

Call for Book Chapters

Using African Indigenous Languages as a strategy for implementing and promoting multilingualism in the spaces of learning and teaching in South African Higher Education

(Sponsored by the UFS Academy for Multilingualism) Guest Editors

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Brief Description of the Theme

The theme of the book is linked to the broad context of promoting multilingualism in South African higher education. The new language policy for Higher Education (DHET, 2020) commits to the promotion of multilingualism through addressing the challenge of the underdevelopment and underutilization of official African languages at higher education institutions whilst simultaneously sustaining the standard and utilization of languages that are already developed.

The promotion of multilingualism in South African higher education institutions is premised upon two important strategic legislative documents namely: South Africa's Constitution of 1996 and the Education White Paper 3: Programme of Transformation of Higher education of 1997.

The constitution declares, in its preamble, “our commitment as a nation, ‘to heal the divisions of the past and to establish a society based on democratic values, social justice, and fundamental human rights; to improve the quality of life of all and free the potential of each person (RSA, 1996), while the Education White Paper 3 seeks ‘to promote equity of access and fair chances of success to all who are seeking to realize their potential through higher education while eradicating all forms of unfair discrimination and advancing redress for past inequalities.’ (Department of Education, 1997). The documents seek to promote equity of access and success for all students, for them to realize their potential and succeed in higher education.

Appreciating the role of language in the Constitutional and transformation imperatives in higher education is therefore of paramount importance given the fact that language continues to be a barrier to access and success for many students at South African higher education institutions, almost three decades after the attainment of constitutional democracy. Indigenous African languages have in the past been given limited space of functionality as academic and scientific languages, thus perpetuating the past injustices and inequalities to the detriment of speakers of these languages in this domain. It is thus important for South African institutions of higher learning to confront this challenge by affording these languages space to develop and function as languages of teaching and learning, research, and scholarship. Such will enhance equity in access to knowledge and equal participation for all in a variety of academic discourses.

This call is therefore geared towards the empowerment of the African indigenous languages and the production of knowledge in these languages.

The theme of the book has the following sub-themes:

1. The use of African indigenous languages to promote multilingualism in the classroom.
2. The use of African indigenous languages as a pedagogical tool
3. The use of indigenous language for the development of learning and teaching resources.
4. Multilingualism in digital learning and teaching spaces
5. Multilingualism in tutorials spaces
6. Multilingualism as a tool for research and production of knowledge
7. African languages and Indigenous Knowledge Systems.
8. Multilingualism and social justice in higher education
9. Multilingualism and social cohesion in the learning and teaching spaces
10. Language management in multilingual classroom contexts

Submissions are invited from all stakeholders of the South African Higher Education multilingual project, internally and externally, and scholars working in the area of multilingualism and the advancement of African indigenous languages.

31 August 2022 – Deadline for submission of topics and abstracts
31 October 2022 – Deadline for submission of accepted papers

14 November – 12 December 2022 – Peer review process
31 March 2023 – Publication

Submissions must be done to any of the editors and then cc the other two.

AUTHOR GUIDELINES

1. Manuscripts must be submitted in any South African indigenous language with abstracts in English as well. If quotations from other languages appear in the manuscript, place the original in a footnote and a dynamic-equivalent translation in the body of the text or both in the text.
2. Contributors must submit one computer-generated copy of the manuscript to the editor(s). The computer-generated copy must be in Microsoft Word or Rich Text Format.
3. Attach a cover page containing the following information: The corresponding author's full name, address, e-mail address, position, department, university/ institution, and telephone/ fax numbers. A brief 150-word summary of the biodata of each author must accompany each submission.
4. Manuscripts should on average range between 7000-8000 words, including bibliography/references.
5. There is no specific referencing style to follow, authors are strictly advised to ensure consistency in their preferred style.

LAYOUT OF THE CHAPTERS

The details of the layout of the chapters are as follows:

- Title of the chapter: Times New Roman, bold, 16 pitch, centered
- Author(s) name(s) and surname(s): Times New Roman, bold, 14 pitch.
- Abstract topic: Times New Roman, bold, 12 pitch.
- Abstract content: Times New Roman, normal font, 11 pitch.
- Keywords: Times New Roman, normal font, 12 pitch.
- All paragraphs: Times Roman, normal font, 12 pitch
- All headings: Times New Roman, bold, 12 pitch.
- Maps, diagrams, and posters must be presented in print-ready form. Clear black and white or color digitized photos (postcard size) or diagrams in pdf or jpeg may also be submitted.
- Use footnotes sparingly. To enhance the value of the interaction between notes and text, we use footnotes and not endnotes.
- Authors may use their numbering systems in their manuscripts. The full bibliographical details/list of sources must be provided only once at the end of the manuscript under

Send your abstract to one of the guest editors listed below and copy the other two:

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