

## Locating the Centrality of African Languages and African Indigenous Knowledge in the *Embodiment* Thesis: Implications for Education

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**ABSTRACT** Engaging with the environment via African Indigenous Knowledge Systems (AIKS) impacts on human consciousness and establishes modes of communication mediated through language. The *Embodiment* thesis is that language and knowledge acquisition are acquired through an intricate process of perception, action of the body and cognition of the mind creating awareness with the self and community. This view offers deeper insights than the traditional Cartesian split of mind/body. Knowledge of this embodiment can enhance understanding of abstract thoughts generated in language communication embedded in sociocultural contexts. This knowledge can lead to improved practice in pedagogy of African languages and AIKS. The study explores examples of bodily interactions and speech as evidenced in metaphor use in African languages. Metaphors are excellent expressions of embodied phenomena. The evidence from the study suggests that knowing about embodiment can facilitate embodied approaches in promoting the development of African languages and AIKS. The implications for education of an embodied approach are explored in learning and teaching of African languages and AIKS.