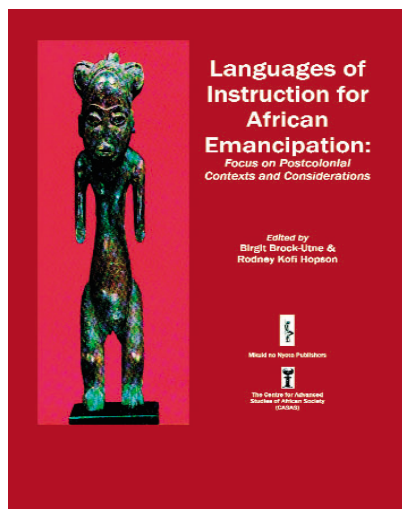
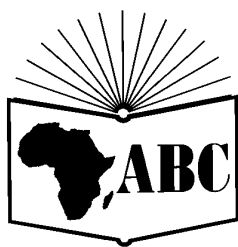


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Languages of Instruction for African Emancipation: Focus on Postcolonial Contexts and Considerations

Edited by Birgit Brock-Utne & Rodney Kofi Hopson

With rhetoric in the twenty-first century focused on the African Renaissance, the central role of language in the development and emancipation of the continent seems to have taken a backseat.

This collection of case studies from seven African countries poses questions such as: What alternatives are there for educational language policies towards African emancipation? What efforts have governments made to change the language policy in favour of African languages and how far have they succeeded? What challenges do African learners face when it comes to current language of instruction policies? The authors reject language education policies that neglect the multilingualism existing in Africa; that reinforces patterns of privilege that existed in the colonial era, further entrenching the schism between the elite and the masses.

This is a co-publication with the Centre for the Advanced Study of African Societies, in South Africa, the pioneering research organisation dedicated to the furtherance of African languages for education and development.

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