

# Abstracts

- The organising committee reserves the right to adapt the programme should unforeseen circumstances arise.
- Views expressed in the papers delivered at the SAALT/SALALS joint annual conference 2019 do not necessarily reflect the view of the organising committee, or the hosting institution.
- Abstracts were printed as they were received with only glaring inconsistencies being corrected.

**Kristien Andrianatos**

**North-West University, Potchefstroom Campus**

**13132873@nwu.ac.za**

## **A reflection on the innovation of WIReD as an academic literacy blended learning tool**

Academic literacy deficiencies contribute to the high attrition rates of undergraduate students at South African institutions of higher education. In an attempt to address these deficiencies and better equip students for the demands of the academic environment (access with success), all first-year students at the North-West University have to complete an academic literacy module, presented by the Centre for Academic and Professional Language Practice (CAPLP). CAPLP and its lecturers thus have the task of teaching roughly five thousand students per semester, including hundreds of distance students.

Academic literacy can be defined as the activities of accessing, processing and producing information. As is clear in this definition, students need multiple exposures and feedback on each of these activities to increase their competence. Thus, CAPLP has the responsibility to provide enough teaching-and-learning opportunities to large numbers of students. This was the rationale for developing WIReD. The acronym WIReD refers to (W)riting, (I)nformation literacy and (Re)ading (D)evelopment. Although these terms do not include all aspects of academic literacy, they refer to elements of the tool. The idea of 'being wired' refers to 'tapping into' the academic environment, and this metaphor is used for look-and-feel purposes and to bind the different units together. This tool was developed to supplement the content of the academic literacy modules in a blended learning approach. Additionally, the development of this tool also supported the 2019 teaching and learning strategy of the NWU as an *innovative approach* to academic literacy development envisaged to provide *student support to increase retention*.

The aim of this paper is to reflect on the action research method used in the development and implementation of WIReD. Applied linguists and instructional designers collaborated on this project. Currently in the third cycle of this action research project, I share my experience as part of the team. From qualitative and quantitative feedback, it seems that students find

WIREd useful. We continuously encounter unforeseen challenges as CAPLP has not attempted such a project before. Examples include the limiting nature of the Learning Management Support system of the university, issues arising from students using WIREd on computers in the computer labs on campus and students lacking computer literacy abilities. Furthermore, not all colleagues felt positive about the tools' implementation.

Nevertheless, the use of this tool as a blend for our academic literacy module(s) seems to be promising. The challenges that arose (and keep arising) gave us the opportunity to constantly seek out new possibilities to make WIREd even more accessible to our students so that they can benefit from the additional learning opportunities. By reflecting on the development and implementation process and the preliminary findings, other language practitioners might be motivated to try their hand at designing and implementing blended learning tools to enhance academic literacy.

---

**Ajohche Nkemngu Awungjia**

**University of the Western Cape**  
**[ajohche@gmail.com](mailto:ajohche@gmail.com)**

### **Constructed dialogue and positioning in everyday storytelling**

This study aims to add to the rich body of work which explores our understanding of identity performances in narratives. It explores how a close knit group of five female friends use narrative structure and strategies to fashion alternative gender identities for themselves as black women who are agentive, and who actively push back against the stereotypes used to judge and evaluate their behavior. Using an interactional approach to narrative and identity (De Fina, 2003; De Fina and Georgakopoulou, 2008, 2012), this study explores how participants, in their everyday conversations, exploit story form and narrative strategies to orient to, constitute, legitimize or resist gender ideologies.

Drawing on data which consists of twenty-one hours of naturally occurring casual conversation between the five friends, I identify and group the stories in their conversations, and propose generic structures to describe them: reports, hypothetical stories and projections. With a flexible approach to structure, I show how these stories create a space for the negotiation of difference or for constructing presentations of 'self' versus 'the other'. I argue that through structure and other evaluative devices, praise and blame are ascribed within stories, allowing participants to take certain positions in relation to the themes explored and relevant identity options. I also show the ways in which stories enable the participants to quite literally imagine possibilities for self and others within circumstances that have not and may never happen. This creates a space for the affirmation of dreams and ambitions, and an exploration of the type of women they see themselves becoming: successful, rich, famous, strong, and admired African women.

**Andrea Shireen Barnes**

**University of the Western Cape  
3435011@myuwc.ac.za**

### **Representations of coloured identity in everyday talk: A narrative approach**

During apartheid, race was the fundamental organising principle for the allocation of resources and opportunity. Although it has been 25 years since the demise of apartheid, race remains a primary means through which South Africans interact and negotiate power relations. Some scholars (Alexander, 2007; Erwin, 2012; Posel, 2001) have argued that the frequency with which racial categories are used in state policies, the media and public discourse has the effect of not only perpetuating apartheid racial categories but unwittingly entrenching racial stereotypes and prejudice. Within post-apartheid South Africa, race has become a habit of thought and a primary means of identification, and many that were not directly exposed to apartheid still find themselves using racialised discourses (Bock, 2017). The idea of 'a coloured identity' is often seen as a white-imposed artificial identity, denied of having any sort of culture, the result of miscegenation and the cause of old ethnocentric stereotypes enduring from the past into the present (Petrus & Martin, 2012; Erasmus, 1999). Many studies indicate how in post-apartheid South Africa, many coloured people still find themselves struggling with issues of identity and the meanings attached to this racial identity (Adhikari, 2006; Battersby, 2002; Meadows, 2008). Although there is a link between the term, 'coloured', and apartheid ideologies, Erasmus (1999) argues one should not deny the role that coloured people have played in defining themselves and their identity based on everyday experiences. This study engages with these issues by analysing how young South Africans who self-identify as coloured construct, negotiate, accept or contest their racial identities in everyday talk. Data include two recorded and transcribed casual conversations between a group of five self-identifying coloured friends. These conversations take place at the researcher's home, where the topic of race is raised and discussed. The data will be analysed using theories of discourse and narrative analysis, in particular, Anna De Fina's (2008) positioning analysis, and Bamberg and Georgakopoulou's (2008) 'small story' approach. The study aims to explore how young South Africans who self-identify as coloured use linguistic resources, in particular narrative resources, to discursively construct and negotiate the complexities of their racial identity.

---

**Maret Blom**

**Stellenbosch University**  
**18316077@sun.ac.za**

### **A theoretical model for the design of an Afrikaans online dictionary for academic editing purposes**

A theoretical model for an Afrikaans online dictionary for academic editing purposes was drafted after the completion of my honours research project. Fuertes-Olivera and Tarp's (2014) function theory for specialised online dictionaries was used as a foundation for this model. According to Tarp (2000:198), the function theory is the only avenue to reach a scientific conclusion on what to include in a dictionary. Fuertes-Olivera and Tarp (2014:192) divide the design, compilation and updating of a specialised online dictionary into three phases, namely the pre-compilation phase, the compilation phase and the post-compilation phase. The abovementioned model was drafted using Fuertes-Olivera and Tarp's (2014:192) pre-compilation and compilation phase to determine the online dictionary's functions and data types.

The problem, however, is that the post-compilation phase of the model for an Afrikaans online dictionary for academic editing purposes has not been put into execution, and the model has therefore not been empirically tested. Academic editors will probably emphasise problems regarding the model's data presentation and data description when they use the model during an academic editing task. The rationale behind executing the post-compilation phase in this study and testing the usability of the model's data presentation and data description is based on Heid (2011), Kwary (2013) and Du Plessis's (2017) opinion that if electronic dictionaries take the user's consulting procedures, user experience and interaction with the device and software into consideration, modern lexicographic products will be of such a nature that they satisfy the user's needs.

The study has a ternary research goal. First, the Blom (2018) model for an online dictionary for academic editing purposes will be adapted to set up a prototype of this model. This prototype will be based on the editors' expectations of the Afrikaans online dictionary that will in turn be determined in a pre-test questionnaire. Secondly, the effectivity and, thirdly, the user satisfaction of this prototype will be evaluated through editing tests in order to draw up guidelines for further improvement. These guidelines can then be used in further studies to refine and compose this dictionary.

In an attempt to eliminate usability problems at an early stage in the compilation of the dictionary, a usability study will be carried out to determine the problems that academic editors have with the prototype's data presentation and data description. The usability testing that is used in this study entails an exploratory research approach where comparative tests will be carried out. Third-year and honours students at Stellenbosch University will take an editing test in which they have to edit an academic text without the prototype as aid, as well as an editing test in which the academic text can be edited with the help of the prototype. After the tests have been completed, quantitative data in terms of errors and task accuracy

will be collected from the performance data. Lastly, qualitative data will also be collected from the preference data with regard to the users' experience while using the prototype.

---

**Maricel Botha**

**North-West University**  
**[maricelbotha@gmail.com](mailto:maricelbotha@gmail.com)**

### **Gramsci, structure-agency harmony and how to solve social language problems**

Translation's ability to effect language development is well established in the literature and is proven by South Africa's own history, most notably in the cases of missionary translation into the Bantu languages and 19th-century Afrikaans translation. In these cases, language development relied heavily on translation. In the current linguistic landscape, where there are significant status distinctions between English and Afrikaans on the one hand, and the Bantu languages on the other, translation offers the indigenous languages a potentially significant means of status elevation. However, studies within the branch of translation studies known as the sociology of translation, a fairly recent movement that stresses translation's social characteristic and relationship with society and makes use of sociological theories and methodologies, have underscored that translation's occurrence, range, acceptance, quality, etc are heavily influenced by various social and ideological factors. Therefore, simply advocating increased translation, or the need to develop languages for that matter, without consideration of the relationship between languages, their speakers, translation and society is likely to yield little effect.

However, the relationship between society and individuals has been conceptualised in two vastly different ways sociologically, which has a significant bearing on the nature of the recommendations that issue from sociologically informed research. On the one hand, structural approaches emphasise the role of societal forces and dominant ideologies and consider people to be subject to these with little ability to effect change as individuals. On the other hand, agency approaches emphasise the role and power of human agents in effecting social change, but may fail to acknowledge the constraining or enabling effect of structures. This polarity is problematic in attempts to address social problems (such as those related to language development) as an over-emphasis of structure may lead to passivity, whereas an over-emphasis of agency might lead to ambitious and impractical recommendations.

The intention with this presentation is to consider the differing effects these two views may have on suggestions regarding the relationship between translation and the development of the indigenous languages in South African society by applying the general principles of both approaches to the current South African language context. Secondly, a possibility of reconciling these perspectives under a neo-Gramscian historicist perspective will be discussed which will entail an explanation and general application of this theory to the same social conditions.

The findings are that although this perspective may offer some helpful direction in addressing the problem, there is no immediate solution. The value of this discussion therefore lies in contributing to the discourse on the relationship between language and society by opening theoretical possibilities for consideration and critique, rather than providing an ultimate solution. The important bearing that this topic may have on the type of recommendations that issue from academics regarding language and the social problems that accompany language issues is evident.

---

**Nina Brink**

**North-West University**  
**[nina.brink@nwu.ac.za](mailto:nina.brink@nwu.ac.za)**

### **Data collection methods in child language acquisition research: App development**

A number of data collection methods have been used in child language acquisition research, but the most common methods are diary entries by parents/caregivers/observers, video and audio recordings of children, and questionnaires, usually completed by the parents. The field of child language acquisition of African indigenous languages is, to a large extent, still underexplored, and as Lieven (2010:92) states, studies on child language acquisition of various languages should be an important part of linguistic research. However, a general issue with child language acquisition research is that the collection of data can tend to be a stumbling block for researchers, especially when the time consumption and ethical issues of such a study are taken into consideration. A lot of studies in this field are also interested in children's natural and spontaneous language use in their everyday environments, and therefore, more formal and structured methods such as experiments carried out in a controlled environment aren't relevant for such studies. It is especially in this regard that the parents of the child being investigated have to play an active role in the collection of data.

This current project, therefore, would like to address this issue by developing a cellphone application that is a combination of various data collection methods within child language acquisition research, with the focus on collecting natural and spontaneous speech production as soon as possible after it has taken place. Parents usually have their cellphones nearby (as opposed to a paper-based diary format or even an electronic diary kept on a computer) and will therefore be able to quickly capture their child's language use in a particular situation on the app. An investigation into existing related apps only delivered the following results: diaries for your child's general and physical development and milestones; personal diaries; educational apps used to improve your child's language; more generic data collection apps with a greater focus on questionnaires (similar to Google forms); and apps used for speech therapy. A specific app for the collection of child language data, which combines diary entries, voice recordings and video recordings, and where the parent should first give ethical consent before any entries can be made, can therefore make a contribution to the field of data collection methods of child language as well as digital humanities. This app can then also be used to collect data in any particular language, especially indigenous African languages. This

paper will report on the development process of this app and also touch on some ethical and technical issues.

---

**Anneke Butler**

**North-West University**

**The development of an academic literacy diagnostic assessment and placement test (ADAPT) in two languages**

**Format: Paper 4 of 6 papers of the Language Assessment in Multilingual Contexts Symposium**

From a rich body of research, there is common concern about the inadequate academic literacy (AL) levels of many students who gain access to higher education in South Africa. One of the most comprehensive responses to this under-preparedness of first-year students was ICELDA's development of AL placement instruments (TALL/TAG) in two languages of instruction. These provide decision-makers with information on the general AL levels of students. These placement instruments have, therefore, not been developed as diagnostic AL tests, per se. Any diagnostic information yielded by these tests would remain coarse-grained on a macro-level, as we could only broadly diagnose risk areas using the results of specific sections/aspects of the tests. There exists a clear need for a diagnostic AL assessment instrument, since there is no such instrument available for university education in SA. Some would claim that in the field of language testing we give lip service to the concept of a diagnostic test, since we are still figuring out what such a test should look like. This paper reports on a research project that aims to analyse critically the current construct of the TALL/TAG in order to create a taxonomy of AL abilities that could lead to a layered and weighted framework for assessment in a more nuanced manner: the identification of specific AL abilities with which individual students struggle in the two languages of instruction. Since these tests were initially designed on the basis of the same construct and specifications in both English and Afrikaans, they represent an additional layer of complexity when used as diagnostic measure. Such a diagnostic instrument as the one we envisage would enable one to provide more fine-grained (specific) and individual feedback to students. It could also provide essential information for the design of appropriate academic literacy interventions.

---

**Adelia Carstens**

**Unit for Academic Literacy, University of Pretoria**  
**[adelia.carstens@up.ac.za](mailto:adelia.carstens@up.ac.za)**

**Advice on the use of gestures in presentation skills manuals: Alignment between theory, research and instruction**

There appears to be a weak alignment between manuals on using hand gestures in oral presentations, theoretical sources on gesture production, and empirical studies on dimensions of gesture processing and use. Much of the advice in presentation skills manuals centres on prohibitions regarding undesirable postures and gestures. Furthermore, these sources tend to focus on the intentions, feelings and mental states of the speakers, as well as the psychological effect of gestures on the audience. Theoretical sources, on the other hand, typically emphasise the relationship between speech and gestures, and the mental processing of the latter, especially representational gestures. Quasi-experimental empirical research studies, in turn, favour the description and analysis of iconic and metaphorical gestures, often with specific reference to gesturing in the retelling of cartoon narratives. This paper identifies main areas of misalignment between practical, theoretical and empirical sources, and provides pointers on how the advice literature could align guidelines on gesture use with theory and research. First, I provide an overview of pertinent gesture theories, followed by a discussion of canonised gesture taxonomies. I then report on an analysis of the co-speech gestures in a corpus of 17 video-recorded audio-visual presentations by students of theology. Subsequently, I share the results of a qualitative analysis of 17 manuals on presentation skills. The article is concluded by proposing an outline for advice on gestures that is based on a considered integration of traditional advice in guide books and websites, theory, and empirical research.

---

**Adelia Carstens and Avasha Rambiritch**

**Unit for Academic Literacy, University of Pretoria**

**[adelia.carstens@up.ac.za](mailto:adelia.carstens@up.ac.za)**

**[avasha.rambiritch@up.ac.za](mailto:avasha.rambiritch@up.ac.za)**

### **Theoretical and epistemological grounding of writing centre practices: A foundation for tutor training**

Applied linguists generally believe that classroom decisions are informed by teachers' theories and beliefs about what writing is and how people learn to write. This implies that teachers of writing can benefit from being aware of the different views of writing and learning to write, as well as the pedagogic practices that are associated with them. This advice is also relevant to writing centres and has been endorsed by writing centre specialists over at least three decades. Writing centre practitioners have stressed the need for a theoretical model of writing centre practices that challenges assumptions about students, about language, and about literacy learning that were prevalent in earlier approaches. Further support for theoretical grounding of literacy pedagogy is found in the literature about academic development in South African higher education. The purpose of the paper is to devise a framework for writing centre pedagogy, based on three main educational theories underpinning the roles of writing centre tutors that have been identified from the writing centre literature, complemented by two approaches from the postcolonial literature on writing pedagogy that may serve to recognise and underpin writing centre practices in the Global South. The proposed framework offers six theoretical approaches, each with its associated beliefs about learning to write, the role of the

writing centre, the roles of tutors, and the main tutoring strategies. Main benefits of the framework are that it will demonstrate and make transparent to peer tutors how tutor programmes and tutor practices have been shaped by historical approaches to teaching writing and learning to write and beliefs about how students learn to write, to help them reflect on their own practices and to build a shared language for talking about writing centre work.

---

**Faith Chiedza Chapwanya**

**University of Pretoria**  
**fchapwanya@gmail.com**

**Investigating L2 English as spoken by Shona mother tongue speakers using a corpus-based approach**

The number of people who speak English as a second language (L2) or additional language continues to increase worldwide. Different varieties of English have emerged especially in former colonial countries due to language contact between English and indigenous languages. Despite the use of L2 English by a significant proportion of people worldwide, research into the characteristics of L2 English has been scarce until recently. Research on the linguistic innovation, a feature of non-native varieties and nativisation of English has helped shed light on the spread of English and the form and function of different characteristics of English. Due to the differences in culture, religion and politics, speakers of L2 English may speak English differently from native speakers. This study seeks to build on and contribute to the study of non-native varieties of English, particularly English as spoken by Shona first language speakers (Zimbabwean English). The study sets out to investigate Zimbabwean English and to describe its linguistic features and characteristics as reported in the dynamic model using a corpus-based methodology. The aim is to investigate the stage of adult acquisition of these features when considering Schneider's dynamic model of postcolonial English. Analysis is based on a corpus of L2 English compiled using speech samples, editorial news samples, and business letters of Shona L1 speakers. In addition, the description will be based on the electronic World Atlas of Varieties of English (eWAVE). Determiners, modal verbs, and discourse markers (like, so, well, but) will be examined for any variation with mainstream British English. Pilot data collection has been completed. Data was collected from ten participants in Zimbabwe. The aim of this study is to collect data from forty-five participants in total. A mixed method sampling technique was used (snowball, convenience and purposive sampling). Data analysis of the pilot data collection is currently ongoing and will be completed in time for the conference.

---

**Erasmus Charamba**

**University of the Witwatersrand  
erasmuscharamba@live.com**

### **Translanguaging: Developing scientific scholarship in a multilingual classroom**

Although multilingualism is acknowledged and scripted in South African language policy, monolingualism in education has remained the default educational policy in many schools in the nation. Multiple South African languages are actively excluded from the curriculum in favour of monolingual pedagogies where languages spoken by the minority are used for instructional purposes from grade 4 upwards. The study was informed by the developing proficiency of most science students in the language of instruction (English) from the school involved. Most students' proficiency in the language of instruction is found wanting, and this is carried over into the Chemistry classroom resulting in underperformance.

As stated earlier, the purpose of this study was to establish the effect of language on the academic performance of Grade 10 Chemistry students and to make suggestions for workable strategies on how to improve students' performance in the subject, paying particular attention to isiZulu and Sesotho speakers who learn Chemistry in a language different from their home language, by asking the following questions:

1. What is the role of language in the teaching/learning of Chemistry?
2. How does language affect the academic performance of Grade 10 Chemistry students?
3. To what extent can isiZulu and Sesotho be used as mediums of instruction in the teaching/learning of Chemistry to Grade 10 students?

A mixed method approach was used to generate responses from a sample of 40 Grade 10 students on the role of language in the learning and teaching of Chemistry. Data was collected from three written tests (English Language Proficiency test, pre- and post-tests) and interview responses. Quantitative data was analysed first, using R-computing, and then interview responses were analysed later using Gläser and Laudel's 2010 model (Gläser & Laudel, 2010).

Results show that use of instructional materials written in home languages and allowing translanguaging practices in the classroom affect students' performance in Chemistry tests, create a comfortable learning environment for all learners, and provide students a reflective space to think about how language stratification has excluded certain languages that are deemed inferior from the classroom, and hence prevented their speakers from accessing scientific knowledge.

Students see use of home languages as a liberating step that would allow them to excel in science subjects. The author argues for creation of linguistic awareness and allowing multilingual practices in the classroom to avoid epistemic exclusion of students who speak languages that are excluded from the classroom.

**Andy Chebanne and Mawande Dlali**

**University of Botswana and Stellenbosch University**  
**chebanne@mopipi.ub.bw**  
**mdl@sun.ac.za**

### **Botswana Khoisan: Language and ethnic endangerment**

The Khoisan (or Basarwa in Botswana, or Bushmen as they are referred to in some literature) are considered some of the most ancient indigenous peoples of southern Africa. Botswana has the most diversity of these autochthonous communities; however, their speech communities are demographically minute. Their life is characterised by necessitousness relative to modern socio-economic dynamics that exemplify other ethnic communities. In Botswana, the Khoisan are under constant threat of cultural assimilation, and their languages are lost at an alarming rate (Chebanne, 2015). The majority are endangered and some have gone extinct (Batibo, 2005). By being lumped together with the main society in terms of development, they do not have their distinct cultural and linguistic identity. Khoisan languages are not provided for in Botswana's socio-economic and cultural development policies, such as in education, and this situation has exacerbated these communities' ethno-linguistic plight as they are socially marginalised. This situation of lack of state policies to protect them and the marginalisation they experience accounts for their ethno-linguistic endangerment. The paper will discuss the endangered Khoisan languages of Botswana within Ruiz's (1984) orientations in language planning theory of language as a right, resource or problem, and within the Batibo's (2015) Africa language policy orientations. The argument is that the Khoisan languages of Botswana are viewed in language use policy as a problem, and consequently, they are not planned for in development. While the situation of Khoisan languages in Botswana is precarious, as some are going extinct, the paper will argue that documentation of these languages will contribute to their promotion, as communities could use the linguistic research as a resource.

---

**Sekgaila Chokoe**

**University of Limpopo**  
**Sekgaila.chokoe@ul.ac.za**

### **(Mis)interpreting negation in Northern Sotho sentences**

To reverse the meaning of a particular statement, one has to negate it. In English, negation is the action of denying or making a statement negative involving the use of 'no' or 'never' (Horny, 1989:565). It is the opposite of something which is actual, positive or affirmative. In Northern Sotho, negation is made possible by the application of negative morphemes; inter alia, ga and -se-. Negation in Northern Sotho is not as simple as it may seem: there is sometimes a problem of ambiguity and the (mis)interpretation of some negative sentences.

---

This article intends to show that negation is not just a mere reversal of meaning, but deeper than that. To prove this, different negative Northern Sotho sentences, written on index cards, were given to literate Northern Sotho speakers to interpret. From their responses, it became clear that ambiguity could not be ruled out when it comes to Northern Sotho negation. Most of these negative sentences are ambiguous and thus misinterpreted.

The use of tag words such as 'aowa' (no) also aggravates the problem of the interpretation of negation in Northern Sotho sentences. Although 'aowa' is meant to emphasise negation, it is sometimes used to negate negation. These and other problems pertaining to negation in Northern Sotho are discussed.

From the discussion, it is clear that most Northern Sotho negative sentences are ambiguous. Though double negation brings about affirmation, it is sometimes misinterpreted to emphasise negation.

---

**Sarah Coutts**

**Wits Language School**  
**[sarah.coutts@wits.ac.za](mailto:sarah.coutts@wits.ac.za)**

### **Creating a standardised teacher training course for Deaf teachers teaching SASL to hearing students**

This paper looks at the preliminary considerations in designing a teacher training course for deaf teachers of South African Sign Language (SASL). Teaching English as a foreign language is a billion-dollar industry worldwide that requires little more than being a native speaker of English and a TESOL, TEFL or CELTA certificate. Using the same basic teaching principles, based on communicative language teaching, an argument can be made that the teaching of SASL can be approached in a similar manner with deaf teachers.

Few, if any, such training programmes exist for deaf teachers in South Africa, unlike the USA and UK, among others. The main research question this paper seeks to address is: What should be considered when training deaf teachers to teach SASL? The current trend in teaching SASL leans more to teaching SASL through English than teaching SASL itself. This tendency to align SASL vocabulary and grammar to English poses interesting problems in the multilingual context of South Africa. Since SASL has no standardised form, the first question that arises is: Which dialect of SASL should be used in a formal teaching environment.

As SASL moves to become the 12th official language in South Africa, the need for such a training programme increases. The deaf community is a close-knit one that remains excluded in many facets of society. Until 2018, deaf students were not able to do their matric exams in SASL, so English has been emphasised as the language of learning and instruction. This has led to a misplaced emphasis on using English in the SASL classroom, further disadvantaging potential excellent SASL teachers simply because their English proficiency is insufficient for

further formal studies. Thus, a need arises for a teacher training programme in which (1) English enhances learning rather than determines the learning, (2) trainees are assessed on their SASL knowledge and teaching skills and (3) deaf teachers remain in control of their teaching, development and assessment.

Using a convenience sample, this study focuses on eight deaf teachers who participated in an eight-week teacher training course at Wits Language School (WLS) in 2018. The course was structured on WLS's TESOL course, but with significant adjustments made in the teaching of core language skills, grammar and vocabulary. An interpreter was available in all input sessions as the trainer for this course has basic competency in SASL. A deaf facilitator was meant to train on the course but withdrew at the start of it for unknown reasons. Trainees were required to pass the practical and written components with a minimum of 50% to be awarded the Certificate of Competence in Teaching Languages Other than English. The teaching practical sessions were observed by an experienced TESOL trainer who has minimal competency in SASL. The written component comprised seven assignments: vocabulary, grammar, error correction, receptive skills and two reflections on teaching practice with a proposed plan for further professional development. Trainees were also given the option to record their responses to the assignments with an interpreter who voiced their responses.

---

**César Fernando Cumbe**

**Universidade Pedagógica, Mozambique**  
**[cesarcumbe27@gmail.com](mailto:cesarcumbe27@gmail.com)**

### **Linguistic landscapes, graphic landscapes in Maputo: Signs of life, life of signs**

The cityscape of contemporary Maputo is notable for its multilingualism and its display of semiotic artefacts at sites and on media that are not usually associated with writing. On one hand, there are mobile media such as messenger vehicles and temporary boards that are present in the street during the day but withdrawn at night. On the other hand, there are (semi)permanent media such as stalls, walls, posts, trees, fencing and asphalt that indicate the massification and appropriation of writing by ordinary citizens, so to introduce subjects into the public domain without censure. In terms of the life of languages, and the use that one makes thereof, two issues are of sociolinguistic interest. The first is the languages used on mobile media that therefore circulate and deconstruct city space. The secondly is the languages present on (semi)permanent media that reinforce the division of city space. Through the discourses and languages that are visible or legible in public space, Maputo is analysable as a capital whose signs allow an understanding of political, economic, social and linguistic change. In this paper, we wish to study a multilingual, polygraphic and polyphonic Maputo as a cityscape (language/text/image) that involves diverse actors (formal/informal), constructing epistemologies and confronting legitimacies. These will be explored from the perspective of sociolinguistics and of an anthropology of writing.

**Carmen Du Plessis**

**North-West University**  
**Carmen.DuPlessis@nwu.ac.za**

### **Language standardisation: Afrikaans and SABC radio**

Research indicates that the national broadcasting body, in this case the SABC, is deemed as a leading and authoritative language standardisation agent, especially with regard to the spoken forms of language (Aitchison & Lewis, 2004:68; Botha, 1985:238; Cuvelier, 2006:26; Deumert, 2004:2; Hugo, 2009:97; Mesthrie, 1994:182; Trewin, 2003:181; Van den Berg, 2000:330). Various public commentators are, however, of the opinion that the Afrikaans that is currently heard on the SABC's Afrikaans radio station, known as RSG, is no longer appropriate, as it is not aligned with the variety known as Standard Afrikaans. One of the main reasons that is attributed to the change in Afrikaans heard on the radio, is that due to financial constraints, the regulation of language used in broadcasts is no longer done as was the case in the past. The purpose of this paper is to show that the standard of language used at RSG did not deteriorate, but the broadcasts rather took on a more informal style and general register. This informal approach includes language choices that are more inclusive of other varieties of Afrikaans, that were previously considered as inferior to the standard variety. The language used on the radio is, therefore, showing signs of the so-called re-standardisation of Afrikaans to be more inclusive of all the varieties and registers of the language. The empirical part of this paper entails that radio news bulletins broadcast prior to 1994 were compared with radio news bulletins broadcast post-1994. In other words, the qualitative analysis of the eight collected news bulletins broadcast over a period of 64 years using Atlas.ti. This analysis and interpretation was performed within specific fields within linguistics, namely phonology, syntax and lexicon. Following the analysis, four email interviews (n=4) were conducted with individuals that are or were involved at the SABC, and the data from the interviews were also analysed inductively. The findings of this research show that the Afrikaans that listeners are exposed to on RSG did not necessarily deteriorate, but it is rather reflecting effects of normal language change and signs of informal re-standardisation through the inclusion of all non-standard varieties and dialects of Afrikaans. The significance of this research lies in the fact that Afrikaans radio has adapted its standardisation role, despite no formal attempts at language planning, to reflect current trends towards a more inclusive view of Afrikaans language variety.

---

**Colleen Du Plessis**

**University of the Free State**

**A theoretical rationale for greater equivalence of standard in the Grade 12 Home Language exit-level examination papers**

**Format: Paper 1 of 6 papers of the Language Assessment in Multilingual Contexts Symposium**

Umalusi, the statutorily mandated overseer of the matriculation qualification in South Africa, has been grappling with the issue of varying standards and assessment practices across the respective Home Language examinations for more than a decade. Numerous studies have been commissioned and revisions to curriculum statements have been introduced, but these have not had any major effect on the way the school language subjects are taught, developed and assessed. What is needed is more innovative thinking and a break with the traditional compartmentalisation of language into four skills that still require separate examination. The latter approach fails to take into account contemporary views of the socio-cognitive nature of language and later traditions of applied linguistics in which more authentic and integrative forms of assessment of language ability are sought. At the same time, it should be kept in mind that assessment practices influence classroom practice and that the traditional examination papers tend to narrow the curriculum rather than facilitate language and literacy development. This paper proceeds to argue the case for the redesign of the exit-level language examination and how such a step could potentially be used to articulate the appropriate standards and play a role in creating and sustaining a more equitable education system. Not only would this facilitate greater similarity of construct and increased reliability of measurement across the examinations of different home languages at the secondary school exit level, but it would afford the opportunity to include new task types aimed specifically at the assessment and development of academic literacy abilities, a neglected area in basic education. In addition, the incorporation of technology and sophisticated statistical modelling techniques in one component of the proposed alternative design of the examination papers would offer a further means of ensuring greater comparability of standard in a more efficient, economical and socially responsible way.

---

**Heather Erasmus**

**University of Pretoria**  
**[heathererasmus@gmail.com](mailto:heathererasmus@gmail.com)**

### **"Teacher-talk", the Cinderella of effective teaching**

'Teacher-talk' is the purposive use of language for the development of co-operative learning-centred environments. This presentation follows a study on whether preservice intermediate-phase teachers' use of 'teacher-talk' manifested an understanding of its agentive and strategic pedagogic function. The language development responsibilities of teachers in modern SA multilingual classrooms and the gap in literature indicated it was time to listen. Sociocultural/linguistic constructivist learning theory developed by Vygotsky, Bruner, Alexander and Mercer, with its emphasis on the pivotal roles of language and the teacher in the mediation of learning, formed the epistemological bedrock. The selected research design was a case study with ethnographic considerations. Convenience stratified sampling was used. This study significantly contributed to an understanding of the pedagogic use of 'teacher-talk' by its use of a novel, predominantly qualitative post-positivistic approach within an Afrocentric methodology that allowed greater ethical and authentic participation of ten

pre-service students. Each participant audio-recorded a complete lesson during their work integration learning and then described their 'teacher-talk' using an analysis tool designed for this study. Questionnaires and semi-structured interviews were conducted to establish how participants' perceptions of the nature and function of 'teacher-talk' had been shaped. By narrating findings in experience vignettes, accessibility to data was ensured. This allowed participants their voice, in the spirit of 'ubuntu', an ontological interdependency ideology peculiar to Africa. Graphs and figures were used to illustrate the data. Collated data was interrogated using Corpus Linguistic/Conversation (CLCA) analysis methods. The findings revealed that the use of 'teacher-talk' was dominated by the initiation, response and feedback approach and was largely dependent on the *Weltanschauung* of each participant. Usage of 'teacher talk' repertoires and interstructures was indiscriminate and uninformed. This corroborated worldwide research, but factors relevant to South Africa, namely the legacy of apartheid and the challenges of using English as language of learning and teaching, were revealed. The study concluded that communicative expertise in 'teacher-talk' should not be assumed. Student teachers' understanding of the constitutive power of words and skill in aligning pedagogical goals with their 'teacher-talk' need to be developed. If teachers could use strategic dialogic verbal exchanges that were positively agentive in the mini-contexts of each lesson, learning and ubuntu humanism could prevail in post-colonial South African classrooms.

---

**Fiona Ferris**

**University of South Africa**  
**[ferrifs@unisa.ac.za](mailto:ferrifs@unisa.ac.za)**

### **An ecolinguistic investigation of the “Woolies water challenge”**

The virtual space has resulted in the marketing of products being done not only by producers and marketing agencies; it has created the means for consumers to advocate for their own brands and to creatively interact with other consumers on brand consumption. This paper focuses on the recent 'Woolies water challenge', which started on various online platforms in March 2019. In the online challenges, a range of resources such as multilingualism, ethnicity, race and socio-economic status are satirically drawn on to promote the 'wonders of Woolies water', which can only be purchased at Woolworths, whose target market is high income earners. Six 'Woolies water challenge' videos, which are readily available online, are analysed using ecolinguistic discourse analysis (Stibbe, 2015), which is a fairly new approach in linguistics, to investigate the materiality of the videos as well as distinguish dialogically between the online videos within the constraints and affordances of online marketing. The Woolies water challenge not only reveals key features of Woolworths as a brand, but also provides insight into the diverse consumers of Woolworths products, their responses to the brand as well as the centrality of language, race and ethnicity in these performances. This study also provides key insights into the challenges of online marketing as a new form of marketing.

---

**Roshni Gokool and Shamila Naidoo**

**University of KwaZulu-Natal**

**[gokoolr@ukzn.ac.za](mailto:gokoolr@ukzn.ac.za)**

**[naidoosh@ukzn.ac.za](mailto:naidoosh@ukzn.ac.za)**

**A design procedure for e-assessments for the teaching of L2 isiZulu: A language practitioner's perspective**

The use of technology in second language (L2) teaching and learning plays an integral part in the educational context. There is a burgeoning world of technological tools and software available for language teachers to use within the teaching and learning space. At the University of KwaZulu-Natal (UKZN), academics are encouraged to use Moodle, a free, open-source software package, in their specific disciplines for teaching and learning. Within L2 isiZulu teaching and learning at UKZN, Moodle was initially used as a platform for posting notices or uploading lecture notes. However, academics teaching on the Basic isiZulu mandatory module have recently experimented with using the quiz tool featured on Moodle as part of the assessment regimen. Research studies indicate that e-assessments or e-quizzes have been successfully implemented in many disciplines, such as engineering and accounting, at tertiary institutions. This mode of assessing is not common practice for assessing L2 isiZulu; assessments are still predominately in traditional pen and paper-based format. It is an untapped area of research within the field of teaching and learning L2 isiZulu. Given the lack of empirical research to assist in the design of e-assessments for teaching L2 isiZulu, this article contributes to the existing literature on e-assessments, focusing particularly on curriculum integration and the implementation of e-quizzes in L2 isiZulu.

The rationale for adopting and implementing e-quizzes as formative and summative assessments is to integrate technology in the teaching and learning of isiZulu and to create an opportunity for technology-savvy students to interact with e-assessments. Moreover, with the significant increase in student enrolment for the Basic isiZulu module, the software provides academics an alternate method of assessing a large cohort of students. In a preliminary mixed-mode study on the adoption of e-assessments (Singh & Gokool, 2018), student perceptions and experiences constituted the research data. The current study highlights the L2 isiZulu practitioners' views on the design procedure of an isiZulu e-assessment using Moodle. Focus is placed on the design of the e-assessment, types of questions formulated and the pedagogical implications thereof. In addition, this paper highlights the benefits of using this mode of assessment for large cohorts of students and other technical matters that are related when choosing to adopt e-assessments. This paper adopts a design-based approach, an approach that allows continuous cycles of design, implementation, evaluative feedback and redesign, and makes enquiry into how, when and why educational innovations work in practice. Essentially, this paper describes and reviews the journey of autonomous L2 isiZulu practitioners on their path of designing and implementing e-assessments in higher education. The paper suggests that careful design and successful implementation of e-assessments in L2 isiZulu are achievable, but teacher training, motivated academics and institutional support are needed.

**Linda Roos for Megan Hall and research team:  
Nomfundiso Mbali, Nomalungisa Ngondo and Nontsikelelo Ntusikazi**

**Independent  
[sleatie@gmail.com](mailto:sleatie@gmail.com)**

### **Impact of the *Oxford Bilingual School Dictionary: isiXhosa and English* on EC learners and teachers**

Primary school learners' ability to read and understand (in their language of learning and teaching for grades 1–3) is known to be poor (Mullis et al, 2017). Yet, according to United Nations data, South Africa spends about 15% of its total budget on education, a higher percentage than countries with better educational outcomes, such as the United States, the United Kingdom and Germany (Cohen, 2017).

In this context, while acknowledging the very different histories and current situations of the countries mentioned, the general question arises: What learning and teaching support material is it worthwhile to spend money on? More specifically, what perceived value can a bilingual dictionary yield?

Bilingual dictionaries are widely used to support the acquisition of some additional language (eg Afrikaans speakers learning English, English speakers learning isiZulu), although this is not true of all South African indigenous languages. The provision of dictionaries, whether monolingual or bilingual, for all South African languages is uneven; where dictionaries do exist, they may not have been updated for some decades, they may not have been developed using modern lexicographic methods, and/or they may not be provided to learners in schools. The purpose of this research was to ascertain whether teachers felt that the *Oxford Bilingual School Dictionary: isiXhosa and English* had an impact on themselves and their learners, and if so, whether the impact was positive or negative.

A preliminary study was conducted in the Port Elizabeth district only in March 2016. In 2018, the study was extended to include all educational districts in the Eastern Cape province; this extension was completed in February 2019. Schools participating in the research (whether in the preliminary or extended phases) had originally ordered more than ten dictionaries through the provincial department of education and had received at least one copy at the end of 2014 or at the start of 2015. Participating schools had therefore used the dictionary for more than a year at the time of interview. All schools taking part had to meet the criterion of teaching both English as a First Additional Language and isiXhosa as a Home Language. All teachers taking part were grade 7 class or language teachers.

The permission of the provincial department of education for the preliminary and the extended research was sought and received, as was the permission of each school principal. The interview instrument was designed to elicit both positive and negative perceptions and was administered in isiXhosa, the home language of the teacher participants, by telephone. Most interviews were recorded. All the interviews were translated into English. This method of

data collection was used in both the preliminary and the extended studies. The data was analysed by reviewing the answers of each participant to each question in the interview instrument, and grouping similar answers, in order to gain an understanding of trends in the data.

The preliminary study showed that all teachers who took part felt that the impact on them and their learners had been positive. The dictionary's impact was felt across the curriculum, in English First Additional Language, isiXhosa Home Language, and content subjects. Results from the extension (2018–2019) will also be presented. These results will show whether the perceptions of the teachers that participated in the preliminary study are common to other districts in the province or not. They will also describe what the perceptions of teachers across the province are, in terms of the impact of their use of this dictionary.

Aspects of the preliminary study's findings were surprising because bilingual dictionaries are not usually used to support the development of the home language – rather, monolingual dictionaries are usually used for this purpose. Yet, teachers' perceptions in the preliminary study are clear that the dictionary had an impact on both languages. If the findings of the preliminary study are replicated in the extension, the study could provide evidence of the perceived impact of using this bilingual dictionary as a tool to support the home and the additional language, in line with the Department of Basic Education's additive bilingualism policy. Evidence might also be provided on the perceived impact of the dictionary on the learning and teaching of content subjects, and therefore of the perceived value of the dictionary as a learning and teaching support in classrooms.

---

**Agness Hara**

**Mzuzu University and University of KwaZulu-Natal**  
**[hara.a@mzuni.ac.mw](mailto:hara.a@mzuni.ac.mw)**

### **Foregrounding repetition in [re]tellings by Malawian bilingual children**

Bantu languages have three main types of demonstratives which distinguish whether something is 'near, very near, far, very far, or previously mentioned' (Nicolle, 2007). Chichewa, like most Bantu languages, reflects a similar trend. However, Chichewa has two other forms of demonstratives which stress possession or affinity and depict shared information respectively. The aim of this paper is to explore the pragmatic functions of demonstratives in [re]tellings by Malawian bilingual children, as guided by information in the literature. Pragmatic functions of demonstratives have received little attention because, according to Nicolle (2007), studies of this nature require a large corpus of naturally occurring texts, which is not available in many Bantu languages.

The current contribution is based on data from 10–12-year-old Malawian bilingual children. The children were presented with different stimulus materials which included two different wordless video-clips, two pre-recorded stories and a wordless picture book. The children

narrated stories based on each of the respective stimuli, either in Chichewa, which is their dominant home language, or in English, which is their language of teaching and learning. However, the focus in the study was only on Chichewa [re]tellings.

The results reveal that the children used demonstratives to fulfil the four pragmatic functions of demonstratives, as proposed by Himmelmann (1996), namely: situational, discourse deictic, recognitional and tracking uses. In particular, some demonstratives were used to make references to propositions and events that were previously mentioned. Additionally, other demonstratives served the purpose of demonstrating that the intended referent was recognised by the listener because it was based on shared background information. The children also used demonstratives as if the entities they were referring to were located some distance away from them. Further to this, the children reached the extent of representing the events as if they were happening right in front of the narrator through the use of dialogues. These results have theoretical implications because they reveal much about children's ability to build situation models for texts and non-text events. In terms of educational implications, educators may learn more about how children use vocabulary, figurative language and dialogues if the children themselves are allowed to generate their own stories.

---

**Jacques McDermid Heyns and Johanita Kirsten**

**North-West University, Vaal Triangle Campus**  
**12692131@nwu.ac.za**

### **Metaphorical language usage in South Africa's HIV/AIDS Education Policy: Health engendering or illness oriented?**

The use of health metaphors, especially regarding cancer, is a well-known and well-studied phenomenon. However, there are few, if any, studies on health metaphor use in South Africa, in official documentation, focusing on HIV and AIDS. With HIV and AIDS being incurable, and such a widespread illness in South African society, the way institutions talk about it can have important implications for people in general. This study explores the use of metaphorical language in South Africa's National HIV/AIDS Education Policy, and to what extent the metaphorical messages conveyed about HIV and AIDS in the policy are essentially health engendering (salutogenic) or illness oriented (pathogenic).

To analyse the data, we follow a qualitative thematic discourse analysis approach. The well-known MIPVU procedure for metaphor identification is used to identify conceptual metaphors directly related to HIV and/or AIDS, and thematic discourse analysis is used to group these metaphors into overarching themes. For methodological rigour and validation purposes, a co-coder and Cohen's kappa coefficient are used. The initial identification of the metaphors is done using ATLAS.ti (version 8.0) by labelling (or tagging) the metaphors, after which each metaphor is manually grouped into one of the themes for further analysis and discussion.

Some themes that have already been identified in the data include PROCESS, CHANGE and ACTION. A metaphor will be grouped into the *process* theme if the metaphor deals with a combination of action and change, specifically with reference to a formal and purposeful step-by-step plan that is not necessarily dynamic, but has intention. A metaphor will be regarded as a *change* metaphor, if it deals with an unintentional change of state which takes place without the involvement of a specific agent. An *action* metaphor deals with an agent that is performing an action of some kind.

The findings indicate that, while there are negative, illness oriented (pathogenic) metaphors in the policy document, the positive, health engendering (salutogenic) metaphors are more prominent. The metaphors used in the policy document aid understanding of abstract concepts regarding HIV and AIDS through more concrete concepts, with a more positive focus that is more beneficial than detrimental in aiding the understanding of HIV and AIDS, and their prevention.

---

**Deléne Human**

**University of Pretoria**  
**[delene.human@up.ac.za](mailto:delene.human@up.ac.za)**

### **Visual culture literacy as an unspoken language in the South African classroom**

In South African society, where criminal violence and political injustice serve as reminders of devastation, we are constantly in search of meaning. By establishing purpose for our actions, we are able to have sentient, meaningful lives. The definition of ‘creating meaning’, however, becomes challenging when considering opposing views on the multidimensional transformation spectrum and traditional literacies pedagogy of teaching and learning. Not only does traditional cultural heritage influence the way any new content and subject matter is understood, but the entire meaning-making process is reliant on each individual’s situatedness in the world, prejudices and lived experiences. When interpreting the symbolism of a visual text, these prejudices affect the way meaning is perceived. Thus, the reality of the interpreters’ backgrounds and their basis of understanding, in the diverse South African classroom, is bound to contradict the premise that all educators and their students/learners are fully equipped for an equal meaning-making process. This is exactly the challenge I aim to address. This paper serves to investigate the understanding and interpretation of visual culture literacy in education, especially in a South African context.

As educators, we often tend to base our arguments on the premise that we share similar mindsets with our audiences, ie comparable, often unspoken, foundations of understanding. The challenge presented is that we still, in a multicultural democratic country, rely on traditional phenomenological and hermeneutic approaches when explaining new content. Western notions, which are often in direct opposition to an African interpretation thereof, are reliant on archetypal prejudices. In an ever-changing educational landscape, it is not possible to ever truly detach ourselves from our backgrounds (neither should we); instead, we should

strive to not only integrate social-cultural diversities, but also establish and create new, post-#MustFall meaning-making processes within the classroom. I thus question traditional meaning-making processes in and outside the classroom and critically reconsider the place of visual culture literacy as a vital component of multiliteracies in contemporary teaching and learning practices.

This paper, situated within a hermeneutical phenomenological approach, will appropriate theories by German philosophers Hans-Georg Gadamer and Martin Heidegger, focusing on theories concerning the 'fusion of horizons', which are critically applied when discovering the *Lebenswelt* (life-world) and *Sitz-im-Leben* (site-in-the-world) of the South African learner/student. Further key theorists include American philosopher Charles Peirce and Swiss linguist and semiotician Ferdinand de Saussure on signs and symbols, and French literary theorist, philosopher and linguist Roland Barthes' definitions of semiology and myths. Other sources include Russian philosopher and semiotician Mikhail Bakhtin and Bulgarian-French philosopher Julia Kristeva on intertextuality, as well as Gerard Genette on palimpsest.

The findings of this chapter indicate that visual culture literacy is not only a vital skill needed to survive in contemporary life, but is a crucial component of multiliteracies in the preparation of students and learners to become holistic, individual human beings functioning as a part of society.

---

**Elda Hungwe**

**Midlands State University, Gweru, Zimbabwe**  
**[hungwee@staff.msu.ac.zw](mailto:hungwee@staff.msu.ac.zw)**

**“Town here, Town apa” – A sociolinguistics approach to discourse used by Kombi touts, conductors, drivers and passengers in Gweru urban (Woodlands Park –CBD route)**

The paper explores 'situated meanings' in interpersonal communication within the public transport context, specifically local minibuses popularly known as 'makombi' in Zimbabwe. Due to increased population, there has been high demand for public transport in urban areas as people ought to be mobile since it is the only reasonable way to survive as they go to work, school, market places and so on. Not everyone has private transport; the majority rely on public transport to access various destinations. Hence, public transport satisfies this demand for mobility. It is within this context that we witness the need for people to communicate, either seeking passengers or seeking transport, using both verbal and non-verbal communication. This need has brought about beauty and flexibility of language and illustrated the fact that language and meaning cannot be confined to a specific reality, as meaning can be attached to anything to bring out understanding and effective communication. This has also necessitated intercultural communication, as public transport in Zimbabwe can be accessed by people from different cultures as well. My paper therefore examines spoken discourse within this context of public transport.

The study mainly adopts qualitative research methodology, where data collection methods included semi-structured interviews, focus group discussions and observations. Participant observations enable researchers to learn about the activities of participants under study in the natural setting through observing and participating in these activities (Kawulich, 2005). I successfully got involved by becoming a regular passenger to town, work and back, and this opened up my interaction with the drivers and conductors of 'kombis. I even developed good rapport and blended well such that they acted naturally, enabling me to carry out my research and increasing the validity of my study.

The interviews also guided on what to talk about as I had a list of my own of their discourse and language use based on observations, and they added some more language aspects to my list which was a good starting point. These interviews were conducted at the workplace (that is inside the 'kombis' as they drove looking for passengers) and at a central location (that is where they park their 'kombis' awaiting passengers and their turn to do a trip at the rank station). It was the best location and most suitable for the participants because the environment made them relax, resulting in a more productive interview.

This encouraged attendance. Given the nature of their discourse community, participants did not challenge each other, there were no group dynamics and they all agreed to the discourse and language discussed.

It was concluded that that there are strong ties bound by language within the discourse community of 'kombi' transport operators and their passengers as they employ their unique discourse for communication.

It is important to note how the 'commuter' language cuts across age, sex, race and ethnic differences as long as one uses public transport often.

---

**Zander Janse van Rensburg and Tobie van Dyk**

**North-West University**  
**[zander.jansevanrensburg@nwu.ac.za](mailto:zander.jansevanrensburg@nwu.ac.za)**  
**[tobie.vandyk@nwu.ac.za](mailto:tobie.vandyk@nwu.ac.za)**

**Promoting academic integrity: Creating safe spaces for transformation and acculturation**

The need for promoting academic integrity among both undergraduate and postgraduate students received renewed focus in recent years by higher education institutions. The challenge, however, is to define what the essence of academic integrity is, the way in which it manifests at universities, and how to promote it in a sustainable manner. At the North-West University, South-Africa, this topic was explored by employing three extensive qualitative and quantitative surveys. Combined, these surveys, administered at various occasions over the last five years, sketch a multifaceted picture of skills levels, as well as approaches to and

perceptions of practices associated with academic integrity and how to implement and govern proactive strategies to enhance academic integrity.

The main purpose of the first questionnaire was to determine what students (n=3 554) regarded as necessary to be successful in their studies, which included aspects like integrity. A secondary purpose was to come to informed decisions about support mechanisms or opportunities already offered by the university, and to establish what kinds of additional/alternative support are required to empower students to transform their current practices to grow into (ie acculturate) responsible academics with integrity.

The second questionnaire was designed to ascertain lecturers' (n=247) views on students' ability to search for adequate and appropriate materials required for assignments that involve research, as well as their skill to thoroughly engage with, evaluate and integrate sources in the production of text. A second purpose of this questionnaire was to determine when, where and how critical engagement with these challenges in the teaching-learning context should be dealt with.

The third questionnaire consisted of two parts – one completed by lecturers (n=124) and another by students (n=3 360). The rationale behind this questionnaire was to determine how skilled students are avoiding activities associated with academic misconduct (for instance plagiarism), and to uncover how lecturers from different faculties deal with plagiarism and suspicions of plagiarism in student writing.

The data from the three aforementioned questionnaires yielded strong evidence that academic misconduct, particularly plagiarism, is caused by a constellation of challenges regarding the teaching and learning of academic writing and literacy. As a result, we provide recommendations on how to optimise our efforts in teaching academic writing and literacy while simultaneously finding innovative ways of improving the learning process.

---

**Kerry Jones**

**Stellenbosch University**  
**[jonesleekerry@gmail.com](mailto:jonesleekerry@gmail.com)**

**‡Khomani voices: Transcribed and translated**

Languages previously known as Khoesan languages, today more accurately known as three distinctly different groups of languages (!Ui-Taa, Kx'a and Khoe-Kwadi), are under threat of extinction (Güldemann, 2014). Despite extensive research in the field of linguistics around sustaining linguistic diversity, 'relatively little is known about Africa's endangered languages' (Kandybowicz & Torrence, 2017, synopsis). A detailed film, photography and cartography collection shot from 1997 to 2010 was handed over by Hugh Brody in 2015 to be housed at the University of Cape Town's Special Collections and to be made freely accessible to the South African public and international researchers.

Upon engaging with the content, it became apparent that the film footage contained the following endangered languages – N|uu, Kora (!Ora) and Khoekhoe (Khoekhoegowab) – that needed to be transcribed and translated before the last speakers are lost. Between the time that the footage was shot and the present day, the prevalence of these languages has changed: there are no longer any known Kora speakers alive today (Du Plessis, 2018); only four fluent speakers of N|uu remain (Jones, 2017) and there are approximately 2 000 speakers of Khoekhoe in South Africa (Witzlack-Makarevich, 2006).

Over the last four years, systematic transcription and translation of the content from the film footage in the collection was undertaken by a team of linguists in collaboration with remaining mother-tongue speakers.

Throughout this process it was found that the collection contains extensive turns in N|uu, the last living South African San language, as well as second language speakers of Kora who code-switched between Afrikaans, Khoekhoe and Kora. Upon identifying, transcribing and then translating the content in the above-mentioned languages, it was found that detailed descriptions were provided of indigenous knowledge systems pertaining to: language, local folklore, the medicinal, edible and economic properties of local plants, hunting techniques, and accounts of historical events from a previously hidden perspective.

This rich content has potential for further academic study from various disciplines such as linguistics, anthropology, history, politics, botany, cartography and sociology. Furthermore, it is possible that selected content from this collection could be included in local curricula as contemporary examples of indigenous knowledge systems held by speakers of minority languages in South Africa.

---

**William Kelleher**

**University of Pretoria**  
**[william.kelleher@up.ac.za](mailto:william.kelleher@up.ac.za)**

**For an ecological critical approach: Sociolinguistics in the shadow of climate change**

This paper comments on how sociolinguistics considers ecology and climate change, and offers research axes and a case study to allow a deeper consideration. The discussion looks at some recent publications and then explores reasons for the delay, in the field of sociolinguistics, in incorporating ecological issues. Four axes for reflection are proposed: structural relativism, critical discourse analysis, longer narrative timeframe and materiality. They prompt a reorientation of research projects towards the inclusion of data from the environmental sciences, and to publishing of results in forums other than those of the humanities. These axes are then applied to a story collected with the previous Chairman of the Johannesburg Stock Exchange in South Africa. The context of the story, which has a biographical aspect, is the Stock Exchange's move from Johannesburg's CBD to the secured

district of Sandton. In the analysis of this story we look at the materiality of the Stock Exchange, the variations in positioning of the participant, the interactional and ecological data, the narrative timeframe and how the research project can inform urban public policy. Geographic information systems metadata combine with narrative and ethnographic research methodology.

---

**Mariana Kriel**

**Nelson Mandela University**  
**[mariana.kriel@mandela.ac.za](mailto:mariana.kriel@mandela.ac.za)**

**Failing the vulnerable and the voiceless: A critique of the South African Language Rights Monitor Project**

The philosophy of language rights (LR)/linguistic human rights (LHR), as championed by linguists such as Tove Skutnabb-Kangas and Robert Phillipson (1995), has dominated the lay and scholarly discourse on language policy and planning for the past two decades or so, also in South Africa, where it continues to inform political practice. For almost as long, however, and particularly after the publication in 2001 of Christopher Stroud's article on African mother-tongue programmes, the paradigm has been under scrutiny. Drawing on the work of Pennycook (1998), Rasool (1998) and Makoni (1998), Stroud identified various theoretical, ethical and practical problems with the notion of LR/LHR, on which he and many others have since elaborated.

One of the most often-raised points of critique of LR/LHR-based projects, and then particularly mother-tongue education programmes, is that they tend to fail those whom they are designed to serve: the marginal and the vulnerable. These programmes, as Stroud (2001:339) demonstrated, 'seldom deliver what they promise, and in fact, with respect to stated goals and ideologies (cognitive enhancement, language maintenance, etc.) often must be classed as downright failures'. My paper, however, attempts to expose a deficiency of the rights paradigm that has received much less attention from its critics. Focusing on an (ostensibly) academic endeavour, namely the South African Language Rights Monitor (SALRM) project, and on its alliances with white Afrikaans-speaking language rights activists, I shall argue that the rights discourse is also flawed in the sense that it is open to exploitation by those whom it is *not* designed to serve: the dominant and the powerful (who may style themselves as marginal and vulnerable).

Critics of the LR/LHR discourse, and then particularly those who argue for a discourse of linguistic citizenship (LC) instead, have faulted the rights paradigm not only for its positivist, management-oriented approach to language policy and planning, but also for the overemphasis it places on legal and institutional protection of languages. These criticisms can be levelled at the Monitor as well. The major problem that advocates of LC associate with discourses of LR/LHR, however, is that these discourses are underpinned by an understanding of a language as a discrete, static entity with a single, coherent corresponding identity. In the

language rights rhetoric of white, Afrikaans-speaking language activists of all affiliations, including the Monitor, this essentialist thinking constitutes ethno-nationalist essentialism. And herein, this paper argues, lies the fundamental problem with the LR/LHR discourse in contemporary South Africa: it has been hijacked by a new generation of Afrikaner nationalists, and it continues to reproduce apartheid's race- and language-based separatist logic.

---

**Mark Krzanowski**

**Brunel University, London, UK**  
**[Mark.Krzanowski@brunel.ac.uk](mailto:Mark.Krzanowski@brunel.ac.uk)**

### **Impact of SA indigenous languages on emergence and sustainability of Black South African English (BSAE)**

Black South African English (BSAE) appears now as an established term in current applied linguistics, English language teaching and education literature both in South(ern) Africa and worldwide. However, it is not recognised yet as a variety of English – unlike its White South African English (WSAE) counterpart. WSAE has always been regarded as *the* variety representing the standards of English used in RSA. The author of the proposed paper is now completing an EdD and his mission is to undo the stereotype(s). His primary research and the exit EdD dissertation revolve around the issue that BSAE may act as a barrier to university graduation and post-exit employability. This presentation, however, deals with the initial preliminary secondary research that he conducted before finding a niche topic for his dissertation and before establishing the *lacuna* in current human endeavour that led to the formulation of his research question followed by primary research. The preliminary secondary research examined BSAE and how it compared with WSAE in terms of grammar/syntax, lexis, phonology and pragmatics.

The purpose of the paper is to show that SA indigenous languages make a vital contribution to the emergence and sustainability of BSAE and that they enrich BSAE, and that, by default and to an extent, they also enrich WSAE.

The methods used in the preliminary secondary research included a literature-based examination which was a detailed survey of topical and seminal conference papers and academic journal articles in the period from 1995 to 2015. The findings point to a substantial contribution of local SA indigenous languages to the shape of BSAE and that, despite criticisms about it being a non-variety, it is 'a force to reckon with'. In the last three years, through contacts with SA academics using SA indigenous languages as their L1, the author has also gained some additional insights into the topic via personal communications with his colleagues.

In the light of the themes promoted by this conference, this paper/presentation may possibly highlight the significance of promoting local SA indigenous languages and their importance on a par with English in all sectors, including the tertiary sector, as a legitimate trend in post-

colonial African universities. This in itself may lead to a change of perceptions of BSAE locally in SA and abroad to the extent that – apart from the current primary research conducted by the author and no matter what his final EdD dissertation results in – relevant linguistic circles and other ‘influencers’ finally accord a ‘variety’ status to BSAE.

---

**Siseko H. Kumalo**

**University of Pretoria**

**[jdd@up.ac.za](mailto:jdd@up.ac.za)**

### **The politics of citation: Rescuing decoloniality from (de)coloniality**

In *Pedagogy of the Oppressed*, Freire remarks “[f]unctionally, oppression is domesticating. To no longer be prey to its force, one must emerge from it and turn upon it. This can only be done by means of praxis” ([1970]1993: 51). I am here inspired by a review of *Explicating Abjection*, wherein the reviewer critiques my use of non-Indigenous, canonical thinkers, in a project which problematises contemporary higher education in South Africa; a system steeped in colonialism(s). My project subsequently analyses the question of who do we read (and what is the currency of this literature) in research.

Owing to this consideration, the paper deals with the question of how does decoloniality become (de)coloniality? As Freire suggests, dismantling oppression requires a praxis rooted in the project of writing from and with those who are oppressed. In proffering my own suggestion to the question, I do two things in this paper; in the first section I break down the concept of a politics of citation – revealing its usefulness and limitations in a contemporary decolonial praxis. Secondly, I clarify the project of writing from and with the oppressed as opposed to - writing on behalf of the oppressed. As a way of concluding, I highlight a praxis that prolongs coloniality, resulting in suspicions of decolonial efforts.

---

**John Linnegar, Amanda Lourens and Tanya Barben**

**University of Antwerp, Belgium; Stellenbosch University; University of Cape Town**

**[johnlinnegar@gmail.com](mailto:johnlinnegar@gmail.com)**

### **The ethics of editing academic writing in South Africa: The need for guidelines based on a process approach**

Societies of editors around the world (eg Australia, Canada and the United Kingdom) have developed guidelines for editorial intervention in examinable student writing such as postgraduate theses and dissertations. These guidelines attempt to limit the extent and nature of intervention in order to ensure that the student’s work remains their own original product. To professional editors in the South African academic context, these guidelines or

---

norms are inappropriate in practice, because of the disadvantaged background of many students who reach postgraduate researcher level. There are a number of factors that militate against applying international norms that are based on underlying assumptions about the readiness and ability of students to produce high-quality theses and dissertations. These include substandard pre-tertiary education, a lack of induction into academic research and the correct use of source materials such as published academic texts and their correct citation. The product approach adopted by other societies of editors and academics elsewhere, it can be argued, should be replaced locally by a process approach in which the editor assumes some of the functions of the academic supervisor (a role more akin to mentoring) in order to help develop the student's knowledge and skills through the writing process. The process approach does, however, raise ethical concerns: for instance, should the editor be assuming the role of the supervisor at all; what should the relationships between student, supervisor and editor be, and how far can the editor intervene, yet still enable the thesis or dissertation to be regarded as the student's own work? Professional editors and academics also need to embark on a conversation similar to that of the Australians earlier this century to agree on a set of process-based guidelines for editorial intervention in a South African context. This is a discussion that is long overdue; the panel, comprising both practising text editors and academics, will debate these and related issues during their session, particularly through engagement with the audience.

The process approach does, however, raise ethical concerns. For instance: Should the editor be assuming any aspect of the traditional role of the supervisor at all?; What should the arrangement between student, supervisor and editor be?; How far can the editor intervene yet still enable the thesis or dissertation to be regarded as the student's own work?

Redefining the editor's role is certainly not a question of putting a set of 'rules' in place to form the basis of 'policing' any of the individuals or institutions, or even different disciplines. Instead, a set of guidelines for editorial intervention, similar to those applied in the product approach and which would be applied across all disciplines, should be agreed upon by the academy and professional bodies of language practitioners in South Africa.

Professional editors and academics therefore need to engage in a conversation similar to that of the Australians at the turn of the century to agree about a set of process-based guidelines for editorial intervention in a South African context so that roles are more clearly delineated. This is a discussion that is long overdue. The panel, comprising both experienced professional text editors and academics, will debate these and related issues during their session, particularly through engagement with their audience.

---

**The pre-prefix in Kinyakyusa as a functional category determiner**

The contribution of this presentation is on the role of the augment in the language Kinyakyusa, spoken in Malawi and Tanzania. The main assumption is that Lyons (1999) provides the theory of definiteness: familiarity, identifiability, uniqueness and inclusiveness (and exclusiveness), which helps to unravel some of the incomplete issues related to the functions of the V-augment and CV-augment in Kinyakyusa. While both De Blois (1970) and Persohn (2017) assume that the CV-augment has emphatic function, the principle of exclusiveness can be invoked to substantiate that the CV-augment in Kinyakyusa is used to mark specificity of the noun referred to.

Some evidence comes from both bare nouns and property concept terms in Kinyakyusa, which are listed with the V-augment, as in *imyenda* ‘clothes’ and *abanini* ‘young’. The CV-augment, which manifests at clause-level, provides an exclusive interpretation of the nouns, as in (1), and adnominal adjectives occurring without a head-noun, as in (2).

- |     |   |   |                                   |                                 |
|-----|---|---|-----------------------------------|---------------------------------|
| (1) | <b>βa-βa-ana</b><br>CV.AU-2-child<br><u>The very young children</u> | <b>a-βa-nini</b><br>AU-2-young<br>tore/damaged the clothes.’    | <b>βa-talwile</b><br>SM2-tear.PFV | <b>i-my-enda</b><br>AUG-4-cloth |
| (2) | <b>βa-βa-nini</b><br>CV.AU-2-young<br><u>The very young ones</u>    | <b>βa-talwile</b><br>SM2-tear.PFV<br>tore/damaged the clothes.’ | <b>i-my-enda</b><br>AUG-4-cloth   |                                 |

Likewise, the deictic demonstratives, which may occur pre-nominally (Lusekelo, 2009), function to mark specificity. The occurrence of pre-nominal demonstratives restricts the manifestation of the V-augment (3), as well as the CV-augment (4).

- |     |  |  |                                     |                       |
|-----|--|--|-------------------------------------|-----------------------|
| (3) | <b>a-βa-hesya</b><br>AU-2-guest<br>These guests arrived here.’ | <b>aβa</b><br>2.these                  | <b>βa-fik-ile</b><br>SM2-arrive-PFV | <b>apa</b><br>16.here |
| (4) | <b>aβa</b><br>2.these<br>The *(very) guests arrived here.’     | <b>*(βa)-βa-hesya</b><br>CV.AU-2-guest | <b>βa-fik-ile</b><br>SM2-arrive-PFV | <b>apa</b><br>16.here |

The point here is that both the pre-nominal and CV-augment mark specificity through exclusiveness, hence they cannot co-occur. Therefore, the indication of definiteness in Kinyakyusa is not really executed by the V-augment, as is possible in southern languages (Visser, 2008), but by the CV-augment, which is robust in Kinyakyusa.

**Xiujie Ma and Wenbin Wang**

**Beijing Foreign Studies University, China**  
**maxiujie@bfsu.edu.cn**

### **Temporality and spatiality in Chinese, English and isiZulu: A comparative and contrastive study**

Time and space are involved in all events. As a tool of communicating and thinking, human languages have temporality and spatiality, which are encoded in different levels of a language, such as word-formation, syntactic structure and textual structure. However, these two traits are different from language to language. While some languages tend to be temporality-prominent, others tend to be spatiality-prominent.

By comparing and contrasting Chinese, English and isiZulu, the current paper intends to find out how temporality and spatiality are encoded and which of them is more prominent in these three languages through examining the word-formation, parts of speech and tense. Firstly, nominal constituents usually describe some specific thing or a set of things, which emphasize spatiality, while verbal constituents usually convey an action, an occurrence or a state of being, which emphasize temporality, i.e. they are temporal in nature. This study finds that verbal stems often serves as the basis, from which a large number of nouns are derived in isiZulu and English, but in Chinese it is nominal stems that often play a more important role for the formation of verbs. Moreover, the verb is the core of tensed clauses in isiZulu and English, whereas there are many sentences in Chinese in which the noun functions now and then as the predicate. Thirdly, tense is a category that expresses temporal information with reference to the time of speaking (Comrie 1985). Strictly speaking, there is no tense in Chinese and temporal information largely depends on the context. However, tense is syntactically obligatory in both isiZulu and English, e.g.

- (1) I was born in Beijing. (English)
- (2) Ng-a-zalelwa e-Beijing. (isiZulu)  
1sg-pst-be born loc-Beijing  
'I was born in Beijing.'
- (3) Wo chusheng yu Beijing. (Chinese)  
1sg. be born in Beijing  
'I was born in Beijing.'

The past tense marker “*was*” in (1) and *-a-* (2) are required as the event took place in the past. By contrast, there is no past tense marker in (3) and the sentence is perfectly grammatical in Chinese.

The traits above can lead us to conclude that isiZulu and English are languages of temporality-prominence, while Chinese is a language of spatiality-prominence. However, there exist some differences between isiZulu and English in terms of encoding time. In isiZulu, the tense does not only locate the time of event in the past, present or future, but also indicates the remoteness and recentness. Besides, isiZulu has the so-called deficient verbs which encode the temporal relations of events. Based on these observations, we propose that there is a

hierarchy in terms of temporality: isiZulu > English > Chinese. This proposal may help us explain some distinct characters of these three typologically different languages.

---

**Lynn Mafofo and Ntombizodwa Dlayedwa**

**University of the Western Cape**

**[лмаfofo@uwc.ac.za](mailto:лмаfofo@uwc.ac.za)**

**[ndlayedwa@uwc.ac.za](mailto:ndlayedwa@uwc.ac.za)**

**Students' perceptions on decolonising the functional grammar course through translanguaging at the University of the Western Cape**

Many language-related courses have sadly remained in English language, mainly because of its status as the medium of instruction in higher education. Recent research notes that one common way of decolonising the curriculum is through translanguaging using indigenous languages in contemporary African society as a way of promoting and advancing knowledge and showing deeper appreciation for indigenous languages. In support of this call, this paper records the perceptions of students after isiXhosa and Afrikaans – the other two main official languages of the Western Cape province – were added in the form of translated examples to explain a few concepts of a functional grammar (FG) course for undergraduates, which uses the English-based systemic functional linguistics framework (Halliday, 1978, 1994). The course aims to try to understand the structure and functions of language in contexts. In cognisance of the fact that many African students are multilingual and trying to decolonise the difficult module nicknamed the 'Killer Course,' in the Department of Linguistics at the University of the Western Cape, the lecturers selectively introduced isiXhosa and Afrikaans translated examples, in addition to the English medium of instruction based lessons, as examples to illustrate concepts in an undergraduate FG course. FG lesson and assessment material were used as stimulus texts in open-ended questionnaire interviews to solicit comments from the students. Using a critical discourse analysis, the paper highlights both the advantages and the challenges students perceived in using these languages. It also highlights the challenges the lecturers face when introducing indigenous languages to the curriculum that has invested so much in the English language. The paper posits that although this practice is not new to the curriculum, there is often a lack of continuation in using these examples or further development of the languages. It recommends that starting with translating and adding concepts formed in the West and extending them to be more suitable and to make sense in African languages and their contexts would show the importance of indigenous languages, which will open doors to true transformation of the languages in education as an important formal domain.

---

**Connie Makgabo, and Genevieve Quintero**

**University of Pretoria**  
**connie.makgabo@up.ac.za**

### **Why teach indigenous African languages songs and nursery rhymes in a digital age?**

Before 1994, oral literature was one of the five compulsory genres prescribed for mother-tongue speakers of African languages and were formally assessed. However, in the current outcomes-based curriculum, this is just an optional literary genre. One of the aspects of indigenous oral literature is the songs and nursery rhymes which form part of the orate/aural transmission, which is passed from one generation to another through singing. Because this genre is optional, the mother-tongue speakers of indigenous languages neglected to teach the songs and nursery rhymes, consenting to the influence of the Western culture. This led to the people losing touch with the tunes of most of the songs and nursery rhymes. The songs are just read and not sung because most of the teachers do not know how to sing them. As a result, the entertainment aspect is gradually being lost. There is already a shift away from the knowledge and singing of indigenous African songs and nursery rhymes by the mother-tongue speakers, which results in a gap in their value and the important role they play in society. The aim of this paper is to highlight the importance of teaching songs and nursery rhymes in indigenous African languages. By taking advantage of the modern technological development, using digital methods of capturing these songs and rhymes, we can provide the coming generation with an alternative way of preserving them and, hence, recognising their value. This will be done by creating notation of the songs, while others will be recorded by the mother-tongue speakers. The study will adopt a socio-cultural theory, which proposes that children's development and learning should be situated in a cultural context, as well as the African traditional theory, which is a conceptualisation of a framework of African culture. The results showed that people ended up abandoning their songs and nursery rhymes owing to inadequate knowledge and skills to sing them. This resulted in a shift away from their rich and valuable culture towards Western culture whose songs and nursery rhymes were documented. Workshops should be held for school teachers, where experienced mother-tongue speakers are invited to practically teach them the value of teaching those songs and nursery rhymes and to raise awareness of culture preservation strategies that could be incorporated into their day-to-day teaching. Recording or notation of the songs should be seriously considered and carried out. This can be done in the form of audio recordings, video clips, cartoons, drama performances and other available digital methods. The media for transmission could be television, YouTube, radio and audio books.

---

**Ansie Maritz**

**North-West University**  
**[ansie.maritz@nwu.ac.za](mailto:ansie.maritz@nwu.ac.za)**

### **On identifying propaganda: A linguistic perspective**

In the current literature on the properties of propaganda, linguistic features are often mentioned without referring to a formally conducted linguistic study to identify which linguistic features are truly characteristic of propaganda (eg Black, 2001; Gambrell, 2012; Jowett & O'Donnell, 2012). Such a study has therefore been undertaken by Maritz (2019) by making use of systemic functional linguistics. An adjusted list of the already identified linguistic properties, as ascribed to propaganda in existing literature (eg Abed, 2015; Boardman, 1978; Bosinelli & Maguire, 1984; Gambrell, 2012; Pawlowski, 2008a; 2008b; Wodak, 2007), and new properties, as identified whilst conducting the study, was compiled and presented (see Maritz, 2019).

The identified linguistic properties can now be integrated with the content properties of propaganda in order to create a more detailed and valid propaganda identification model than the already existing models (see Black, 2002; George, 1959; Jowett & O'Donnell, 2012; PSYOP, 2003).

The propaganda identification model can be divided into three layers. Seeing as narratology provides a systematic way of analysing texts (see Du Plooy, 1992:332), this framework can be used as a starting point (or first layer) in the propaganda identification model, in combination with factual accuracy as an important content feature. A second layer in the model pertains to the corresponding propaganda techniques and can be used to further analyse the text for its content: if there are propaganda techniques in the text, what are they used for and how? What does the implementation of these techniques imply about the nature of the text? In the third and last layer, the linguistic properties of a text can be analysed: how does the author or propagandist use language to implement certain techniques and, in the end, to attain the text aim?

By analysing the content of and language usage in a text according to each layer, a text can be identified as propaganda or non-propaganda, as these points of analysis provide the analyst with the necessary and sufficient information to make a judgement about what the main aim of a text is. If the aim of the text is beneficial to both the author of the text and the target audience, the text is non-propaganda. If the aim of the text is only or mainly beneficial to the author of the text, the text is propaganda and not just a persuasive text in its ordinary state (Jowett & O'Donnell, 2012:3, 7, 29; Kolenda, 2013:2).

A few findings entail: subjective verbs and collocations can be used for the propaganda technique, dysphemism. The propagandist can use it to create a negative image of a person or a party by portraying their actions in a negative light. Adjectives (epithets and classifiers) can be used to label a person or party to enable the propagandist to portray a certain character

or role-player in a negative way. Non-specific quantifiers can be used to mystify certain events by not portraying them in a factual and accurate manner.

---

**Gordon Derrac Matthew**

**North-West University**  
**Gordon.Matthew@nwu.ac.za**

### **The effect on performance and cognition of adding subtitles to recorded lectures for e-learning environments**

Due to the growing interest in e-learning environments, and given that most of the material available online is in English, a need exists to make this material more accessible, specifically to non-native English speakers. A general approach to making online materials more accessible is to add same-language subtitles to the video material.

Generally, a video provides two channels of information (verbal and visual) that need to be processed. However, in a subtitled video, an extra, third source of information (subtitles) has been added, that conveys the dialogue into visible, on-screen text (both verbal and visual). The viewer, therefore, needs to prioritise the information processing channel (visual or verbal) to be used to process the additional information. However, this is not an easy task, as all the sources of information in a subtitled video are in constant competition with each other for working memory resources, which may affect the processing of information (ie cognitive load).

Cognitive load can be subdivided into intrinsic (ICL) and extraneous (ECL) cognitive load. Intrinsic cognitive load refers to the learner-task interaction (expertise, prior knowledge and cognitive abilities of the learner). Extraneous cognitive load is caused by the presentation of materials in a task and does not facilitate comprehension and learning, but can be altered by external factors.

Although some research has found that the addition of an extra source of information may lower cognitive load, other research found no noticeable effect from additional information, which means there is no conclusive evidence on whether the processing of information is influenced by adding subtitles to a video.

This study set out to determine if the addition of subtitles to a video has any effect on the performance or experienced cognitive load of a viewer. This experiment was conducted on 67 first-year Academic Literacy students at the North-West University in South Africa. The participants were divided into four groups, where each of the groups watched the same recorded lecture in one of four different presentation modes (each with an increasing number of sources of information): audio-only, audio and video, a video with automatic subtitles and a video with edited subtitles. Automatic subtitles were automatically generated by an algorithm from the dialogue, whereas edited subtitles were created through standard

subtitling procedures. After each video, the participants completed a comprehension test and a cognitive load questionnaire.

The findings suggest that adding subtitles to educational material has no significant effect on the performance or the cognitive load (ICL or ECL) experienced by the participants between any of the four presentation modes. This suggests that students are able to adapt their learning strategies to process the different number of sources of information they are confronted with. However, there was significant difference between the performance of participants who watched the edited subtitles and the verbatim subtitles, with the edited subtitles increasing performance. Although the verbatim subtitles are convenient to use, the standardised procedures used for creating edited subtitles (eg controlling for presentation speed, character restrictions, etc) seemed more beneficial for learning and worth the effort.

---

**Thandeka Mdlalo**

**University of Kwazulu-Natal/ Livingstone Remedial School**

**The language assessment of multilingual populations in speech-language pathology**

**Format: Paper 5 of 6 papers of the Language Assessment in Multilingual Contexts Symposium**

South Africa is a linguistically diverse country with eleven official languages. This linguistic diversity presents with numerous challenges. These difficulties are evident in the area of language assessments of multilingual populations within the profession of speech-language pathology.

This paper reports on a study that critically evaluated the assessment of English additional language (EAL) speakers who are from an indigenous language and cultural background, using an English expressive language screening tool, the Renfrew Action Picture Test (RAPT), as an example. The cultural and linguistic relevance of this commonly used screening tool was interrogated from four different viewpoints: firstly, from the perspective of the children, who are the target population of the tool; secondly, from that of the parents and community, who play a significant role in the socialisation of the children; thirdly, from the perspective of the academics from an indigenous language and cultural background, who provide an academic perspective of the tool; and finally, speech-language therapists (SLTs), who administer the tool and interpret the findings.

This study used a mixed methods approach. Multiple data collection methods were used, including a survey, focus group, individual interviews, test administration and consensus methods. The survey and Delphi technique formed the quantitative parts of the research methodology. Patterns of responses from all the sources were analysed and interpreted.

Methodologically, the research was unique as it used children as a source of primary data collection. In research, children are usually used only in the administration of the test; their opinion of the tool is not sought. In this study, the voice of the children is the main contributor to the data collection. The findings also show that adults, who are often relied on as primary data sources in research on language tools used on children, may have certain misconceptions about children's knowledge and views.

A key finding of this study is that the cultural and linguistic background of the child assessed plays a crucial role in determining and interpreting the responses to the presented material of the language assessment tool. The conscientisation of the speech-language therapist and the redefining of her role emerge as pivotal aspects facilitating change. Based on this finding, recommendations such as that the therapist equips herself with knowledge of the language of the client, the cultural and language background of the child assessed, and the type of bilingual that the child is, are made so that the reliability and validity of the findings are not compromised.

---

**Elsa Meihuizen**

**North-West University, Potchefstroom Campus**  
**[elsa.meihuizen@nwu.ac.za](mailto:elsa.meihuizen@nwu.ac.za)**

### **Academic writing, disciplinary identities, and designs of meaning**

My concern in this paper is with the question of how written work done within an academic literacy course can assist students in developing the ability to produce academic texts projecting appropriate identities as members of disciplinary communities. I would like to relate this concern to the idea of writing as meaning-making design, as understood within a multiliteracies framework, conceptualised initially by the New London Group and developed and applied in a wider context over roughly the past two decades. This view of learning as meaning-making design, which foregrounds individual agency and identity in pedagogies aimed at developing the literacies our students, needs to develop if they are to become successful in their studies and in their future roles in society. These literacies encompass two broad categories, namely the multilingual and the multimodal. Although 'multilingual' here points to a sensitivity for different, especially minority, languages, the term is also interpreted, in a broader sense, to point to an appreciation of discourse differences within a specific language, and the need to competently function within different discourse communities. The multimodal dimension of the multiliteracies approach concerns the meaning-making possibilities afforded by developments in digital tools and modes of communication. My concern in this paper, as outlined above, is thus linked to the broader interpretation of 'multilingual' within the multiliteracies approach, and applied in particular to the needs of novice writers within the university context. While students have to learn to voice and enact individual identities, they also have to develop a critical awareness of the discourses of specific disciplinary communities. As basis for outlining a pedagogy for fostering disciplinary identities through writing as meaning-making design, a corpus of first-year academic essays is analysed,

focusing on their use of metadiscourse for establishing an appropriate writer's stance and engagement of their readers.

---

**PraysGod Siphehile Mhlongo**

**University of the Free State, SAALT and amp; NExLA**  
**[mlangenips@gmail.com](mailto:mlangenips@gmail.com)**

### **Developing a reliable motivation scale for language learners in multilingual contexts**

Over the years, survey questionnaires have become a benchmark for traditional instruments used to measure language learning motivation (LLM). However, the problem that is often encountered by researchers who wish to study the motivation phenomenon in multicultural and multilingual contexts is that many of the standardised questionnaires, such as Gardner's attitude/motivation test battery (AMTB), were designed to measure students' motivation primarily in the English-speaking countries. Therefore, it becomes mandatory for these researchers to invent scales that are more inclusive in measuring students' LLM. Consequently, this paper aims to demonstrate how the invention of inclusive motivation scales can be achieved by outlining the rationale for developing reliable motivation scales that can potentially yield valid and reliable research outcomes in multilingual contexts. Normative procedures or methods involved in developing questionnaire scales, namely the selection of suitable statements, piloting, and refinement of the scale, are followed, and these are discussed briefly in this paper. In conclusion, the final scale and the possible refinements for future studies are presented. It is hoped that the scale presented in this paper will serve as the foundation for language experts who wish to explore further the impact of motivation in language learning or acquisition in South Africa and other multilingual countries.

---

**Philip Mirkin**

**University of Pretoria**  
**[philipmirkin@yahoo.com](mailto:philipmirkin@yahoo.com)**

### **Using poetry in the physics classroom: Enriching our indigenous relationship to ourselves and our world**

Science education has generally placed itself above the discussion on indigenous language usage since it creates its own language to communicate specific, supposedly culture-free ideas and meanings. This places young learners of physical science in a position where they often need to leave their culturally accepted language use to meet the demands of the subject. The potential alienation experienced is linguistic and cultural from a language point of view. From a practice perspective, this alienation may extend to be also conceptual and intellectual, since the practice of science demands that young learners perceive and think

---

differently too. The use of poetry introduces a narrative, story-like structure to the content which is more in line with all indigenous knowledge and the type of thinking used by young children. It allows for social affinities and associations to accompany the abstract, de-personalised concepts and ideas of the science content. It further gives a place for the individual learner to develop a relationship to the work while developing a meaning-rich context for it. The poetic use of mental-picture and metaphor allows the learner to form a broader ground of association for the work, potentially leading to a stronger foundation in their learning. Preliminary research done by the author on the use of poetry in the science classroom led to learners developing a statistically-significant improvement in their relationship to the subject in multiple ways.

The poem written by the author that is presented here, titled, 'A dark and silent world?', is about sound and light, and our scientific and sensory relationship to both. It gives the learners scientifically sound ideas about the nature of sound and light while also challenging them to question the nature of sound and light, as well as the nature of sense perception. At the conference, the author will demonstrate these aspects of the poem and make further use this poem as a metaphor for the type of 'inner seeing' that we need to make sense of the world. In this regard, he will draw a parallel to the Christian saying, 'You look but you do not see', drawing a further connection for the conference-goers between the findings of science and religion. In conclusion, the idea of indigenous knowledge has always been, and continues to be transformed by new knowledge and understanding. Science is a bringer of powerful new ideas, and this paper hopes to give conference-goers an experience of how the new can embrace and enrich established understandings and relationships.

### **A dark and silent world?**

*Do our senses lie  
When they fill space  
With sound and light?*

*vibrations and waves  
reach ear and eye  
from air and sky.*

*chemical change and sparking paths  
lead the signals to our centre,  
where we perceive and are moved in measure.*

*then out! we chase the signs  
to place them back where they began  
and touch the stimulating world around.*

*What kind of being are we  
Who experience a rich, full life  
In Science's silent, mechanical night?*

**Hlumela Mkabile**

**University of South Africa, Rhodes University**  
**[h.mkabile@gmail.com](mailto:h.mkabile@gmail.com)**

### **The morphotactic constraints of verbal extensions in isiXhosa**

Bantu verbal suffixes, also known as extensions, follow a rather rigid pattern when they attach to the verb. Studies (eg Hyman, 2002; Good, 2005; 2007, among others) have shown that the order followed by these extensions is: causative, applicative, reciprocal, passive (CARP). Although this pattern is widespread across Bantu languages, some variations in the ordering of these extensions have been observed in some languages (Kathupa, 1991; Simango, 1995; Sibanda, 2004, among others), which suggests that the template is not as rigid as one might think.

This study investigated the morphotactic constraints between four verbal extensions in isiXhosa, the causative, applicative, reciprocal and passive. It focused on the morphotactics of the transitivity extensions (causative and applicative) in the first instance, and morphotactics of the detransitivising extensions (reciprocal and passive) in the second instance.

The study found that although the co-occurrence of causatives and applicatives is a regular feature in Bantu languages, isiXhosa has restrictions on the co-occurrence of these extensions on some verbs. The study also found that although causative-applicative is the expected order, the language permits applicative-causative in certain contexts. With respect to the detransitivising extensions, the study revealed that there are limited contexts in which these extensions co-occur and, crucially, that these extensions are freely ordered in the language.

This study has revealed that while Bantu languages typically behave in a comparable morphological manner, some languages like isiXhosa present with idiosyncratic behaviours that have not been fully explored yet. Furthermore, contrary to what has been previously reported on the ordering of verbal extensions in isiXhosa, the language shows ordering restrictions related to the assignment of thematic roles.

---

**Isaac Mndawe**  
**University of Johannesburg**  
**[ikmndawe@uj.ac.za](mailto:ikmndawe@uj.ac.za)**

### **A step by-step infusion of isiZulu grammatical aspects into secondary school level creative writing**

The introduction of various African languages syllabuses had unintended adverse effects on the teaching of isiZulu. For instance, the Core Syllabuses for African languages introduced in

1987 focused on teaching of (a) composition (b) grammar, and (c) reading and literature. However, its emphasis was on the teaching of grammar. In 1998 Curriculum 2005 (C2005) replaced the Core Syllabuses. In 2000, C2005 was revised and then referred to as the National Curriculum Statement (NCS). The NCS could not be successfully implemented and was replaced by the Curriculum Assessment Policy Statement (CAPS) which was implemented in 2011. Among all the above curricula none of them, except the CAPS, gave a clear direction on the teaching of isiZulu grammar. All of them focused on structural grammar teaching rather than communicative language teaching. Most textbooks published during the era of those syllabuses focused on the Dokean approach to grammar teaching. As such, most teachers approached the teaching grammar as a standalone or in isolation, following the textbook published by Doke in 1927. The grammar taught was not utilised maximally as the focus was on the adherence to theoretical aspects of the subject at the expense of communicative competence.

The main method of investigation was the review of literature on the teaching of grammar, such as the works of Harry Noden, *Image Grammar*, isiZulu textbooks and methodology books used for language teaching. The Department of Education curriculum documents were analysed and discussed systematically. The researcher has observed that the presentation of moods in most isiZulu of school textbooks is technical in that it focuses on their morphological structure and less on their semantic and syntactic structures. The syllabus is not explicit why grammatical aspects, such as moods, should be studied and how learners can apply them in their creative writing activities. The researcher argues that learning how to use isiZulu moods could improve learners' quality of writing and enable them to write effective texts.

This study proposes how to infuse grammatical aspects, isiZulu moods in particular, into the creative writing processes at Senior and Further Education and Training (SP and FET) Phases. IsiZulu moods are of the grammatical aspects that are underused by teachers in the teaching of isiZulu creative writing. This study would help isiZulu teachers into acquiring adequate language teaching skills and techniques, thus learn the proper application of grammatical aspects. IsiZulu teachers would shift from teaching grammar as a stand-alone to communicative language teaching.

**Boingotlo Alice Moses**

**Botswana Open University (BOU)**  
**[bmoses@staff.bou.ac.bw](mailto:bmoses@staff.bou.ac.bw)**

### **The Impact of Language Death on the identity of the Herero's of Southern Kgalagadi**

Southern Kgalagadi District in Botswana comprises of about five indigenous languages. These languages being the San in the Northern part, and the Southern part of the District we have Khoi, Afrikaners, The Damaras, the Ngologga and Tlharo (a group of Tswana) dialects (language). All these indigenous languages are not that being recognized by the country constitution and as such have a very minor role to play, that role being their use by the native speakers when communicating with one another. The national cultural policy passed by

Cabinet in April 2001, recognizes Setswana as the only national language with an acknowledgement of the valuable use of other languages in development even though the policy failed to accord them full use and recognition (Ministry of Home Affairs, 2001). The policy further states that there would be sub-committees to look at certain cultural issues of Batswana on such committee be to “commission research on various aspects of of Botswana’s indigenous languages” (page 42). Still in the Southern Kgalagadi District there is a certain group of people who referred to themselves as the Herero, “matlamma” as they are commonly called in this area of which I think they are the Damara. What wonders one is that these people despite the fact that they call themselves the Herero they do not speak the Herero language, but instead speak Khoi or Nama. This is with the exception of a few elderly people who knows and speaks Herero but the young people they have lost touch with their indigenous language are seems not to be too sure of their real identity. Thus the write through a qualitative study is trying to establish what could cause language shift and death amongst some indigenous languages of Southern Kgalagadi if they are not given enough attention such as use in the education system.

---

**Vhengani Munyai, TD Raphalalani and NC Netshisaulu**

**University of Venda**  
**[tshinetise.raphalalani@univen.ac.za](mailto:tshinetise.raphalalani@univen.ac.za),**  
**[nthambeleni.netshisaulu@univen.ac.za](mailto:nthambeleni.netshisaulu@univen.ac.za),**  
**[munyaiv81@gmail.com](mailto:munyaiv81@gmail.com)**

### **Preserving indigenous languages of the Vhavenda of Vhembe District, Limpopo Province, South Africa**

Languages are the most valuable tools for communication. Linguistic diversity is being threatened around the world, and this threat is acutely felt by indigenous people. According to UNESCO, approximately 600 languages have disappeared in the last century, and they continue to disappear at a rate of one language every two weeks. Up to 90 percent of the world’s languages are likely to disappear before the end of this century if current trends are allowed to continue.

Moreover, fewer and fewer children are learning indigenous languages in the traditional way, from their parents and elders, while other parents consider it primitive to use their indigenous language when communicating. Even when the parental generation speaks the indigenous language, they do not always pass it on to their children. In an increasing number of cases, indigenous languages are used only by elders, which has had a negative impact on the Tshivenda language of Vhembe District, Limpopo Province – one of the indigenous languages which is declining. The purpose of this paper is to explore how we can preserve the indigenous language of the Vhavenda people in Vhembe District, Limpopo Province, to avoid its death.

The question may be asked: Why is the protection of the indigenous Tshivenda language important? Saving indigenous languages is a matter of great urgency and is crucial to ensuring the protection of the cultural identity and dignity of indigenous peoples and safeguarding their traditional heritage. As Tshivenda speaking people, our identity and cultural heritage is embedded in our indigenous language. Without the use of our language, we are totally lost. The death of the Tshivenda language means we are also dead, as our identity and pride is in our language.

The study was qualitative in design, and a purposive or judgmental sampling method was used. Face-to-face in-depth interviews were used to collect data, and ten participants were used. The results of the study show that as a result of linguistic erosion, much of the encyclopaedia of traditional indigenous knowledge that is usually passed down orally from generation to generation is in danger of being lost forever. This loss is irreplaceable and irreparable; therefore, there is a need for the preservation of the Tshivenda language. The study recommends that laws and key political texts be translated into Tshivenda so that Tshivenda indigenous people may better participate in the political and legal fields.

---

**Bertha Muringani**

**National University of Lesotho, Lesotho**  
**[bmuringani@gmail.com](mailto:bmuringani@gmail.com)**

**Introducing first year students to academic writing: From narratives and creative writing to academic arguments**

Academic essay writing is one skill that has proven difficult to acquire for many university beginners. As a result, researchers have called for more explicit instruction of academic writing skills at tertiary level (Dong, 1996; Bloch, 2010; Mansourizadeh & Ahmad, 2011; Petric & Harwood, 2013). For the majority of our African students, the challenge is exacerbated by the fact that English, which is used for most academic communication, is their second language. This means that besides learning a new discourse, they are likely to have language competence issues to deal with. The present study investigated problems faced by first-year students at the National University of Lesotho as they try to adjust their writing to fit into academic writing style. A corpus of 100 essays of about 1½ pages each was built from 2018–2019 Communication and Study Skills examination scripts. The scripts were scanned to build an electronic corpus to be searched for citations, reporting verbs and other language devices, using Wordsmith Tools. In addition, some portions of the essays were analysed qualitatively to get a better understanding of the practices and also to identify common problems among students. The problems identified included citation skills incompetence, poor expression of ideas, poor academic writing style and influence of first language and social media language. To try and address these problems, more direct tutor intervention, more academic writing practice and exposure to properly written academic material were suggested as possible solutions. The recommendations have implications for teaching approaches as well as teaching materials.

**Finex Ndhlovu**

**University of New England, Australia**  
**fndhlovu@une.edu.au**

### **Unsettling enduring contradictions in colonial imaginaries of African languages**

Both the phenomenology and conceptualisation of what are considered 'indigenous African languages' in present-day African societies were co-constructed with the equally problematic and contested colonial notions of 'tribe' and 'tribalism' (Chimhundu, 2005; Ranger, 1985, 1989). This was part of the colonial project of inventing African identities that would ultimately enhance administrative convenience through the political control and manipulation of the 'native' 'colonial subject'. Janina Brutt-Griffler (2006) could not have put it any better when she said the colonisers sought to exercise *command over language* as a way to produce new *languages of command*. It was within the context of these colonial imaginaries of African 'tribal' identities and 'languages' that the current mainstream discourse on African indigenous languages emerged. The problem with colonially inherited notions of African languages is that they mystify the value of linguistic resources by treating them as separate autonomous entities (Canagarajah, 2011). And yet, as most recent and contemporary scholarship shows, languages must in fact be viewed as products of the deeply social and cultural activities in which people engage for meaning-making (Pennycook, 2010).

In this paper I interrogate the modern and colonial invention of 'African indigenous languages' that still persists to this day. I argue that current mainstream understandings of indigenous African languages that frame notions of multilingual education, mother-tongue education, and additive bilingual education (among others) betray what decolonial theorists and scholars critical of colonial linguistics call the 'science of the gaze, of observation, of the established fact, and the will to know' about languages (Severo, 2016; Errington, 2001; Severo & Makoni, 2014; Makoni & Pennycook, 2006). The overall intention is to show how discourses on colonial experience that built and legitimised a relatively homogeneous way of interpreting languages continue to inform academic and policy debates in the field of educational linguistics. I also argue that contradictions in the way colonisers organised African people and languages into discursive power frameworks, centred on logics of colonial modernity, still permeate the African postcolony. Examples are from South Africa and Zimbabwe, with some passing remarks on comparable countries in the region. I conclude by suggesting a broadening of the horizon of conceptualising indigenous African languages in ways that draw attention to *real* language practices of *real* people in *real* life – thus pushing the envelope beyond the 'norm' of named languages as invented, imposed and controlled by colonialists, and now continued by postcolonial indigenous elites.

---

**Rodrick Gregory Ndomba**

**Dar Es Salaam University College of Education, Tanzania**  
**rdomba@duce.ac.tz**

### **Asymmetry between diminutive and regular affixes in deriving Swahili nominals**

It has been argued that the Kiswahili diminutive class of nouns is unlike those found in many other Bantu languages since the language does not bear special diminutive prefixes which trigger agreement distinct from that of any other noun classes. An illustration of this claim comes from the fact that Swahili uses Class 7/8 prefixes attached directly to bare (noun) stems (affix substitution) unlike many other Bantu languages, such as Chichewa which has special diminutive prefixes (pre-prefixes) – Class 12/13, attached outside of those affixes corresponding to the stem's lexical gender.

The purpose of this study was to investigate the diminutive category of affixes used to derive nouns in order to find out whether or not Swahili has a special class of diminutive prefixes found in other Bantu languages, like Chichewa, which command agreement on modifiers. In addition, the study sought to attempt the syntactic status of the noun class affixes in order to determine asymmetry between diminutive and regular affixes. Finally, the study wanted to determine the level of attachment of Swahili diminutive affixes in noun structural configuration in relation to other Bantu languages like Chichewa, which are said to have them.

This was a qualitative study which drew data from documentary review and written Swahili works of literature written by Tanzanians. The researcher studied published papers on Bantu diminutives and read a total of eight authentic Swahili literature works which are used in Tanzanian education system – secondary schools and universities. The works are *Guzo Mama* (Mhando, 1982), *Amezidi* (Mohamed, 2003), *Mzingile* (Kezilahabi, 2011), *Kilio cha Haki* (Mazrui, 1981), *Mirathi ya Hatari* (Mung'ong'o, 1977), *Kivuli Kinaishi* (Mohamed, 1990), *Kuli* (Shaffi, 2005) and *Vuta N'kuvute* (Shafi, 2014). Diminutive nouns found in these works were recorded and analysed to generate the findings. This study drew data from two novels – *Mzingile* (Kezilahabi, 2011) and *Kuli* (Shafi, 2005). The nouns were then classified and their structure studied to generate the findings.

The findings of the study were as follows:

- i. Kiswahili has a special class of diminutives, Class 12/13 (*ka-* singular/*tu-* plural), which is inherently diminutive, just like many other Bantu languages including Chichewa.
- ii. Class 7/8 in Swahili is used as a secondary classification strategy for deriving diminutive nouns from other genders – secondary noun classification.
- iii. Diminutives in Class 7/8 and Class 12/13 trigger agreement on nominal modifiers.

iv. Both Class 7/8 and Class 12/13 have the same level of attachment in nominal syntactic configuration with the diminutive noun class prefixes, attached higher than the regular noun class affixes in the nominal structure.

It is assumed that related languages have similar structures; hence, Bantu languages should be able to specify diminutive projection above regular affixes in nominal structure.

It is also assumed that substitutable elements belong to the same constituent. It is then logical to posit that the regular and diminutive noun affixes bear distinct functions, and the only way to ascertain the difference is to assume and illustrate that they occupy different syntactic spaces in nominal structure.

---

**John Ng'asike and Dorcas Wepukhulu**

**Mount Kenya University, Turkana, Kenya, and Saide's African Storybook, Kenya**

**[ngasike@gmail.com](mailto:ngasike@gmail.com)**,

**[dorcasw@saide.org.za](mailto:dorcasw@saide.org.za)**

### **Developing and using indigenous language storybooks for early learning in pastoralist communities in Turkana, Kenya**

In Kenyan pastoralist communities, children hardly understand English or even Kiswahili, which causes miscommunication in classroom instruction. In Turkana, pastoralist children struggle to comprehend academic concepts presented mainly in English (Ng'asike, 2011b). This is exacerbated by teachers' inability to adopt flexible learning strategies like code-switching and translanguaging (García, Johnson & Seltzer, 2017) as children fail to engage in classroom discourse. Fear of embarrassment because of mistakes they make in English and punishment for using their mother tongue cause many children to remain silent in school for long hours (Ng'asike, 2011b). Like the children, teachers are not proficient in the English language.

This paper presents the results of a study on indigenous language storybook collection and use in six primary schools in Turkana County, Kenya, carried out with teachers, children and parents in collaboration with the African Storybook initiative. The research objectives were: (1) to explore indigenous knowledge of the Turkana community as narrated in their folklore and oral storytelling traditions; (2) to publish these stories in print and electronic media as curriculum reading resources for early literacy development in primary and early childhood classes; and (3) to link school to community through the participation of parents in storytelling with the school children.

The research applied an action-oriented participatory design (Kjorholt, Matafwali & Mofu, 2019). The study also borrowed from a grounded inquiry based on participatory methodology, utilising the appreciative enquiry approach where mother-tongue stories on different local ways of nurturing children were generated from focus group discussions with communities

and interviews on life histories (Okwany, 2016). The study documented and developed a repertoire of Turkana cultural stories in mother tongue collected from the communities using audio recorders, mobile phones and field notebooks.

During the research period, more than 25 mother-tongue stories were developed and published on the ASb website as children's storybooks drawn from the local culture. Reading these stories enabled children to reconnect with their cultural values and beliefs as told through the folktale narratives by the elders. The mother-tongue storybooks which emerged from the project were the only reading materials the children expressed an interest in reading after school. However, there was resistance from teachers and education officials who did not believe that local culture could contribute to the Turkana children's education. When some teachers were persuaded to expose the children to the same story in both their mother tongue and the languages of wider communication, they saw the effect it had on children's confidence and fluency levels. Children's curiosity was stimulated and they wanted to read more. When children saw a storybook in their language for the first time, it boosted their self-esteem as they were able to recognise words and vocabulary across languages. Their comprehension of the English and Kiswahili versions was also greatly improved.

---

**Idette Noomé**

**University of Pretoria**  
**[idgette.noome@up.ac.za](mailto:idgette.noome@up.ac.za)**

### **Improving language citizenship: From English as lingua franca to Plain English as relay language**

In South Africa's multilingual context, English has become the lingua franca, partly for historical reasons, and because of its prestige value as a dominant language used in international commerce, science and politics. If the country's other languages are to increase their local usefulness to South Africans who are not mother-tongue speakers of English, more texts from various domains have to be translated into these languages. However, there are few translators who meet the gold standard of translation that requires the translator's *target* language to be the person's mother tongue. Relay translation may offer some solutions to this dilemma.

This paper argues that English can become more than a lingua franca – it can facilitate wider dissemination of information if it is deliberately chosen as a *relay* language for the translation of a wide range of documents, for example, policy documents, contracts, informational and educational material for the wider public and cultural/historical documents. It is further argued that initial 'translation' into *Plain English* can enhance this 'relay' function by going beyond lexis to include layout and alternatives to words, offering easier access to complex material and making it easier for subsequent translators to transfer essential information.

Translation theory addressing issues of fidelity and accuracy, as well as aspects of ethical translation in a post-colonial and decolonising context, will be transferred and applied to the implementation of Plain English in the context of South African debates around language. The paper will discuss practical aspects of the application of local and international codes of conduct for translators and editors (among whom most Plain Language practitioners would be categorised). A few specific examples will be used to demonstrate the usefulness of Plain English (rather than other forms of English) for the purpose of relay translation in the politicised multilingual South African context.

Plain language in general enhances access to the kind of essential information that people need to live their daily lives. Consciously translating first into Plain English and then using that as a relay language, preferably by mother-tongue speakers of South African indigenous languages, can improve the accuracy and fidelity of translation, and at the same time enhance access at first reading to multiple target audiences. The availability of parallel text translations would increase access and choice for readers in indigenous languages and assist in enlarging the corpus of specific terminology in the local languages.

The paper emphasises the need for language citizenship, not only among language practitioners, but also among those who employ them. The paper shows the obligation and responsibility of those who have access to the lingua franca to use it as a tool of empowerment by democratising information.

---

**Dunlop Ochieng and Susanne Mohr**

**University of South Africa and University of Cape Town**  
**[dunotis@yahoo.com](mailto:dunotis@yahoo.com)**

### **A clash between “indigenous” and “official” naming conventions in Africa**

Naming conventions are evidence that language and culture go hand in hand. Personal naming practices, as a case in point, used to reflect indigenous values, traditions, hopes, fears and local events. Quite often, indigenous people would possess several personal names for different contexts – some of which would stop being used when the context which bred them disappeared. The main concern of this paper is that this meaningful system of naming is slowly dying out due to the influence of the Western naming systems in the wake of contact between these two groups through trade, colonisation or migration. The official naming system which was introduced by the Western administration largely clashes with the naming systems of most indigenous African societies. The official naming system requires a specific number of names, whereas indigenous names are open-ended. Furthermore, it requires a specific order of names and a consistency in names throughout the holder’s life. The official naming system also uses terminologies such as first name, surname, next of kin and so forth, which are not necessarily compatible with the terminologies used by the indigenous societies. Using data collected in Tanzania, this paper demonstrates that the indigenous people have continued resist the official naming system in their localities. The data demonstrates that indigenous

people still possess names above the required number by the official naming systems, have different names across official documents, and use names according to context. The paper further observes that governments have been tolerating the diversity of the indigenous people's names through the use of affidavits of names or dead polls to reconcile names which do not conform to official naming systems. It is uncertain, however, how long the governments will continue to tolerate 'unofficial' naming systems among their citizens? Compulsory birth certificates and the introduction of guides for registering students by some countries are signals that the observed idiosyncrasies of the indigenous naming systems are in their last days.

---

**Sefa Owusu**

**University of Education, Winneba**  
**sowusu@uew.edu.gh**

### **Evaluating the content validity of high stakes ESL tests in Ghana**

A good test should have content validity, that is, it should reflect the objectives and the content of the curriculum, so that the test is representative, relevant and comprehensive. It is said that for a test to promote positive washback, it should reflect the course objectives upon which the test content is based. The high-stakes English language tests in Ghana should therefore reflect the objectives of the English language curriculum. The objective of this paper is to find out whether or not the high-stakes English language tests in Ghana cover the objectives and the content of the English language curriculum. The paper makes use of the data gathered through questionnaires and document analysis to provide answers to the research question: To what extent are the high-stakes English language tests in Ghana aligned with the English language curriculum? The English language syllabus and past questions from 2010 to 2017 were analysed to establish the relationship between the test items and the prescribed English language syllabus. A questionnaire was conducted with 24 English language teachers from four junior high schools and eight senior high schools. Analysis of data revealed that the high-stakes English language tests in Ghana lacked washback validity. This means that the objectives of the English language curriculum were not fully reflected in the tests, since some topics or areas in the English language syllabus were not examined. This gap between the objectives of the English language curriculum and the focus of the high-stakes tests encouraged the teachers to teach to the test, thereby concentrating on only the areas that were examined in the high-stakes tests. The teachers concentrated on grammatical structure, reading comprehension and essay writing, which were tested in the high-stakes tests. The results of this research work could have important implications for high-stakes English language test system reform and the roles high-stakes language tests play in shaping ESL classroom practices in Ghanaian schools.

---

### A description of the Xhosa construction *ya 'go' plus subordinate imperfective*

In recent years, the tense and aspect systems of Bantu languages have attracted a growing interest among scholars. Despite both descriptive and theoretical advances, much is still to be understood about these systems, which Dahl (1985:185) calls 'the most complex TMA systems in general'. Descriptions that exist often focus on the primary tense-aspect markers, which are typically inflectional, and barely touch periphrastic constructions. The latter, however, can provide equally important insights into the linguistic construal of states-of-affairs, and, as possible diachronic precursors to inflectional morphology, into grammaticalisation paths.

My paper offers a descriptive analysis of an aspectual periphrasis in Xhosa (Bantu S41). The construction in question consists of an inflected form of *ya 'go'* plus a verb in the subordinate (aka 'participal' or 'situative') imperfective paradigm, as illustrated in (1).

- (1)        *ndiya ndidinwa*  
          *ndi-y-a*                    *ndi-dinw-a*  
          SP.1 SG-go-FV            SP.1 SG.SUBORD-be(come)\_tired-FV  
          'I am (slowly/gradually) becoming tired.'

It will be argued that this construction functions at the dimension of actionality (aka 'lexical aspect' or 'aktionsart'), rather than constituting an aspectual operator *sensu stricto*. It contributes the overall actional profile of a 'degree achievement' (Dowty, 1979) or 'directed activity' (Croft, 2012), that is, a temporarily extended process of change in the property of an affected argument. In case of the construction in focus, this change is further construed as involving a plurality of successive steps. The function of the lexical item and its arguments lies in contributing a property scale and/or target state.

The data for this paper comes from three Xhosa raw corpora (Snyman et al, 2012; Roux et al, 2001; Eiselen & Puttkammer, 2014), together with extensive targeted elicitation based on the recent methodological advances in semantic fieldwork (Matthewson, 2004, contributions in Bochnak & Matthewson, 2015).

Throughout the description of the Xhosa construction, remarkable semantic parallels to a structure-wise equally comparable one in Spanish (Romance, Indo-European) are pointed out. These structural and semantic parallels, in turn, have implications for an oft-mentioned grammaticalisation path leading from a motion-based construction to a marker of progressive aspect (Heine & Kuteva, 2002, among others).

**Marilize Pretorius**

**University of Antwerp, University of the Free State**  
**Marilize.Pretorius@uantwerpen.be**

### **Evaluating language and communication training for nurses: Implications for training competence accommodators**

Evaluating language training programmes is an essential component of the curriculum and syllabus design process (Brown, 1995), especially if we are to be transparent and accountable towards our students and society for our designs (Weideman, 2017). Despite the fact that learners will tend to either over- or underestimate their competence (Kruger & Dunning, 1999), data on subjectively perceived communicative competence can offer useful information for guiding the design and evaluating the effect(iveness) of language training (Hudelson, Perron & Perneger, 2011; Gasiorek & Van de Poel, 2018). This is especially true if we take a communicative accommodative competence approach to language and communication training (cf Pitts & Harwood, 2015; Pretorius, 2018a; Pretorius, 2018b). Although the current paper reports on data from the United Kingdom (UK), the results point to a number of implications for training nurses in the use of indigenous languages in South African hospitals, a necessity if nurses are to be patient-centred in their communication with culturally and linguistically diverse (CALD) patients.

The participants (n=48) were nurses recruited primarily from Europe to work in the UK. They participated in a 12-week online English language- and communication-training programme for nurses. Changes in self-perceived communicative competence (SPCC) were measured using a pre- and post-training questionnaire. The statistical significance of participants' increase in SPCC from pre- to post-training was determined using a paired samples t-test. Also, a low-threshold test of communicative competence (CEFR – A1) was administered prior to training to boost participants' self-efficacy beliefs, while an achievement test (CEFR – C1) was administered after training. Because the questionnaire and test scores cannot be compared directly, all scores were standardised using Z-scores. Pearson's correlation and scatterplots, using the Z-scores, were then employed to explore the relationship between their actual and perceived competence before and after training.

Actual and perceived competence on the task focus dimension of communicative competence correlated both before and after training. For rapport building competence, actual and perceived competence did not correlate prior to training, but they did become correlated after training. Approximately 34% of participants may be misestimating their competence in rapport building. Out of these, 36% were possibly underestimating and 64% were overestimating. Thus, participants' SPCC in rapport building seems to become aligned with their actual competence through training.

Since patient-centred communication is a core concept of nursing practice, we need to train nurses to speak (some) indigenous languages to enable them to accommodate to their patients' communicative needs. The design of such training should include awareness-raising of actual as opposed to perceived competence. Misaligned self-perceptions of competence

can lead to (unintentional) non-accommodation, which has implications for patient treatment and care. Training should thus help underestimators gain communicative confidence, while pointing overestimating nurses to particular aspects of their communicative competence that need attention. Training that aligns perceptions with reality, while ultimately improving actual competence, should help nurses become more communicatively competent and confident accommodators, thereby enabling them to adequately tend to patients' physical and psychosocial needs.

---

**Sbonelo Radebe**

**Mzala Nxumalo Centre for the Study of South African Society**  
**[starradebe@gmail.com](mailto:starradebe@gmail.com)**

**The importance of indigenous languages in the decolonisation of higher education in South Africa: A case study of the University of KwaZulu-Natal language policy**

In 2006, the University of KwaZulu-Natal's Council adopted a language policy, the objective of which was to develop the isiZulu language as a medium of instruction alongside English. Using Ngugi wa Thiongo's theoretical understanding of language as a means of communication and a bearer of culture, this paper will interrogate the extent to which the University of KwaZulu-Natal's language policy can function as tool to decolonise higher education. This is a qualitative study that will utilise secondary and primary sources as its data. Among the primary sources, this paper will use in-depth interviews involving staff and students. The collected data will be thematically analysed to derive conclusions and recommendations.

---

**Refilwe Morongwa Ramagoshi**

**Hebei Foreign Studies University, China**  
**[Refilwe.ramagoshi@hbwy.com.cn](mailto:Refilwe.ramagoshi@hbwy.com.cn)**

**The plight of indigenous languages in South African preschools**

As a teaching practice assessor, one is struck by the wide differences in using mother-tongue or home language as a medium of instruction between white-suburb preschools that use Afrikaans or English only as the medium of instruction, to those in some townships which are assumed to be using only indigenous African languages as the medium of instruction.

In the first place, in the townships learners are registered in the preschools closest to their homes for safety and to cut costs, and not according to the languages they speak at home. Thus, at times, one finds children who speak all nine indigenous languages in the same class. Secondly, the medium of instruction in one preschool that I visited was Sepedi only, yet I

observed that the student teacher and the mentor teacher used neither Sepedi nor any of the nine indigenous languages.

This paper will address issues pertaining to preschool teaching and the medium of instruction. Preschool principals and teachers, as well as parents, need to be aware of what the South African Language Policy is from Grade R to Grade 3. It further aims to highlight the importance of adhering to the official Language Policy of South Africa, which is mother-tongue instruction from Grade R to Grade 3. Adherence to the policy will help enhance and preserve indigenous African languages. A qualitative research method was used through lesson observations in four schools, two in townships and two in urban areas. Agreements and permission were made with the institution I represented for teaching practice. The constructivism theory was used to enhance the communicative approach. The results showed that in the township code-mixing and English were used as a medium of instruction, while in the urban areas Afrikaans or English only were used consistently. This paper is significant as more indigenous languages are becoming extinct because they are being assimilated by English. The author recommends that intense research needs to be done to address the issue of adhering to the language policy. Principals, as heads of schools, should regularly do classroom inspection to help monitor appropriate use of the medium of instruction.

---

**Refilwe Ramagoshi and Connie Makgabo**

**Hebei Foreign Studies University and University of Pretoria**

**[Refilwe.ramagoshi@hbwy.com.cn](mailto:Refilwe.ramagoshi@hbwy.com.cn)**

**[Connie.makgabo@up.ac.za](mailto:Connie.makgabo@up.ac.za)**

### **The teaching of folktales in South African schools**

African Folktales are the source of information and knowledge of culture and traditions of specific groups. They are used to teach morals, culture and to reprimand in order to have a society with well-rounded citizens. Irrespective of the wealth folktales carry, the teaching of folktales is not taken seriously in schools and yet they form part of valuing and preserving indigenous knowledge. Although the folktales form part of the prescribed genre in the CAPS document from Grade 10-12, they are also not compulsory as they fall among the optional literary genres. Their fate therefore depends on the schools.

The communicative approach encouraged in the South African curriculum, is not adhered to as most of the songs in the folktales cannot be sung by the teachers nor by the learners and yet their aim is not only to entertain, but to impart certain knowledge. This paper is aimed at helping teachers with strategies for teaching folktales in different grades and to emphasize their importance of promoting norms and values in society. Furthermore, this paper will provide an overview of how the teaching of folktales is neglected in mother-tongue classrooms and what resources are available to this end. Also, it examines the way in which mother-tongue teachers decode and teach the curriculum with regard to folktales. This

qualitative case study was underpinned by Vladimer Propp's oral literary theory that emphasise the different stages of conflict and how it is resolved in a folktale. This encourages communicative approach in which the learners identify these stages in a folktale. Active participation through interaction between the teacher as a story teller and the learners as an audience is encouraged.

Findings showed that teachers merely just read folktales without including the vital aspects of performance as well as that of imparting valuable moral lessons that are needed in schools today. These moral lessons can be underlined by interpreting the folktales and incorporating the wealth and wisdom that is brought up by the rich culture of indigenous people of Africa. Workshops should be held for schools teachers where renowned folktale tellers are invited to practically train teachers in inculcating the love and importance of teaching folktales in the schools.

---

**Refilwe Ramagoshi, Connie Makgabo and Lesedi Magano**

**Hebei Foreign Studies University, China, and University of Pretoria**

**[Refilwe.ramagoshi@hbwy.com.cn](mailto:Refilwe.ramagoshi@hbwy.com.cn)**

**[Connie.makgabo@up.ac.za](mailto:Connie.makgabo@up.ac.za)**

**[Lesedi.magano@up.ac.za](mailto:Lesedi.magano@up.ac.za)**

### **Enhancing the use of African proverbs in the classroom**

Africans across the continent have always used African proverbs to teach wisdom, truth, life lessons about morality and a discovery of ideas on the value of life. Proverbs have also been used to show knowledge and proficiency in one's home language. However, this aspect of language teaching is highly neglected in the teaching of African languages.

The aim of this paper is to encourage daily use and teaching of proverbs in the classroom. Furthermore, the paper aims to encourage teachers of African languages to go back to the traditional method of having a special notebook to record the proverbs and their meanings from the teachers' speech and from literature genres.

The accumulated proverbs could be used during debates and oral presentations. The proverbs can also be used as tools for enhancing critical thinking skills in the 21st century, which are integrated in our day-to-day teaching and learning.

This will enhance the knowledge and use of proverbs, as they are no longer used in daily speeches by the teachers, let alone the learners. The strategy could be used by teachers to encourage learners to use proverbs in their daily communication. Indigenous knowledge system and cultural theories will be used in the compilation and learning of proverbs in the classrooms.

Collecting and documenting proverbs in order to preserve them is important. Workshops on strategies of using proverbs in speaking and writing could be held. Apart from inclusion in the school curriculum, some of the written texts will be published on the various electronic media. With the current advances in technology, the digital texts, audio and video clips will be made accessible to be read using digital devices such as tablets, smartphones and laptops in both academic and social settings.

---

**Adam Joshua Randerer and Siân Rees**

**Molteno**  
**[adam@molteno.co.za](mailto:adam@molteno.co.za)**

### **The use of corpora in African language literacy and associated methodological issues**

As yet, researchers have made little use of corpus methodologies in indigenous South African languages, and fewer still have applied this methodology to literacy in these languages. As a result, existing literacy materials, and in particular frequently occurring word (FOW) lists, lack the statistical grounding of those generated using corpus methodologies. The simplest functions of most corpus analysis tools can be used to aid the creation of literacy materials and, furthermore, create literacy materials that are both more effective and more relevant to teachers and students using them. Following on from Molteno's work in 2017, FOW lists have been developed for each of the nine indigenous languages with official status. This has been done by building specialised children's literature corpora in each language. The corpus analysis tool AntConc was then used to generate lists of the most frequently occurring word forms in each language. These lists were then analysed based on the parameters of each language to generate the final FOW lists, which can be used to create literacy materials. Due to their orthographies, morphological structures, and the availability of resources, each language and language group presents its own problems for this operation. Extensive lemma lists are necessary for the analysis of the Nguni languages due to their conjunctive orthographies. Conversely, simple word lists are relatively unhelpful for the more disjunctive orthography of languages from the Sotho-Tswana subgroup, meaning that collocation lists must be used to supplement these. Once these challenges have been overcome, these FOW lists can be used to aid learners' reading comprehension and fluency.

---

**Siân Rees**

**Rhodes University**  
**[sian.a.rees1@gmail.com](mailto:sian.a.rees1@gmail.com)**

### **Evidence for a morphological reading route in isiXhosa**

According to the literature on script-dependent theories, there are two broad ways readers may retrieve meaning from their mental storeroom of words, also known as their lexicon. Dual-

---

route models propose, firstly, that when a reader encounters a word, the reader can access their lexicon and retrieve the whole word and its meaning. This route is quicker for retrieval, but it implies a larger memory in order to hold all the different full forms of words. The second option is the non-lexical, phonological route to word recognition and meaning retrieval. This route suggests that if you sound a word out, you will be able to map the word to a meaning in the lexicon based on what you know from your spoken language. This implies a smaller storage space needed in the lexicon, but a longer time to access the full forms of words. A timed experiment between the same group of Grade 5 isiXhosa participants reading a list of pseudo words versus a list of simple real words (matched in orthographic and syllabic length) revealed at least two existing routes in reading, as the dual route model predicts. However, the agglutinating and conjunctive orthography of isiXhosa poses an interesting challenge for readers' whole-word recognition and comprehension. There are constant phonological and orthographical alterations to words because of the morphology continually inflecting and deriving words. Another experiment between reading morphologically simple versus morphologically complex words was conducted and the findings showed a small but significant statistical difference. The dual-route model does not predict the nuances between reading different types of words that have more or less inherent meaning to interpret, depending on the word's morphological structure. Results from two other morphological awareness tasks, namely a word analogy task and a word building task, also reveal that morphological awareness has a relationship with fluency in reading words in context, as well as reading comprehension. These findings inform this presenter's PhD research which is investigating a morphological branch in reading theories to understand better how successful reading might take place in a morphologically complex language like isiXhosa.

---

**Elke Ruelens**

**University of Antwerp, Belgium**  
**[elke.ruelens@uantwerpen.be](mailto:elke.ruelens@uantwerpen.be)**

### **Advancing learner autonomy within an academic literacy course**

The transition from secondary to tertiary education is challenging for students worldwide. Academic acculturation requires students to develop their academic literacy competence, ie the knowledge and skills needed to effectively communicate and function within their disciplinary field (cf Carstens, 2012; Lea & Street, 1998; Van de Poel & Gasiorek, 2012; Van Dyk & Van de Poel, 2013; Weideman, 2014; Wingate, 2015). Academic literacy in higher education has been studied extensively from different angles; however, the role of learner autonomy within academic literacy development has generally been underplayed. Learner autonomy plays an important role in the development of academic literacy (eg Wingate, 2007) in that learning to engage with an academic context requires becoming (co-)owner of that domain on the part of the learner. This means that students have to play an active role in advancing their own academic literacy. They should be capable of identifying, engaging in and managing learning opportunities that support the process of becoming academically literate.

Self-efficacy, 'the beliefs in one's capabilities to organise and execute the courses of action required to manage prospective situations' (Bandura, 1995:2), has been found to influence motivation and behaviour (cf Bandura, 1997). In other words, students with a high sense of efficacy are more likely to persistently apply what they know. The premise of the current study follows this reasoning; it is presumed that if students have a high sense of efficacy about the use of strategies that enable them to manage their own learning, they are more likely to initiate such learning strategies in the future, and thus to be more autonomous.

Since becoming autonomous is not a given, the importance of autonomy in literacy development should also be reflected in the approach to teaching academic literacy. In the 2016–2017 academic year, a teaching approach was piloted in which autonomy training was integrated into an academic literacy course. The participants, who were students in linguistics and literature at a European university, were trained in the use of social learning and metacognitive strategies to enable them to direct their learning process. In a semi-longitudinal study, students' (n=62) perceived self-efficacy, with regard to the use of the aforementioned learning strategies, was measured before and after the course.

The results reveal (1) significantly increased self-efficacy beliefs about using goal-setting and evaluation strategies and (2) a positive trend in perceived efficacy with regard to help-seeking strategies. In other words, students report to feel more confident and comfortable in organising their learning and requesting support en route to becoming autonomous learners responsible for their academic literacy development. A number of pedagogical implications follow from this study and lead to a framework for integrating autonomy training in academic literacy courses as well as applicability requirements for 'new' audiences.

---

**Maxine Schaefer, Tracy Probert and Siân Rees**

**University of South Africa, Rhodes University**

**[schaemn@unisa.ac.za](mailto:schaemn@unisa.ac.za)**

**[t.probert@ru.ac.za](mailto:t.probert@ru.ac.za)**

**[sian.a.rees1@gmail.com](mailto:sian.a.rees1@gmail.com)**

### **The roles of phonological awareness, rapid automatised naming and morphological awareness in isiXhosa**

Literacy research based on English and other Indo-European languages far outweighs that which is available for the African languages. It is therefore unclear to what extent findings for English, specifically how cognitive-linguistic skills are related to reading outcomes, can be applied to African languages or whether language-specific approaches are necessary.

The current paper examines the unique contributions of three cognitive-linguistic skills – phonological awareness (PA), rapid automatised naming (RAN) and morphological awareness (MA) – to oral reading fluency (ORF) in isiXhosa. The paper compares these contributions to what has been reported for English and related languages to determine whether evidence-

based reading pedagogies can use insights from these languages or whether language-specific approaches are warranted.

Sixty-six Grade 3 Home Language isiXhosa learners who attended peri-urban no-fee schools in the Eastern Cape were assessed individually over two sessions in the third term using a cross-sectional research design. Learners were assessed on syllable and phoneme deletion tasks, an adapted RAN digit task, a word and sentence analogy task, and a one-minute oral reading fluency task.

Results from a standard regression analysis showed that only RAN and MA, but not syllable or phoneme deletion, were significant concurrent predictors of ORF.

These results suggest that the role of PA in reading in Grade 3 learners in the Southern Bantu languages may have been overestimated because other important predictors of reading have not been controlled. Our data also suggest that Grade 3 isiXhosa learners make use of the morpheme as a grain size in reading. Our study highlights the need for more research, especially of a longitudinal nature, which explores the roles of PA, MA and RAN in reading development in order to inform reading pedagogy in the Southern Bantu languages.

---

**Kabelo Sebolai**

**Stellenbosch University**

**Validating the highest performance standard of a test of academic literacy for students from different home language backgrounds**

**Format: Paper 6 of 6 papers of the Language Assessment in Multilingual Contexts Symposium**

Language policy, language teaching and language assessment are inseparable as subfields of the broader field of applied linguistics. The nature of these three dictates that they are aligned and operationally harmonious. Overarchingly, however, language policy should determine the focus of language teaching and assessment. In the last two decades of the post-apartheid era, the language policies of higher education institutions have been a contested terrain, with many such policies changing to a lesser or greater extent. Stellenbosch University (SU) is one former Afrikaans-medium institution whose current language policy has shifted towards promoting multilingualism, with Afrikaans, English and IsiXhosa, the three languages mostly spoken in the Western Cape, at the centre. While parallel efforts are ostensibly made to promote the other two languages at this university, English has become and continues to be the most dominant of the three in the classroom. Like several other universities in South Africa, SU uses the National Benchmark Test in Academic Literacy (NBT AL) to measure levels of academic language readiness among first-time entering students. In some faculties, however, performance on this test is used alongside Grade 12 results to decide whether students are admitted to the programmes of their choice. This is a high-stakes use of the test which

necessitates that its ability to classify students correctly is established, especially in the context of these students' three possible home language backgrounds which the language policy of SU aims to cater for. The aim of the study carried out for this paper was to determine the degree of accuracy to which the highest performance standard set for the NBT AL can classify students from these three language backgrounds in terms of their likelihood to do well in their first year of university. It used scores obtained by a sample of 13 858 students on this test in relation to their end of first year average performance to compute sensitivity and specificity statistics to achieve this aim. The results revealed that while the standard of performance investigated showed evidence of a reasonable degree of its ability to correctly classify students from the three language backgrounds, this was not equivalent across the three groups.

---

**Malephole Sefotho**

**University of the Witwatersrand**  
**Malephole.sefotho@gmail.com**

**Teachers' perspectives about the concurrent use of languages in multilingual classrooms: Translanguaging as a decolonial move**

Several research studies have focused on multilingualism in bi/multilingual classroom settings. They have highlighted the importance of incorporating learners' linguistic repertoires in multilingual classrooms. Despite recommendations and initiatives on using the diverse linguistic knowledge of learners, most schools are still clinging to the colonial approach of a 'monolingual bias'. The notion of making use of any language in the learning process does not seem to be working in schools. In this study, therefore, my aim was to investigate how learners are denied the use of their languages in the bi/multilingual classroom context in South Africa despite the fact that the language policy allows the use of learners' languages in specific contexts/situations. The population for this study was four language teachers from two primary schools in Soweto, a multilingual township in Johannesburg. I interviewed these teachers to discover their perspectives and beliefs regarding the concurrent use of languages during 'language lessons'. The findings showed that teachers are reluctant to allow learners to use their African languages during English language lessons. This has led to learners having problems in learning English as an additional language. It has also contributed to learners' loss of identity and not viewing their indigenous languages as resources. I recommend a drastic change to decolonised approaches to teaching and learning in multilingual settings. I recommend translanguaging as a decolonial move where learners are allowed to freely tranlanguage in their classroom settings for better comprehension and learning of concepts and/or ideas.

---

## **Malephole Sefotho and Mahao Mahao**

**University of the Witwatersrand**  
**[Malephole.sefotho@gmail.com](mailto:Malephole.sefotho@gmail.com)**

### **Using digital technologies and translanguaging for meaning-making**

The relationship between technology and translanguaging is hard to ignore in this era in which different kinds of technologies and social media are becoming major influences on communication trends among multilingual societies, especially the multilingual youth. During this era, technology and multilingualism are considered as the most pedagogical tools of communication to enhance learning. As a result, issues on the use of digital technologies and diversity of language practices in multilingual classroom settings have become major pre-occupations in modern scholarship. These issues come up in the era where technology is increasingly maintaining a firm grip on different spheres of human life, especially in the education sector, where learners now bring with them vast knowledge of different linguistic backgrounds. This study therefore looks at how the use of digital technologies and engaging socially and culturally diverse linguistic knowledge can find a place in multilingual South African classrooms for meaning-making to enhance learning. In South African classrooms, it is common for learners of different languages and diverse language knowledge to occupy a single classroom. We argue that the collaborative use of digital technology and translanguaging could be the best approach to enhance comprehension on various concepts and/or subjects.

---

**Malephole M.P. Sefotho, Genevieve Quintero and Erasmus Charamba**

**University of the Witwatersrand and the University of the Philippines**  
**[Malephole.sefotho@gmail.com](mailto:Malephole.sefotho@gmail.com)**  
**[genevievequintero2002@gmail.com](mailto:genevievequintero2002@gmail.com)**  
**[erasmuscharamba@live.com](mailto:erasmuscharamba@live.com)**

### **No language is independent**

The myth of people raising an argument for a pure form of their language is so deep-rooted in many people that, even though they accept the existence of different languages, they cannot accept the reality that there is no language that is fully independent of other languages. They usually adopt the view that other languages are contaminating their languages. In this way, people still believe in the colonial principle of compartmentalisation or distribution of languages. Even in this post-colonial era, we are still facing serious language isolation challenges. In most cases, especially in bi/multilingual settings, learners are discouraged from using code-meshing of languages. It is against this background that this study intends to identify adaptation of several vocabularies and concepts from other languages in developing languages, usually through merging of cultures and colonisation. This study looks at a number of languages in southern African countries and the Philippines

---

as examples of existing fusion that has taken place between those languages and other surrounding languages. We therefore argue that boundaries between languages are fluid, not fixed, and they actually do not exist. These boundaries are therefore uncalled for because they destabilise the fluidity between languages, yet there is autonomous fusion between languages. We further argue that indigenisation of languages can work well in translanguaged classrooms where learners are allowed to utilise indigenised versions of loanwords to express ideas and concepts. This can encourage a more liberal use of language and self-expression in formal classroom settings.

---

**.Feziwe Shoba, Amanda Nokele and Aaron Mabasa**

**University of South Africa**  
**[nokelbba@unisa.ac.za](mailto:nokelbba@unisa.ac.za)**

### **Significance of the pre-translation phase in translation workflow: A case of the University of South Africa**

The University of South Africa (UNISA), in line with its vision, amended its language policy in April 2016 to give effect to the transformation agenda. As UNISA strives to support students in their own languages (Sections 4.4.1 and 4.4.2 of the language policy), the Senate Language Committee (SLC) took a decision in August 2018 to translate examination question papers from English into all South African languages. It was agreed that a staggered approach be followed starting with NQF Level 5 at-risk modules, ie modules with a low pass rate. The objective is to support students to access the examination question papers in their preferred languages in order for them to understand the concepts better in their fields of study. Students are still required to answer the examination questions in English.

According to translation studies literature, the translation process involves a number of stages with different role-players and responsibilities. Pre- and post-translation stages are as important as the translation proper stage. Good preparation for a translation task as well as thorough checking and reviewing are inseparable components of the translation workflow that may be decisive to the quality of the final product. It is crucial for any translator who seeks to provide professional translation services to be aware of the stages inherent in the translation process and their significance to the quality of the final product (Sikora, 2016). Since the translation of examination question papers from English into South African languages is a process that necessitates systematic procedures in order to deliver a product that will be acceptable to UNISA as a commissioner/initiator and students as the end-users, language practitioners at UNISA had to undergo training before the translation proper stage. This paper seeks to give an overview of the pre-translation activities that were carried out, such as providing a translation brief, text analysis, terminology search, translation procedures and practical exercises of translating specialised texts, in order to demonstrate their significance in developing the pre-translation skills.

---

**Sanet Steyn**

**University of Cape Town**

**Putting on the translator's cap: diary of a test designer**

**Format: Paper 3 of 6 papers of Language Assessment in Multilingual Contexts Symposium**

The practice of translating tests for use in multilingual contexts is commonplace. In the South African context, we see many examples across the different phases in the education system. Although the parallel test forms in English and Afrikaans of most of the National Senior Certificate (NSC) examinations are translated versions, the assessments used for language subjects, both for the Home Languages (HLs) and the for the final assessment of First Additional Languages (FALs), where we find papers for each of our 11 official languages, necessitate a different approach. In short, the development of these instruments has not been limited to the use of translations to create each of the parallel forms. A number of studies have recently been undertaken in investigating concerns regarding the apparent inequalities among these papers, with the Umalusi Home Languages Project already giving an indication that some progress has been made in creating possible solutions to the design dilemma that equivalent forms present. Given the high stakes nature of the NSC examinations, it is essential that the developers of these assessments do everything in their power to ensure parity between parallel test forms. This paper will focus on work that has been done within a sub-project of the Umalusi Home Languages project with the creation of the Test of Advanced Language Ability (TALA) and a number of parallel counterparts in the other languages that are represented in the NSC HLs examinations. One Afrikaans counterpart for TALA, the *Toets van Gevorderde Taalvaardigheid* (TOGTAV), was created using Nord's Functionalist approach to translation. Yet, as the test designer (and first translator) of the instrument discovered, there are many challenges in trying to fulfil a translation brief when the end product must be a fair representation of a test construct. Drawing on the extended notes taken by the test designer during the test translation process, this paper will discuss some of the translation decisions that were made, as well as the task types that called for other design solutions. This will inform the design of a framework for the development of parallel test forms that this sub-project intends to produce.

**Arran Stibbe**

**Professor of Ecological Linguistics – Literary and Critical Studies  
University of Gloucestershire  
[astibbe@glos.ac.uk](mailto:astibbe@glos.ac.uk)**

**Ecolinguistics**

### **Video presentation**

Prof Stibbe will be presenting a video on the basics of ecolinguistics (revealing stories, judging them against an ecosophy, resisting negative ones and promoting positive ones). He will be relating this specifically to climate change and to all of the ecological issues we face.

---

**Miché Thompson**

**University of Cape Town  
[miche.thompson@uct.ac.za](mailto:miche.thompson@uct.ac.za)**

### **Multilingualism in a South African informal workplace: A case study of linguistic practices in Chinese shops in Cape Town**

Multilingualism and multilingual practices are evidently characteristic of language contact situations where transnationals meet, or where there are different linguacultural allegiances. One domain that has come into focus of late is that of the multilingual workplace. Many studies have been done on multilingual linguistic practices in the workplace (Amelina, 2010; Kraft, 2017; Lønsmann & Kraft, 2018; Otsuji & Pennycook, 2010, 2011; Pennycook & Otsuji, 2014; Eley, 2015). While these studies contribute to the conceptualisation of multilingualism in various workplaces, their contexts of investigation are positioned in the Global North. This paper, however, explores the value of multilingualism in small-scale Chinese stores in Cape Town, South Africa, and reflects on a particular language contact situation where speakers of various migrant origins meet. In the context of post-apartheid South Africa, a significant influx of Asian and African migrant workers has been recorded, and their presence in South Africa has become part of the diverse population of most towns and cities. Most of these newcomers find employment in the informal sector, doing unskilled labour in areas such as construction, transport, agriculture, domestic work, hospitality or, as is particularly relevant to this study, various forms of trade. One community that has become well-known for success in establishing such trade occupations and managing them profitably, is the one of Chinese origin. This is illustrated in the sizable number of new informal shopping centres in South Africa settled specifically by groups of Chinese traders, known as China Towns. These stores are conceptualised as informal multilingual workplaces, where role-players come from various linguistic and cultural backgrounds, but living and working in a multilingual South Africa, they communicate in English, which is the lingua franca. This paper addresses the multilingual communicative practices in this multilingual workplace and situates it in current debates of

globalisation and 'Englishisation' from the Global South. This study deals specifically with a language contact situation where migrant groups from considerably different linguistic and cultural backgrounds meet, and reflects on the effects of globalisation and migration from the southern periphery.

The paper discusses patterns and strategies of multilingual business communication in a China Town centre near Cape Town in the Western Cape. The variety of first languages of the various role-players, predominantly Mandarin Chinese among shop owners, and Lingala, French, Swahili, Edu and isiXhosa among shop assistants, emphasises the communicative dependence of this community on a lingua franca. In conformity with the rest of South Africa, this community relies on English as a workplace language, even though they speak different 'Englishes' with varying levels of proficiency. Through the analysis of transcribed audio-recorded workplace conversation, this paper explicates the ways store owners of Chinese migrant origin and their store assistants of African migrant origin draw on their linguistic repertoires to communicate in the workplace where English is the lingua franca.

---

**Kris Van de Poel**

**University of Antwerp, Belgium**  
**[kris.vandepoel@uantwerpen.be](mailto:kris.vandepoel@uantwerpen.be)**

### **Academic literacy development in language students in higher education: A blended collaborative approach**

To become successful participants in the community of their academic discipline, students must learn the community's communicative currency: the norms, standards, procedures and linguistic forms that constitute academic discourse (Van de Poel & Gasiorek, 2012a & b). However, it is rare for a discipline's expectations and requirements to be overtly discussed or taught, despite the fact that research has demonstrated that there is a persistent gap between staff and student expectations and standards in this domain (Lea & Stree, 1998; Cotton, 2004; Van de Poel & Brunfaut, 2004a & b; Van de Poel & Van Dyk, 2013).

This presentation focuses on the effects of a multimodal collaborative approach (Ludwig & Van de Poel, 2017), actively targeting EFL language students' knowledge, skills, and related affect on their (self-reported) knowledge of what constitutes academic literacy, their comfort discussing it and the role this has in their perceptions of themselves as budding academics. It concludes by discussing the implications of these findings for learning and teaching, taking cognisance of the students' emotions regarding becoming acculturated.

Students in two blended academic literacy courses at a European university (course 1: n=112 for year 1 of the study and n=53 for year 2; course 2: n=75 for year 1 and n=33 for year 2) completed a questionnaire (with four open and seven closed-format questions on a four-point Likert-type scale) at the beginning and at the end of the course as an aid to becoming more aware of their academic identity. The question asked is whether a blended collaborative

programme and approach could effect changes in students' (self-perceived) socialisation in the areas of knowledge and confidence.

Following the courses, students were significantly more confident in understanding what constitutes academic literacy and discussing their writing. Students who completed the reflective and skills-focused reading and writing assignments viewed themselves as significantly more experienced and competent. Most work on academic socialisation portrayed socialisation as the student's responsibility; however, instructors are also responsible for students' socialisation, and peers can play an important supportive role. The content of the programme outlined here reflects this belief.

In addition to its online content, the format of the class and its collaborative activities play an important role in increasing students' comfort, confidence and feelings of success regarding academic literacy. Knowledge, skills and affect are not independent factors; they interact with each other, influencing learning outcomes. All three contribute to students' feelings of efficacy, which in turn have been linked to the regulation of well-being and attainment (eg Bandura, 1997; Honeycutt & Pritchard, 2004).

Since 'self-beliefs can have beneficial or destructive influences' on students' academic functioning (Pajeres, 2003:153), it is important for academic literacy programmes and teachers to engage in nurturing students' self-efficacy, competence and confidence, in addition to teaching them content knowledge and related skills. Students' perceptions of themselves as communicators are crucial for our understanding of how to facilitate their entrance into the academic community in a way that enables the academic discourse they engage in.

---

**Chanel van der Merwe, Jacqui Lück, Thoko Batyi and Ryan Pillay**

**Nelson Mandela University**

**[Chanel.vandermerwe@mandela.ac.za](mailto:Chanel.vandermerwe@mandela.ac.za)**

**[Jacqui.Lück@mandela.ac.za](mailto:Jacqui.Lück@mandela.ac.za)**

**[Thoko.Baty@mandela.ac.za](mailto:Thoko.Baty@mandela.ac.za)**

**[Ryan.Pillay@mandela.ac.za](mailto:Ryan.Pillay@mandela.ac.za)**

### **Re-thinking the language policy development process from a humanising pedagogy perspective: The case of Nelson Mandela University**

The development of an institutional language policy, if driven by a few academic experts, can result in a policy that is owned by some, known by few, and used by none. This speaks to the language policy development processes that have been, in most instances, top-down and exclusionary. With sharper commitment required to the use of African languages in the new Language Policy for Higher Education framework (2018), the revision of language policies will be pertinent.

At Nelson Mandela University, we have begun an inclusive bottom-up process by engaging staff and student communities to inform and develop a new language policy. Working from Nelson Mandela University's theoretical underpinning of humanising pedagogy (Freire, 2000), our methodological approach allows for all stakeholders to be transformation agents through a process of 'voice-giving'. This process, which the Language Policy Reference Groups calls 'courageous conversations about language', is a dynamic and organic process in which the current language policy is used as both a probe and a catalyst for change. This paper reflects on this process, which has alluded to current understandings of language policy as limiting, and the need for the scope to be widened.

---

**Tobie van Dyk, Piet Murre and Herculene Kotzé**

**North West University, Driestar Educatief and North West University**  
**[tobie.vandyk@nwu.ac.za](mailto:tobie.vandyk@nwu.ac.za)**

**Does one size fit all? Some considerations for test translation**

**Format: Paper 2 of 6 papers of the Language Assessment in Multilingual Contexts Symposium**

A number of variables influencing study success are acknowledged: among others, underpreparedness for university education, difficulties with the transition from school to higher education, financial (in)stability, emotional well-being, motivation, study skills, self-efficacy and educational background. This paper explores the use of tests as indicators of what students struggle with in terms of their language and literacy abilities, since the results of such tests are often used to inform support practices and curriculum design. Indeed, as is asserted in the literature, one of the purposes of language testing is to provide information to make decisions about possible subsequent courses of action. This is reiterated in discussion of test use, ie that data generated by tests should benefit stakeholders (eg students and higher education institutions). The pertinent question is whether it is responsible merely to use and reuse tests in different, albeit comparable, contexts? Although such a pragmatic approach seems to be justifiable, can it still be considered fair and valid, objectively measuring what it aims to test? Does one size fit all? This paper considers the translation of an Afrikaans academic literacy test, designed for South African universities, into Dutch for use in the Netherlands. Theoretical frameworks for academic literacy and test translation will be presented, as well as empirical data derived from statistical analyses (alpha values, t-tests, p-values, DIF) and qualitative feedback based on interpretations made after consultation with subject experts. The paper will conclude with recommendations on ensuring fair and unbiased practices, particularly in the field of test translation.

---

**Marianna Visser**

**Stellenbosch University**

**[mwv@sun.ac.za](mailto:mwv@sun.ac.za)**

### **Towards a scalar view of agentivity in isiXhosa: An interface approach to argument alternation constructions**

The paper argues that a scalar interpretation of the notion of agentivity in argument alternation constructions in isiXhosa is necessitated by evidence from the morpho-syntactic realisation of the agent argument, its diagnostic properties as regards its information structural interpretation and the event semantics of the respective argument alternation sentences in which they occur. It is argued that a comprehensive analysis of these constructions in isiXhosa, and in related African languages, must involve an account of the interaction of the lexical semantics of non-active verbs (displaying passive and neuter(medio-)passive morphology, and of the active verb in the alternation construction of locative inversion, the interpretation of the (optional) agent argument in these sentence constructions, and their event semantics, ie aspectual verb class properties. The latter dimension of analysis entails examining the properties of the various argument alternation constructions with respect to diagnostics for agentivity (eg the (non-)acceptability of agent-oriented adverbials) and telicity (eg the (non-)acceptability of frame, point and durative adverbials). The argument for assuming a scalar view of agentivity, as evidenced by the argument alternation constructions of passive, neuter(medio-)passive and locative inversion constructions advanced in this presentation crucially relates to assuming an interfaces approach of lexical semantics, morphosyntax, event semantics and (discourse-related) information structure for determining the scalar properties of the notion of agentivity.

The respective argument alternation constructions in isiXhosa for which the properties of agentivity will be examined with respect to diagnostics for agentivity, namely the (non-active) passive, neuter(medio-)passive verb and (active verb) locative inversion constructions, are compared to properties of agentivity in the corresponding active verb constructions, their event semantics and information structure. The contrasting properties exhibited by the agent argument in the different argument alternation constructions are then related to the structural realisation of this agent argument. The syntactic analyses proposed for these constructions capture the scalar interpretation of the agent argument.

---

**Albert Weideman**

**University of the Free State**

**[albert.weideman@ufs.ac.za](mailto:albert.weideman@ufs.ac.za)**

### **Degrees of adequacy: The disclosure of levels of validity in language assessment**

The conceptualisation of validity remains contested in educational assessment in general, and in language assessment in particular. Validity can have a multiplicity of dimensions. Validation

and validity will be conceived of as the subjective and objective sides of the process of bringing together a systematic argument for the quality or adequacy of tests. Currently, validation is conceptualised as being dependent on the validity of the interpretation of the results of the instrument. While no score has meaning on its own, since all scores need interpretation, that view may obscure the fact that we still need a score, an objective result, before any subjective interpretation can be done. Indeed, the workings of a test, to yield a score, is a first indication of the capacity that it is beginning to do its work: its measurement yields an objective result that must afterwards be subjectively interpreted. However, this represents only a first degree of adequacy, or validity as it was initially conceived. As the history of validity theory shows, adequacy must be further disclosed, in the second instance, with reference to the theoretical defensibility ('construct validity') of a language test. That analogical analytical disclosure of validity is soon taken further in the linguistically analogical question of whether the test scores are interpretable, and meaningful. Another disclosing moment is found in the analogical social consideration of whether the interpretation of the test results is appropriate, or whether the test as a whole has the right contextual or institutional fit. We might further open up the idea of the adequacy of a test by enquiring whether the results are useful, which is a reflection of the economic dimension of the measurement. Finally, we can ask: is the measurement fair, and are its consequences or impact compassionate? That ethical disclosure of the technically qualified measurement, sometimes called its consequential validity, is considered by some to be the final touchstone of the quality of a language test. This paper will illustrate these various degrees of adequacy with reference mainly to empirical analyses of the properties of a number of tests of academic literacy at various levels, from preschool-level tests of emergent literacy, through to measurements of postgraduate students' ability to cope with the language demands of their study. It will show, furthermore, that it is no coincidence that the concepts and ideas of the technical reliability of a test, or its adequacy, its construct validity, interpretability, usefulness, or fairness, have all at some stage been promoted to the 'prime consideration' in language assessment. Viewed in terms of a framework of responsible test design, they are in fact ways of conceptualising the different levels or degrees of adequacy of a language test. In that respect, they can be systematically employed to enhance the validation argument for such tests.

---

**Simthembile Xeketwana**

**Stellenbosch University**  
**[asx@sun.ac.za](mailto:asx@sun.ac.za)**

**Profiles of multilingualism: Language biographies and linguistic repertoires of Stellenbosch University students**

South Africa is a multilingual country where languages are used as meaning-making tools in the education. This paper investigates the kinds of multilingualism prevalent among students with first languages (L1s) other than Afrikaans or English (LotAE) in various faculties at Stellenbosch University. It aims to give insights into the range of languages represented in the repertoires of undergraduate students across different fields of study. Specifically, the study

will draw on narratively constructed reports of students between ages of 19 and 21 whose L1 is isiXhosa, who completed their secondary education in former DET schools where isiXhosa was the predominant L1 of both learners and teachers, even if the medium of instruction (Moi) was mostly English. In reporting on the linguistic repertoires and language biographies of participating students, their narratives on the experience of transition from secondary to tertiary education will be analysed in an attempt to answer questions as to the ways in which earlier experiences of the use of languages in education differ from patterns of language use they encounter at university. The study will collect data on these students' experience of how their linguistic repertoires are applied in the transition to tertiary learning. This paper seeks to contribute towards multilingualism, where lecturers are aware of the linguistic repertoires that students bring to the classrooms.

---

**Sindiso Zhou and Nhlanhla Landa**

**University of Fort Hare**

**[szhou@ufh.ac.za](mailto:szhou@ufh.ac.za)**

**[nlanda@ufh.ac.za](mailto:nlanda@ufh.ac.za)**

### **Multi-linguaging in higher education: Opportunities for context-responsive language pedagogy in South Africa**

Higher education classrooms in South Africa are characterised by cultural and linguistic diversity. Multilingual classrooms are growing increasingly complex due to the inevitable forces of ubiquitous internet, proliferation of social media, urban languages, youth culture and migration. Against the background of the homogenising forces of globalisation and diverse linguistic backgrounds is the challenge of contextualised pedagogy. The question of context-responsive pedagogic practice remains practically untested. This paper explores the concept of multi-linguaging in a Sociolinguistics course taught to third-year students at the University of Fort Hare through participatory observation. The paper interrogates the concept of multi-linguaging against the backdrop of 11 official languages in South Africa. We conceptualise multi-linguaging as a complex pedagogic practice that is pervasive and yet not exploited fully in South African classrooms. Findings indicate that multi-linguaging has multiple facets that present practical opportunities for a context-responsive pedagogy in multilingual and multicultural South Africa. With students speaking various indigenous languages and several African versions of English, hybrids that combine indigenous cultural sensibilities and norms that find expression in English, we posit that multi-linguaging is an opportunity to embrace student diversity, thus improving learning outcomes. Findings indicate that apart from multilingual instruction literacy, instructors need to be aware of extra-lingual modes of communication that are embedded in learners' language and enacted variously during interaction in the classroom. We conclude that the greatest limitations hindering progress of context-responsive pedagogies are fear of disrupting entrenched monolingual norms and absence of innovation, constructs whose subversion creates opportunities for context-responsive learning spaces.

# List of presenters

<b>Presenter</b>	<b>University/affiliation E-mail address</b>	<b>Title of paper</b>
Andrianatos, Kristien	North-West University, Potchefstroom Campus 13132873@nwu.ac.za	A reflection on the innovation of WIReD as an academic literacy blended learning tool
Awungjia, Ajohche Nkemngu	University of the Western Cape aajohche@gmail.com	Constructed dialogue and positioning in everyday storytelling
Barnes, Andrea Shireen	University of the Western Cape 3435011@myuwc.ac.za,	Representations of coloured identity in everyday talk: A narrative approach
Blom, Maret	Stellenbosch University 18316077@sun.ac.za	A theoretical model for the design of an Afrikaans online dictionary for academic editing purposes
Botha, Maricel	North-West University maricelbotha@gmail.com	Gramsci, structure-agency harmony and how to solve social language problems
Brink, Nina	North-West University nina.brink@nwu.ac.za	Data collection methods in child language acquisition research: App development
Butler, Anneke	North-West University	The development of an academic literacy diagnostic assessment and placement test (ADAPT) in two languages  Format: Paper 4 of 6 papers of Language Assessment in Multilingual Contexts Symposium
Carstens, Adelia	Unit for Academic Literacy, University of Pretoria adelia.carstens@up.ac.za	Advice on the use of gestures in presentation skills manuals: Alignment between theory, research and instruction
Carstens, Adelia and Avasha Rambiritch	Unit for Academic Literacy, University of Pretoria adelia.carstens@up.ac.za, avasha.rambiritch@up.ac.za	Theoretical and epistemological grounding of writing centre practices: A foundation for tutor training
Faith Chiedza Chapwanya	University of Pretoria fchapwanya@gmail.com	Investigating L2 English as spoken by Shona mother tongue speakers using a corpus-based approach

Charamba, Erasmos	HuMEL, University of the Witwatersrand erasmuscharamba@live.com	Translanguaging: Developing scientific scholarship in a multilingual classroom
Chebanne, Andy and Mawande Dlali	University of Botswana and Stellenbosch University chebanne@mopipi.ub.bw, mdl@sun.ac.za	Botswana Khoisan: Language and ethnic endangerment
Chokoe, Sekgaila	University of Limpopo Sekgaila.chokoe@ul.ac.za	(Mis)Interpreting negation in Northern Sotho sentences
Coutts, Sarah	Wits Language School sarah.coutts@wits.ac.za	Creating a standardised teacher training course for deaf teachers teaching SASL to hearing students
Cumbe, César Fernando	Universidade Pedagógica de Maputo	Linguistic landscapes, graphic landscapes in Maputo: Signs of life, life of signs
Du Plessis, Carmen	North-West University Carmen.DuPlessis@nwu.ac.za	Language standardisation: Afrikaans and SABC radio
Du Plessis, Colleen	University of the Free State	A theoretical rationale for greater equivalence of standard in the Grade 12 Home Language exit-level examination papers  Format: Paper 1 of 6 papers of Language Assessment in Multilingual Contexts Symposium
Erasmus, Heather	University of Pretoria heathererasmus@gmail.com	"Teacher-talk", the Cinderella of effective teaching
Ferris, Fiona	University of South Africa ferrifs@unisa.ac.za	An ecolinguistic investigation of the "Woolies water challenge"
Gokool, Roshni and Shamila Naidoo	University of KwaZulu-Natal gokoolr@ukzn.ac.za, Naidoosh@ukzn.ac.za	A design procedure for e-assessments for the teaching of L2 isiZulu: A language practitioner's perspective
Hall, Megan and research team: Nomfundiso Mbali, Nomalungiso Ngondo and Nontsikelelo Ntusikasi	Independent sleastie@gmail.com	Impact of the <i>Oxford Bilingual School Dictionary: IsiXhosa and English</i> on EC learners and teachers  <b>To be presented by Linda Roos</b>

Hara, Agness	Mzuzu University and University of KwaZulu-Natal hara.a@mzuni.ac.mw, agnesshara2002@gmail.com	Foregrounding repetition in [re]tellings by Malawian bilingual children
Heyns, Jacques McDermid and Johanita Kirsten	North-West University, Vaal Triangle Campus 12692131@nwu.ac.za	Metaphorical language usage in South Africa's HIV/AIDS education policy – Health engendering or illness oriented?
Human, Deléne	University of Pretoria delene.human@up.ac.za	Visual culture literacy as an unspoken language in the South African classroom
Hungwe, Elda	Midlands State University, Gweru, Zimbabwe hungwee@staff.msu.ac.zw, hungweelda@gmail	"Town here, Town apa" - A sociolinguistics approach to discourse used by Kombi touts, conductors, drivers and passengers in Gweru urban (Woodlands Park - CBD route)
Janse van Rensburg, Zander and Tobie van Dyk	North-West University zander.jansevanrensburg@nwu.ac.za , tobie.vandyk@nwu.ac.za	Promoting academic integrity: Creating safe spaces for transformation and acculturation
Jones, Kerry	Stellenbosch University jonesleekerry@gmail.com	‡Khomani voices: Transcribed and translated
Kelleher, William	University of Pretoria william.kelleher@up.ac.za	For an ecological critical approach: Sociolinguistics in the shadow of climate change
Kriel, Mariana	Nelson Mandela University mariana.kriel@mandela.ac.za	Failing the vulnerable and the voiceless: A critique of the South African Language Rights Monitor Project
Krzanowski, Mark	Brunel University, London, UK Mark.Krzanowski@brunel.ac.uk	Impact of SA indigenous languages on emergence and sustainability of Black South African English (BSAE)
Kumalo, Siseko	University of Pretoria jdd@up.ac.za	The politics of citation: Rescuing decoloniality from (de)coloniality
Linnegar, John, Dr Amanda Lourens and Tanya Barben (panellists)	Stellenbosch University, University of Cape Town and University of Antwerp, Belgium	The ethics of editing academic writing in South Africa: The need for guidelines based on a process approach
Lusekelo, Amani and Marianna Visser	University of Dar es Salaam, Stellenbosch University alusekelo@duce.ac.tz, amanilusekelo@gmail.com	The pre-prefix in Kinyakyusa as a functional category determiner

Ma, Xiujie and Wenbin Wang	Beijing Foreign Studies University, China maxiujie@bfsu.edu.cn	Temporality and spatiality in Chinese, English and isiZulu: A comparative and contrastive study
Mafofo, Lynn and Ntombizodwa Dlayedwa	Department of Linguistics, University of the Western Cape lmafofo@uwc.ac.za, ndlayedwa@uwc.ac.za	Curriculum decolonisation: university students' perspectives on learning functional grammar course through translanguaging in Cape Town
Makgabo, Connie, and Genevieve Quintero	University of Pretoria connie.makgabo@up.ac.za genevievequintero2002@gmail.com	Why teach indigenous African languages songs and nursery rhymes in a digital age?
Maritz, Ansie	North-West University ansie.maritz@nwu.ac.za	On identifying propaganda: A linguistic perspective
Mathee, Marianne	North-West University Marianne.mathee@nwu.ac.za	Visual literacy: The fifth linguistic skill necessary in modern teaching institutions and beyond
Matthew, Gordon Derrac	North-West University Gordon.Matthew@nwu.ac.za	The effect on performance and cognition of adding subtitles to recorded lectures for e-learning environments
Mdlalo, Thandeka	University of Kwazulu-Natal/ Livingstone Remedial School	The language assessment of multilingual populations in speech-language pathology  Format: Paper 5 of 6 papers of Language Assessment in Multilingual Contexts Symposium
Meihuizen, Elsa	North-West University, Potchefstroom Campus elsa.meihuizen@nwu.ac.za	Academic writing, disciplinary identities and designs of meaning
Mhlongo, PraysGod Siphesihle	University of the Free State mlangenips@gmail.com	Developing a reliable motivation scale for language learners in multilingual contexts
Mirkin, Philip	University of Pretoria philipmirkin@yahoo.com	Using poetry in the physics classroom: Enriching our indigenous relationship to ourselves and our world.
Mkabile, Hlumela	University of South Africa, Rhodes University h.mkabile@gmail.com	The morphotactic constraints of verbal extensions in isiXhosa
Isaac Mndawe	University of Johannesburg ikmndawe@uj.ac.za	A step by-step infusion of isiZulu grammatical aspects into secondary school level creative writing

Moses, Boingotlo Alice	Botswana Open University (BOU) bmoses@staff.bou.ac.bw	The impact of language death on the identity of the Herero's of Southern Kgalagadi
Munyai, Vhengani, T.D. Raphalalani and N.C. Netshisaulu	University of Venda tshinsetse.raphalalani@univen.ac.za, nthambeleni.netshisaulu@univen.ac.za, munyai81@gmail.com	Preserving indigenous languages of the Vhavenḁa of Vhembe District Limpopo Province, South Africa
Muringani, Bertha	National University of Lesotho bmuringani@gmail.com	Introducing first year students to academic writing: From narratives and creative writing to academic arguments
Ndhlovu, Finex	University of New England, Australia fndhlovu@une.edu.au	Unsettling enduring contradictions in colonial imaginaries of African languages
Ndomba, Rodrick Gregory	Dar Es Salaam University College of Education, Tanzania rndomba@duce.ac.tz	Asymmetry between diminutive and regular affixes in deriving Swahili nominals
Ng'asik, John and Dorcas Wepukhulu	Mount Kenya University, Turkana, Kenya and SAIDE's African Storybook, Kenya ngasike@gmail.com, dorcaw@saide.org.za	Developing and using indigenous language storybooks for early learning in pastoralist communities in Turkana, Kenya
Noomé, Idette	University of Pretoria idette.noome@up.ac.za	Improving language citizenship: From English as lingua franca to Plain English as relay language
Ochieng, Dunlop and Susanne Mohr	University of South Africa and University of Cape Town dunotis@yahoo.com	A clash between "indigenous" and "official" naming conventions in Africa
Owusu, Sefa	University of Education, Winneba sowusu@uew.edu.gh	Evaluating the content validity of high stakes ESL tests in Ghana
Persohn, Bastian	University of Hamburg persohn.linguistics@gmail.com	A description of the Xhosa construction ya 'go' plus subordinate imperfective
Pretorius, Marilize	University of Antwerp, University of the Free State Marilize.Pretorius@uantwerpen.be	Evaluating language and communication training for nurses: Implications for training competence accommodators
Radebe, Sbonelo	Mzala Nxumalo Centre for the Study of South African Society starradebe@gmail.com	The importance of indigenous languages in the decolonization of higher education in South Africa: A case study of the University of KwaZulu-Natal language policy

Ramagoshi, Refilwe Morongwa	Hebei Foreign Studies University, China Refilwe.ramagoshi@hbwy.com.cn	The plight of indigenous languages in South African preschools
Ramagoshi, Refilwe. and Connie Makgabo	Hebei Foreign Studies University, China and University of Pretoria Refilwe.ramagoshi@hbwy.com.cn, Connie.makgabo@up.ac.za	The teaching of folktales in South African schools
Ramagoshi, Refilwe, Connie Makgabo and Lesedi Magano	Hebei Foreign Studies University, China and University of Pretoria Refilwe.ramagoshi@hbwy.com.cn, Connie.makgabo@up.ac.za, Lesedi.magano@up.ac.za	Enhancing the use of African proverbs in the classroom
Randera, Adam Joshua and Siân Rees	Molteno adam@molteno.co.za	The use of corpora in African language literacy and associated methodological issues
Rees, Siân	Rhodes University sian.a.rees1@gmail.com	Evidence for a morphological reading route in isiXhosa
Ruelens, Elke	University of Antwerp, Belgium elke.ruelens@uantwerpen.be	Advancing learner autonomy within an academic literacy course
Schaefer, Maxine, Tracy Probert and Siân Rees	University of South Africa, Rhodes University schaemn@unisa.ac.za, t.probert@ru.ac.za, sian.a.rees1@gmail.com	The roles of phonological awareness, rapid automatised naming and morphological awareness in isiXhosa
Sebolai, Kabelo	Stellenbosch University	Validating the highest performance standard of a test of academic literacy for students from different home language backgrounds  Format: Paper 6 of 6 papers of Language Assessment in Multilingual Contexts Symposium
Sefotho, Malephole	University of the Witwatersrand Malephole.sefotho@gmail.com	Teachers' perspectives about the concurrent use of languages in multilingual classrooms: Translanguaging as a decolonial move
Sefotho, Malephole and Mahao Mahao	University of the Witwatersrand	Using digital technologies and translanguaging for meaning-making
Sefotho, Malephole M.	University of the Witwatersrand and the University of the Philippines	No language is independent

P., Genevieve Quintero, and Erasmus Charamba,	Malephole.sefotho@gmail.com; genevievequintero2002@gmail.com; erasmuscharamba@live.com	
Shoba, Feziwe, Amanda Nokele and Aaron Mabasa	Dept. of Tuition and Facilitation of Learning & Department of Linguistics and Modern Languages UNISA shobafm@unisa.ac.za; nokelbba@unisa.ac.za	Significance of the pre-translation phase in translation workflow: A case
Steyn, Sanet	University of Cape Town	Putting on a translator's cap: diary of a test designer
Stibbe, Arran	Professor of Ecological Linguistics – Literary and Critical Studies University of Gloucestershire astibbe@glos.ac.uk	Ecology linguistics  Video presentation
Thompson, Miché	University of Cape Town miche.thompson@uct.ac.za	Multilingualism in a South African informal workplace: A case study of linguistic practices in Chinese shops in Cape Town
Van de Poel, Kris	Universiteit Antwerpen kris.vandepoel@uantwerpen.be	Academic literacy development in language students in higher education: A blended collaborative approach
Van der Merwe, Chanel, Jacqui Lück, Thoko Batyi and Ryan Pillay	Nelson Mandela University Chanel.vandermerwe@mandela.ac.za, Jacqui.Lück@mandela.ac.za, Thoko.Baty@mandela.ac.za, Ryan.Pillay@mandela.ac.za	Re-thinking the language policy development process from a humanizing pedagogy perspective: The case of Nelson Mandela University
Van Dyk, Tobie, Piet Murre and Herculene Kotzé	North West University Driestar Educatief and North West University	Does one size fit all? Some considerations for test translation  Format: Paper 2 of 6 papers of Language Assessment in Multilingual Contexts Symposium
Visser, Marianna	Stellenbosch University mwv@sun.ac.za	Towards a scalar view of agentivity in isiXhosa: An interface approach to argument alternation constructions
Weideman, Albert	University of the Free State albert.weideman@ufs.ac.za	Degrees of adequacy: The disclosure of levels of validity in language assessment

Xeketwana, Simthembile	Stellenbosch University asx@sun.ac.za	Profiles of multilingualism: Language biographies and linguistic repertoires of Stellenbosch University students
Xiujie, Ma and Wang Wenbin	Please refer to: Ma, Xiujie and Wenbin Wang	
Zhou, Sindiso and Nhlanhla Landa	University of Fort Hare szhou@ufh.ac.za, nlanda@ufh.ac.za	Multi-linguaging in higher education: Opportunities for context-responsive language pedagogy in South Africa