

UCT REPORT

UCT has various language teaching and learning activities from different faculties:

Anthropology

Anthropology courses have run multilingual tutorials and use multilinguaging and translation in class, particularly in first year and Honours. There are several experiments with this that provide amazing insight into how to activate student languaging in classrooms, including experiments with translating proverbs (Prof Fiona Ross). Translation of key concepts in the discipline from English to Zulu, Shona, Pedi, Afrikaans, or other languages students may speak (Prof Susan Levine).



**Ukufundisa
nokufunda**
Teaching & Learning

School of Languages and Literatures (SLL)

SLL offers language courses in isiXhosa, seSotho and Afrikaans, as well as KiSwahili. Use of cross linguistic comparisons to isiXhosa and Afrikaans grammar in teaching of German. Use of examples from isiZulu and Afrikaans to explain grammatical concepts in Latin and Greek. Sanele Ntshingana facilitates his students' writing of isiXhosa wikipedia entries on famous amaXhosa authors and intellectuals.

Centre for Theatre, Dance and Performance Studies (CTDPS)

Mandla Mbothwe convenes an isiXhosa/English Bilingual acting/performance training stream and teaches on the diploma in theatre making. In both of these, classes are multilingual with students encouraged to present in indigenous South African languages and/or bi/multilingually.

Linguistics

Prof. Ana Deumert teaches across different languages and actively decentres English in all her teaching. For example, in historical linguistics an important focus is the history of the Ntu languages, their structures and the standardization processes they went through (including current language policy). In the assignment students select an African language, researching the history and present. In social media linguistics, the focus is on multilingualism and the presence of African languages online. In 'Theories of Language', we foreground African ontologies of languages and how they have been silenced in linguistic theory.



The Multilingualism Education Project (MEP), continue to offer Communication Skills for IsiXhosa (Masithethe IsiXhosa) to both the staff and the students during the lunch hour. In addition, the short courses were approved in January 2025. Such courses are on IsiXhosa, SASL and interpreting, and are now open for all instead of just the UCT staff and students.

relation of
point of view

Swahili

language of
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KiSwahili would be taught as an elective course in the School of Languages and Literatures in the Faculty of Humanities.

Ngũgĩ wa Thiong’o, a Kenyan author and academic, once said: “Language, any language, has a dual character: it is both a means of communication and a carrier of culture.”

In realising this and to preserve indigenous African languages, the University of Cape Town (UCT) announced in 2022 that KiSwahili would be taught as an elective course in the School of Languages and Literatures in the Faculty of Humanities. It’s been 12 months, and it’s safe to say that students are loving it.

Commitment to multilingualism

Introducing KiSwahili at UCT has been a proud moment for the school because it demonstrates the university’s commitment to multilingualism. Importantly, Associate Professor Arnold said, it also resonates with the Africa-focus and transformative agenda of UCT’s Vision 2030 and offers a unique opportunity for students to build connections with academics from east Africa, which, in turn, opens professional avenues in the southern and eastern African region. And students have embraced the course and the new cultural experience that comes with it. The linguistic market in east African countries, mainly in Tanzania, where KiSwahili is the national language and medium of instruction, have added to its appeal.



Education

In the teacher education programme modules on language and literacy across the curriculum, Prof Carolyn McKinney and Dr Soraya Abdulatief make use of bilingual English/isiXhosa course outlines & lecture materials. Students can write their assignment in a choice of English, isiXhosa, Afrikaans or use translanguaging. In the English methodology course, Dr Abdulatief sets a group assignment where students create multilingual poetry using isiXhosa, Afrikaans, Kaaps and English and a series of lessons. In Honours course EDN4514F Dr Xolisa Guzula gives students the opportunity to write their Language History assignment in their language of choice.

Ukufundisa nokufunda Teaching & Learning

Umthombo Centre

In their courses, Umthombo makes use of Multilingual essay writing, multilingual glossaries of terms, guest speaker facilitating multilingualism in class, and bilingual or multilingual course readings

Sociology

In SOC2030F Poverty, Development and Globalisation, students are introduced to relevant concepts in isiXhosa and isiXhosa texts written in the late 1800s and early 1900s by African intellectuals, are used in lectures. In 2023 in SOC1005S Individual and Society included a series of lectures on "Concepts, Language and Society". We began to challenge English hegemony in the academic project (including knowledge production and dissemination) and explore the value of African languages in the making a contextually relevant sociology. My own lectures focused on the theme "Imfundo vs education and the social construction of the meanings of concepts" (Dr Jacques de Wet).

Historical Studies

Use of historical texts written in isiXhosa with English translations in a range of courses (History Access Project).



iFakalathi yezoLuntu

LANGUAGE POLICY MATTERS

It is a great pleasure to advise that the UCT multilingual language policy together with its framework for implementation was approved in December 2024, effective January 2025. The UCT LP is available in UCT 3 official languages, i.e IsiXhosa, English and Afrikaans. The policy was officially launched by the DVC: T&L, Prof Brandon Collier Reed during the UCT IMLD on 27 February 2025.

[Read the full VC Desk: Approved UCT Language Policy officially launched.](#)

<https://uct.ac.za/administration/policies#LanguagePolicy>

The news about the UCT language policy is currently being broadcasted in various South African media platforms. Link: <https://www.ewn.co.za/2025/03/16/uct-adds-isixhosa-to-official-list-of-languages>

LANGUAGE EVENTS HOSTED/ORGANISED

UCT participated in the following events:

- ITD celebration hosted by PanSALB WC Provincial Office held at CPUT in September 2024
- ITD celebration at MUT in September 2024
- IsiXhosa spelling B hosted by PanSALB Western Cape Provincial Office held at Iziko South African Museum on the 22nd of February 2025
- UCT hosted the UCT 2025 IMLD celebration on 27 February 2024:
[International Mother Language Day](#)

LANGUAGE RELATED PROJECT/S

- UCT partially funded the N|uu Audio-Visual dictionary recording. Recordings and participation by various stakeholders, was held in the Northern Cape 10 to 14 March 2025. The project is part of the UCT LDP that identified the Khoi and San languages (N|uu and Khoekhoegowab)

OTHER ACTIVITIES (IF NOT ALREADY MENTIONED ABOVE)

- Presentation/talk on multilingualism during the FHS Orientation in February 2025
- Comments on the BELA Bill that has implications on African languages:
[Basic Education Laws Amendment \(BELA\) Act.](#)



- **. RESEARCH RELATED ACTIVITIES**

- The African Languages section of UCT, successfully organized and hosted the SAFOS 2024 Conference in September 2024

- Building upon the successes of previous Decolonial Summer Schools, themed "Decoloniality: Linguicide, Imagination, and the Discontinuities of understanding Impilo.", (DSS 2023) and 'Decoloniality: iilwimi, languaging and practice in the context of continuing dehumanization' (DSS 2024); The Centering African Languages to Decolonise Curricula (CALDC) Research Project successfully organised and hosted the 2025 UCT Decolonial Summer School themed "Decoloniality: Mothofatso, Land and Health as Impilo in the context of Globalist Agendas.

- CALDC, a research project based in the Faculty of Health Sciences has recently completed the data collection phase of a survey of African Languages used in the Faculty of Health Sciences at the University of Cape Town". The study is now in the data analysis phase. (HREC 422/2022).

uPhando-iFakalathi yezoLuntu

College of Music

CTO and UCT Opera School world premiere of Amagokra. Opera with libretto written in isiXhosa by Asanda Chuma Sopotela and composed by Sibusiso Njeza (Info from Prof Jeremy Silver).



Encouraging Post Graduate students to write their dissertations partly in an African language, if the research uses materials mainly in African languages. (Info from Prof Rebecca Sandermeier).

Centre for Theatre, Dance and Performance



Mandla Mbothwe's research on 'reclamation of the stolen memory and performing the archive' focusing on isiXhosa and Nguni languages. iKrele leChiza is an example.



SLL African Languages Division

Sanele Ntshingana's research deals with "the analysis of isiXhosa concepts on political authority such as umbuso, ubulungisa, umthetho, ubukumkani, and ubukhosi in nineteenth and twentieth century texts produced mainly by Xhosa-speaking intellectuals".

Dr Rethabile Possa-Mogoera has written youth fiction in seSotho 'Dikeledi ha di wele fatshe'.



Dr Tessa Dowling's research on different aspects of isiXhosa e.g. chapter Not 'Deep' but Still IsiXhosa: Young People's Urban IsiXhosa and Its Relation to Tsotsitaal and article UGoliyati (Goliath): Some Missionary-Influenced Early Borrowed Words and Names in Xhosa.

uPhando-iFakalithi yezoLuntu

Historical Studies

History Access is a five-year programme focused on developing research competency in historically disadvantaged southern African languages by training postgraduate students and young researchers through a series of customized language classes, workshops, community events, student conferences and writing retreats. It aims at developing a multilingual conceptual lexicon through collaborative research that can be used for teaching.



A member of the team, Dr Athambile Masola, for example, uses historical texts written in isiXhosa which have been translated into English (Richard Kawa's Ibal lamaMfengu as an example), writes isiXhosa poetry as well as youth non-fiction Imbokodo: Women Who Shape Us series (in collaboration with Dr Xolisa Guzula) in isiXhosa, isiZulu and Sesotho



isiXhosa for Historical Research



ILIFA
Athambile Masola
historian

Centre for Film & Media Studies

Prof Adam Haupt researches Kaaps and is collaborating with Centre for Multilingualism and Diversities Research, UMC on the first trilingual dictionary of Kaaps.

Linguistic Anthropology

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“Kom Khoi San, kry trug jou land”: Disrupting White Settler Colonial Logics of Language, Race, and Land with Afrikaaps

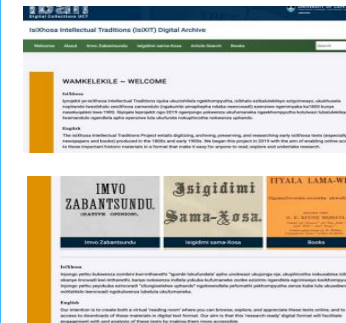
This article offers a broad and deep discussion of critical issues in the study of language, race, and political economy through an analysis of the verbal art, aesthetics, and performances of South African hip hop artists. In particular, we present an in-depth analysis of the Afrikaaps language movement in Cape Town, South Africa and theorize the language-race-land complex – the range of issues with respect to the co-constitution and refusal of the colonial logics of language, race, and land. Specifically, we address the Afrikaaps language movement in Cape Town, South Africa. Afrikaaps is a South African hip-hop vernacular that disrupts white settler colonial logics of language, race, and land through an interrogation and revision of white supremacist constructions of Afrikaans. This reorientation of language, race, and land frees the Afrikaans-speaking, so-called Coloured community from oppressive, colonial logics and offers them new ways of envisioning their linguistic, racial, spatial, and political-economic futures. We argue that, for the artists-activists involved in this decolonial, racial-linguistic movement, Hip Hop becomes a critical vehicle for raising consciousness through language, foregrounding Indigenous knowledge systems, and upending the white supremacist legacies of apartheid through a radical re-education. Methodologically, we center Black and Indigenous artists' voices, understanding them to be more than cultural producers but also cultural theorists. We draw upon our longitudinal, ethnographic cultural engagement with the Hip Hop artists involved in the theatre production and related forms of language activism (Alim & Haupt 2015, 2017; Haupt 2012; Haupt et al. 2019; Jansen 2019; Jansen et al. 2018; Stroud & Williams 2017; Williams 2018), as well as language and media analyses of the Afrikaaps production, soundtrack, and documentary film (Valley 2020). [race, racialization, coloniality, land, Hip Hop]

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Sociology

isiXhosa intellectual traditions research project: building an isiXhosa archive.

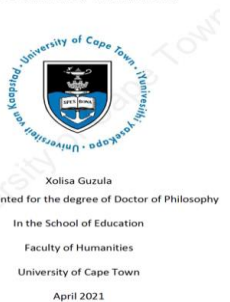
Research Project (Dr Jacques de Wet)
isiXhosa Intellectual Traditions - isiXIT team Dr Jacques de Wet (PI and curator), Amandla Ngwendu (quality auditor), Jonathan Schoots (digital archivist) and Zimingtonaphakade Sigenu. Research assistants: Siphenkosi Hlangu, Sipile Nqiyama, Philisa Plamana, Likhona Qazisa and Sinovuyo Xhongo.



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School of Education

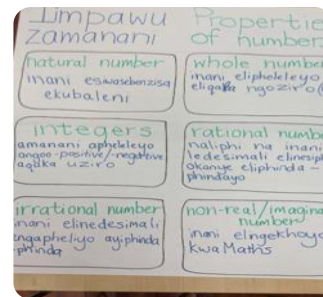
Constructing a pedagogical third space with bilingual children: A case study of the bilingual of Today Literacy Club# (STLC#)



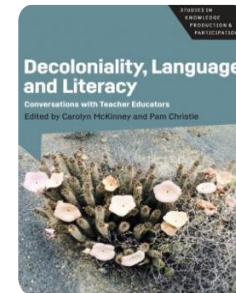
- isiXhosa
 idiyenziwe kukunika inqokelele ngendlela esolusbenzisa ngayo ulwimi ka-
 rwe isekelwe nakumbeni omalunga nemfundo ehlaleni ebendi
 kwiminyaka egqibileyo ukuzama ukusisa ubungisa kwesentlalo. Lo m-
 uqela umngeni kuhlelo-ndabuko kaHulumeni wengingqalelo owayi
 zabantwana abafundisa abathetha ulwimi zesithu, ukungahoywa kon-
 ezilimi ka-1997 okhuthaza imfundo ngeelwimi ezininzi kunye nendlela yakuf-
 enyanzelwa iSebe lezeMfundo esiSeko kunye namasebe ezen-
 do avochukeneyo ebadobela phantsi abantwana. Okuhambelana non-
 potula ulwimi zesithu xa abantwana begqibela kumaBakala aPhalathi, ony-
 ake ubani abathetha isiXhosa ngakumbi ezifana ngwa nesabambophe, ony-
 a ngilwimi olunye nokwahlulwa kwesifundo esimalunga nokwimi leesa-
 ukudala olingqelelweyo kukungaba ubaba abantwana abafundisa abe-
 nini zesithu - nabafundisayo kwilwimi ezimbini equlqa ulwimi zesithu nei-
 abayiseleyo. Olu phando luoxa kutshi ukokhulwa kokwimi leaseXhosa ne-
 olongezelelweyo esikolweni yinto eyenzelwe nesebenzela abantwana abafun-
 di isiXhosa nabantetho isisibhulu abathetha ulwimi olunye ekhaya ze bi-
 ikolweni. Le ndlela yokusebenza ngeelwimi yabaMfophe, itshi ke ing-
 o yabantwana abafundisa abathetha ulwimi ezininzi nabantbutyebi bezi-
 angqalelele yabo yeelwimi ezilimi ezininzi ngengingqalelo. Le nto yaba-
 ngqalelweyo indibuthathathela ukuba ndabala ngokudala kokusebenza
 elini nabantwana ekwakheni kunye ngokuba isithaxaxi elilwimi-ninzi nelisebi
 bokusebenzela ngendlela ezininzi ezingatolwami kuthethwayo. Le
 sisele yeelwimi nezinye iindlela zokusebenzela yaziwa ngokuba yi-
 i'ephalathi kuba ayizahluli ulwimi ngexa yokuba iyilwimi ukufezekisa izi-
 githaxaxi zabantwana abafundisa ulwimi kunye nofandana.



L4L: Languaging-for-learning research project on bi/ multilingual strategies for teaching Science, Mathematics and English in isiXhosa and English (Dr Xolisa Guzula, Dr Soraya Abdulatief and Prof Carolyn McKinney in collaboration with colleagues in the Centre for Multilingualism and Diversities Research at UMC).



Research on bi/ multilingual teacher education –book chapters.



Dr Xolisa Guzula's collaboration with Dr Athambile Masola (Historical studies) to produce Imbokodo: Women who shape us series: children's non-fiction literature in isiXhosa, Sesotho and isiZulu.



Bilingual isiXhosa/ English PhD abstracts (Dr Xolisa Guzula).

Bilingual isiXhosa/ English PhD proposal presentations (Babalwayashe Molate).

