressed the importance of academic content being understood through bilingual education whereby teaching and academic material are available in both English and isiXhosa. Although, there are positive impacts and responses towards isiXhosa as a LoLT in HE but, other lecturers view AL as a language that has limited use in teaching especially in subjects like science. The AL are believed to be best suited for social science studies and that AL should be limited to those studies (i.e., Art studies). As a result, this indicates the importance and influence of language attitudes on language practices and policies. The language policy framework affirms the role of indigenous African languages in HE, highlight conditions in HE that systematically place value on English and Afrikaans, and consequently marginalise indigenous African languages of teaching, learning and research. For this reason, this means that there is opportunity for AL in HE because lecturers show positive attitude towards AL.

In conclusion, the study results reveal conflicting attitudes towards indigenous African languages and there is a no sole set of attitudes. The lecturers, through their experiences, believe that there is a chance for AL in education and further show positive impressions while also concerned about some negatives. A complex set of contradictory beliefs on the matter of

language and AL in HE has been articulated. Despite, the fact that parents including the RU lecturers send their children to English medium schools where isiXhosa is not well supported, this study participants are in favour of the use and further promotion of indigenous African languages in education. The support is evident when lecturers who participated in the study reflect on their teaching practices and the use of isiXhosa as a LoLT either in an isiXhosa class or as a supporting tool in other classes. The use of LOTE in education supports teaching and learning and promote proficiency to speakers of other languages. For this reason, some of the lecturers believe that bilingual teaching and learning convey better quality education. This is because lecturers receive more engagement when their students understand the academic work particularly during the teaching of content subjects.

Furthermore, the study reveals that lecturers do not see the current dominant role and power of English fluctuating in the country. This is evident in the instrumental and symbolic value that English holds. Lecturers believe that the role and power English has is for career opportunities, to upward socio-economic and social mobility. The democratic government of South Africa acknowledges that it is critical to use African languages in education to ensure equal opportunities for all. At the same time, the government realises that it is equally important not to deny African students access to the dominant languages of economy and communication in a multilingual country such as South Africa. In other words, while there is acknowledgement in the need for the development of African languages use in education, that has not been adopted in a manner that would prevent Africans from acquiring and developing English proficiency. There is support for bilingual teaching and learning in education and that no language should act as a barrier towards academic success.

Additionally, recent developments in teaching and learning such as online education have increased the use of technology and the implementation of complex practices have allowed several important changes in teaching (Williams, 1993). Technology provides an opportunity for collaborative engagement in education whereby teaching and learning can happen in different languages. Lecturers can communicate with students through different computer mediated communications such as the use of social networks and social media. In these forms of communication, lecturers and students can communicate using their L1 and if other students do not understand another person who knows and understands the language can explain or translate the message for others. To promote learning, student performance increases when students are allowed to use their home language either to ask or answer a question in lectures

or tutorials. Additionally, lecturers see digital technologies as a great added value to their teaching practices. Adding digital technologies to existing teaching methods prepares students for technology use in the future as there is a rapid growth and it also serves as an extra and interactive dimension to teaching.

8.1 THE STUDY LIMITATIONS

This research study is based on the lecturer perceptions towards isiXhosa as LoLT in higher education through their experiences and views. There are limitations to the research, and these include the environment observed by the researcher which is Rhodes University. I did research on Rhodes University because the aim of the study was to not compare different university opinions on the issue of language but to focus on one institution. RU is a multilingual university that with its lecturer's views you can understand the issue of language. Another limitation is that the study was conducted during Covid-19, I could not do face-to-face interviews to better make conclusions. The study used an online survey, questionnaires, interviews, and more data collection strategies would have assisted in ensuring a broader context of the data. For example, some interviews were conducted online, this was time consuming because some of the research participants would struggle using the technology and would reschedule their time slots. Various interviews supplemented each other and gaps in the data were limited.

8.2 RECOMMENDATIONS

Based on the findings that have been presented in the previous sections, several recommendations can be made on what could be done to implement multilingualism and support LOTE students in HE. The above-mentioned study findings relate to the study goals and points to the following implications and recommendations. The findings suggests that the HE institutions language policy needs to be revised and the university needs to develop a clear bilingual language policy that would take account of literacy issues. Language educators should be well equipped with necessary skills for teaching English to LOTE speakers. The issue of language in HE has become complex and as a result, students' L1 should also be well taught in accordance with the curriculum. This is because students rarely use English inside and outside academic lectures. It is for this reason lecturers feel obliged to code-switch in their teaching. It is recommended that lecturers make use of code-switching to help develop student participation and academic success. While code-switching by both educators and students is allowed, it needs to be mentioned that this, in learning or teaching contexts need to be done only for particular purposes, such as in seeking clarity in content disciplines. This recommendation is made in the light of the fact that teaching in most L2 lectures

is accomplished through translanguaging. For this reason, home language should be used to facilitate cognitive understanding of the content to bridge the initial disparity between course requirements for success and student capabilities.

8.3 CONCLUSION

In conclusion, this chapter outlined the findings that have been made based on the data that was collected. The findings of this study were followed by implications and recommendations. The recommendations that were made in this chapter seek to find ways through which multilingualism in universities can be implemented to better support LOTE speaking students in HE. These recommendations further seek to contribute into the project of intellectualisation of African languages for use in higher education in the future. The purpose of this research was to explore the notion the multilingual university from a diverse perspective. The bi-/multilingual education model based on linguistic selections and translanguaging has been proposed for the development of the multilingual university. It has been conversed that translanguaging pedagogy offers a better alternative for building a multilingual university in institutional language policies and language practices. It seems that the respondents are in favour of the use and further promotion of indigenous languages in education. This is even though majority of the research participants send their children to English medium schools where isiXhosa is not well supported. Furthermore, the study reveals that lecturers do not see the current dominant role and power of English changing in this country. They believe it to be the language for self-improvement, and career opportunities.

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Appendix A: Consent Form

PARTICIPANT INFORMED CONSENT

INFORMED CONSENT DECLARATION

(Participant)

Project Title:

.....*(name of researcher/person administering the research instrument)* from the Department of, Rhodes University has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

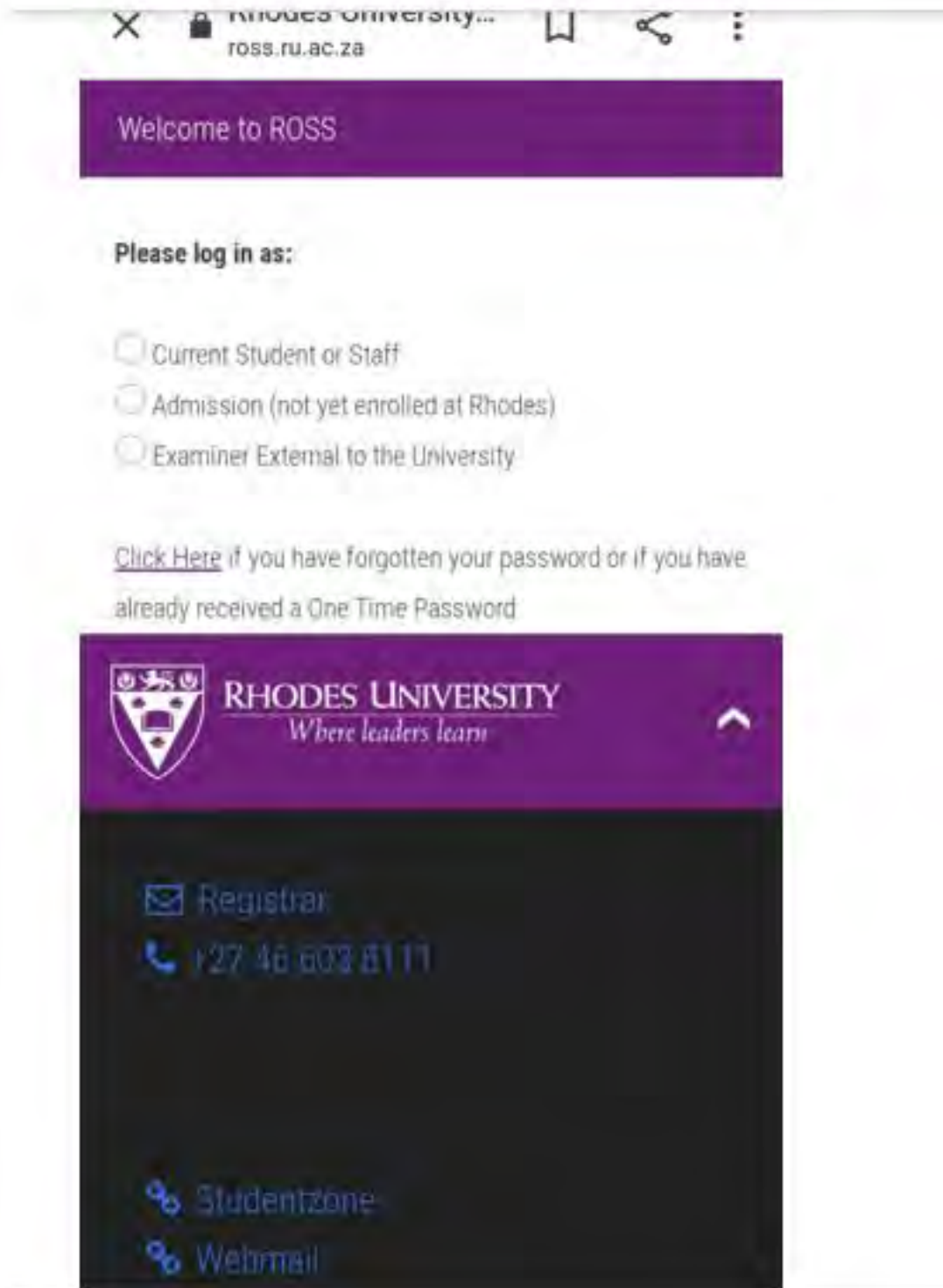
1. The purpose of the research project is to
2. The Rhodes University has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards *(state expected value or benefits to society or individuals that will arise from the research)*
4. I will participate in the project by *(state full details of what the participant will be doing)*

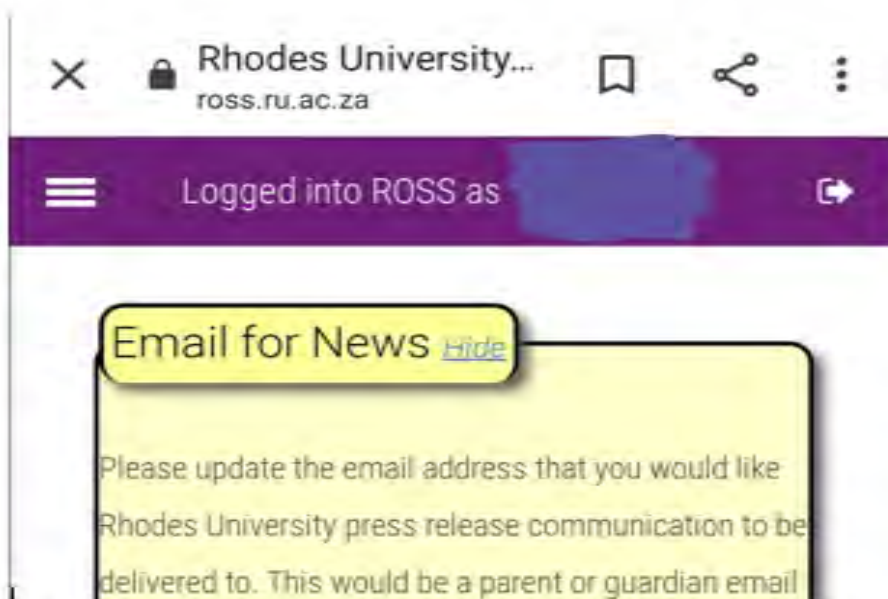
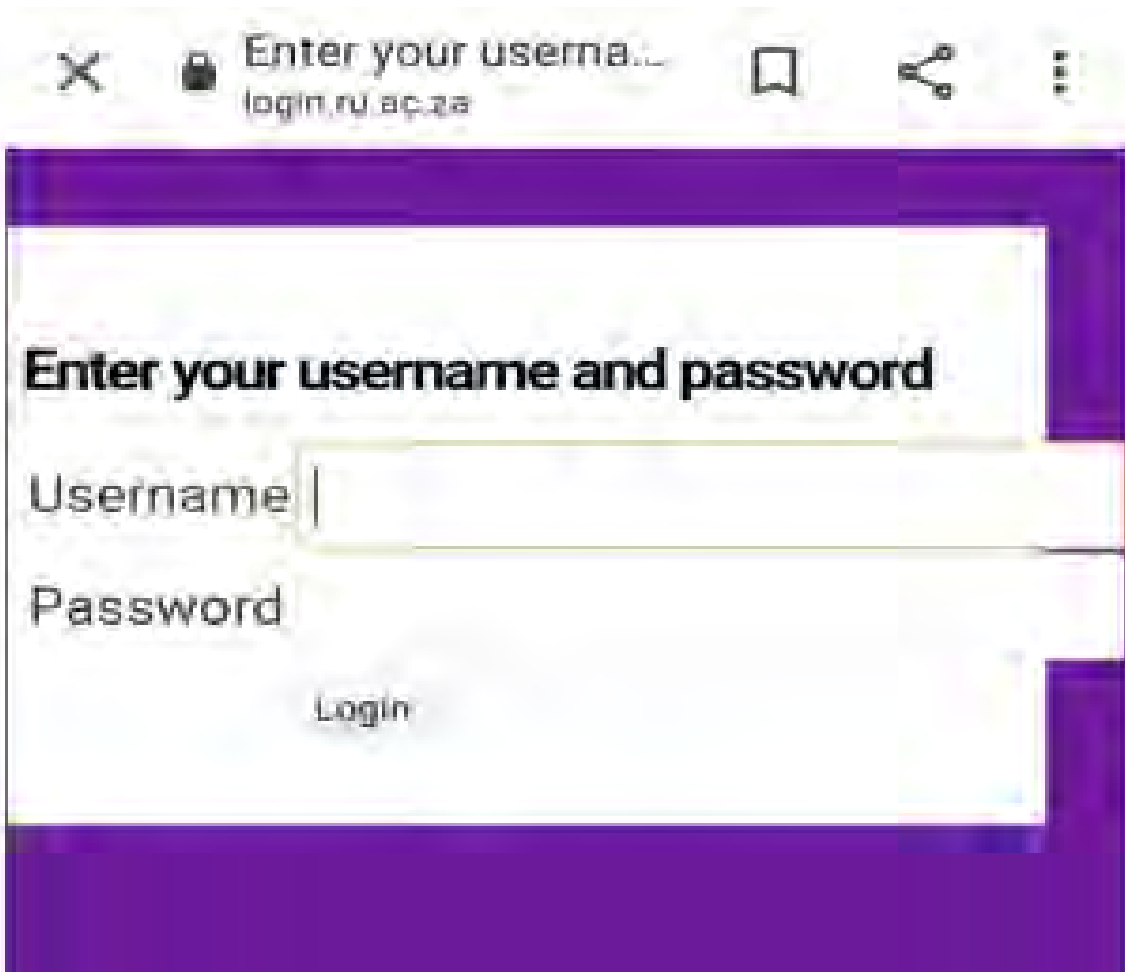
Appendix B: Interview Sample Questions

Below are sample questions for the interviews with the potential participants.

1. Why did you select Rhodes University as an institution to lecture at?
2. What academic subjects do you lecture and why?
3. What are your responsibilities as a lecturer at Rhodes University?
4. How do you ensure that your students remain engaged during your lectures?
5. How does the lecturer feel about Rhodes University medium of instruction?
6. Can you explain the issue of language barrier in higher education and how that affects or has an impact to students' academic success?
7. Do lecturers feel the need for isiXhosa language as a second language for teaching and learning at Rhodes or elsewhere?
8. What are some of the main reasons why lecturers feel that there is a need (or not) for isiXhosa as a language for teaching and learning at Rhodes?
9. How do lecturers deal with language barriers at Rhodes, if and when they occur?
10. What are lecturers' perceptions about the teaching and learning of isiXhosa as a language in higher education?
11. In what academic contexts would lecturers allow for the use of isiXhosa at Rhodes, if at all?

Appendix C: Rhodes University sites







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