

EXPLORING NEW SCIENTIFIC METHODS IN THE TEACHING AND LEARNING OF SESOTHO

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Abstract

Teaching and learning of languages especially modern languages, be they L1, L2 or L3, continue to evolve and shift from the traditional approach where the physical instructor was key to the educational process to contemporary interactive digital approaches that give the learner a certain amount of confidence and autonomy. However, this is not the case in Lesotho where the approach in the teaching and learning of Sesotho has arguably been traditional, despite the fact that Sesotho is not only the official language but also the only indigenous language spoken across the country. This article concerned with problems related to teaching and learning of Sesotho through the use of traditional methods. It argues that contemporary approaches would render the language much more accessible to the masses locally and internationally, particularly in the information age. Secondly, new methods would help re-document the language with all the indigenous knowledge and savoir-faire proper to the language and culture of Basotho. The article explores possible avenues of electronic language documentation and digitisation with the aim of improving the teaching and learning of Sesotho in formal academic establishments and in informal settings generally meant for foreign agents working or representing international non-governmental organisations (NGOs) in the rural areas of Lesotho. This is where citizens may know how to read and write but not be particularly conversant in the second official language - English. Finally, the article advocates for collaboration between computer scientists and linguists with the objective of developing an on-point Sesotho language software that supports regulated online language learning platforms.

Keywords: *Teaching and Learning of Sesotho, Technology, Digital, Teaching and Learning Approaches, Indigenous Languages*

Introduction

Teaching and learning of the Sesotho language in Lesotho is far from a banal exercise as Lesotho is principally a monolingual country with 99.7 per cent of Sesotho speaking population, whilst only 0.3 per cent of the population that includes Basotho of Nguni descent and naturalised Basotho relies on English to communicate (GoL, 2015:4). This reality alone places Sesotho in the curriculum as a compulsory and a must-pass subject in primary and secondary schools since most Basotho children depend on it for knowledge acquisition particularly in early stages of their education. However, despite the evolution from the industrial age towards the information age, tools and methods employed to teach and learn Sesotho have not changed to meet the demands of modern learners, which means the teacher is still key to the learning process as there is little contemporary interactive digital approaches utilised to replace him/her in such a manner that the learner gains a certain amount of autonomy. At primary and high school levels, prescribed text books have not been revised to accommodate modern learning methods and modern learners who already enjoy the benefits of interactive digital approaches in subjects such as English, Mathematics, Geography, Science, and other subjects through national and international multi-media channels and mobile applications.

This study is concerned with the problems related to teaching and learning of Sesotho through the use of traditional teaching methods. It focuses on the key learning outcomes and objectives of the Sesotho curriculum with the objective of highlighting the insufficiencies of the curriculum. It then attempts to show how contemporary approaches would render the language accessible to the masses locally and internationally in the information age. It also demonstrates how new methods would help re-document the language taking into account the indigenous knowledge and *savoir-faire* unique to the language and culture of the Basotho. The article further explores possible means through which electronic language re-documentation and digitisation could be achieved with the aim of ameliorating the teaching and learning of Sesotho in formal academic establishments and in informal settings meant for foreign agents working or representing international non-governmental organisations (NGOs) in the rural areas of Lesotho where citizens may know how to read and write but may not be particularly conversant in the second official language - English.

Background to Teaching and Learning of Sesotho in Lesotho

As indicated by Sebotsa (2016: 184a), linguistic work in Lesotho first started by missionaries, particularly authors such as Jacottet (1936) who wrote *A Practical Method to Learn Sesotho*; Paroz, (1946) who published *Elements of Southern Sotho*, and Sharpe (1950) who wrote *Everyday Sesotho Grammar*. However, as confirmed by Sharpe (*ibid*), these books were written for European foreigners who had to learn Sesotho in order to carry out their mission among the Basotho. Thus, real indigenous linguistic work was accomplished by Khaketla (1951) who wrote *Thapholiso ea Sesotho* 'a Sesotho dissertation = explication of Sesotho.' This is the first book written in Sesotho and that clearly identifies the rules of the language and that presents parts of speech and explains different figures of speech. A decade later, The Association of Principals of Training Colleges (1961) released *The Teaching of the Southern Sotho*. Matšela (1971) published a monograph entitled - '*Makhonthe: Puo e Nepahetseng: Buka ea I.A* a modern textbook

that really solidified the place of Sesotho in high schools and which protected Sesotho from being contaminated by the English syntax is *Sebopeo Puo*, written by Matšela *et al.*, (1981). Thus, the most recent textbook was written by Machobane (2010) *Thuto-polelo ea Sesotho* where the author analyses 231 linguistic terms that have been introduced into the Sesotho linguistics.

As can be observed, there is no single modern textbook that employs contemporary interactive digital approaches that not only simplify the process of teaching and learning of Sesotho but that also help re-document the language from a techno-scientific perspective. The objective behind the current Lesotho General Certificate of Secondary Education (LGCSE) curriculum is to provide a basis for further education and jobs for learners. Whilst the subject is composed of three genres, which are Sesotho grammar, modern literature and traditional literature, where literature is composed of prescribed novels, the linguistic part hummers on four language competencies namely; listening, speaking, reading and writing (Raselimo and Thamae, 2018:1-10). In this regard, ECOL (2018:4-5) tables fourteen learning outcomes which serve as objectives for teaching and learning of Sesotho. Of the fourteen, we find the six learning outcomes tabulated in Table 1 as important for the present paper as they form the core of learning and teaching of the Sesotho. The other eight are, therefore, deemed as supportive of the main learning outcomes.

Table 1: Learning Outcomes of Teaching and Learning of Sesotho

1	Understand the structure of the Sesotho language
2	Communicate accurately, appropriately and effectively in writing in order to achieve a level of practical communication, which can form the basis for further, more in-depth language study
4	Develop awareness of the nature of language and language learning skills, along with skills of a more general application. For example, summarising, analysing, synthesising, criticising, evaluating, drawing inferences, etc.
5	Develop personally and understand themselves and others, as well as their own environment through the study of Sesotho literature and culture
7	Understand and respond to Sesotho literary texts in different forms and from different periods
11	Experience literature's contribution to aesthetic, imaginative and intellectual growth

Our first observation is that the curriculum presents an amalgamation of the learning outcomes. It fails to define and separate Sesotho language learning outcomes from literature learning. It is left up to the reader to figure out which learning outcomes are meant for the Sesotho language and which ones are meant for literature. In Table 1 above, we deemed Learning Outcomes 1, 2 and 4 are meant for the reaching and learning of the Sesotho language whilst 5, 7 and are meant for the teaching and learning of Sesotho literature. Thus, ECOL (*ibid*) states that the examination is divided into three papers, two of which are language based, whilst the third one is based on Sesotho literature and

culture. Whilst the curriculum specifies set books for long story and short story novels, drama, poetry and praise poems books the teacher must use, it remains silent in terms of the textbooks in the learning of Sesotho language, nor does it make mention of the teaching and learning approach to be undertaken.

Based on the above information, the curriculum remains insufficient since effective teaching of the Sesotho grammar depends on the teacher's creativity. Furthermore, prescribed literature books are only available in a paperback format without a CD-ROM or any interactive digital options. Thus, the insufficiencies highlighted here form the *raison d'être* for the present paper as there is need to reconsider approaches to the teaching and learning of Sesotho, to adapt them to the information age where modern scientific methods would be employed not only to teach but also to increase access to the language. At the risk of committing the fallacy of hasty generalisation, we sometimes use the term African languages under the general assumption that a similar situation prevails in other sub-Saharan African countries which, unlike Lesotho, are mainly multilingual and therefore, multicultural.

Methodology and Data Collection

The methodology opted for in the present paper is action research since it is concerned with social practice and involves direct interaction between teachers and groups of students. Action research is also a cyclical and spiral process which involves planning, action, observation and reflection. The cyclical nature of this methodology gives room for improvement incorporating lessons from previous cycles. Lastly, action research is participative and it involves a group activity affected by the topic that is being investigated. This methodology is essential to the study since it is through group interactions that participants become aware of unconscious assumptions or false perspectives (Kember, 2000:20-24). The choice of this methodology is justified by McNiff and Whitehead (2005:1-3), who understand it as 'a common-sense approach to personal and professional development that enables practitioners everywhere to investigate and evaluate their work and to create their own theories of practice.' What makes it pertinent is that it is practical as it can be used on various populations with the aim of improving practice and generate new theory on the subject at hand. Thus, four questionnaires aimed at four different types of populations were elaborated with the objective of exploring the possibility of developing and using new scientific methods in the teaching and learning of Sesotho.

The first questionnaire was designed for primary and high school teachers. Whilst the second one was elaborated and adapted to students, the third questionnaire was designed for the general public in order to obtain its opinion on a matter that affects the national curriculum. The choice of the general public is justified by the fact that the literate majority of the population studied under a fairly similar curriculum. It is, therefore, deemed logical to involve the general public, since we are proposing an approach that has the possibility to not only affect the whole country but also that would possibly topsyturn the whole Sesotho curriculum. The last questionnaire was structured for foreign agents working and/or representing international non-governmental organisations (NGOs) in the rural areas of Lesotho where citizens may know how to read and write but not be particularly conversant in the second official language - English.

Another data collection approach involved conducting interviews with teachers and students as they are at the centre of the whole concept of teaching and learning. Semi-structured observations, examination of the 2018 LGCSE Sesotho syllabus designed and published by the National Curriculum Development Centre (NCDC) in collaboration with the Examination Council of Lesotho (ECOL) and evaluation of learners' work were also part of the methodology. Interviews evaluation of learners' work were conducted randomly with different high school students.

Research Findings

A number of approaches were used to analyse this huge volumes of data that was available. The initial step consisted in reading and understanding the Sesotho curriculum as the main document upon which teaching and learning of Sesotho are based. Secondly, an analysis to make sense of the notes taken while observing and evaluating learners' work was done. A qualitative analysis of the individual interviews conducted with a view to make sense of the data was then undertaken. It is believed this would help to come up with a theoretical explanation or develop one that would be plausible, considering the study at hand. As regards the presentation of the findings, an integrated method that makes manifest that we acknowledge the works that have already been accomplished in the field as well as the theories derived thereafter was adopted. As far as interviews were concerned, only 15 members of the general public agreed to sit for the interview. Table 2 below shows how the four sets of questionnaires was responded to. The major findings have been itemised and categorised into intended outcomes and trickle-down benefits of new methods of teaching and learning of Sesotho based on the responses obtained from the respondents.

Table 2: Presentation of the Findings Based on the Questionnaires

Respondents	Numbers	Percentage
<i>Learners</i>	44/50	88
<i>Teachers</i>	40/50	80
<i>General Public</i>	37/50	74
<i>International Agents</i>	19/25	76
Total	140/175	80%

Intended Outcomes of New Methods of Teaching and Learning of Sesotho

In their report, the US National Academy of Sciences and National Research Council (1966:121) noted that the advent of computational linguistics promised to revolutionise the study of natural languages. Thanks to the computer, symbols could now be manipulated outside of the human mind, which already presents an immense potential for linguistics so much so that computational linguistics ceased to be seen as a subspecialty for computation enthusiasts and started to exist as an ineluctable technique for any linguist who honours their discipline. It is on this basis that the inception of computational linguistics, language

technology and the Internet have facilitated language teaching and learning. In the present study, the term Language Technology is understood in the same context as Educational Technology, although the former is focused on language per se, whilst the latter is broad and all-encompassing. Thus, educational technology is best defined by Aziz (2010) as ‘implementation *of* appropriate tools, techniques, or processes *that* facilitate the application of senses, memory, and cognition *to* enhance teaching practices *and* improve learning outcomes.’ This is supported by Ezza (2014:65) who observes that the advent of technological innovation has immensely facilitated language teaching and learning so much that learners are able to interact with native speakers using authentic language in real life situations. This means the use of scientific approach to language teaching and learning, whether in formal settings or informal settings, has a far reaching impact as language learners become autonomous, thus, taking full charge of the learning process. Although, learning process takes place in well-equipped language laboratories that provide a different learning experience from that of a conventional classroom wherein, according to Konar (2011:28), learners are placed at the centre of the learning process, whilst in a laboratory, the teacher only serves as a facilitator, rather than a key to the learning process.

Walia (2010: 38) highlights the relationship between language and technology. For him, technological advancement in the modern world has incited language professionals to reflect on the ways in which technology can continue to transform the language teaching environment. In this context, Sporleder *et al.*, (2011) hold that the role that language technology researchers might play would consist in bridging the gap between science and humanities since natural language processing and computational linguistics are both traditionally interdisciplinary areas of research even though the former is hosted in the department of linguistics, whilst the latter is housed under the computer science department. Thus, research in language technology entails collaboration that requires an amalgamation of knowledge and experience in linguistics, logic, computer science, cognitive science, and others which obliges researchers to have an interdisciplinary understanding of both science and humanities. Practically, it can be argued that research in this field consists in advancing scientific revolution in cultural heritage, the humanities and social sciences.

In light of the above, the article highlights three main benefits to adopting new scientific approaches to learning and teaching of language. Firstly, they are useful as they facilitate immediate output of the learners’ efforts in learning a language using technology. Secondly, they facilitate what is called language digital documentation, since it is deemed important that a language adapts to modern times in order to express new realities. Lastly, digitised methods of teaching and learning of language render a language accessible beyond the borders of its native origin.

In the context of Sesotho, the underlying problem is that it relies on traditional book-based documentation, which presents limits of its accessibility in the contemporary era. Lack of learning tools such as the online dictionaries and mobile applications, limit teaching and learning to a classroom situation. The classroom-based learning experience renders the teacher the key player in the teaching and learning process. Unavailability of

digitised resources makes the language a communicative tool that is mutually exclusive with the economy as it fails to be the driver of economic success, particularly in the areas of the country where the population is not particularly conversant in English. Thus, considering the well-evidenced literature, we believe, in the present study, there is much food for speculation in the thought that the concept of new scientific approaches to teaching and learning of Sesotho in Lesotho would have the following five main trickle-down benefits: language re-documentation, language access, student-centred learning and computer assisted language learning.

Language Re-documentation

Language re-documentation has emerged as a response to the serious need for technological collection, description and archiving of language materials with the objective of providing a comprehensive record of the digitised linguistic material in a certain language (Grenoble, 2010:290). In the context of digitisation and the Fourth Industrial Revolution, this is vital since linguists engage in what we would like to call a ‘deliberate active language archiving exercise’ to ensure that Sesotho is not only part of the equation in bringing about change in the information age but a vessel through which change happens. By deliberate active language archiving exercise, we are referring to a hypothetical system where the local language is used concomitantly and equally with English (in the case of Lesotho) or a lingua franca (in the case of multicultural countries). By so doing, Sesotho would be re-documented taking into account the indigenous knowledge and *savoir-faire* unique to the language and culture of Basotho. By virtue of undertaking this exercise and adapting teaching methods to the information age, it is almost guaranteed that Sesotho would develop sustainably through translation of foreign extra-linguistic culture-bound concepts, thus making sure that future generations have access to modern and indigenous knowledge in the language they command best. This means Sesotho would become rich as it would acquire new terminology used to express and describe new and modern digital reality as it would then be used concomitantly with English to become the driver of the economy, particularly in the rural areas where the population may know how to read and write but not be conversant in English (Sebotsa, 2016:105-116b). What is more, even already existing words become polysemous as they acquire new meaning, which implies a positive trickle-down impact on the language and the art of teaching and learning of Sesotho (Sebotsa and Leshota, 2018:329-339). This is important because Lesotho is a predominantly monolingual country which, unlike many African countries, can use its linguistic profile to its advantage without necessarily relegating English to the back since it is the country’s only means of communication with the international world.

In the digital era, language is taught using modern tools that range from CD-ROMs to grammar websites that provide support to Sesotho learners using a wealth of resources aimed at helping students learn Sesotho free online, including assistance with speaking, listening, reading and writing skills. For foreigners, this could include a section for beginners that contain pronunciation along with basics on Sesotho spelling, grammar and simple activities such as quizzes, games and tests. If the object of the exercise is to take full advantage of the monolingual nature of the country and help Sesotho to

become a concomitant driver of the economy, there is need for what we would like to call Learn Sesotho Network that offers Sesotho grammar and intensive and extensive Sesotho vocabulary sections together with the free Sesotho lessons and tests, games and magazines that provide an certain amount of insight into the Sesotho expressions, culture and traditions.

As far as literature is concerned, there is need for language digital documentation as it entails digitising Sesotho literature books that contain the historical and modern culture of Basotho. In the context of the information age, web-accessed eBooks and mobile apps may be ideal for all generations as smartphones and tablets have become prevalent beyond urban areas. While it is true that there will always be need for printed material, it would also be useful to build an online library or bookshops that sell web-downloadable literature books that can be downloaded and saved on the user's device or printed if need be.

Language Access

It has been proven that it is generally easy to access the language when it is learnt or taught scientifically than traditionally using the Grammar Translation Methods and where the teacher is the only source of information (Erben, 2008:201). In the same context, this article has revealed that meaningful use of both technology and curriculum in the information age would have a number of benefits. Firstly, learners would become more efficient, and more motivated. This is understandable considering the fact that most Basotho studied Sesotho using the teacher-centered approach. Despite the changes that were made in the curriculum in recent years, there is need to consider introducing language technology, language-based approaches where students use learning tools to grasp the hues and tunes of the language and technology-based approach where teachers would employ computers and technology to impart knowledge adapted to each level of study. Secondly, learners would have greater access to the language than learners in language-technology deprived schools. This is inferred based on what has been observed with regard to teaching and learning of the English language. It has been observed that learners who have access to television and smartphones connected to the Internet, which means prolonged access to the language, have a better grasp of the language compared to those who do not watch television. The third benefit would be reaped by both Basotho and foreign international agents working among Basotho in remote areas of the country. Appropriate use language technology would allow for a linguistic immersion and enable learners to pick up language skills faster and with less effort. The development of an online portal would most probably facilitate interaction with Basotho and enable professional discussions with Basotho, especially those living in the rural areas where people may know how to read and write but are not particularly conversant in English. With the increasing population of Sinophones and other South Asian foreigners engaged in business and entrepreneurial activities in Lesotho, establishment of modern digitised learning systems would enable interactive commerce with Basotho labourers who work directly with such expatriates.

Learner-Centred Approach

Learner-centred approach is far from a novel concept with authors such as Hayward (1905), Dewey (1956), Plowden (1967) and others as heralds in the field. Originally, it was considered an effective antidote to the common teacher-centred didactic classroom approach which promoted teacher dominance over passive learners and rote learning, while occluding critical and creative thinking in the subject at hand (O’Sullivan, 2004:585-602). Currently, it is understood as a much broader concept that is not only narrowly limited to pedagogy but that also promotes active teacher-student communication and intra-student communication thus, making students serious active participants in their own learning and helping them acquire transferable skills such as problem-solving and critical thinking in as particular subject. In this environment, technology provides more avenues for every student and actively engaged in the learning activities (ESU, 2018) and (Erben, 2008:16). In Lesotho, the teaching of Sesotho is rated between fairly good and bad as the approach used to teach is fairly traditional. The approach may have been fairly appropriate in the past but in the digital age, there is need for change towards a more scientific method that includes the use of computers, software, websites, mobile apps and computer-based consoles. It has been found out that besides textbooks, there are no teaching and learning materials. Generally, in literature, teachers resort to calling upon language and cultural experts and the elderly. While this is not discouraged at all, it is believed that new digitised methods would render the students more independent as the teacher would only serve as a facilitator, while students would be discovering language concepts on their own through assignments and other works they would be assigned.

Computer and Electronic Literacy

There exist a number of negative reactions towards technology. These include computer anxiety, negative computer attitudes, cyber-phobia computer-phobia, and technophobia. Since they all entail fear of technology, the present study shall employ technophobia. While the term may be understood to refer to fear of technology *per se*, the present study adopts the definition provided by Brosnan (1998:10): ‘resistance to new technology in the form of avoidance of computers.’ The choice of this definition is justified by the general observation that lack of knowledge and understanding about a new phenomenon may trigger resistance due to lack of willingness to change from the old system to the new one. In the context of the Fourth Industrial Revolution, it is our position that there is need for computer and electronic literacy for all involved in teaching and learning of languages. This is supported by Erben (2008:11) who believes that in the contemporary era, it is vital for teachers and learners to develop some profound literacy in using and applying technology in the classroom since today’s generation lives in the digital era. A computer literacy policy in this regard would go a long way towards implementing this approach.

In the case of Lesotho, it has been found out that there is no computer literacy policy *per se*. At primary and high school level, the use of computers is limited to Computer Education and does not spread to other subjects. This is most probably due to the absence of Sesotho language learning software. While there exists the technological *savoir-faire* in terms of IT specialists, there is need for collaboration with linguists to build modern

software adapted to each learning level. For the approach to work, there is absolute need for teachers and learners to develop some profound literacy in using and applying technology in the classroom. In this context, use of technology in the teaching and learning of Sesotho could start as early as the primary school and continue on to secondary school, high school and tertiary level.

Computer Assisted Language Learning (CALL)

Language technology is used to develop software systems designed to handle human language (Rehm and Uszkoreit, 2012:52). Language as a means of communication between humans has in the present era sparked interest in the computational context. However, human language and computer language are extremely different and complex but these challenges do not impede incorporation of the two forms of language. Since there is a great proliferation of mobile technology, the need for natural linguistic interaction between humans and machines becomes more acute and language technologies are studied in the field of teaching and learning of languages to address these needs (Kumar, 2013:128). Considering that in the developed countries there exists on-point technological innovations of teaching and learning of languages, it is imperative to consider some of the language technology applications and determine how they could be adopted and adapted to the Lesotho context in as far as the teaching and learning of Sesotho is concerned. These include but not limited to technology platforms such as discussion boards, an interactive language learning platform which requires the Internet to function. Teachers could use this discussion board for almost every topic they teach as it does not require all its users to be online at the same time.

In the case of Lesotho, technology has not been taken to be a tool that could be used in the teaching and learning of languages. Learning a language meant memorising a set of well-rehearsed responses that included frequent vocabulary words, clichés and phrases that were used at appropriate moments in a conversation. The teacher is placed at the centre of the learning process, which leaves learners with little autonomy. Since the introduction of computers, it has become apparent that technology has a place in researches undertaken by language specialists with the aim of finding out how this tool can be incorporated into the teaching and learning of languages. In the information age, it is imperative to develop and translate online language learning portals, computer software, websites, mobile apps, and computer based consoles in the same manner Google has attempted to host its website in various languages including Sesotho.

In light of the above, the National University of Lesotho boasts a locally innovated modern academic portal named *Thuto* ‘education.’ It functions as both a distance learning portal and a collaborative platform for students and lecturers. It is recommended that, after due recognition of IT copyrights and legal implications, this portal be adapted to the teaching and learning of Sesotho. Due diligence should be done to cater for the needs of local learners depending on their levels. Who, better than locally-based IT specialists can better assess the situation on the ground and develop software that well responds to the needs of the country? At first, this project should be accomplished in direct collaboration with local linguists. Later, it could be used over a much broader spectrum to serve in other subjects at both primary and high school levels.

Proactively, it would be worth undertaking an ambitious monumental task of adapting *Thuto* to teaching and learning of Sesotho as a foreign language. In this case, there would be absolute need to develop and translate this online language learning portal into major foreign languages such as English, French, and Chinese to help foreign international agents and other non-Sothophone individuals to learn daily basic Sesotho in the language they command best before and after they set their foot in Lesotho. English, French and Chinese are chosen based on the fact that they are the most represented languages in Lesotho.

Conclusion

The objective of this article was to highlight the insufficiency of the Sesotho syllabus with the aim of proposing new scientific methods to teaching and learning of Sesotho. Based on the literature reviewed and the findings, it becomes manifest that the use of technology has become central to the teaching and learning of languages. However, teaching and learning of Sesotho, on the other hand, does not seem to be moving parallel with the digital era. The teacher is still central to the whole learning process. In a country that is predominantly monolingual, there is an opportunity for Sesotho to become a co-driver of the economy however; this opportunity is not fully explored and exploited, particularly in the rural areas where local people are not particularly conversant with English. All these make it manifest that there is absolute need for re-documentation which consists in designing and elaborating new teaching and learning methods. This entails collaboration between computer scientists and linguists with the objective of developing an on-point Sesotho language software that supports regulated online language learning platforms. We recommend that the eventual collaboration be inclusive of the National Curriculum Development Centre, Ministry of Education and in consultation with the concerned teachers as well as other relevant stakeholders in Lesotho, to ensure a smooth and fruitful digitisation process of Sesotho in the context of the information age and the Fourth Industrial Revolution era. The intended outcome would entail designing a learner-centred approach that would increase efficiency in teaching and learning, whilst keeping the learner motivated and interested in the subject. Most importantly, the new system would render the language more accessible to the modern man as information would not only be accessible through paperback material books but also through online learning portals, online books and dictionaries. Not only would Sesotho align itself to the contemporary approaches of teaching and learning languages but also, its vocabulary database would expand and be available to the masses across the country and the globe anytime, anywhere. For all these to work, teachers and learners would need to acquire computer assisted language learning literacy particularly because the traditional approach has become less practical and less efficient in the digital age.

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