

# Contents

**Preface — VII**

**Acknowledgement — XI**

## **Chapter 1**

**African multilingualism re-defined: 'I am because you are' — 1**

- 1.1 Introduction — 1
- 1.2 Ubuntu: I am an African — 2
- 1.3 The constitution: Beyond the “one nation-one language” ideology — 5
- 1.4 Critiques: A divide and rule continuity — 7
- 1.5 More than 25 years later — 8
- 1.6 Frames of languages: Leaking out of boxes — 9
- 1.7 Conclusion — 12

## **Chapter 2**

**History of language war and its sociolinguistic output — 13**

- 2.1 Introduction — 13
- 2.2 The burden of Enlightenment period — 13
- 2.3 Language wars and control in South Africa — 14
- 2.4 In the beginning: Languages without history? — 15
- 2.5 The Dutch settlers — 17
- 2.6 Anglicization — 18
- 2.7 The 'Union' of South Africa — 19
- 2.8 Afrikaner nationalism — 21
- 2.9 The Soweto student uprising — 23
- 2.10 Linguistic apartheid — 24
- 2.11 Post-apartheid Artificial constructions: A carry-over effect — 25
- 2.12 Conclusion — 26

## **Chapter 3**

**Language inventions and the role of missionary linguists — 27**

- 3.1 Introduction — 27
- 3.2 Goals for African language inventions — 28
- 3.3 Misrepresentations and differentiation of orthographies and labels — 28
- 3.4 Artificial multilingualism — 29

- 3.5 Competing denominations and dialects across the borders — **30**
- 3.6 European ethno-linguistic boundaries — **32**
- 3.7 Conclusion — **33**

## **Chapter 4**

### **Myths and controversies on policy implementation — 34**

- 4.1 Introduction — **34**
- 4.2 Rationale for 11 official languages — **35**
- 4.3 The politics of parent choices — **36**
- 4.4 Myths about African languages — **36**
- 4.5 Conclusion — **45**

## **Chapter 5**

### **Mutual inter-comprehensibility: A case against the number of African languages — 47**

- 5.1 Introduction — **47**
- 5.2 Naturalised ‘speaking in tongues’ — **47**
- 5.3 Mutual inter-comprehensibility and early standardization in Africa — **48**
- 5.4 Mutual inter-comprehensibility studies — **49**
- 5.5 Sotho languages — **50**
- 5.6 Experiential mutual inter-comprehensibility — **53**
- 5.6.1 The experiment — **53**
- 5.7 Reading proficiencies: A measure of transliteracy — **56**
- 5.8 Conclusion — **62**

## **Chapter 6**

### **Conversation analyses and high order thinking: A case for harmonization — 63**

- 6.1 Introduction — **63**
- 6.2 Meaning making between socially differentiated languages — **63**
- 6.3 Focus group conversations — **65**
- 6.3.1 Bi-variety discourse patterns — **65**
- 6.3.2 Three-language interaction: Conversational repairs — **76**
- 6.3.3 Three-language interaction: Mutual inter-comprehensibility — **78**
- 6.4 Cognitively demanding task — **79**
- 6.5 Expanded social identities — **82**
- 6.6 Conclusion — **82**

**Chapter 7****Beyond boundaries to full linguistic repertoires — 83**

- 7.1 Introduction — **83**
- 7.2 Inbound and outbound village mobility — **83**
- 7.3 Post-apartheid mobility- reintegration — **85**
- 7.4 Translocal and transnational mobilities — **86**
- 7.5 From tsotsitaal and iscamtho to kasi-taal — **87**
- 7.6 Translanguaging practices — **88**
- 7.7 Kasi-taal research — **89**
- 7.8 Kasi-taal expressions — **92**
- 7.9 Leaking boundaries — **98**
- 7.10 Conclusion — **100**

**Chapter 8****Sankofa, decolonization and shifting multilingual lenses — 102**

- 8.1 Introduction — **102**
- 8.2 Temporal complexity: Looking back to fetch — **102**
- 8.3 Ubuntu and pre-colonial African multilingualism — **104**
- 8.4 Colonization and the scramble for Africa — **107**
- 8.5 Monolingual and epistemological biases — **109**
- 8.6 Shifting lenses: Developing culture-based alternative theories — **109**
- 8.7 Conclusion — **110**

**Chapter 9****Ubuntu translanguaging: Implications for language policy and education — 111**

- 9.1 Introduction — **111**
- 9.2 Reflecting on constitutional provisions — **111**
- 9.3 Neo-apartheid practices and unequal access to literacy — **112**
- 9.4 Ubuntu translanguaging model — **113**
- 9.5 Ubuntu translanguaging pedagogy — **116**
- 9.6 Multilingual policy developments — **120**
- 9.7 The speaker and the hearer in multilingualism — **121**
- 9.8 Ubuntu informed language-in education policy — **123**
- 9.9 Conclusion — **124**

**Chapter 10**

**Not eleven languages: Harmonizing and translanguaging in concert — 126**

10.1 Introduction — **126**

10.2 The 11 language policy paradox — **126**

10.3 A horizontal angle to multilingual policies — **129**

10.4 Disrupting old boundaries and re-creating new ones — **130**

10.5 Specific policy recommendations — **131**

10.6 Conclusion — **132**

**References — 135**

**Index — 145**