

Report on  
**Centres for African Language Teaching**  
from  
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for  
***COPAL***

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# **Status of CALTs at HEIs**

- **Summary of Responses**
- **Progress of CALTs**
- **UJ & NWU**
- **Challenges**
- **Conclusion**



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# Summary of CALTs in HEIs



No.	INSTITUTION	Has your institution established a CALT?	No.	INSTITUTION	Has your institution established a CALT?
1.	CUT	NO	9.	UL	YES
2.	DUT	NO	10.	SPU	YES
3.	UNIVEN	NO	11.	UJ	YES
4.	TUT	NO	12.	NWU	YES
5.	Rhodes	NO			
6.	NMU	NO			
7.	UP	NO			
8.	UMP	NO			

## University of Limpopo



The Centre for African Languages is established.

### **Currently working on:**

- Digitalisation/ modernisation of African Languages - so available software can assist in translating and transcribing in African Languages. Software can be used in teaching.
- Terminology development of African Languages e.g. Commerce
- African Languages - used as LOLT throughout the University.

# University of Johannesburg



- Established in September 2018
- Academics - specialise in teaching isiZulu, Sesotho in BEd.
- The SIRP (Sesotho and isiZulu Reading Project)
- Collaboration with 11 higher education institutions (HEIs) that teach Sesotho; isiZulu in their BEd (FP & IP).
- Produce teachers who are equipped with the requisite knowledge and skills to avert the challenge of poor reading skills.

## University of Johannesburg



- Primary objectives - developing reading instruction materials e.g. developed 7 modules.
- Developing complementary teaching and learning materials to support teachers/ student teachers in applying and engaging critically with the knowledge, concepts, tools in modules.
- National Colloquium - 11 April 2025.
- Global Storybook Project – translating; quality-assuring children's books from English to African languages for primary learners.
- Short Learning Programmes (SLPs) - in-service teachers.

## North-West University



- North-West University has established a CALT (Setswana).
- On Potchefstroom Campus.
- Personnel from the African Languages Subject Group.
- Focus - developing reading instructional material within FP; IP.
- Mother Tongue-based Bilingual Education for Gr4 learners – SLP for 4<sup>th</sup> Year student teachers. Contracted lecturers.
- Director supervises PG students - theses on African Languages (e.g. Setswana; Sesotho).
- African stories using the African Storybooks app. SAIDE
- Recognise International Mother Language Day – importance of mother tongue education.



## Focus areas in:

### Research

Reading & writing literacy in African languages (Setswana) and assessment, language in education policy, multilingual pedagogies, MTbBE multimodality; digitization; technology in education.

### Teaching & Learning

B Ed(Hon) – lectures presented in Setswana.

### Engagement

Staff & student community;

Organisations e.g. PanSALB, SADILAR, DBE.

Partnerships – CALT (isiXhosa - UWC); (isiZulu – UJ)



## Challenges – CALT



- Funding from DHET.
- Need for permanent staffing.
- Strengthening CALT presence.

# Critical Need for CALT - Critical Need for Mother Tongue Education






## Conclusion

Higher Education leaders have to lead in extraordinary times – have to acknowledge uncertainty – so it leads to learning, innovation, change.

**When a language is lost, a valuable cultural perspective is lost.** (M Ahmad, 2024)

“Threads of both continuity and change are woven throughout Higher Education’s history. They continue as we enter the third decade of the 21<sup>st</sup> century, magnified by the extraordinary turning point of Covid-19.” (Gallos & Bolman, 2021)



In 2025, we have AI, 4IR, Online Teaching, a student admission crisis ... unemployment, inequality, social unrest.

Quo vadis, Languages in SA Higher Education?

Thank you!  
Ngiyabonga!



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