KEYNOTE SPEAKERS

Contesting Language Norms and Ideologies: Voice and Agency in Classroom Interaction in Selected Black and Coloured Schools in Cape Town

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Formulations of language education in South Africa are predicated on 'pure' countable languages as home and first language, second language and third additional language of instruction. The general aim of this paper is to contrast the language ideologies in official language policy documents of provincial and national governments with the ideologies informing actual classroom practice in education settings. Drawing from recent notions of language as social practice, the paper uses classroom interaction data from selected coloured and black schools in Cape Town to explore classroom language practices that defy prescribed language policy pronouncements as well as dominant ideologies of languages as being constituted by autonomous entities. It will be argued that the emergent language practices are not only counter-hegemonic but also ensure increased and broader participation by learners in their own education. The paper will show how learners' spaces of interaction and use of linguistic resources are not bound by rigid domain boundaries or inflexible hegemonic linguistic systems, and that this openness leads to the decentring of the 'standard' language. The paper will also discuss the implications of the disjuncture in late modern South Africa between the language practices of learners on the one hand and the prescribed norms of language use promoted by the South African education system and gatekeepers for language education policy on the other hand.

Outcomes-based Language Frameworks: Can They Accommodate the Diversity of Language Learner Achievements?

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The paper reviews ongoing debates surrounding the development and use of frameworks that describe student achievements in language learning. These frameworks are part of the broader context of outcomes-based assessment for accountability purposes operating in many educational settings around the world. In Australia, discussion has focused mainly on English, the language of mainstream education, and has highlighted the dangers of generalisation and standardisation inherent in such frameworks and their potentially negative impact on particular learner groups, such as students (both immigrant and indigenous) of English as a second language and of languages other than English.

As far as languages other than English are concerned, the dangers of generalisation and standardisation are even greater in the Australian context, because: (1) students learn specific languages rather than a generic language as implied in the wording of current frameworks; (2) students do not always learn the same language continuously throughout their schooling, and therefore spend different amounts of time on learning them, and (3) Australia's migration history means that students come from diverse backgrounds, with new learners often in the same class as heritage learners with varying degrees of home background in the language being learnt. Therefore, the learning trajectories and achievements of students in this context are markedly diverse. The national and state frameworks devised for language teachers neutralise this contextual diversity to the point of rendering the frameworks meaningless to their users.

The paper outlines a recent project designed to address some of the problems with current outcomes-based frameworks in Australia by developing context-sensitive, evidence-based descriptions of achievement (Scarino et al. 2011). It concludes by considering how language teachers elsewhere may fruitfully adopt or adapt the processes followed in this study to monitor language learning achievements in ways that are more meaningful in their particular contexts.

Reflexivity and the Search for Grammatical Generalisations

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This paper focuses on two topics. Firstly, adopting the general framework of Minimalist Syntax, a novel analysis is presented of the phenomenon of obligatory reflexivity in Afrikaans, one that may be referred to as "the nominal shell analysis" (NSA). The basic idea underlying the NSA is that two expressions which enter into an obligatory coreferential relationship – in this case, the reflexive and its antecedent – are initially merged into the same constituent. It is proposed that these two expressions form part of a nominal shell structure which is headed by an identity focus light noun *n*, with this *n* representing the locus of the *-self* suffix that is normally found with reflexive pronouns in Afrikaans. The coreferential relationship between the reflexive and its antecedent is established via phi-feature valuation, with the light noun acting as intermediary. This paper claims that the NSA can provide an empirically adequate account of the relevant facts without appealing to any theoretical devices or features that are not provided by or that are incompatible with the basic assumptions and concepts of Minimalist Syntax.

Secondly, it is argued that a generalised nominal shell approach makes it possible to give a unifying account of various (often seemingly unrelated) phenomena, including the grammatical relationship between PRO and its antecedent in subject and object control constructions, between a possessive pronoun and the expression representing the possessor, between a floating quantifier and its antecedent, and between the expletive pronoun *daar* ("there") and its associate. Central to the proposed generalised account of these phenomena is the claim that each of them involves a nominal shell structure headed by a particular type of light noun, which is similar to the sort of structure headed by the identity focus light noun in the case of obligatory reflexive constructions. More specifically, this paper argues that the various types of light noun belong to a natural class of identificational (or quantificational) elements which includes an identity focus *n*, a contrastive focus *n*, a possessor focus *n*, a quantity focus *n*, and a presentational focus *n*.

Translation Policies and Practices in Political Institutions

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Translation plays a significant role in international relations and decision-making. Politicians give speeches during state visits abroad, they negotiate with other politicians in other countries, they give statements at press conferences and answer questions from journalists, et cetera. These discursive events often require translation and interpreting, and thus influence the production and reception of political discourse, which is disseminated to a large extent by mass media. Political institutions (governments, embassies) are instrumental in producing and disseminating discourse, and should share in the responsibility to manage translation and interpreting needs. This talk will address the

issue of translation policies and practices in political institutions, with a focus on the governments of Germany and the United Kingdom. Questions to be addressed include: Do governments have in-house translation services? Who decides which text is translated by whom? Who arranges interpreters for press conferences and interviews? What is the interaction between political institutions and the mass media in disseminating translated or interpreted discourse? Since such practices and policies are underresearched within translation studies, the talk will also reflect on the concepts and methodologies that can be used to analyse these complex institutional practices. It will also address the importance of such research for the discipline of translation studies, and the connection with journalism studies and political sciences.

Innovation and Reciprocity in Applied Linguistics

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Applied linguistics can be defined as a discipline of design: it solves language problems by suggesting a plan, or blueprint, to handle them. These designs are sometimes promoted as highly innovative. Yet, are innovative language courses and tests in all respects truly new in what they present to the applied linguistics community? This presentation will argue that most historically significant turning points in applied linguistic designs demonstrate a solid measure of continuity with previously designed solutions. This applies to communicative teaching as well as earlier innovations like audio-lingualism. As for testing, both interactive designs and socially responsible concerns have built on the past. Like innovation, reciprocity in design is a foundational issue in applied linguistics. How much reciprocity is there in the realms of language testing, language course design and language policy making? Why do we not explicitly determine whether a course would be designed as responsibly and carefully as a test? How can language policy making teach us to make tests more accessible and accountable? What can test designers learn from course developers about specificity? There are many useful questions that we never seem to ask. The paper will consider how a humdrum solution can be pushed to its limits; how logistic constraints can stimulate imaginative designs; how, by looking across different levels of applied linguistic artefacts (language courses, language tests and language policies), we can enrich the principles of responsible design for each distinct level. We may continue to be surprised by innovation in the designed solutions that our profession provides, but we should also work on our understanding of what constitutes a responsible design framework. In this way, we might gain a solid foundation from which to evaluate both the fleeting and the enduring in what is new.

PANEL PRESENTATIONS

Special Interest Group: Educational Interpreting

Johan Blaauw, Carmen Brewis, Karien Brits, Lenelle Foster, Herculene Kotzé, Liezl Liebenberg & Theo du Plessis, Joanne Lombard, Juanli Theron & Alta van Rensburg and Ananda van der Walt
(*abstracts marked with a ‡ form part of this group*)

Educational interpreting, as a sub-field of Interpreting Studies, has taken great strides to become a recognised tool in solving multilingual challenges within South African higher education institutions. The field has recently seen many submissions in the form of conference papers, published articles and postgraduate studies based on different aspects of educational interpreting. Due to this increased interest and a need to share experiences, a community of practice focusing on educational interpreting was established at a recent event hosted by the NWU's Language Directorate. The success of this colloquium, where eight higher education institutions were represented, solidified the relevance of a community of practice and also led to the decision of continuing the dialogue on educational interpreting within a specialist environment.

The goal of the special interest group on educational interpreting is to not only offer an insight into recent developments in the field of educational interpreting, but also to create a mutual learning experience between the researchers and the audience. The envisaged outcome of this session is to deliver a collective contribution based on different aspects of educational interpreting, and to offer interested parties the opportunity to engage the speakers on relevant issues.

Panel: The sexed politics of everyday life: Discourse, gender and sexuality in South Africa

Ana Deumert, Jana Krige & Marcelyn Oostendorp, Tracy McCormick and Tommaso M. Milani
(*abstracts marked with a * form part of this panel*)

Over the last thirty years or so, the study of discourses of gender and sexuality has gained considerable momentum within the broader field investigating the relationship between language and social processes. At the risk of falling into undue overgeneralizations, it can be argued that such scholarship continues to be dominated by Western/Northern paradigms, and most of this research is still conducted in the global North.

It is with a view to partly redressing this imbalance that this panel aims to showcase current work on discourse, gender and sexuality in the South African context. Most crucially, the focus on South Africa is motivated theoretically by current discussions about the necessity of re-thinking Western/Northern epistemologies that might not always be applicable to Southern contexts (see Comaroff and Comaroff 2012). All four papers take data from the South as a vantage point from which to re-theorize broader concepts and phenomena such as desire, rape, coming out and citizenship.

Moreover, through careful critical analysis of relevant data – YouTube videos, newspaper articles, non-fictional books and photographs – all the papers deeply engage with the key theme of the conference, namely the ways in which gender and sexuality are deeply political issues mediated by discourse. Whilst politics is usually conflated in sociolinguistics and (critical) discourse analysis with decisions made by governments or "powerful people", the papers in this panel will tease out more mundane, but no less crucial, ways in which sexed politics "'happens' where one may be led to least expect it— in the nooks and crannies of everyday life, outside of institutionalized contexts that one ordinarily associates with politics" (Besnier 2009: 11).

PAPERS[§]

'n Multiperspektiefbenadering tot die Ontwerp van 'n Afrikaanse Taakgebaseerde Sillabus op Universiteitsvlak | *A Multi-perspective Approach to the Design of an Afrikaans Task-based Syllabus at University Level*

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Die implementering van 'n meertalige taalbeleid in Suid-Afrika vereis die onderrig en leer van Afrikaans as 'n tweede of addisionele taal, wat ook die onderrig van Afrikaans vir spesifieke doeleindes aan volwasseneleerders insluit. Die onderrig van Afrikaans vir spesifieke doeleindes aan studente het nog nie veel aandag binne die Suid-Afrikaanse konteks ontvang nie, veral nie wat die leer en onderrig van Afrikaans vir spesifieke doeleindes binne 'n universiteitskonteks betref nie. Navorsing oor Afrikaans as 'n tweede taal op universiteitsvlak wat binne die teorie van taakgebaseerde leer en onderrig gesituer is, ontvang min aandag binne die Suid-Afrikaanse konteks. Die navorsing wat onderneem is, is gedoen binne die taakgebaseerde teorie om die kommunikatiewe uitdagings wat op studente binne 'n meertalige universiteitskonteks wag, te ondersoek. Die navorsing waaroor hierdie referaat berig, het probeer aantoon hoe die taakgebaseerde teorie hierdie behoeftes en uitdagings van nultaalsprekers in die Afrikaanse Taalverwerwingskursus kan oorkom.

Die referaat lewer verslag van navorsing wat binne die taakgebaseerde teorie onderneem is om 'n multiperspektiefbenadering tot kompleksiteit ten opsigte van die ontwerp van 'n Afrikaanse taakgebaseerde sillabus op universiteitsvlak te ondersoek. Die doel van die multiperspektiefbenadering is om 'n geheelbeeld te verskaf van die fasette wat in taakkompleksiteit by die ontwerp van 'n taakgebaseerde sillabus vir nultaalsprekers van Afrikaans op universiteitsvlak ter sprake is, deur die ontginnings van die verskillende teoretiese benaderings oor taakkompleksiteit. Hierdie navorsing oor die doelwit van 'n multiperspektiefbenadering is om die volle spektrum van oorwegings ten opsigte van taakkompleksiteit binne sillabusontwerp te ondersoek ten einde te betoog dat so 'n benadering voordelig is vir die ontwerp van 'n verdedigbare sillabus vir Afrikaans op universiteitsvlak, aangesien intertaalontwikkeling optimaal binne elk van die benaderings verantwoord kan word. Die toereikendheid van 'n multiperspektiefbenadering lê in die samehang en komposisie van elke navorser se teoretiese uitgangspunte, wat elkeen op sigself bepaalde aspekte van onvolledigheid ten opsigte van die komponente oor kompleksiteit toon én die kombinasie-argitektuur van al die teoretiese uitgangspunte saam.

Die referaat gee eerstens 'n oorsig van die oorwegings ten opsigte van taakkompleksiteit met die oog daarop om 'n taakgebaseerde sillabus te kan ontwerp. Daarna word verskillende teoretiese perspektiewe oor behoefte-analise, taaktipologie, taakomstandighede, taakkompleksiteit en sintaktiese kompleksiteit bespreek. Die navorsers op wie se werk oor taakkompleksiteit gesteun word, is Van Avermaet en Gysen (2006) en Duran en Ramaut (2006) oor behoefte-analises; Pica, Kangy en Falodun (1993) se taaktipologie; Robinson (2001c; 2003; 2005; 2007a; 2007b; 2010) se kognitiewe kompleksiteitsondersoek na taakomstandighede en kognitiewe kompleksiteit, en 'n linguistiese ondersoek aan die hand van Foster, Tonkyn en Wigglesworth (2000) se analise van spraakeenhede; Michel (2011) se ondersoek na voegwoorde as kompleksaanduiders; en Loschky en Bley-Vroman (1993) se ondersoek na taakbruikbaarheid, taaknuttigheid en taaknatuurlikheid.

English Abstract

The implementation of a multilingual language policy in South Africa requires the teaching and learning of Afrikaans as a second or additional language, which also includes the teaching of Afrikaans

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[§] Interpreting services will be provided for presentations given in Afrikaans.

for specific purposes to adult learners. The latter has not received much attention in the South African context, especially not in the form of research on the learning and teaching of Afrikaans for specific purposes in a university context. The research on Afrikaans as a second language has as its framework Task-Based Language Learning and Teaching. This article gives a summary of research undertaken which focused on the challenges awaiting students in a multilingual university context and how task-based teaching fills these needs and challenges.

The main focus of this paper is an exploration of a multi-perspective approach to task complexity for the design of a task-based syllabus for university students. The paper first gives an overview of different considerations relating to task complexity with an eye to designing a task-based syllabus before different theoretical perspectives on needs analysis, task typology, task conditions, task complexity and syntactic complexity are discussed.

The aim of the multi-perspective approach is to research the full spectrum of approaches available for task complexity which can be used in the design of a task-based syllabus for beginner learners of Afrikaans at a university. This research on a multi-perspective approach has as its aim the design of a defensible syllabus for Afrikaans at university level because the interlanguage development of students can be answered in each approach. The adequacy of the different approaches lies in the compositionality and combination of the researchers' frameworks, each of which on its own has elements of incompleteness in respect to the components of complexity, and the combination architecture of all the theoretical perspectives.

The researchers whose work on complexity in syllabus design is used in this paper are Van Avermaet and Gysen (2006) and Duran and Ramaut (2006) on needs analysis; Pica, Kangy and Falodun (1993) on task typology; Robinson (2001c; 2003; 2005; 2007a; 2007b; 2010) on cognitive complexity, and his research on task conditions and task cognitive complexity in his Triadic Componental Framework, and a linguistic analysis according to the research undertaken by Foster, Tonkyn and Wigglesworth (2000) on AS units; the research of Michel (2011) on conjunctions as indicators of complexity, and the research of Loschky and Bley-Vromans (1993) on task utility, task essentialness and task naturalness.

Analysis of Discourses of Displacement: A Case Study of African Refugees in South Africa

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Considering a recent increase in migration from countries in North and Central Africa such as Somalia and the Democratic Republic of Congo to South Africa, this paper will present an analysis of qualitative data collected within a collaborative research project, namely of a number of recorded interviews with informally employed migrants to South Africa. This will present a case study of discourses migrants and refugees produce in giving biographic reports of their displacement. The discourses will be analysed within the framework of Critical Discourse Analysis and Discourse Analysis in order to disclose what prompts and justifies decisions to relocate in a way that is decidedly disruptive to family and community life. The language biographies of participants are in focus as an instrument that can disclose how new community coherence is discursively developed and evaluated.

The analysis will refer to a position suggested by Crosthwaite (2005) which sees autobiographical narratives as organisational practices. Such practices become processes by which the undifferentiated rhythms of temporal experience are ordered and rendered intelligible. The challenges that such narrative practices pose when they relate traumatic experience, are found to be considerable. Very many African migrants have left countries marked by war and internal strife – they often leave because of trauma or for fear of trauma. Such migrants may have difficulty in making sense of the causes of their displacement, the journey that brought them into a new context, and the processes of integrating into a foreign and – as the 2008 xenophobic violence in South Africa demonstrated – also

hostile environment. Discourses of displacement articulate the trauma of the narrators in direct and indirect ways. This study focuses on multimodal characterising features of such discourses.

An objective of this work is to make a scholarly contribution to our understanding of generic features of narratives of displacement, specifically within a field identified as 'language and migration in Africa'. Particularly, the work aims to investigate a new methodology in collecting information on the linguistic repertoires of participants. It also intends to consider the value of such research with a view to (i) improved integration and social support of the newcomers, and simultaneously (ii) effective education of South African locals towards greater understanding and acceptance of dislocated people seeking a new beginning and better chances in life.

Agency in Translating *Une Vie de Boy* into English: Exploring Translator Identity and Translation Strategies

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Recent research in translation studies has underscored the role of translators as agents. This implies that a translator is not just a neutral conduit of a message from one language to another, but someone who is very much involved in the power interplay that determines the decision-making leading to the translation product. It is within this context that this paper seeks to analyse the concept of agency in translation with specific focus on African literature in European languages. It is worth mentioning that, while this type of literature has been the subject of much research, less attention has been given to such literature as translations. Focusing on Ferdinand Oyono's *Une Vie de Boy*, the paper seeks to show how an understanding of the identity of the translator can throw more light on the appreciation of his translation strategies. It should be observed that translating African culture from one European language into another can be quite a challenging task, especially if the original culture is foreign to the translator, due to the fact that cultural value systems are difficult to grasp because they are intricately woven into the texture of the native languages (Bandia 2008). Translating such a text is even more intriguing since the original text is in itself a form of translation, initially conceived in the African language of the author before being rendered into a European language. The agency role of the translator in this case would therefore be more significant, given that s/he is dealing with a peculiar source text that is different from most source texts that are translated between relatively close or non-distant cultures. Through an ethnographic study, which involves an exploration of the context of the translation production, as well as an interview with the translator, the paper posits that the translator's socio-cultural background tends to influence the nature and extent of his intervention in the translation process. This will contribute in shifting the focus of translation assessment from just the product of the translation to an inclusion of the translator's identity.

A Sociolinguistic Theory of Multivalency: From Code Switching to Mixed Language

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This paper will present the main conclusions of two years of fieldwork in White City Jabavu, in the centre of Soweto. Evidence from recordings of naturally occurring interactions will be given that a specific mechanism is at work in the production of urban speech in White City: multivalency, or the

use of words or language elements belonging to several varieties at once. The concept was proposed before as bivalency, and it shows up in most of the data collected from young children (up to the age of 9), their siblings, their parents, and other children and adults they interacted with.

Multivalency as a strategy developed in White City from a complex multilingual setting, which resulted in a number of content words such as nouns and verbs, as well as logical markers (*mara*, *and*, *because*, *anyway*), adverbs (*never*, *niks*) and question words (*why*), being used by all generations in any of the local languages. These words therefore acquired a multivalent status.

Consequently, recordings of young children show that the acquisition of multivalent elements can occur before the acquisition of some basic features of Zulu or Sotho, which are officially considered the two main native languages in White City. Thus multivalency as a strategy among adults may become a native linguistic behaviour for young children.

Language mixing in White City relies on regular mixed forms that can be used across languages, and that are either transmitted or induced through multilingual language acquisition. The paper will argue that multivalency is a relevant tool that can explain the fossilisation of language mixing attitudes. Hence, it could be used as a model to explain the evolution of code switching towards mixed language. Multivalency as a strategy of language use will be related to the concepts of convergence and congruence, which have been used before to describe the processes of formation of new varieties in a context of language contact. Also, multivalency explains why, in many aspects, the present linguistic policies in schools and other public institutions are inadequate in highly mixed settings in South Africa.

The Development of a Literacy Intervention Program to Improve Reading Comprehension of isiXhosa Mother Tongue Speakers in Grade 4 to 6 Afrikaans Medium Classes

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The literacy results of the Annual National Assessment indicate that only 28% of all learners in South Africa performed at an internationally acceptable level. Many isiXhosa parents exercise their democratic right by putting their children in English or Afrikaans medium schools. They believe this will give their children an advantage in the world of commerce, trade and government. The increasing numbers of isiXhosa learners in Afrikaans medium schools unable to reach their full potential due to the fact that they have little or no knowledge of Afrikaans, gave rise to this investigation. Research has been conducted in a previously disenfranchised Afrikaans medium school in Stellenbosch. The purpose of this study was to develop and test the success of a literacy intervention program aimed at improving the reading comprehension of isiXhosa mother tongue speakers in grade 4 to 6 Afrikaans medium classes. An extensive literature review was conducted for developing the intervention program. Thereafter, an empirical investigation was conducted to test the success of the intervention program – this included pre- and post-tests of learners' reading comprehension (before and after the implementation of the intervention program). Interviews with educators were conducted to verify the quantitative results regarding the improvement of the learners' reading comprehension. The theories of second language acquisition explored in this study were the communicative approach and shared reading. The role that the language-in-education policy plays in second language acquisition was also investigated. Twenty isiXhosa mother tongue speakers in grade 4 to 6 were provided with six months of intervention to improve their vocabulary and reading comprehension skills. The results of the study indicate that the implementation of the literacy intervention program can lead to the improvement of the learners' vocabulary and reading comprehension.

Alloy of Gold: The Role of the 'Rand' in the Formation of South African English

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This paper will report on the progress of a book-length treatment focused on reconstructing the role played by the Witwatersrand (including Johannesburg) in the formation of South African English. The paper begins with a brief outline of a new model of the formation of this Southern-Hemisphere dialect, which hypothesises that South African English is the product of a three-stage koineization process, the last (and most important) stage being the one contemporaneous with the establishment and development of Johannesburg and the `Rand', the former having been founded in 1886 as a direct result of the discovery of gold.

The paper then looks more closely at the evidence for such a role for Johannesburg and the broader Rand. It draws on historical demographic (census) data as well as a selective acoustic analysis of a number of (particularly vocalic) variables in the speech of individuals born in the area before World War II. With respect to the acoustic evidence, the focus lies on establishing whether or not there is enough variation within the data to conclude that pre-WWII speech in the Johannesburg area did *not* constitute a focused variety – which would provide evidence of the three-stage koineization model mentioned above.

The paper will also explore a number of complicating factors. These include, (1) the skewed demography of early Johannesburg in that there were a majority of adult males, (2) the disruption caused by the Second Anglo-Boer War (1899-1902) in that it possibly had a negative effect on the establishment of local speech networks (particularly among children), (3) the possible role played by L2-English speakers in the koineization process, in particular L1-Afrikaans and L1-Yiddish speakers, and (4) the fact that, at the time, the different urban areas of the Witwatersrand were geographically separate and also differed regarding the demographic constitution of their populations.

Nursing the Cure: A Phonetic Analysis of /ʊə/ in South African English

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This paper is focused on sharing the results of a partially impressionistic and partially acoustic phonetic analysis of the CURE vowel (i.e. /ʊə/ as in cure, tour, sure) in South African English (SAfE), particularly in the main L1 sociolect of this Southern-Hemisphere variety, General SAfE (GenSAfE). The paper begins with a brief overview of the Second FORCE Merger, whereby CURE merges with /oː/ (e.g. cure is pronounced [kjoː]), as well as a review of the literature on CURE in various dialects of English, including SAfE. New data gathered from 16 speakers of GenSAfE is then subjected to a phonetic analysis, with particular emphasis on the system-internal distribution of [øː]-like (i.e. NURSE-like) realisations of the CURE vowel in the speech of the relevant subjects. In terms of results, while other non-rhotic varieties of English have undergone (or are undergoing) the Second FORCE Merger, it would appear, on the basis of the research reported on in this article, that the Second FORCE Merger has been arrested in General SAfE (contra certain pronouncements in the extant literature and limited to certain lexical items such as sure, your and you're). Secondly, a partial merger seems to be underway with rounded, fronted SAfE NURSE (i.e. [øː]) instead, particularly after a palatal or palato-alveolar segment in word-internal position (e.g. insurance is pronounced [ɪnʃøːɹəns]). More generally, a parallel – although less consistent and less clear – phenomenon appears to occur in post-palatal, word-final position (e.g. [məʧøː] for mature) and non-post-palatal contexts as well (e.g. in both tourist and tour),

where again there appears to be evidence for a greater incidence of monophthongal NURSE-like values in word-internal (tourist) as opposed to word-final (tour) position. Overall, the evidence points to the conclusion that the monophthongisation of CURE in SAfE is not moving in the same direction as found in other non-rhotic varieties of English.

Report on the Implementation of Mobile Support in English L2 for Grade 8 Learners at a Rural School in Mpumalanga

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The paper reports on research carried out in 2012 to determine whether the mobile platform can be used effectively as a support measure to improve the literacy levels of Grade 8 English L2 learners in a rural setting. Learners participated in the project voluntarily for a period of six weeks, for three hours after school each week. Since the project was intended as a support initiative, the material used on the mobile platform was chosen to correspond to the work being done in the classroom and was closely aligned with the curriculum as prescribed by the Department of Basic Education.

The research is situated in a growing body of research on the relevance of mobile-assisted learning, and the practicalities of implementing this in South Africa to benefit learners from remote and disadvantaged communities are taken into account. The paper reflects on the socio-economic realities that face these learners in schools where classrooms are often overcrowded, access to resources is minimal and textbooks are often inadequate or non-existent. The rationale for choosing the mobile platform as delivery method is discussed with specific reference to conditions which prevail in South Africa. Consideration is given to obstacles encountered by the researcher and how these can be avoided in future implementation of this support measure.

Finally, the paper describes and illustrates the design and execution of the study, accounts for the choice of material and method of delivery, and presents both qualitative and quantitative data obtained in the research as well as the methods used in order to obtain the data. Quantitative results indicate a significant improvement in the participants' reading comprehension, visual comprehension and writing skills in comparison to that of learners who did not participate in the study. This ought to give impetus to policy-makers to do more than pay lip-service to their public contention that the integration of technology is a fundamental element in the improvement of education in this country.

Growing One's Own Timber: A Model for the Recruitment, Selection and Training of Educational Interpreters ‡

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In the past decade, the author has covered in various papers and articles what at the time constituted developments towards establishing and refining a model to recruit, select and train simultaneous interpreters for the educational interpreting (EI) service of the North-West University (NWU). The model is now firmly established, and this paper discusses its various aspects in detail.

From the 2003 pilot study into the viability of EI as a language mode of delivery, the NWU has had to deal with the challenge of finding adequate numbers of simultaneous interpreters to provide such a

service. Seeing that the service has grown from 24 periods per week in 2004 to approximately 1800 periods during the peak week in 2013, this challenge has been a daunting one, especially in an environment where interpreters are in short supply. This has resulted in the current model that, although not cast in concrete, can be used as a model by other institutions wishing to explore EI.

The paper gives some background to the decision to opt for EI, the first recruitment, selection and training that took place, how these aspects were developed over time, the quality control system that was implemented from the start and the action research that forms an integral part of this system. It further discusses the holistic in-service training consisting inter alia of the initial introduction to EI, mentoring of less experienced interpreters by more experienced ones, peer evaluation and team interpreting. A closer look is also taken at other training interventions, such as individual mentoring and group-work sessions, which are based on data generated by the quality control system (live observations, recordings of actual interpreting in class, etc.) on the one hand, and by continuous action research on the other hand (mostly by means of user questionnaires, observation and evaluation reports, etc.).

The indispensable aspect of preparation for EI and training geared towards this are discussed, with reference to preparation from study guides, textbooks and PowerPoint slides, the compilation of terminology lists, and preparatory as well as continual liaison with lecturers and student users of EI. The introduction of tablet computers (in order to have study and preparatory material conveniently available in class and for record-keeping purposes) and training in this regard are also covered.

The paper concludes by briefly discussing the role of the BA Language Practice module (with specialisation in interpreting) and the internship offered in the educational interpreting service for students taking this module.

Imagining a Post-racial Future: The Discourses of Young South African Students

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Post-structuralist perspectives on race view it as a social construct, an outcome of the colonial project which sought to categorise and rank people in a hierarchy naturalising a view of whites or 'Europeans' as superior to other races (Harris and Rampton 2003). Although apartheid officially ended in 1994, the issue of race as a primary marker of identity is still ingrained in many aspects of private and public life in post-apartheid South Africa: debates on race, equality and the association between 'whiteness', power and privilege permeate our public discourses. This study was conceived within this context, in an attempt to understand how youth at two South African tertiary institutions position themselves within this landscape: How do they talk about the past, the present and the future? Which discourses do they draw on? How do they position themselves in relation to fellow South Africans, particularly with reference to racial identification? Is there any evidence of new discourses which destabilise these racial boundaries and suggest new ways of relating and belonging?

Our data include eight focus group interviews from two South African universities, the University of the Western Cape and Rhodes University. The focus groups include students from across the demographic range. Given the enormous complexity and heterogeneity of the data, we elected to use a combination of corpus linguistics and discourse analysis as our methodological approach. We explore how words such as *black, white, coloured, they, we, us* and *them* feature in the interviews. Our analysis shows that the positioning by the interviewees reflects a complexity and ambivalence that is at times quite contradictory, although several broader discourse patterns can be distilled. Our paper reflects on these findings as well as what they offer us as we feel our way towards new discourses of the future.

Die Semantiek van *eet* en *drink*: 'n Leksikologiese Ondersoek | *The Semantics of* eating *and* drinking*: A Lexicological Study*

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Belangstelling in en respek vir beliggaamde kognisie ("the body in the mind") is een van die kenmerkende ingesteldhede van die kognitiewe linguistiek. Een manier waarop mens 'n leksikale ondersoek vanuit 'n kognitief-semantiese perspektief kan aanpak, is om te fokus op die rol wat liggaamsdele en liggaamsfunksies speel in menslike konseptualisering van die werklikheid. In hierdie referaat word daar gefokus op die rol wat beliggaamde ervaring speel in die manier waarop die konsepte *eet* en *drink* in Afrikaans geleksikaliseer word.

Metodologies kan die ondersoek as korpusgebaseerd beskryf word. In Afrikaanse semantiese ondersoeke is die gebruik van korpusse taamlik skaars, en binne die raamwerk van die kognitiewe semantiek is studies oor metafore in Afrikaans dun gesaai. Daar is begin deur 'n sogenaamde *Wordnet*-skema (vergelyk http://wordnet.princeton.edu/) op te stel vir die verskillende leksikaliserings van die konsepte *eet* en *drink* in Afrikaans. Moontlike soekwoorde in die brondomeine van *eet* en *drink* is sodoende geïdentifiseer en gebruik om die korpus te fynkam vir metaforiese karterings. WordSmith Tools is gebruik om konkordansies te verkry. Die voorkoms van die nieletterlike gebruik van die werkwoorde *eet* en *drink*, sowel as 'n hele aantal ander werkwoorde in die semantiese veld van *eet* en *drink* (onder andere *inneem*, *verteer*, *sluk*, *indrink*, ensovoorts), is nagegaan. Hierdie voorbeelde is vervolgens ondersoek vir metaforiese karterings en 'n hele aantal metafore is geïdentifiseer en gekategoriseer.

Binne die kognitiewe semantiek word aanvaar dat daar 'n duidelike verband bestaan tussen konseptuele motivering en beliggaming. In die geval van eet- en drink-metafore is daar in hierdie ondersoek aanvaar dat die fisiologiese prosesse van eet en drink 'n rol speel in die metaforiese karterings wat aangetref word.

Voorlopige analise van die korpusdata dui op twee groot metaforiese kategorieë, naamlik internalisering (byvoorbeeld: "Daar is ook 'n heerlike Lemony Snicket waaraan julle kan *weglê*") en vernietiging (byvoorbeeld: "die droogte wat die Boesmanland, die Hantam-Karoo en 'n strook van die Kalahari *verteer*").

English Abstract

Interest in and respect for embodied cognition ("the body in the mind") is one of the characteristic dispositions of not only cognitive semantics but cognitive linguistics in general. One way to conduct lexical research from a cognitive semantics perspective is to look at the role that body parts and bodily functions play in human conceptualisation. In this paper the focus is on embodied experience and the lexicalisation of the concepts eating *and* drinking *in Afrikaans.*

Methodologically this research can be described as corpus based. The use of corpora in Afrikaans semantics is fairly rare, and to date only a few studies on metaphor have been undertaken in Afrikaans within the framework of cognitive semantics.

In order to identify lexical items within the semantic fields of eating *and* drinking*, different kinds of semantic relationships were explored, making use of the schemata proposed by WordNet (http://wordnet.princeton.edu/). In this way, words from the source domains of* eating *and* drinking *were identified and used to query the corpus for metaphorical mappings. WordSmith Tools was used to create concordances. The prevalence of the non-literal use of the verbs* eat *and* drink*, as well as a number of other verbs in the semantic fields of* eating *and* drinking *(like* consume*,* digest*,* swallow*,* drink in*, etc.), was explored. The example sentences were subsequently analysed to identify and categorise metaphorical mappings.*

Cognitive semantics posits a link between conceptual motivation and embodiment. In the case of eat and drink metaphors, we assume that the physiological processes of eating and drinking and specific lexicalisations of the different stages of eating and drinking play an important motivational role in the metaphorical mappings that were found.
A preliminary analysis of the corpus data indicates two major metaphorical categories, namely internalisation (for example: "There is also a delicious Lemony Snicket which you can tuck into*") and destruction (for example: "the drought that* consumes *Bushmanland, the Hantam Karoo and a strip of the Kalahari").*

Educating for *a Language* or for *Language*: A New South African Perspective on an Old Debate

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While some progress has been made towards integration in SA society since 1994, little has changed at any stage of a child's school years regarding access to mother tongue education. Most South Africans are still plagued by the disastrous medium of instruction switch, whereby instruction suddenly switches to English from the mother tongue after a few years. This practice occurs on the cusp of or after the Critical Period, and is detrimental to the development in the individual of both first and second language. The indigenous languages of South Africa continue to bear the stigma of failure, and this is likely driving the language shift towards English: Census 2011 shows a significant decline in the number of L1 speakers of African languages, and an increase in English L1 speakers—despite the overall high emigration and low fertility amongst this group[1].

It seems clear that the solution does not lie in the hands of Government or the education departments, nor with SA society, which has, for a variety of reasons, chosen the English-first circumstances which now exist. The low voluntary uptake of indigenous African languages and literatures as subjects in secondary and tertiary education, compared to the very high voluntary uptake of English language and literature, is one testament to this. Perhaps it is time to shift our focus from society to the individual.

Why, after almost twenty years, do the indigenous African languages continue to wallow in low status and academic stigma; why is there so little concrete focus on their development and use in public domains? In this paper, I propose that awareness of Language in South Africa (and in many other societies worldwide) is killed off early on by a utilitarian focus on *a language*, rather than on *Language*. I argue that awareness of Language is innate, natural. Communicative competence in L1 does not *need* to be taught or dissected in the classroom; it is a resource the child brings with it into its formal education experience. Perhaps this can be harnessed to develop awareness of Language.

Theoretical insights into how this natural awareness of Language may be developed can be gained from studies in second language acquisition fields of linguistics. Thus, the paper features an overview of difficulties encountered by English L1 learners acquiring Xhosa as L2, and Xhosa L1 learners acquiring English as L2, with a focus on the agreement/concord systems. I argue that an early awareness of these differences as variants (among others) of the same thing (Language), with the same expressive capacity, could be an important early step in the destigmatising of some languages on the one hand, and the delionising of some languages on the other.

[1] SA Institute for Race Relations (2012). South Africa Survey 2012.

Hoe Deiktiese Woorde in Afrikaans Emosionele Afstand Aandui in Sekere Subjektiewe Konstruksies | *How Deictic Words Indicate Emotional Distance in Certain Subjective Constructions in Afrikaans*

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Een van die algemene gebruike van progressiewe konstruksies is om subjektiewe betekenis uit te druk (Kranich 2010: 112; Wright 1994: 467-485). Byvoorbeeld, wanneer 'n spreker van Engels sy irritasie wil uitdruk, sal hy eerder van 'n *present progressive*-konstruksie gebruik maak (vergelyk voorbeeldsin (1)) as van 'n *simple present*-konstruksie (vergelyk voorbeeldsin (2)):

(1) Why are you bothering me?   *Present progressive*
(2) Why do you bother me?   *Simple present*

Die gebruik van die progressief om die spreker se subjektiwiteit uit te druk, beklemtoon en spesifiseer die spreker se betrokkenheid by en houding teenoor die gepostuleerde situasie.

In Afrikaans word drie perifrastiese progressiewe konstruksies gevind, te wete die *is besig om te V*$_{INF}$- (voorbeeldsin (3)), die *is aan die V*$_{INF}$- (voorbeeldsin (4)) en die *V*$_{POS}$ *en V*$_{INF}$-progressiewe konstruksie (voorbeeldsin (5)).

(3) Ek is besig om te werk.
(4) Ek is aan die werk.
(5) Ek sit en werk.

Alhoewel al drie konstruksies gebruik kan word om subjektiewe betekenis uit te druk, is dit opmerklik dat die *V*$_{POS}$ *en*-progressief in so 'n mate gegrammatikaliseer het dat dit in sekere gebruikskontekste alle progressiewe betekenis verloor het en uitsluitlik subjektiewe betekenis uitdruk.

Dit is ook opmerklik dat hierdie (nie-progressiewe) *V*$_{POS}$ *en*-subjektiewe konstruksies byna altyd gekombineer word met deiktiese bywoorde (*nou*, *dan*, *toe*, *hier* en *daar*) of deiktiese werkwoorde (*kom*, *gaan* en *loop*). Die volgende sinne is voorbeelde van hierdie subjektiewe gebruike van die *V*$_{POS}$ *en*-konstruksie in Afrikaans:

(6) Dat 'n meisiemens hom **nou** moet **staan en** ore aansit.
(7) Dan **loop sit** sy nog by Anna se huis en koffiedrink!
(8) Toe **gaan sit en** lieg jy mos vir ons!

In hierdie referaat sal aangetoon word dat 'n spreker van Afrikaans deiktiese woorde gebruik om sy emosionele afstand teenoor bepaalde situasies (byvoorbeeld in situasies waar gevoelens soos twyfel, oordeel, bekommernis en blaam teenwoordig is) uit te druk. Die metafoorteorie van Lakoff & Johnson (1980) sal eerstens gebruik word om aan te toon waarom progressiewe konstruksies gebruik word om subjektiewe betekenis uit te druk, en tweedens om te verduidelik waarom en hoe die genoemde deiktiese woorde in hierdie konteks gebruik word.

English Abstract
One of the common uses of the progressive construction is to express subjective meaning (Kranich 2010: 112 and Wright 1994:467-485). For example, when a speaker of English wants to express his irritation with another person, he would use a present progressive construction (1) rather than a simple present construction (2):

(1) Why are you bothering me?
(2) Why do you bother me?

The use of the progressive to express the subjectivity of the speaker emphasises and specifies the speaker's involvement in and attitude towards the expressed situation.

Three periphrastic progressive constructions can be found in Afrikaans, namely the is besig om te V_{INF} *progressive (3), the* is aan die V_{INF} *progressive (4) and the* V_{POS} en V_{INF} *progressive (5):*

> *(3) Ek is besig om te werk*
> *(4) Ek is aan die werk*
> *(5) Ek sit en werk*

Although all three of these progressive constructions can be used to express subjective meaning, it is noteworthy that in some contexts the V_{POS} en *progressive (5) has evolved in such a way that the progressive meaning of the construction is completely lost (6-8). In these contexts the construction has grammaticalised from a progressive to a subjective construction.*

It is also notable that these (non-progressive) V_{POS} en *subjective constructions are almost always combined with deictic adverbs (e.g.* nou *('now'),* dan *('then'),* toe *('and next'),* hier *('here'),* daar *('there')) and deictic verbs (e.g.* kom *('come'),* gaan *('go') and* loop *('walk')). The following sentences are examples of these subjective constructions in Afrikaans:*

> *(6) Dat   'n meisiemens hom **nou** moet staan en ore   aansit.*
>   *That   a girl   him   **now** must stand and ears put on*
>   *(Lit: That a girl had to be better than him!)*
>
> *(7) **Dan** loop sit   sy **nog** by Anna se huis   en   koffiedrink!*
>   ***Then** walk sit she **still** at Anna's   house and drink coffee*
>   *(Lit: That she had to go and drink coffee at the house of the woman (Anna)!)*
>
> *(8) **Toe**   gaan sit en lieg jy   mos   vir ons!*
>   ***Then** go   sit and lie   you [MOD.PRTCL] to us*
>   *(Lit: You were just lying to us!)*

In this paper it will be shown that the Afrikaans speaker uses deictic words to express his emotional distance towards certain situations (e.g. situations where feelings of judgment, doubt, worry and blame are involved). The metaphor theory of Lakoff & Johnson (1980) will be used firstly to explain the use of the V_{POS} en *construction to express subjective meaning, and secondly to explain the use of adverbs of time in these constructions.*

Die Bevorderlikheid van Opvoedkundige Tolking vir Effektiewe Onderrig en Leer binne die Fakulteit Regsgeleerdheid aan die US | *The Contribution of Educational Interpreting to Effective Teaching and Learning in the Faculty of Law, SU ‡*

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Simultane (gesproke) opvoedkundige tolking het relatief onlangs as aparte subdomein van gemeenskapstolking in Suid-Afrika beslag gevind. Navorsing hier te lande verteenwoordig pionierswerk in hierdie ontluikende studieveld. Een van die belangrikste kwessies waarin beleidsmakers en opvoeders belangstel, is die effektiwiteit van opvoedkundige tolking vir onderrig en leer. Die skrywer het as deel van 'n meesterstudie 'n ondersoek na hierdie vraagstuk onderneem en probeer antwoorde vind op die volgende twee vrae:

- Wat is die ervaring van opvoedkundige tolking in klaskamers binne die konteks van die Fakulteit Regsgeleerdheid aan die Universiteit Stellenbosch? en;
- Kan opvoedkundige tolking onderrig en leer binne hierdie konteks bevorder?

Die T-opsie geld as die verstektaalopsie binne die Fakulteit Regsgeleerdheid. Dit is egter die besondere aard van en die integrale rol wat taal en taalvaardighede in dié vakdissipline speel wat hierdie konteks uniek maak.

Die ondersoek is gedoen met verwysing na kontemporêre idees uit akademiese geletterdheidstudies. Konsepte soos *affek*, *identiteit*, *toeganklikheid* en *deelname* is verken om uiteindelik die verbande tussen opvoedkundige tolking enersyds en onderrig en leer andersyds, te ondersoek en te beskryf. Die studie is gedoen teen die agtergrond van 'n verkenning van die teorie in tolkstudie met verwysing na *rol*, *kwaliteit* en *professionaliteit* sowel as resente navorsing uit die veld van gebaretaal.

Die proefneming is in twee modules oor 'n tydperk van vier weke (16 uur) in klasse gedoen met verwysing na drie basiese vrae, naamlik:

- Kan tolking in klasse studente help om vakinhoud beter te verstaan?
- Kan studente hierdeur beter met die klaskamersituasie identifiseer?; en
- Word tyd sodoende in die leerproses bespaar?

Deur 'n proses van deelnemende aksienavorsing is data ingewin deur middel van vraelyste, 'n fokusgroepbespreking, onderhoude en waarneming. As navorsingsmetodologie het die navorser van beide kwalitatiewe en kwantitatiewe metodes gebruik gemaak.

Die basiese bevindinge was dat akademiese taalvaardighede van studente aansienlik verskil, met beduidend groter taalvaardigheidsverskille onder Engelssprekende studente. Daar is beduidende ontevredenheid met die T-opsie onder studente en dosente. Tolking is beduidend positief ervaar onder studente wat probleme met taal in die klaskamer ervaar, omdat dit daartoe gelei het dat hulle die vakinhoud beter verstaan het, meer omvattende aantekeninge tydens lesings kon maak en tyd in die leerproses bespaar het. Studente voel nou tuiser in die klaskameropset, wat dui op wat navorsers in akademiese geletterdheidstudies beskryf as die reis van die "periferie" van geletterdheid na die "kern" daarvan. Verder blyk dit duidelik uit die studie dat tolking optimaal binne 'n eentalige konteks plaasvind en dat gehaltetolking ononderhandelbaar is. Tolke moet verkieslik oor tolkervaring, kennis van klaskamerdiskoers en vakkennis beskik. Suksesvolle kommunikasie, naamlik om te verstaan en om verstaan te word, bly 'n kernvoorwaarde vir leer.

English Abstract

Simultaneous (spoken) interpreting has only recently been established in South Africa as separate sub-domain of community interpreting. Local research represents pioneering work in this emerging discipline. One of the most important issues that interests policy makers and teachers is the effectiveness of educational interpreting for teaching and learning. The writer has, as part of her master's studies, conducted an investigation into this issue with reference to two basic questions:

- *How is interpreting experienced in classrooms in the context of the Law Faculty at Stellenbosch University?; and*
- *Can educational interpreting advance the effectiveness of teaching and learning in this context?*

The T-option is the default language option in the Law Faculty. However, it is the specific role that language and language skills play in this context that makes this context unique.

The investigation was done with reference to contemporary ideas in academic literacy studies. Concepts such as affect*, *identity*, *access *and* participation *were investigated in order to determine and to describe the relationship between educational interpreting on the one hand and teaching and learning on the other. This study was done with reference to a discussion of concepts from Interpreting Studies namely* role*, *quality *and* professionalism *as well as recent research from the field of sign language interpreting.*

The trial was conducted in two modules during a period of four weeks (16 hours), with specific reference to three basic questions namely:

- *Can interpreting help students to understand subject content better?*

- *Can students, through educational interpreting, better identify with the classroom situation?; and*
- *Is time consequently saved in the learning process?*

Data were collected through a process of participatory action research using questionnaires, a focus group discussion, interviews and observation.
As research methodology the researcher made use both of quantitative and qualitative methods.
The basic findings were that students differ a great deal with regard to their academic language proficiency, with a significantly larger difference among English students. Students and lecturers are frustrated with the T-option. Interpreting was experienced positively by students who struggle with language in the classroom, because it resulted in students understanding of the subject content better, taking more extensive notes during lectures and saving time in the learning process. Students now feel more at home in classrooms, which is indicative of what academic literacy writers refer to as "the journey from the periphery of literacy to the centre". It was further evident from the findings that interpreting optimally takes place in a monolingual context and that quality interpreting is a pre-requisite for success. Interpreters should ideally be experienced and have knowledge of classroom discourse as well as the subject content. Successful communication, namely to understand and to be understood, remains a core condition for learning.

The Role of Corpus-based Research in Educational Interpreting, So by the Way ‡

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The language policy of the North-West University (NWU) makes provision for various language modes of delivery to facilitate access to higher education; one of these modes is educational interpreting. Apart from the important role educational interpreting services play in practical multilingualism, it offers vast research opportunities in interpreting studies. The focus for the past decade has been, inter alia, on quality control, perceptions of educational interpreting and training of interpreters. As part of the quality control measures, interpreted classes (source and target languages) are recorded. This means that the NWU has built up a parallel corpus of interpreted classes across various disciplines and faculties. This data opens up new corpus-based research possibilities.

Corpus-based research in translation studies is not a novel idea anymore, but corpus-based research on interpreting data is fairly new. One of the first hints to look into "corpus-based interpreting studies" came from Shlesinger (1998). As in the case of any new field of research, there are some challenges. One of the hurdles in this field is the availability of machine-readable parallel corpora (Bendazzoli & Sandrelli 2009). Therefore, the whole process of collection, transcription and annotation of data will be explained in the first part of the paper.

However, one of the many advantages of corpus-based research is that we can test theories about interpreting strategies (Shlesinger 1998). The main aim of the research for this paper is to establish the proportion of phatic language use to content language in the interpreted classes. In order to determine the proportion, classes with deemed high density in content (e.g. courses in pharmacy) and classes with deemed lower density in content (e.g. communication studies) will be included in the sample. The hypothesis to be tested is that there is more phatic language in human sciences than in natural sciences. There is also a practical angle to the research and in the discussion of the research results we shall look at how these findings can be ploughed back into the training of interpreters.

Communicative Practices among Urban Black Male Youth in a Johannesburg Township

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A number of studies describe an informal 'variety' sometimes referred to as *Tsotsitaal* or *Iscamtho* spoken in urban areas in South Africa (Hurst 2009; Mesthrie 2008). Several scholars have analysed its semantic and structural nature noting its rapidly changing lexicon and matrix language structure (Mojela 2002; Slabbert and Myers-Scotton 1996). Some linguists have suggested that there are two varieties, an Afrikaans (*Tsotsitaal*) and a Zulu (*Iscamtho*) based variety, with separate linguistic origins (Ntshangase 1993). However, there is still much debate about the nature of this linguistic phenomenon, its users, functions and role. This paper examines the use of this 'variety' in a township community east of Johannesburg. Data are drawn from 15 years of ethnographic work consisting of observation, video and audio recordings of spontaneous interactions and interviews with community members. The data show that young men engage in a particular type of communicative practice with their peers from about the age of 18 until their late twenties. Young men utilise the dominant language spoken in their local area as the grammatical base. Their communicative practices incorporate some features of anti-languages (Brookes 2004; Halliday 1976; Kiesling and Mous 2004), but gesture and intonation are also key components. Morphological, lexical and syntactic features as well as gesture and intonation vary among male youth. These differences form a continuum of intelligibility from communication that is close to the urban varieties of Bantu languages spoken among township residents to ways of speaking that are less easily understood. This continuum reflects different social levels among young men from 'respectable' to 'disrespectable/delinquent' and 'outcast'. These social groupings are characterised by diverse orientations to local, urban, national and global identities, and they draw on different linguistic features in the multilingual urban African context to index these identities. These data suggest new ways of understanding the boundaries between urban varieties and youth communicative practices, the factors that shape these types of linguistic phenomena, and the nature of '*tsotsitaals*'.

The Language that Isn't There

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This paper reports on the preliminary findings of ongoing research towards a PhD in Linguistics. In general terms, the project is a study of the discourses and language ideologies related to Khoisan language and cultural revival efforts in Cape Town in the past few years. More specifically the focus will be on one particular case study, namely the rediscovery of a 'Khoisan' heritage by sections of the community classified as 'Coloured'. This case study has three focus points: 1) the attempts by certain individuals in Cape Town to learn Nama (a Khoisan language); 2) other examples of language activism connected to Khoisan languages as well as efforts to create awareness about Khoisan languages; and 3) the emergence of a movement which celebrates and seeks to create awareness about the variety of non-standard Afrikaans spoken mainly in Cape Town and known informally as 'Afrikaaps' (or simply 'Kaaps' to some), and particularly the latter's links to Khoisan languages.
Interviews were done with a group of language and cultural activists in Cape Town. They covered topics such as the individuals' life histories and the extent of their involvement in Khoisan language or cultural activism. The individuals interviewed had been classified 'Coloured' during the apartheid era and all were speakers of Afrikaans or English or a mixture of these two. They are all involved in or

sympathetic to Khoisan language and cultural revival efforts. The latter includes membership of organisations that campaign for the rights of Khoisan people as well as for greater recognition for Khoisan languages in South Africa. Some participants have even started taking formal lessons in Nama. It is hoped that a textual analysis of the recorded interviews with these participants will shed light on the relationship between group identity, history and an imagined or lost language. The overall study seeks to discover why and how individuals go about searching for such a language, a language that no longer exists in their linguistic repertoire except in an imagined sense. The paper will report on the participants' perceptions of and beliefs about Khoisan languages, as well as their relationship to Afrikaans and English. The paper investigates possible links between language, politics and identity and will focus on meaning-making within the interview as a speech event: Why these people? Why these particular languages? And why is this happening at this historical moment? The paper will therefore focus on the meanings the participants attach to notions of language, identity and belonging in a transforming society such as South Africa and will attempt to discover how these participants are staking a claim for themselves in this transforming society.

Motion Event Cognition in Afrikaans: Testing the Grammatical Aspect Hypothesis

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The question of whether the language we speak affects the way we think has been subject to vigorous debate within a number of different disciplines, such as philosophy, anthropology, linguistics, and psychology. In the past few decades, methodological and conceptual developments have constituted a fruitful ground for empirically assessing the relationship between different linguistic categories and cognitive processes. One perceptual domain that is receiving increased attention is that of motion. Research on the relationship between grammatical progressive aspect and motion event construal shows speakers of non-aspect languages are more prone to mentioning event endpoints than are speakers of aspect languages (e.g., von Stutterheim and Carroll 2011). In the current study, we test this prediction by examining Afrikaans, a non-aspect language which is previously unexplored in this regard. Motion endpoint behaviour among Afrikaans speakers was measured by means of a retelling task and a non-verbal similarity judgement task (triads-matching). Additional data on speakers of a non-aspect language (Swedish) and speakers of an aspect language (English) were also collected. Results from the verbal and non-verbal tasks showed that the Afrikaans speakers' endpoint patterns aligned with Swedish patterns, but differed significantly from English patterns. It was also found that the variation in the Afrikaans data could be partially explained by taking into account frequency of use of English, in that those participants who used English more often exhibited an endpoint behaviour that was more similar to English speakers. The findings thus support the hypothesis that speakers of different languages encode motion event endpoints differently as a function of the grammatical category of aspect. The results, however, also showed that despite these between-group differences, the three language groups aligned in terms of their attention to boundary-crossing motion, which suggests that certain aspects of motion event cognition are guided by universal perceptual processes, and that language fine-tunes rather than determines cognition.

Through the Lens of BEd Students' Self-narratives: The Motivational Roles of Significant Others in Literacy Acquisition

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According to the Policy on Minimum Requirements for Teacher Education Qualifications (DHET 2011) the acquisition of academic literacies laid the foundation for effective learning in higher education. However, one of the major challenges for designers of academic literacy programmes is to accommodate culturally and linguistically diverse student groups. One of the methods that can be used to achieve this goal of academic literacy is to incorporate literacy narrative pedagogy as part of the academic literacy curriculum for first-year BEd students.

Scholarly publications on literacy self-narratives have increasingly focused on their potential to facilitate curriculum change by utilising the space that this pedagogy creates for the voices of students to be heard, especially those of the historically marginalised (Ball 2000; Busch, Jardine & Tjoutuku 2009; Clark & Medina 2000; Coffey 2011; Corkery 2005; Mendelowitz 2005; Terenzini, Rendon, Upcraft, Millar, Allison, Gregg & Jalamo 1994; Williams 2003; Wroots 2002). Although identity issues constitute a thread in all of these studies, there is scant evidence of empirical research on the identities that students construe for significant others who have either assisted them in their literacy development, or have hindered such development.

In 2012 the designer of the curriculum for the BEd academic literacies module at a large residential university in Gauteng province felt the need to gain deeper insight into the role that the composition of students' literacy self-narratives played in developing an awareness of their own literacy identities and the identities of so-called 'sponsors'. The research project that developed from this need focused on the analysis of students' narratives in terms of the identities they construe for themselves, as well as for significant others. The overarching research project was guided by the question, *How can students' literacy self-narratives inform student-centred curriculum design in an academic literacy module for Bachelor of Education students?* Carstens and Alston (forthcoming) report on the construction of narrator identities, while this paper focuses on the construction of 'sponsor' identities. Self-determination Theory was used as a theoretical framework for the data analysis. This theory was pioneered by the psychologists Ryan and Deci (2000), and applied in educational contexts by Anderman and Anderman (2010), Borg and Al-Busaidi (2011), Ryan and Stiller (1991), Ryan, Stiller and Lynch (1994), and Urdan and Turner (2005). The 57 essays were coded by two raters, using the qualitative data analysis programme AtlasTi, version 6.1.

Main findings are that relatedness is the most salient catalyst of motivation in the acquisition of literacies, and that parents as well as other primary caregivers feature as the most important sponsors of relatedness. The paper is concluded by a reflection on the value of the research for curriculum review.

Aviation English in South African Airspace

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A lack of English proficiency and failure to use standard phraseology played a role in the world's largest aviation disaster, which occurred in Tenerife in 1977 (Tenerife Information Center 2009). As a result, the crucial role of effective pilot-ATC (air traffic controller) communication came under scrutiny (Cushing 1997) and the International Civil Aviation Organisation (ICAO) implemented English language

proficiency standards and compulsory testing of pilots' and ATCs' proficiency (Tiewtrakul and Fletcher 2010). In this way, the ICAO meant to enforce the correct use of so-called "Aviation English", which consists of a range of operationally-relevant language functions and dialogue management, as well as formulaic standard phraseology (Shawcross 2008).

The study reported here had two aims: (i) to investigate pilots' and ATCs' perceptions of the role of language in air traffic communication; and (ii) to investigate the use of Aviation English in authentic pilot-ATC communication in South African airspace. In order to address the first aim, an online questionnaire on issues surrounding the role of language in air traffic communication was designed. A total of 197 pilots and 66 ATCs completed the questionnaire. To address the second aim, approximately ten hours' recordings of on-site air traffic communication at two airport towers in Gauteng were obtained, transcribed and then carefully analysed within the framework of the so-called SHELL model (Van Es 2004) and with the aid of a taxonomy compiled on the basis of two previous studies (Cardosi, Brett & Han 1997 and Van Es 2004).

The results of the survey indicated that the majority of the respondents support ICAO's English language proficiency standards and testing. Although the respondents believe that language-related communication problems can cause fatal accidents and serious incidents, and they do occasionally experience such problems, they are confident that the problems are resolved quickly and successfully in order to avoid accidents.

The results of the analysis of the voice recordings correlated with the results of the survey. Only a small number of transmissions with read-back/hear-back errors and a small number of transmissions containing deviations from Aviation English and standard phraseology could be identified. When miscommunications did occur, pilots and ATCs did indeed resolve those problems quickly and effectively, using plain English in addition to Aviation English to successfully negotiate understanding. After discussing the results of the analyses of the two data sets (questionnaire and voice recordings) in more detail, we conclude with some suggestions for further specifically *linguistic* investigations into Aviation English and pilot-ATC communication in South Africa, and briefly illustrate the potential value of research such as that reported here for benchmarking speech systems for unmanned aircraft (cf. Burger, Barnard & Jones 2011).

Afrikaans tussen Nederlands en Engels | *Afrikaans between Dutch and English*

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Die omvattende invloed van Engels op Afrikaans in alle sektore van die grammatika en leksikon sedert die vroeë 19de eeu daar gelaat, kan op 'n aantal parallelle veranderinge in Engels en Afrikaans gewys word wat in 'n groot mate of totaal afwesig is in Nederlands. Op grond van 'n grammatikale vergelyking ondersteun deur data uit taalgebruikskorpusse sal aangevoer word dat Afrikaans tipologies nader aan Engels beweeg het as aan Nederlands, die taal waaraan Afrikaans die nouste verwant is. Die verwagting is dat Afrikaans nader aan of feitlik soortgelyk aan Engels sal wees op al die punte wat hieronder aan die bod kom. Die vergelyking bied verder die moontlikheid om te onderskei tussen gevalle van spontane ontwikkeling en verandering as gevolg van taalkontak.

In die werkwoordelike stelsel kan op die volgende gewys word:

- Die defleksie van die finiete werkwoord, wat verder gevorderd is in Engels as in Nederlands en volledig is in Afrikaans, en waarvoor gekompenseer word deur strenger sintaktiese ordening.

- Die byna volledige uitskakeling van die onderskeid tussen finiete werkwoord en infinitief en terselfdertyd 'n vaster volgorde van werkwoorde in Engels en Afrikaans, in teenstelling met Nederlands.
- Die vervanging van die *wees-* (Ndl. *zijn*, Eng. *be*) perfektum met 'n *het-* (Ndl. *hebben*, Eng. *zijn*) perfektum in sogenaamde mutatiewe werkwoorde (werkwoorde wat 'n verandering van plek of toestand uitdruk) in die loop van die 19de eeu, 'n onderskeid wat nog in Nederlands gehandhaaf word.
- Die isolasie van modale werkwoorde as 'n afsonderlike verbale kategorie in Engels en Afrikaans in 'n veel groter mate as in Nederlands, bv. weens die afwesigheid van teenwoordige of voltooide deelwoorde, deur nie ellips van die hoofwerkwoord toe te laat nie en deur detailveranderings soos die parallelle verlies van 'n preteritum vir Eng. *may* en Afr. *mag* (in teenstelling met Ndl. *mag/mocht*).
- Die behoud van relatief konserwatiewe vorme van die voltooide deelwoord in attributiewe funksie, met semantiese spesialisasie of in figuurlike funksie, vgl. Eng. *drunken, beholden, ill-gotten, proven, new-mown, molten, misshapen, shrunken, stricken*, ens. en Afr. *gebonde* (boek) teenoor *gebind*, *gebroke* (hart) teenoor *gebreek*, *opgewonde* (kind) teenoor *opgewen*, ens.

In die nominale stelsel is twee parallelle ontwikkelings opvallend:

- Die verlies van woordklasse by selfstandige naamwoorde in Engels sowel as Afrikaans, teenoor die behoud van 'n tweeklassestelsel (*de-* en *het*-woorde) in Nederlands.
- Die frekwente en baie soortgelyke gebruik van die prenominale genitief in *the hunter's shot*, *a year's* work in Engels, en *die jagter se skoot, 'n jaar se werk* in Afrikaans.

English Abstract
Quite apart from numerous influences of English on Afrikaans in all sections of grammar and the lexicon since the early 19th century, a number of similar changes in both languages, absent or virtually absent in Dutch, may be pointed out. It will be argued that by some of these developments Afrikaans has been positioned typologically closer to English than to Dutch, its closest cognate. It is expected that Afrikaans will prove to be close to or virtually similar to English on every score. For Afrikaans, these changes may furthermore present a key to distinguishing between contact-induced and spontaneous development.
In the verbal system, the following will be looked at:

- *Deflection of the finite verb – more advanced in English than in Dutch and complete in Afrikaans – compensated for by an ordering arrangement involving strict adjacency of the subject to the first verb in the verbal string.*
- *Virtual disappearance of the distinction between finite verb and infinitive accompanied by a more rigid ordering of elements of the verbal string in both English and Afrikaans, in contrast to Dutch.*
- *Replacement of the BE perfect (Du.* zijn*, etc., Afr.* is*) by the HAVE perfect (Du.* hebben*, etc., Afr.* het*) in so-called mutative verbs (e.g. verbs expressing movement or change) in the course of the 19th cent., a distinction still maintained in Dutch.*
- *The isolation of modal verbs as a separate verbal category in English and Afrikaans to a much larger extent than in Dutch, e.g. by their lacking present and past participles, by not allowing ellipsis of the main verb, and through detailed changes such as the parallel loss of a preterite for Eng.* may *and Afr.* mag *(but cf. Du.* mocht*).*
- *The retention of relatively conservative forms of the past participle in attributive function and/or with semantic specialisation or in a figurative sense, e.g. Eng.* drunken, beholden, ill-gotten, proven, new-mown, molten, misshapen, shrunken, stricken*, etc. and Afr.* gebonde *(boek) vs* gebind*, gebroke (hart) vs* gebreek*, opgewonde (kind) vs* opgewen*, etc.*

In the nominal system, two major developments will be discussed:

- *The loss of grammatical gender in both English and Afrikaans, while Dutch retains a two-class distinction.*
- *The frequent and very similar usage of the prenominal genitive, as in Eng.* the hunter'**s** shot*, a* year'**s** work*, Afr.* die jagter **se** skoot*, 'n jaar* **se** werk*.*

Can IELTS Writing Scores Predict University Performance? Comparing the Use of Lexical Bundles in IELTS Writing Tests and in First-Year Academic Writing

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The IELTS test is used extensively as a determining factor in students' admission into universities in South Africa and throughout English-speaking countries. It is therefore expected that the language structures elicited by the IELTS tests are representative of the language required in academic writing. Investigating aspects of language, such as the lexicon, should help to assess the validity of the IELTS test as a predictor of university performance. Lexical bundles are groups of words that frequently co-occur and so form recognisable clusters that become associated with particular styles of writing. Given that there are marked differences in the use of bundles both within genres and within academic disciplines, university students need to master the lexical bundles particular to their fields of interest in order to display proficiency of the subject in their writing. The study that will be presented is based on a corpus of IELTS writing tests and first-year Psychology essays written by the same students. This corpus was developed with the aim of investigating the types of lexical bundles typical of these two genres in order to determine the degree of overlap, and so to assess the validity of the IELTS test as a measure of the style of writing expected from undergraduate students. The findings show that there are considerable differences in the lexical bundles used as a result of different basic requirements within each genre. While the IELTS test requires students to present an opinion-based argument, academic essays are based on a number of sources obtained from the relevant literature. Consequently, the lexical bundles used in the IELTS test are typical of spoken discourse (for example, 'I agree with the' and 'deserves a chance to') whereas those in academic essays are typical of written discourse ('it is possible that' and 'as a result of'). A possible implication of this finding is that the current style of IELTS writing test does not serve as a suitable predictor of university performance. This finding calls seriously into question the pervasive language policy of universities to use IELTS as a measure of EFL students' academic proficiency.

New Registers for the Consumer Industry: A Case Study

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Protectionist consumer legislation in South Africa creates conducive conditions for language development. Recent additions and amendments to consumer legislation highlight the importance of plain language in documents that vulnerable consumers are required to sign and in contracts that bind them. It is a fundamental right of consumers to understand the contracts they enter into and it is the

duty of the more powerful party to ensure that consumers are able to understand, with limited expenditure of processing resources, the risks and obligations under these contracts.

The plain language clauses in contemporary consumer legislation bring the notion of access to information to bear. There no longer is a place for the traditional style of legal drafting in the South African consumer industry. The development of new registers to convey important consumer information is now becoming increasingly pressing, especially since low literacy levels correlate with low levels of command of, in diglossic terms, the High Register associated with legal texts.

In this paper suggestions are made for the development of a new register for Afrikaans legal (consumer) documents. If a register is taken to be "(a) set(s) of language items associated with discrete occupational or social groups" (Wardhaugh, 1998: 48), and if it is accepted that the traditional legal register is inaccessible to lay consumers with average literacy skills, then it follows that a new register must be developed to increase understanding and to widen access to information, not only in English, but also in the other official languages. This paper constitutes an attempt to demonstrate how this can be done. A typical impenetrable consumer document, a credit card agreement in Afrikaans, is rewritten in a plain and more accessible register on the basis of reader feedback obtained through the use of the plus-minus method of problem detection. The modifications are achieved by incorporating reader feedback during revision and by avoiding the 'frozen' linguistic features that have been proven to cause processing problems for lay readers of legal texts. The required modifications challenge the traditional genre conventions typically associated with consumer documents such as contracts, and favour increased comprehensibility.

The Importance of Deaf Culture and History as a Module in the South African Sign Language Curriculum at the University of the Free State

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According to The Deaf Federation of South Africa it is estimated that there are approximately 650 000 users of South African Sign Language. The current population of South Africa (according to Census 2011) is 51,77 million. It is estimated that approximately 1% of a given population is born deaf and that only 10% of those born deaf are born to deaf parents. The Deaf have needs in terms of access to information in Sign Language, access to professional and other services as well as education through the medium of Sign Language. To provide access to the above, service providers and professional people need to learn South African Sign Language (SASL) to provide a direct service to the Deaf client. In an attempt to equip future professionals like teachers, social workers, psychologists and physiotherapists, the University of the Free State (UFS) in 1999 introduced SASL as a subject offered within the Faculty of the Humanities, to be taken over a period of three years. The curriculum of SASL at the UFS includes the following compulsory modules on a 1st, 2nd and 3rd year level: Acquisition, Practical, Deaf History and Culture, and Linguistics.

The question arises why the above modules have been incorporated at the UFS into the curriculum of SASL as an additional language. According to Peterson and Coltrane (2003), the notion that the acquisition of an additional language encompasses more than mere communicative competence has long been recognised. Cultural Knowledge has been found to enhance the learner's objectivity and cultural perception as well as to lead to a better understanding and recognition of different cultures (Thanasoulas 2001).

This paper will focus on the importance of Deaf History and Culture studies as an integral part of the South African Sign Language curriculum.

Vertaling as Ideologiese Aanpassing in die Romans van André P. Brink | *Translation as Ideological Adaptation in the Novels of André Brink*

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"Om te oorleef het ek ook begin om in Engels te skryf." (André P. Brink)

André P. Brink is aanvanklik as gevolg van sensuur en die verbod op sy roman *Kennis van die Aand* genoop om hom tot selfvertaling te wend. In hierdie verband is dit dus Brink se taal- en vertaalpraktyke wat hom in staat stel om as deel van die Afrikaanse literêre gemeenskap én as deel van die internasionale literêre gemeenskap veelvuldige rolle te vervul. Sy aanvanklike vertaalproses het later ontwikkel in 'n proses van gelyktydige tweetalige skryf, waar tradisionele konsepte soos "brontaal" en "doeltaal", en "oorspronklike" en "vertaling", vervaag.

Te midde van die stryd om in Afrikaans en Suid-Afrika te publiseer in die sewentigerjare, het Brink se romans 'n simboliese waarde verkry wat verder strek as sy persoonlike ervarings met die literêre en politieke establishment. Sy tweetalige publikasies het deel geword van sy politieke boodskap, en volgens Luca Prono (2009) laat Brink se skryfproses hom toe om Suid-Afrika se geskiedenis te "herkonseptualiseer". Brink se karakters word dikwels gekonfronteer met vraagstukke om identiteit, taal, verantwoordelikheid en vryheid – baie soortgelyk aan die vrae waarmee die skrywer self gekonfronteer is as gevolg van sy status en verskeidenheid rolle as Afrikaanse en internasionale skrywer van Afrika, vertaler, akademikus en literêre kritikus. In hierdie verband kan daar gesê word dat die tekstuele voorstelling van kwessies om byvoorbeeld identiteit, taal en ideologie 'n vorm van kreatiewe uitdrukking word (vgl. Polezzi 2012: 350).

Tweetalige skrywers, meen McGuire (1992: 111), ly twee maal onder die mislukking van albei tale as gevolg van die tekortkominge van taal. In die geval van Brink, wat dieselfde teks in twee tale gelyktydig skryf, word hierdie tweetalige skryfproses 'n manier om die mislukking van tale te oorwin. In 'n sin word die mislukking van een taal oorkom deur die gebruik van die ander taal. Brink het by geleentheid genoem dat sy Engelse weergawes van sy romans soms baie van die Afrikaanse weergawes verskil, en dat sy skryfproses 'n vreemde tipe dialoog is wat hy met homself voer (vgl. Eder 1980). Daar is partymaal ook, meen Brink, dinge wat in een taal werk en nie in 'n ander taal nie – selfs hele tonele. Hierdie verskille is dikwels ideologies gemotiveerd en dit wil voorkom of Brink se selfvertalings nie slegs 'n manier is om 'n teks in 'n nuwe kulturele en linguistiese konteks te plaas nie, maar ook 'n geval van ideologiese aanpassing.

In die voorgestelde referaat sal voorbeelde van sodanige ideologies gemotiveerde verskille tussen parallelle weergawes van Brink se romans ondersoek word in 'n poging om hierdie verskille binne Brink se oeuvre – en die Suid-Afrikaanse politieke en literêre omgewing – te kontekstualiseer. Verder sal daar ook vanuit 'n vertaalteoretiese perspektief na hierdie verskille gekyk word.

English Abstract
"To survive, I started writing in English, too." (André Brink)

As a result of censorship and the ban on his book Kennis van die Aand *(*Looking on Darkness*), André Brink was forced to turn to self-translation. In this regard, it is Brink's language and translation practices that enable him to play various roles as part of the Afrikaans as well as international literary community. His initial translation process later developed into a process of simultaneous bilingual writing, where traditional concepts such as "source language" and "target language", and "original" and "translation", no longer apply.*

In the midst of the battle to publish in Afrikaans and in South Africa in the seventies, Brink's novels had acquired a symbolic value that reaches further than his personal experiences with the literary and

political establishment. His bilingual publications became part of his political message and according to Luca Prono (2009) Brink's writing process allows him to "reconceptualise" South Africa's history. Brink's characters are often faced with questions of identity and belonging, (perceived) responsibility and freedom – much like the writer himself has had to face as a result of his status and multiple roles as Afrikaans, African and international writer, translator and literary critic. In this regard, it can be said that the textual representation of migration and related issues become "a form of creative expression" (Polezzi 2012: 350).

According to McGuire (1992: 111) bilingual writers "suffer doubly from failure of both languages" due to, among other things, inadequacies of language. In the case of Brink, who writes the same text in both languages simultaneously, this process becomes a way of overcoming this "failure of languages". In a sense the failure of one language is reconciled by the use of the other language. Brink has said that his English versions of his novels are sometimes very different from the Afrikaans versions, and that his writing process is a "strange kind of dialogue I have with myself" (Eder 1980). Sometimes, Brink says, there are things that work in one language but not in another – sometimes even entire scenes. These differences are often ideologically motivated and it seems as if Brink's self-translations are not only a way to take a text into a new cultural and linguistic context, but also a case of ideological adaptation.

In the proposed paper, examples of these ideologically motivated differences between parallel versions of Brink's novels will be examined in an attempt at contextualising these differences in Brink's oeuvre and in the South African political and literary landscape, but also within a theoretical framework in Translation Studies.

Implementing Language Policy: The Implementation of Parallel Medium Teaching at Stellenbosch University

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In this paper we will report on a research project regarding the success of the implementation of parallel medium teaching (PMT) at Stellenbosch University (SU).

The paper situates the use of PMT as a teaching mode in a so-called mixed language planning model focused on the advancement of bi- or multilingualism in Higher Education. In the introduction an overview of the Stellenbosch model is presented, while critically considering the different elements of the model, notably the pros and cons of implementing PMT as mode of teaching.

In the main part of the paper the presenters focus on a research project conducted to measure the success of the implementation of PMT, using interview and focus group methodology. Interviews were conducted with deans of five faculties in which PMT had been introduced, followed by focus group discussions with staff members who had been directly involved in the implementation process. During the focus group discussions staff members also discussed student feedback data related to the issue. The structured interviews and focus groups addressed the following issues:

- Attitudes regarding the Language Policy and Language Plan of SU in general
- Attitudes regarding the SU language debate and the position of Afrikaans
- Attitudes regarding the importance of multilingualism in Higher Education
- Positions regarding the successful implementation of PMT
- Positions regarding the shift from PMT to other modes of teaching in later years
- Financial support for the implementation of PMT and the cost-effectiveness of PMT
- Practical problems with the implementation of PMT
- The role of PMT in the promotion of multilingualism

- The impact of PMT on workload, especially on research output

The rich body of results indicates a general level of satisfaction with the language policy and language plan of SU and with the implementation process of PMT. However, the results also indicate certain problem areas, leading to a number of strong recommendations for future improvements regarding the language management at SU.

With this presentation the presenters hope to indicate the importance of research as part of successful language policy implementation and management.

A Research Programme for Reading in African Languages

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Although reading is crucial in gaining access to the economy and economic transformation, literacy provision remains a challenge for the South African education system. Two decades after the end of apartheid, only 13% of South African grade fours reach the minimum international benchmark (PIRLS 2006; PIRLS 2012). This can be contrasted with 98% for Russia and the international mean of 94%. Only 1% of South African grade fours reach the Advanced International Benchmark. Most shocking of all is that only 1% of isiXhosa, siSwati and isiNdebele learners reach the minimum international benchmark by grade four. This means that 99% of these learners are illiterate after three years of schooling. Similar statistics are reported by the Department of Education: a longitudinal study showed a grade three literacy rate of just 38% in 2003, and of the same cohort measured in grade six only 28% could read at their grade level (DOE Report 2005).

Although reading straddles "linguistic, neurolinguistic, cognitive, psychological, sociological, developmental and educational domains" (Pretorius & Mokwesana 2009: 55), there is currently very little research on linguistic aspects of literacy in African languages. Pretorius and Mokwesana (2009: 55) talk of a "virtual absence" of research.

This paper will reflect on some of the *linguistic* dimensions of the problem and will chart a research programme for the linguistics of literacy. Being programmatic, it will outline current research on the issue and identify areas where more research is needed. These include but are not limited to:

(1) A nuanced and linguistically informed understanding of the orthographies of South African languages; for instance, an understanding of how a conjunctive or disjunctive orthography has its roots in the linguistic systems of specific languages including word and syllable structure.

(2) Quantitative analysis of the effects of conjunctive and disjunctive orthographies on reading speeds and automaticity, including eye-tracking data (e.g. Sandra Land's work), the effects of mapping between orthographic words and linguistic words, and comparative work between South Africa and countries like Turkey.

(3) Establishment of norms and standards around issues of reading speed, vocabulary development, morphological awareness and phonological awareness; these norms must, in turn, be embedded in quality quantitative analysis and in a nuanced understanding of how different linguistic and cognitive systems interact with reading strategies.

Spectacular Sounds: Language and Desire*

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In this paper I will provide a multimodal analysis of viewer responses to the YouTube video Xhosa Lesson 2, which was uploaded by a South African blogger in 2009. The video falls squarely within the genre of instructional videos, aiming to teach viewers the click consonants of isiXhosa by exemplifying their places and manners of articulation. Xhosa Lesson 2 had close to a quarter of a million views in 2013, as well as more than five hundred viewer comments. The majority of those commenting are from the United States, followed by Europe, the United Kingdom and Australia/New Zealand. This pattern is unusual, as YouTube videos typically attract local rather than global audiences (Brodersen et al. 2012). Responses are mostly in English; however, there are isolated responses in German, Spanish, Russian, isiXhosa, and Dutch.

The majority of viewers comment – quite expectedly – on the sounds themselves or the difficulties they faced when trying to reproduce them. Metalinguistic discussions of the phonetics of clicks are a common theme, and lead to a number of what I call 'mini-instructional' moments, where those versed in linguistic terminology get a chance to 'show off' their knowledge.

However, there also exists a rather unexpected set of comments where the focus is on neither the language, nor the phonetics, but on the performer/teacher himself: his teeth, tongue as well as eyes, hair and smile. In other words, the body of the performer becomes the spectacle to which audiences respond. The video is no longer a language lesson, but morphs into a spectacle of exotic beauty and physical attractiveness. Quite a number of these comments are of an overtly sexual nature, celebrating the assumed sexual prowess of the 'teacher' and fantasising about engaging in sexual acts with him. Drawing on Franz Fanon's psychoanalytic approach to perceptions of African sexuality and Jacques Derrida's discussion of the limits of intentionality, this paper argues that although we can never control meaning, desire – while unpredictable – does not come out of nowhere, but articulates deep-seated, and often repressed, ideologies of 'the other'.

Reflecting on Offering isiXhosa as a Second Language at the Medical School

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The Language Plan of the University of Cape Town (2005-2010) suggests that language is central to our social and academic engagement at every level: to our communication with those around us, to our learning and to our identities. It "takes as its starting point the need to prepare students to participate fully in a multilingual society, where multilingual proficiency and awareness are essential". The language policy recognises our linguistic diversity as a resource, rather than a problem which resides in individuals. It also recognises the personal, social and educational value of multilingualism and of language development. As a result some faculties and departments have successfully introduced language development programmes over the years. The medical school programme is one example. It undertook to introduce isiXhosa and Afrikaans as second languages to ensure that students graduating as doctors are equipped to express themselves in the language of their patients. Although the medical school has made progress towards implementing the Language Plan established in "Vision 2001 and Beyond" and Guides for Action, it appears there is more to be done. The usage of isiXhosa in the medical school would compel the language developers to develop the necessary and relevant vocabulary responding to the needs of the target users (Mangena 2003: 3). In some cases,

we need to adopt terms that are already available and are being used by the speech community to align them in the curriculum (Madiba 2001: 72). Research conducted by interviewing students, comparing the medical terms taught in class and the medical jargon used in clinics, and doing observations during students' clinical practice indicated the significance of teaching isiXhosa drawing from the medical context and the jargon understood amongst patients, doctors and nurses. This paper discusses the status enjoyed by isiXhosa to date, the challenges facing students in learning isiXhosa and the attitude towards learning isiXhosa, and reflects on whether there is benefit in communicating with patients in their own language (isiXhosa).

Analysis of the Impact of the Pearson MyFoundationslab Computer-based Programme on Academic Writing of First-year Chemistry Students

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This paper is a discussion of the impact of the Pearson MyFoundationslab computer-based programme on the development of effective academic writing skills of first-year Chemistry students at CPUT. The MyFoundationslab programme focuses on improving reading, writing and maths skills of tertiary students. Pearson's own research data shows an improvement of 91% in students' reading ability, 70% improvement in writing, and 43% improvement in maths (Pearson 2011). The aim of this study is to determine whether the Pearson programme addresses the academic reading and writing concerns of the students. The project entails a monitored reading and writing computer-based programme offered to fifty Chemistry 1 students on the Bellville campus and fifty on the Cape Town campus to develop their academic reading and writing skills. Data emerging from the study will enable the researchers to make informed decisions on academic reading and writing development of first-year students and the effectiveness of the Pearson programme. A pre- and post-test analysis will be done to determine the students' academic writing skills before and after the intervention. Students' performance and progress will be tracked during the programme using the integrated assessment tools imbedded in the Pearson programme. Computer assisted learning (CALL) offers opportunities to students to improve their academic skills in their own time and at their own pace. However, it is necessary to choose the most appropriate and relevant technological tool from the diversity of tools available to assist in language learning. The Pearson package is aimed at enhancing the learning of scientific English, particularly focused on students from an English second language (ESL) background who attend science courses. By using innovative teaching and formative feedback this CALL academic writing intervention becomes a crucial student development initiative that aims to provide students with the essential literacy and operational skills to make them succeed at university. There is a need to determine the effect of the support provided to students. Therefore, this study will provide the academic literacy lecturers at the institution with the necessary data to reflect on the impact of the Pearson academic literacy programme. Based on the results, suggestions will be made about the use of CALL programmes in Higher Education. This project will enable an evaluation of the impact of using CALL programmes in discipline-specific academic literacies, high order thinking, critical thinking skills, deep learning and students' independent pursuit of knowledge in their chosen career fields.

Issues of Validity in the Grade 12 English Home Language Examination Papers (2008-2011)

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Nearly a decade of research into the standard of the South African school curriculum has been commissioned by the Council for Quality Assurance in General and Further Education and Training (Umalusi) since its founding in 2001 as the statutorily mandated overseer of the National Senior Certificate (NSC). Several revisions have subsequently been introduced in terms of curriculum statements and assessment practices. However, only peripheral attention has been devoted to the Home Language component of the school curriculum and the Grade 12 exit-level examinations. One of the findings of the first report that was published by Umalusi on the NSC Home Language examinations (Umalusi 2012) was that the language papers of the eleven official languages varied in terms of cognitive challenge and were neither comparable across languages nor consistent in terms of standard of difficulty from one year to the next. Concerns were raised about the preponderance of lower order questions and the discrepancy of more than 10% between the highest and lowest means obtained per language examination. Owing to the subjectivity involved in the research methodology, no consensus could be reached in the 2012 study as to whether the examination papers were of a similar standard. Moreover, there was no clarity on what traits or abilities the respective papers measured, although these abilities were premised on a common curriculum. This paper examines the constructs covered in papers one and three of the Grade 12 English Home Language papers over the period 2008-2011 on the basis of certain core principles that apply to the validation of a high-stakes language examination. Of particular relevance here are the notions of *a priori* theory-based and context validity, and *a posteriori* scoring validity. Weir's (2005) evidence-based approach will mainly be employed to show whether the English Home Language papers one and three can be said to provide evidence of advanced language ability, one of the objectives of the national curriculum. A number of further studies and analyses are envisaged to enable comparisons between the remaining Home Language examination papers.

Regionality in White South African English

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This paper investigates the possible re-emergence of regional variation in South African English (SAfE). Schneider's (2007) self-explanatorily named *Dynamic Model of the Evolution of Postcolonial Englishes* predicts such regional divergence during the fifth – and final – of its phases. In fact, authors such as Mesthrie (2012) have already described regional variation in Coloured and Indian English – regionality which is more robust than that which presents for both the Black and White populations. These findings suggest that SAfE has in fact progressed into Phase 5; with the likely complication that White South African English (WSAfE hereafter) is simply more conservative than the other two traditional native speaker varieties.

The status quo holds that SAfE *historically* varied according to region; but *synchronically* only varies according to such factors as gender, ethnicity and socioeconomic class (cf. Da Silva 2008). However, some commentators (e.g. Bekker & Eley 2007; Bowerman 2004; Lass 1990; Wileman 2011) have begun to entertain the possibility of re-emerging, synchronic, regional variation in the accent. A possible complication to this matter is Bekker's (2009: 80) assertion that original regionalisms should be separated from recent innovations. Yet, in light of Lanham and Macdonald's (1979) – and others' –

rejection of regionality, which has held for some 30 years, a 'revival' of older variables should still be considered a *re-emergence* of regionality. In this regard Wileman (2011: 118-119) suggests that "certain older regionalisms may have decreased in prominence as regional markers, whereas others … may have increased in prominence as regional markers", a claim supported by Mufwene's (2001: 25) assertion that changes in the frequency of variables may be indicative of diachronic change.

This paper thus presents preliminary findings of a study-in-progress which investigates potential re-emergent regional variation in WSAfE. For this purpose, speech of native speakers from Cape Town, Durban and Johannesburg is considered. Interviews with subjects are recorded for formant analysis in PRAAT (Boersma & Weenink 2010). The study employs two methodologies to inspect regional differentiation within WSAfE: firstly, the quantitative sociolinguistic tradition originally developed by Labov (1972), with notable adjustments based on Eckert's (2000) work; secondly, dialectometry based on the Levenshtein metric (cf. Heeringa 2004; Nerbonne et al. 1999). Preliminary findings support the definite, albeit furtive, progression of WSAfE into Phase 5 – progress which necessarily entails differentiation along regional parameters.

Trends in Xhosa Language Teaching and Learning at Faculties of Medicine and Health Sciences: Findings and New Initiatives

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Communication problems between health care workers and patients are perceived as a major barrier to quality health care. There are generally very few effective language programmes that equip student-professionals with communicative skills in the context of their profession. Therefore, the education system produces health care professionals who are communicatively incompetent in the languages of their patients. In 2011, Stellenbosch University's Faculty of Medicine and Health Sciences (SUFMHS) embarked on a new initiative. This initiative includes the implementation of communicative-based Xhosa courses in all undergraduate programmes with the focus on learning how to communicate in a clinical context.

This is a comparative study conducted on Speech-Language and Hearing Therapy I and II students to determine their perceptions about their Xhosa proficiency in the respective Xhosa courses they have received.

Two groups of students are participating in this particular study, i.e. Speech-Language and Hearing Therapy I and II students. Each group consists of approximately 30 students. The students participating in this study are not first language speakers of Xhosa, and neither have they attended the same Xhosa course. The study made use of a survey, consisting of open and closed questions as well as open-ended questions, which determined the perceptions and attitudes of students towards the teaching and learning trends of the respective Xhosa courses they attended. A second component consists of students having to express their feelings by the use of drawings regarding the Xhosa course they have received.

The data will be captured from the questionnaire concerned and then be analysed by comparing the responses obtained. The information of the two respective groups will be compared. The results will be finalised in May 2013.

Faculties of Medicine and Health Sciences are encouraged to expose students to communicative-based classroom settings that nurture meaningful and interactive clinical communication skills in order for them to become an integral part of the community.

Introducing a Novel Assessment Instrument Designed to Address Students' Xhosa Language Skills in the Clinical Consultation

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In 2011, Stellenbosch University Faculty of Medicine and Health Sciences (SUFMHS) embarked on a new initiative in teaching students language in communication with patients so as to improve health care service delivery. This includes the implementation of Xhosa and Afrikaans courses in the undergraduate programmes, starting with the Bachelor of Speech-Language and Hearing Therapy and Bachelor of Science in Dietetics degrees. As the focus for students is on learning how to communicate competently in a clinical context, there is also a need to develop effective and appropriate assessment instruments.

The aim is to refine an existing assessment instrument in order to make it more appropriate for the purpose of assessing language of communication skills in a clinical context, and implement the instrument at SUFMHS.

An assessment instrument was refined and developed jointly by linguists and clinicians with emphasis on assessing a student's ability to incorporate relevant clinical skills in a communicatively competent manner. This is used to assess Human Nutrition students in role plays with simulated patients. Simulated patients are also required to assess students on aspects they consider important for improving quality of patient care. Students, lecturers and simulated patients are then surveyed on their perceptions of the newly-refined assessment instrument to gauge its acceptability.

This is an ongoing study. The process of refining, developing and implementing the assessment instrument is described. The assessment by the simulated patients as well as the responses from the survey will be summarised and documented.

This study is striving towards further development of this novel assessment instrument designed to address students' Xhosa language skills in the clinical consultation. Interprofessional participation and collaboration have been critical in the refinement and development of this assessment instrument.

Ideology, Policy and Implementation: Comparative Perspectives from Two African Universities

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The major focus of this paper is an examination of how language ideologies find expression in the ways in which language policies have been developed and implemented at two universities in Cameroon and South Africa respectively, namely the University of Yaoundé 1 and the University of the Western Cape. The paper considers the nature of these ideologies and their development as a result of the socio-historical and political factors that led to the creation of the universities concerned. These two universities were specifically chosen because of the role of English at both universities. Another factor they have in common is that their respective language policies have resulted from particular political ideologies which imposed bi- or multilingual language policies at national, provincial and university level. However, the actual practices with regard to language use at these universities do not reflect the aims of these policies. This discrepancy between policy and practice is in line with the findings of other studies (e.g. Beukes 2008; Brumfit 2006; Baldauf and Kaplan 2006).

The aims of this paper are therefore:

- to discuss some of the dominant language ideologies that shaped the particular language policies and their implementation (or lack thereof) at the University of Yaoundé 1 in Cameroon and the University of the Western Cape in South Africa;
- to reveal how the language *ideologies* of the various respondents in the study (students, lecturers, stakeholders and ordinary citizens) find expression in particular language *attitudes*, and are shaped by particular socio-historical and political factors in Cameroon and South Africa;
- at the same time, to continue to sharpen conceptual clarity between the concepts of language ideologies on the one hand and language attitudes on the other (Dyers and Abongdia 2010).

Die Gebruik van Tegnologie in 'n Taakgebaseerde Sillabus vir Afrikaans as Vreemde Taal in Universiteitskonteks | *The Use of Technology in a Task-based Syllabus for Afrikaans as Foreign Language in University Context*

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Die Taalbeleid van die Universiteit Stellenbosch (2004) erken die status van Afrikaans as 'n akademiese taal en aanvaar die verantwoordelikheid om dit as sodanig te bevorder. Die Beleid streef na die gebruik en voortgesette ontwikkeling van Afrikaans as 'n akademiese taal in 'n meertalige konteks deur die gebruik van parallelmedium-onderrig. Die Departement Afrikaans en Nederlands aan die Universiteit Stellenbosch gebruik taakgebaseerde teorie vir die onderrig van Afrikaans as 'n tweede taal in die Afrikaanse Taalverwerwinglesings. Die doel van hierdie lesings is om studente in staat te stel om suksesvol op generies akademiese en sosiale vlakke in Afrikaans te kommunikeer binne hulle onderskeie fakulteite. Aangesien hierdie studente geen voorafkennis van Afrikaans het nie, val hulle onder *basiese gebruiker* (A) op die Europese Referensiekader (ERK) (2001: 24).

Rekenaargesteunde taalonderrig (RGTO) verwys na die opvoedkundige gebruik van rekenaars en tegnologie vir die onderrig en leer van 'n tweede taal (Chapelle & Jamieson 2008: 1). Daar is 'n behoefte om ondersoek in te stel na hoe taakgebaseerde taalleer in 'n rekenaargebaseerde omgewing toegepas word. Die gebruik van verskillende tipes rekenaargesteunde kommunikasie kan leerders toerus met veelvuldige wyses om verskillende aspekte van hulle tweede taal te ontwikkel (Stockwell 2010: 102).

Die doel van my navorsing is om die rol van tegnologie in 'n taakgebaseerde sillabus vir Afrikaans as vreemde taal te bepaal. Ek sal op die volgende vrae fokus: Hoe kan take ontwerp word met inagneming van die kognitiewe kompleksiteit om Afrikaanse taalgebruik te bevorder? Wat is die eienskappe van aanlyn take en hoe kan dit georden word om suksesvolle taalverwerwing te verseker? Is tegnologie 'n doeltreffende leerondersteuningsmiddel in taalverwerwing?

Om op te som; ek kyk na bestaande take en probeer om dit aan te pas en doeltreffend te orden vir 'n aanlyn taakgebaseerde sillabus vir algemene kampuskommunikasie vir Afrikaans as vreemde taal.

English Abstract
The Language Policy of Stellenbosch University (2004) recognises the status of Afrikaans as an academic language and accepts the responsibility to promote it as such. The Policy is committed to the use and maintained development of Afrikaans as an academic language in a multilingual context through the use of parallel-medium education. The Department of Afrikaans and Dutch at Stellenbosch University uses task-based theory for the teaching of Afrikaans as a second language in their Afrikaans Language Acquisition courses. The aim of these classes is to enable students to communicate successfully at generic academic and social levels in Afrikaans in their respective faculties. Because

these students have no prior knowledge of Afrikaans, they fall under basic user (A) *on the Common European Framework of Reference (CEFR) (2001: 24).*

Computer-assisted language learning (CALL) refers to the educational use of computers and technology for teaching and learning a second language (Chapelle & Jamieson 2008: 1). There is a need to investigate how task-based language learning is applied in a computer-based environment. The use of different types of computer-mediated communication can provide learners with various ways to develop different aspects of their second language (Stockwell 2010: 102).

The purpose of my research is to determine the role of technology in a task-based syllabus for Afrikaans as a foreign language. I will focus on the following questions: How can tasks be designed, keeping cognitive complexity in mind, in order to optimise Afrikaans language use? What are the properties of online tasks and how can they be sequenced to ensure successful language acquisition? Is technology an efficient learning aid in language acquisition?

To summarise, I will look at existing tasks and aim to modify and efficiently sequence them for an online task-based syllabus for general campus communication for Afrikaans as foreign language.

The Pragmatic Markers *Anyway*, *Okay* and *Shame*: A Comparative Study of Two African Varieties of English

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Africa, including South Africa, offers many opportunities to study both New Englishes and World Englishes. Interestingly, while South African English is not generally considered to be a New English, the many other South African languages have had a profound effect on the varieties of English spoken in South Africa. Examining aspects of South African English and comparing those aspects to other (African) varieties of English allow researchers to explore the effects of similar and different sociolinguistic and cultural contexts on the development and use of English. The goal of the study reported on in this paper was to determine and compare the functions of the pragmatic markers (PMs) *okay*, *anyway* and *shame* as they occur in two spoken components of the International Corpus of English (ICE), namely ICE-SA (South African English) and ICE-EA (East African English). Using the commercially available Concordance program WordSmith Tools 4.0, all instances of *okay*, *anyway* and *shame* were identified in each corpus and all non-PM instances were then excluded. The remaining instances of *okay*, *anyway* and *shame* were then hand coded to determine the primary functions that these elements exhibit. The classification of the functions of the PMs was done according to Fraser's (1996, 1999, 2006) framework for identification of PMs. Despite the different sizes and states of completion of the two corpora it was determined that the functions of the two PMs *okay* and *anyway* were similar in South African English and East African English. The findings of the corpus investigation included identifying the functions of *okay* as both a *conversational management marker* and a *basic marker*, as well as its role in turn taking. *Anyway* was found to function as an *interjection*, a *mitigation marker*, *a conversational management marker* and a *discourse marker*. *Shame* was found to be a uniquely South African PM, and to function both as an *interjection* and as a *solidarity marker*.

Development of Balanced Reading in Sepedi and English of Grade 7 Limpopo Readers

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Reading in more than one language remains a debatable issue in literacy pedagogy. Reading comprehension levels have been reported to be very low by previous researchers (Makalela 2010; 2012; PIRL 2006; Pretorius & Lephalala 2011; Pretorius 2012). Of particular significance has been the phenomenon of the transfer of reading skills from one language to another. Very little, however, is known about reading development among primary school learners in many African countries. The present study aims to illuminate this debate by measuring and comparing anaphoric resolution text and making inferences from text reading scores using both Sepedi and English among grade 7 readers in three randomly selected schools in rural Limpopo. Two schools from the same town speaking the same dialect of Semmamabolo (the language close to the standard variety of Sepedi) widely spoken in the Mankweng area were randomly selected from the Mankweng circuit. One school was conveniently selected from Tzaneen (Ritavi circuit) to serve as an experiment to measure dialectic reading performance of the learners for both the Semmamabolo dialect in the rural area of Polokwane in Mankweng and the Khelobdu dialect in Tzaneen. The learners at this school (Tzaneen) spoke a dialect called Khelobedu, a Sepedi dialect that is widely spoken in Tzaneen and not a standard variety at all. The dialectal schools were compared to measure if there were differences in performance and the Khelobedu school served as a pseudo-school to determine the dialectical difference. The learners were tested on reading comprehension with the use of inference testing and anaphoric resolution testing. The learners were tested for linguistic skills of a "referring back phenomenon" and for development of writing skills. They were furthermore tested to determine if they were well grounded in both languages. The learners were tested on reading comprehension by having to resolve anaphors in a text that consisted of 400 words and by having to write a short paragraph for inference skills testing. A one-time series design was used to study and compare the two languages and dialect reading scores within and between subjects. The sample consisted of n=150 participants who sat for the tests in both English and Sepedi. Analysis of Variance (ANOVA) results reveal low reading levels in both the participants' home language and English, with scores of ±40% below 75% and no differential dialect performances within Sepedi. Multiple regression analysis was used to examine the relationship between L1 and L2. The results show no relationship between the two languages. These results are interpreted within various theoretical frameworks on the relationship between L1 and L2 reading development. Further research and pedagogical implications are offered at the end of the paper.

Semiotic Appropriation and Globalisation in a Post-apartheid South African Market Place: Bellville

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Due to democratisation, globalisation and marketisation forces in the new South Africa, both human and goods mobility have increased and have been transforming spaces and peoples' social practices. Mobility has resulted in the transformations and dislocations of spaces, cultures and languages. The end of apartheid has brought about new language and social semiotic practices among South Africans and other nationals, and has created a means to forge new relationships while transforming both society and country. Therefore it is interesting to look at the kind of new identities, languages and cultural artefacts that are being embraced or discarded in the new South Africa. In turn, questions

related to what kinds of changes have taken place in the linguistic landscape in both verbal and visual spaces arise in everyday communication practices. These translocal and transnational flows offer rich linguistic and semiotic resources that are appropriated and recontextualised in local practices (see Androutsopoulos 2007). Whereas most studies on the Cape have focused on the link between language and identity, this study, however, looks at how language and signage have been commodified in Bellville, which is one of the small commercial areas in Cape Town. The study forms part of a larger research project that focuses on identity, space and transformation in Cape Town. The data for this paper includes multimodal signages captured on camera around the market areas in Bellville central. Using notions of linguistic landscaping (Gorter and Cenoz 2010), multimodality (van Leeuwen and Kress 2006) and recontextualisation (Bernstein 1990; Iedema 2003) as social practices, this paper indicates how language and other semiosis are appropriated and recontextualised to transform spaces and attract potential customers. The paper also shows how South Africa has embraced a new identity, an identity where diversity is embraced and has become the norm in the societies and the market places in Bellville.

Knowledgeable, Known and Trusted: A Case Study on the (Perceived) Performance of Subject-Specialist Educational Interpreters ‡

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In the newish world of South African educational interpreting, it is not uncommon to hear experts in fields such as engineering or science maintain that only a subject specialist could adequately interpret lectures laden with terminology and subject-specific concepts.

The study discussed in this paper featured three post-graduate students working as untrained, subject-specialist educational interpreters interpreting a second-year course in their own department (in the Stellenbosch University Faculty of Science). Work done by researchers such as Bartlomiejczyk, Garzone, Gile, Kalina, Kurz, Pöchhacker, Pradas Macias and Verhoef provides a theoretical framework in which the perceptions of the lecturers teaching the particular module will be analysed and discussed.

This paper seeks to comment on the relationship between lecturer and interpreter, between perceived subject knowledge and trust, and between performance and the perception of that performance. These complex and interlinked relationships will be analysed by, firstly, comparing the formal assessment of the subject-specialist educational interpreters' performance – undertaken by an external panel of four assessors – with the attitudes to that performance as expressed by the lecturers in the department. These attitudes were recorded by means of electronic questionnaires sent out to the lecturers at the end of the semester during which the performance of the interpreters was studied. A second analytical angle will be provided by individual interviews with the departmental chair and lecturers, in which they were asked to express their views on interpreting and quality in general, and on the performance of the three subject-specialist educational interpreters in particular – with reference to the recordings made of the interpreters for the purposes of quality assurance.

The ultimate aim of this paper is not merely to analyse and discuss this particular case study, but to detail possible ways in which to inform and shape the expectations of those lecturers involved in the 'hard' sciences who have their lectures interpreted. If the expectations of these lecturers can be informed and shaped it might not only change their perception of the quality of interpreting their students receive, but could also lead to more constructive feedback to interpreters regarding their output. And that could, in turn, result in a better interpreting product.

Towards Impact Measurement: Responsibly Designing a Framework for Assessing the Value of Academic Literacy Courses

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It is generally acknowledged that the South African secondary education system no longer sufficiently prepares students for tertiary studies. A low level of academic literacy is considered to be one of the major contributing factors to poor student throughput. In fact, Davies (2009: xi) argues that "basic academic language literacy is essential to make [academic survival] possible". Much research has been done about the placement of students as well as subsequent academic literacy interventions. However, very few studies have attempted to measure the impact of such courses on students' academic literacy levels. This exploratory paper aims to investigate ways in which the effectiveness of academic literacy courses could be assessed. It proposes a two-pronged approach to determining the impact of such courses. Firstly, it proposes examining students' receptive and productive literacy skills quantitatively. One way of assessing receptive skills would be to administer an existing reliable, valid and standardised academic literacy skills test. Through such a test, a variety of abilities usually associated with general academic literacy could be assessed. The paper also examines how a sample of student writing could be used to assess students' productive abilities quantitatively. Secondly, the paper proposes determining students' perceptions about the academic literacy intervention at various intervals at two critical stages: at the end of the course and a year after the course has been completed. Moreover, the paper will consider the viability of alternative methods of determining course impact, such as tracking students' academic performance longitudinally and comparing the academic literacy course outcomes with students' second and third year subject content and assignments. The ultimate goal of this study will be to develop a framework for assessing the impact of any academic literacy intervention. Such a tool would enable course developers to determine whether their academic literacy interventions have the desired impact, and to adjust their course content and approach accordingly. Furthermore, such a model would contribute to empirically proving the value of successful courses, ultimately justifying the costs and other resources that effective academic literacy courses require.

Towards Blended Medical Communication Training: Adapting Online Language Learning Materials for South African Vocational Training

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Research shows that the quality of doctor-patient and doctor-colleague communication can directly influence the quality of patient care (e.g., Hewett et al. 2009; Watson et al. 2012). Moreover, effective communication between patients and their doctor will improve patient health outcomes (Stewart 1995: 1428). Consequently, communication courses for medical professionals and especially for language-discordant doctors should be a priority in the medical curriculum. However, "[l]anguage support guides (such as the Calgary-Cambridge guides; Silverman, Kurtz, & Draper 2005) generally target native speakers rather than language learners, and typically mention the use of a second or foreign language as just one of many issues in cross-cultural communication without providing any solutions or prescriptions to address ensuing communication problems" (Van de Poel & Gasiorek 2012: 4).

In the multilingual and multicultural South African professional healthcare context communication challenges are manifold, first and foremost because of the sheer number of languages and cultures involved and the diverse views on the nature of a medical encounter. South African public healthcare is further characterised by an underrepresentation of doctors, with one doctor for every 4 219 people (KZN Department of Health 2011).

Given the restricted number of teaching hours and the lack of targeted teaching and learning materials, Stellenbosch University's Faculty of Medicine and Health Care – in collaboration with the Language Centre and the Medics on the Move team[1] – in 2013 introduced a blended learning approach consisting of (limited) contact teaching and autonomous online learning for communication training in Afrikaans of the first year medical students. To facilitate blended learning, Medics on the Move (MoM) (www.medicsmove.eu) was implemented as the communication tool for learning – online and in the classroom.

The topic to be addressed in this paper is how the existing online tool MoM was turned into a dynamic, flexible teaching and learning tool called MoM SA and adapted to the needs of South African vocational learners. This adaptation process will be critically described. We will provide examples of how the materials were linguistically and culturally adapted to the South African medical context to provide optimal support, and how blended learning aimed to introduce and at the same time to balance online and contact teaching and learning. Further, we will discuss how the stakeholders (teaching staff and medical students) evaluate MoM SA's success in terms of relevance, efficiency, added value, effectiveness, impact and sustainability. We will make use of the experience of the learners (usability questionnaire at end of course – see the criteria above), the experience of the teacher (logbook), pre- and post-test results and online logs. This process of triangulation, "examining the consistency of different data sources from within the same method" (Patton in Qualitative Research Guidelines Project 2006) will ensure the reliability of the research analysis. Finally, we will formulate some reflections on how this project will be carried forward, since MoM SA as language support system is meant to ultimately foster and enrich a well-defined multilingual professional environment.

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Die Ontwerp van 'n Kursus vir Afrikaans vir Spesifieke Doeleindes binne die Raamwerk van Taakgebaseerde Onderrig | *The Design of a Course for Afrikaans for Specific Purposes within the Framework of TBLT*

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Afrikaans is een van die elf amptelike landstale wat in die Suid-Afrikaanse Grondwet erken word, waarin gespesifiseer word dat veeltaligheid bevorder moet word. Die implementering van 'n veeltaligheidsbeleid in Suid-Afrika vereis dat die onderrig en leer van Afrikaans as tweede taal aandag geniet, met spesifieke fokus op die onderrig van Afrikaans vir spesifieke doeleindes aan volwassenes. Laasgenoemde, veral met betrekking tot die onderrig en leer van Afrikaans vir spesifieke doeleindes in 'n universiteitskonteks, het nog min, indien enige, aandag in die Suid-Afrikaanse konteks geniet.

Suid-Afrika is divers in terme van kultuur en taal. Onderwysers (en dus ook onderwysstudente) moet daarop voorberei word om effektief te kan onderrig gee, aangesien daar van leerders verwag word om op 'n akademiese vlak met taal te kan omgaan (Van der Walt & Ruiters, 2011: 96).

Die besluit is geneem om 'n genre-ondersoek te doen aangesien dit 'n alternatiewe manier is om take te klassifiseer. Basturkmen (2006: 52) beskryf *genre* as 'n taal- en kommunikasietipe wat binne 'n

spesifieke omgewing plaasvind. Volgens Basturkmen (2006: 56) identifiseer 'n genregebaseerde ondersoek strukture en patrone wat onderliggend is aan die spesifieke genre. Die fokus van 'n taalkursus vir spesifieke doeleindes is meer beperk as dié van 'n algemene taalkursus (Basturkmen 2010: 3). Samuda en Bygate (2008: 53) wys daarop dat die relevansie van taal en aktiwiteite belangrik is in hierdie spesifieke kursusse, terwyl Gatehouse (2001) die gebruik van outentieke taal beklemtoon. Die doel van my navorsing is om die spesifieke behoeftes van eerstejaar-onderwysstudente met Afrikaans as tweede taal te ondersoek en te identifiseer met die doel om 'n taakgebaseerde kursus te ontwerp, wat spesifiek op hierdie groep gemik is. Hierdie studie maak gebruik van die parameters van tipes take soos uiteengesit deur Van Avermaet en Gysen (2006). Die kompleksiteitskaal van Duran en Ramaut (2006) sowel as die kompleksiteitsgrafiek van Adendorff (2012) sal gebruik word om die inhoud van take te gradeer en te orden ten einde 'n sillabus te ontwikkel.

Die referaat lewer verslag van my ondersoek oor die ontwerp van 'n Afrikaanse spesifiekedoeleindekursus vir eerstejaar-onderwysstudente. Ek bied in die referaat 'n raamwerk aan vir die ontwikkeling van 'n taakgebaseerde onderrigprogram vir die onderrig en leer van Afrikaans as 'n tweede taal vir onderwysstudente binne die universiteitskonteks.

English Abstract

Afrikaans is one of the eleven official languages acknowledged in the Constitution of South Africa, which specifies that multilingualism should be promoted. The implementation of a multilingual language policy in South Africa requires the teaching and learning of Afrikaans as a second or additional language, and especially the teaching of Afrikaans for specific purposes to adult learners. The latter has not received much attention in the South African context; especially not research on the learning and teaching of Afrikaans for specific purposes in a university context.

South Africa is diverse in terms of culture and language. Educators (and thus education students) must be prepared for effective teaching, as there are expectations of learners to engage with language on a higher academic level (Van der Walt & Ruiters 2011: 96).

The decision of embarking on a genre investigation was made as this is an alternative way to classify tasks. Bassturkmen (2006: 52) describes genre *as a language and communication type that takes place in a specific environment. According to Bassturkmen (2006: 56) a genre based study identifies structures and patterns that are underlying in a specific genre. The focus of a language course for specific purposes is narrower than that of a general language course (Bassturkmen 2010: 3). Samuda and Bygate (2008: 53) point out that the relevancy of language and activities are important in these specific courses while Gatehouse (2001) emphasises the use of authentic language.*

The purpose of my research is to investigate and determine through conceptual research the specific needs of first year education students who have Afrikaans as their second language with the aim to design a task-based course that is specifically aimed at this target group. This study makes use of the parameters for type tasks as set out by Van Avermaet and Gysen (2006). The complexity scale of Duran and Ramaut (2006) as well as the complexity graph of Adendorff (2012) will be utilised to grade and order the contents of the tasks with a view to developm this syllabus.

This paper reports on my investigation regarding the design of a course for Afrikaans for specific purposes for first year education students. To summarise, I will propose a framework for the development of a task-based teaching programme for the teaching and learning of Afrikaans as a second language for education students within the university context.

Adoption of Relevant Resources and Effective Implementation of the Language Policy will Benefit Learners with Learning Barriers

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Many learners with learning barriers attend main stream schooling; they find themselves overwhelmed by high expectations from the education system which are way beyond their reach. Teachers complain that these learners are a burden and prolong the process of progress in the classroom situation. There is little or no research done on the learners' literacy levels or whether any learning does take place. The lack of identification of these learners also contributes to the sad fact that there are no records of these learners' progress and their life span in the schooling environment. This research aims to investigate the current situation of learners with learning barriers who attend mainstream schooling in the Western Cape. It also seeks to find out whether, when these barriers are identified, they are adequately addressed and if the resources meant to assist are efficient and effective. The research includes reports from interviews conducted with educators. The results prove that not much is being done to assist learners with learning barriers in schools, so little that they end up dropping out of school before they are able to reach matriculation level. The study recommends the following: (a) that the DOE take charge in making certain that equal access to education for all learners is delivered as promised in the white paper (2001); (b) that the government introduce effective alternative ways of teaching and learning; (c) that writers and publishers come forth and work together in collaboration with the government and teachers to produce the necessary and effective learning material and resources in order to make sure that these learners are able to achieve their full potential; (d) that educators make use of multimodality and translanguaging as alternative and ready material, because globalisation has made these resources ideal.

The Impact of Subtitles on Academic Performance at Tertiary Level

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In South African higher education, multilingual classrooms (classrooms containing students from different linguistic backgrounds) form part of a reality that has a definite impact on the way students engage with academic content. Subtitling has been suggested as a possible way to address the needs of these classrooms. English subtitles in an English second language (L2) classroom may provide valuable double exposure to vocabulary and content, while first language (L1) subtitles for English L2 audiovisual texts may also hold benefits. However, both options have an impact on attention distribution.

The way students distribute their visual and cognitive attentional resources during an academic lecture is of paramount importance in educational design. When attending to (or watching a recording of) an academic lecture, students constantly have to shift their attention between different sources of information of varying density and relevance. If there is redundancy between the words spoken by a lecturer, information on a visual presentation, and a transcription or translation of the words of the lecturer in subtitles, there will necessarily be competition, and a risk of cognitive overload. In this paper we will report on an eye-tracking study conducted on one recorded lecture from a first-year Psychology class. The recorded lecture, which was presented in English, was shown to three groups of students who study through medium English as L2 – one group viewed the lecture with English subtitles, the second group with Sesotho subtitles and the third group without subtitles. After viewing

the recorded lecture, students had to complete a set of comprehension questions and give feedback on the effort involved in (or experienced while) viewing the recording. All data were recorded using an SMI iViewX RED eye tracker, and were analysed using descriptive and inferential statistics.

The main focus of the paper will be on a comparison of visual attention distribution (derived from the eye-tracking data) between subtitles, slides and the lecturer (information-rich sources) and the rest of the screen (an information-poor source). The eye-tracking data will be correlated with a performance measure (a comprehension test on the content of the lecture) to determine the impact of attention distribution between different sources of information on academic comprehension, and also to determine the effect of English L2 versus Sesotho L1 subtitles on academic performance. We will also compare the self-reported cognitive effort ratings of the groups in order to determine to what extent the videos containing subtitles increase the cognitive load. We will engage critically with studies that either consider subtitles beneficial to learning because of dual coding, or disruptive to learning because of cognitive overload. The issue of the language in which the subtitles are presented to and perceived by viewers will also be discussed within this context.

Perceptions of University Students regarding Multilingual Education: A Case Study of the North-West University Mafikeng Campus

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The dominant position of neo-liberal monolingual medium of instruction practices has created myths and fallacies about the utility of English as the sole language of skills development and training in South Africa (Ndhlovu 2013: 33). As a result most tertiary institutions are reluctant to implement multilingual education for purposes of teaching and learning on the basis that they want to create "globally relevant" students. This argument has been proven by many scholars to be delusive. Current research has proven that the use of multilingualism in higher learning contributes to the learner's conceptual and pedagogical development as well as communicative competence. However, despite all these facts and research evidence, North-West University (NWU), Mafikeng Campus is failing to implement a language policy that promotes multilingualism. The passageway argument is that the students at NWU have a negative attitude towards the use of their indigenous languages for teaching and learning purposes. It is in light of this that the researchers set out not only to investigate the NWU language policy, but to go a step further and investigate the students' perceptions of multilingual education as a contributing factor towards the lack of practical implementation of the University's language policy. This study will also highlight the ill-preparedness of students for an English-only teaching-learning environment. The tentative empirical data prove that the students also feel that they are at a linguistic disadvantage when entering the tertiary institution. This paper returns to the knotty question on languages-in-education policies for multilingual societies, which is an ongoing topical issue in national and international contexts.

The overall intention is to reflect on and discuss issues around competing meanings of and ideas about multilingual education in the South African higher education system. Previous scholarly and policy debates and conversations around multilingual education in South Africa have not paid much attention to the perceptions of students in tertiary institutions. In spite of there being robust and comprehensive policies on the treatment of South African languages in the country's higher education system, very little is known beyond a range of stereotypes about the perceptions of those outside the policy making machinery (especially students) regarding the handling of languages in the country's university system. We still need to know what the generality of the South African higher education student population thinks about languages-in-education and why the post-apartheid policy of eleven

official languages is not being implemented to the letter. The premise of the paper is that multilingual education means different things and is understood differently by different stakeholders to the education enterprise. The key contending question that we seek to address is this: How do different cohorts of South African university students conceptualise multilingual education and what do they expect of it? In our attempt to respond to this question we draw on the outcomes of a survey that we conducted at the NWU Mafikeng Campus, where a questionnaire was distributed to a random sample of 500 first year undergraduate students. First year students were selected as the best target group because of their immediate experience of linguistic transition from a code-switching learning environment at matric level to exclusive use of English at tertiary level. The research adopts Kosch and Burckett's (2004) ideas as a theoretical framework. However, the researchers also give a new model solution that may be adapted for the context of the NWU Mafikeng Campus students which complements the learners' needs. This research will contribute immensely towards the debate on the true role of language in hampering access to university studies.

Two Issues in the Derivation of Coordinate Constructions

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In the coordination literature there is a long-standing debate as to whether coordinate constructions should be modelled with a flat multiple-branching structure, as illustrated in (1), or as a binary-branching structure, as in (2), of the kind that is compatible with the Minimalist framework.

(1)

conjunct   coordinator   conjunct   (2)
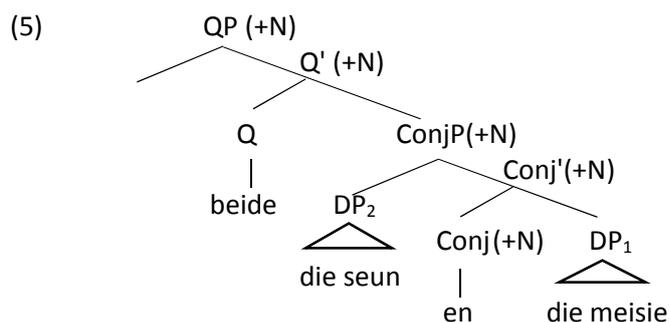
conjunct

coordinator   conjunct
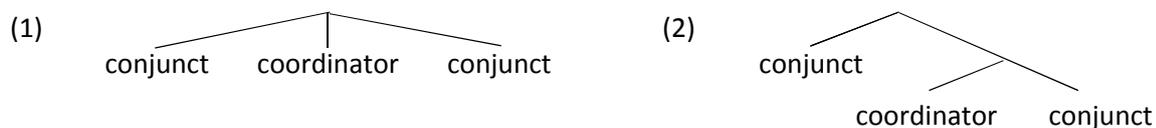
Zhang (2010) presents several arguments which show that coordinate complexes have a structure along the lines of (3): with the head realised by a coordinator and with one conjunct, the complement of the head, structurally closer to the coordinator than the other, the specifier of the head.

(3)   XP

α   X'
(external conjunct)

X   β
(coordinator) (internal conjunct)
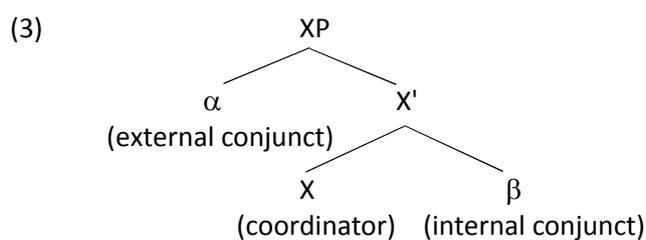
In order to account for the categorial status of a coordinate complex, Zhang argues that coordinators do not have any intrinsic categorial specification; rather, the categorial specification of the external conjunct (i.e. the specifier) is transferred to the coordinator and then projected to the whole complex. This is implemented as feature percolation from the external conjunct to the coordinator head.

In this paper I provide an outline of Zhang's (2010) analysis of coordination constructions as it relates to coordination by means of *en* ("and") in Afrikaans. Furthermore, I highlight both a problem with, and a gap in, the analysis. On the one hand, I argue that feature percolation from the external conjunct is problematic in view of the minimalist hypothesis that the first step in a derivation is the merging of the internal conjunct (the complement) and the coordinator (the head). On the other hand, once the complex has acquired a categorial label it should be possible to project further functional structure associated with this category. This is indeed the case as shown in (4), with the structure in (5), where the quantifier *beide* ("both") has scope over the entire coordinate complex.

(4)   Beide die seun en die meisie verstaan die werk.

(5)
```
            QP (+N)
           /      
              Q' (+N)
             /      \
           Q       ConjP(+N)
           |       /       \
         beide   DP₂      Conj'(+N)
                 /\       /       \
              die seun  Conj(+N)  DP₁
                          |       /\
                         en    die meisie
```

Brief consideration will also be given to the relationship between elements like *beide* and the connective *en*, and the possibility that the formal relationship between the quantifier and the connective is closer than the surface word order suggests.

Community Integrated Language Learning: A Curriculum Design Process for Higher Education

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The Central University of Technology (CUT) in Bloemfontein, South Africa, introduced a "language bridge" programme known as the Academic Language Programme (ALP) in 2007. The idea of an ALP was born against the background of poor academic literacy skills among the majority of first year students entering the university every year. This is largely a result of poor English education and assessment practices at most South African secondary schools. The specific focus of the ALP has been to bridge the evident gap between the students' existing English academic reading and writing abilities and the abilities deemed necessary to succeed at university. The ultimate aim is to boost the student graduation rate at CUT. The university has been working to improve this programme and increase its effectiveness over the past five years.

Recent efforts to revamp the ALP have involved designing a new course to better equip students with important reading and writing skills needed for academic achievement. This curriculum renewal project started in January 2013. The course currently being developed is organised around four greatly valued graduate attributes/themes at CUT: innovation, entrepreneurial skills, community engagement and sustainable development. While the content is based on these attributes identified by CUT, the design is founded on current theories and methods in the TESOL (Teaching English to Speakers of Other Languages) field. The Genre Approach is used as the organising principle around which the course is developed.

This presentation focuses on the design and materials development processes involved in creating this course and how current ESL methodology was used to integrate these attributes into reading and writing instruction. This language course design process is outlined and explained with special attention given to current international trends in the field of TESOL as well as the locally valued attributes that CUT has identified as essential for the country's development at this time.

Framed Communities: Translating the State of a Nation

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The South African president delivers a State of the Nation Address every year. In this speech he raises his opinion on the current state of affairs in the country. It is impossible for the president to accommodate all eleven official languages of the country in his speech, and therefore, most of his speech is given in English. A few weeks after the address the speech is translated into all eleven languages and can be viewed on the government's official website.

The country's different media channels report extensively on this speech. These reports can, however, be regarded as much more than simple commentaries on the speech – they are, in fact, *reframed* and *rewritten* versions of the speech that affect, shape and sustain the opinions and ideologies of their readers. These media channels also provide the perfect vehicles through which common links can be established between supporters of the same media to support their belief that they form part of an established community (Bielsa and Bassnett 2009: 33).

In situations where communication is present or necessary, it is impossible to escape the process or effect of framing, as framing implies "'how speakers mean what they say'" (Tannen and Wallat 1993: 60, in Baker 2006: 105). Therefore, the presence and effects of framing should never be ignored. In this instance it is through intra- and interlingual *rewriting* of the President's speech to fit the framework of the chosen media channel that framing takes place. Mona Baker supports the integral role framing plays in translation (intra- or interlingual) by introducing the idea that the translated and reformulated narratives that we are exposed to on a daily basis constitute the everyday stories that shape the way we perceive reality (Baker 2006: 3). Therefore, it is vital to investigate this process and how it affects both the target text and the target readership.

In this exploration of intra- and interlingual rewritings of the State of the Nation Address, the researcher looks at three ideologically different South African newspaper publications and how each uses the same source text to create vastly differing target texts. By catering for their target markets, these publications maintain or shape a specific point of view; at the same time, by focusing on specific parts of the source text that would interest their readership, they expose the readers only to these sections of the speech and subsequently frame the readers' perception of the address, the president and, ultimately, their country.

Role-Plays to Foster Pragmatic Awareness in an English Second Language (ESL) Classroom: ESL Teachers' Perspectives

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One of the challenges usually identified with high school English Second Language Learners (ESLLs), in resource-scarce places like Venda, in the far north of the Limpopo province, is their categorising of the language of instruction, English, as a foreign language; hence their inability to appropriately manipulate different speech acts expressed, directly or indirectly, in the rich array of communicative events. Particularly, it is not unusual for ESLLs to fail to interpret speakers' intentions communicated indirectly; in other words, on occasions when the form of an utterance does not match its communication function (Kaburise 2012). This inability not only results in speaker miscommunication and hearer incomprehension, but also in an idiosyncratic nature to ESLLs' usage of English (Bardovi-Harlig 1996; Rose and Kasper 2001; Bardovi-Harlig and Griffin 2005). Reasons for this problem are,

among others, treatment of English as a foreign language and only as a language of instruction, the dynamic nature of pragmatic competence and communication events, ESLLs' and their schools' profiles, ESL teachers' style of instruction, assessment formats, ESLLs' preferred mode of learning and resources shortage (teacher experience, textbooks, support materials, equipment, etc.). All of these have some bearing on the inculcation of a pragmatic, functional or usage-oriented focus to language (Kasper 1997). One proposed solution to this challenge is for teachers to use role-play to create interactive classrooms which would expose ESLLs to different speech acts and communication events, thereby providing them with opportunities to pragmatically manipulate their second language (Brasdefer 2008). Although there is provision for simulation and role-play in the English language curriculum statements, in the text books and recommended pedagogy, it is not clear that teachers are exploiting these methods in their classrooms. Teachers believe that using the speaking topics and tasks provided in the curriculum statements and in text books is a way of introducing elements of functional approach to English teaching and learning. Discussions in this paper will focus on teachers' interpretation of pragmatic awareness and whether they see role-play as a possible tool for inculcating this awareness. This would be done through interrogating the results of a questionnaire administered to high school teachers on their perspective of role-play as a way of raising pragmatic awareness in an ESL classroom. A functional approach to language or a pragmatic orientation to language therefore forms the theoretical base for this paper.

Comparing Vowel Hiatus Resolution in ciNsenga and chiShona: An OT Analysis

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This paper compares repair strategies used to remove vowel hiatus in ciNsenga and chiShona, two southern Bantu languages spoken in Malawi and Zimbabwe, respectively. In both languages, in the nominal domain, hiatus is resolved through glide formation (cf. (1) & (2)), secondary articulation (cf. (3) & (4)) and deletion (cf. (5)-(7)).

(1) /u-a$^\eta$gu/ [wa$^\eta$gu] (CL1) 'mine'
(2) /i-a$^\eta$gu/ [ja$^\eta$gu] (CL4) 'mine'
(3) /mu-ana/ [m^{w}ana] (CL1) 'child'
(4) /ku-a$^\eta$gu/ [k^{w}a$^\eta$gu] (CL15) 'mine'
(5) /tʃi-a$^\eta$gu/ [tʃa$^\eta$gu] (CL7) 'mine'
(6) /li-a$^\eta$gu/ [la$^\eta$gu] (CL5) 'mine' (ciNsenga)
(7) /ri-a$^\eta$gu/ [ra$^\eta$gu] (CL5) 'mine' (chiShona)

Clearly the two languages exhibit similar patterns in terms of vowel hiatus resolution in the nominal domain. The similarity between the two languages, however, does not extend to the verbal domain; in verbs when the first vowel (V_1) is immediately followed by a verb stem initial vowel (V_2), hiatus is tolerated in ciNsenga ((8)-(9)) but not in chiShona, where hiatus has to be resolved through glide epenthesis (spreading; (10)-(11)).

(8) /si-u-ka-ni-on-a/ [sukan*io*na] 'you (sg) will not see me'
    NEG-SM-FUT-OM-see-FV

(9) /si-u-ka-ni-uʒ-a/ [sukan*iu*ʒa] 'you (sg) will not tell me'
    NEG-SM-FUT-OM-tell-FV

(10) /ḫa-u-tʃa-$^\eta$di-on-a/ [ḫa*w*utʃa$^\eta$di*w*ona] 'you (sg) will not see me'
    NEG-SM-FUT-OM-see-FV

(11) /ɦa-u-ʧa-i-uɖz-a/   [ɦa*w*uʧa*j*i*w*uɖza]   'you (sg) will not tell it'
       NEG-SM-FUT-OM-tell-FV

In ciNsenga verbs ((8) & (9)), V_1 is deleted when V_2 is a prefix vowel, but is retained when V_2 is stem initial. In chiShona verbs, hiatus has to be resolved through glide ([w] and [j]) epenthesis (spreading) only, unlike in nominals, where it is resolved through glide formation, deletion and secondary articulation. This paper discusses and compares the ciNsenga and chiShona facts within Optimality Theory (Prince & Smolensky 2004), which postulates that individual grammars are constructed of universal constraints and that typological variation – the differences between languages – is a function of reranking a universal set of constraints. In summary: (i) In ciNsenga hiatus is tolerated only when V_2 is verb stem initial, while in chiShona there is a complete ban of vowel hiatus. (ii) In ciNsenga verbs hiatus is resolved by elision when V_2 is a prefix morpheme ,while in chiShona verbs hiatus is resolved through glide epenthesis, whether V_2 is verb stem initial or not.

Studying Language Policy as a Sociocultural Tool: The Case of Language Policy and Planning of the University of Cape Town

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The paper is based on the author's master's thesis (Karjalainen 2009), which examined language policy and planning (LPP) at the University of Cape Town (UCT) within the context of the post-apartheid transformation processes, seeking to identify the role of LPP in institutional transformation of the university. That process is seen as guided by two seemingly contradictory discourses – one arising from the need to redress inequalities of the past, and another from the pressures of neoliberal values of globalisation, which results in tensions evident in an ongoing debate over the direction, content, quality and the general role of universities. Challenges arising from the need to reconcile conflicting objectives have also been central in discussions on language policy and planning. Therefore, the question on the role of LPP in the institutional transformation of UCT was approached from the perspective of critical linguistics that draws attention to the notion of power as implicit in the policy-making process, claiming that language policy and planning can be used to maintain and create various forms of societal inequalities.

Indicating some limitations of this theoretical approach and recognising complex interrelationships between various levels of language planning and between policy and practice, this paper re-examines the data of the original research, situating it in a broader metatheoretical framework of sociocultural theory (Cross 2009). Employing the idea of policy as a sociocultural mediatory tool, a sociocultural perspective offers the possibility of accounting for the ways that various aspects of LPP are constantly negotiated and constructed by actors at various institutional levels. Importantly, it also helps to understand how the present forms of LPP activity relate to the broader socio-/cultural-historical domain from and in which that activity comes into being.

The core data that I focus on are two documents that guide language policy and planning of the University of Cape Town. The analysis is further informed and supported by four interviews with people involved in policy making at UCT, as well as secondary documentary data, such as surveys, reports and legislative documents of other higher education institutions. The main purpose of this paper is to engage in a theoretically driven discussion, while working with data, in order to probe certain theoretical tools, which might offer new insights into the study of language policy and planning.

On the Valency of the Reciprocal and Associative in Ndebele

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Despite considerable literature on the reciprocal in Bantu (Mchombo 1980, 1992, 2004, 2007; Mchombo and Ngunga 1994; Dlayedwa 2002), there seems to be no agreement among Bantuists on what a reciprocal extension is and what an associative extension is. Kimenyi (1988) and Schadeberg (2003) view the reciprocal extension as one and the same with the associative extension. The term "associative" is used by these authors as a generic term to encompass both the reciprocal and the associative. This paper compares the morphosyntactic properties of the reciprocal and the associative extensions in Ndebele. The reciprocal in Ndebele is marked by the verbal suffix */-an-/*. Its typical properties are that it requires a subject NP that is either plural or a coordinate structure, and it is also an argument changing verbal extension in the sense that it reduces by one the array of arguments associated with the underived predicate. Mchombo (2004) observes that reciprocal verbs in Chichewa do not take direct objects. This can be demonstrated by their failure to co-occur with an object marker (OM) in a monotransitive construction. Moreover, the reciprocal cannot co-occur with the passive extension in a basic unextended verb in Chichewa. The incompatibility between reciprocal verbs and OMs in Chichewa could therefore be ascribed to the intransitive nature of the verb. However, in contrast to Mchombo's observations about Chichewa, this paper will show that in Ndebele the reciprocal verb can take a direct object and that the reciprocal can also co-occur with the passive in an unextended verb. The paper will further demonstrate that Ndebele has the associative extension. It will be argued that, although the reciprocal and the associative are identified by a similar extension */-an-/*, they do have different properties; specifically, the reciprocal is syntactically intransitive but semantically transitive, whereas the associative is both syntactically and semantically intransitive.

The Role of Language Learning Strategies in the EFL Learning of Vietnamese-speaking University Students

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Research into the variables which affect second language (L2) learning has shown varying results. The relationship between one of these factors, language learning strategies (LLSs), and language proficiency has been studied extensively in the English as a second language (ESL) setting (cf. Griffiths 2004; Chamot 2005; Magogwe & Oliver 2007), often with inconclusive results. Other variables which have been shown to influence the type and frequency of LLS use include gender and length of exposure to the L2 (cf. Rahimi, Riazi & Saif 2004; Tercanlioglu 2004; Liyanage & Bartlett 2011; Wong & Nunan 2011). There has, however, been a dearth of studies focusing on the relationship between LLSs and these variables, including language proficiency, in the English as a foreign language (EFL) context, and especially in East-Asian and South-East Asian tertiary settings. Against this backdrop, the study reported here set out to investigate whether there is a significant relationship between Vietnamese-speaking EFL students' LLS use and their language proficiency, and also whether gender and length and type of exposure to the L2 influence their LLS use.
Participants were 51 male and 51 female Vietnamese-speaking students in an English for Academic Purposes (EAP) course at an international university in Vietnam. Data were gathered on the students' type and frequency of LLS use by means of a commonly implemented self-report questionnaire, the Strategy Inventory for Language Learning (SILL) (Oxford 1990; see also Oxford 2011), and the students'

assessment results for the EAP course were taken as a measure of their English proficiency. A questionnaire was used to collect information on the students' language backgrounds.

The participants were found to be medium to high frequency LLS users overall, with their reported use of certain LLS categories contradicting the general stereotype that Asian students are passive and rote learners. No significant correlations were found between frequency of LLS use and language proficiency. Furthermore, no significant difference was found between the reported frequency and type of LLS use of female and male participants, nor was there any correlation between additional exposure to English outside of high school and LLS use. We conclude with a discussion of these results within the socio-cultural context of Vietnamese-speaking learners in a tertiary EFL setting, as well as a critical evaluation of the (internationally employed) SILL as instrument for gauging learners' LLS use.

A Dynamic Role Model for Educational Interpreting ‡

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Educational interpreting plays a pivotal role in improving access to education in certain South African educational institutions. However, the role of the interpreter has been and will probably remain one of the most contentious topics in Translation Studies. Views on the topic range from interpreters' being invisible on the one hand to their being an integral part of the communication process on the other – with many other theories in between. A long-term study, culminating in a PhD, researched precisely this topic within the educational interpreting environment in South African educational institutions.

The study relied on the theoretical models of Toury (2000: 198) and Shlesinger (1999: 65-77), and hypothesised that the interpreter is expected to act in a certain manner, but that these expectations do not take into account the uniqueness and the realities of each interpreting event. In addition to this, based on contributions by Angelelli (2000a and b, 2003, 2004, 2006) and Mullamaa (2006 and 2009), one cannot ignore the impact of the social environment on the role of the interpreter. This, linked with the interpreter's self-identification and perception of the role he fulfils, solidifies the role of the interpreter as a socially active one. Departing from Niska's (2002: 137-8) continuum model for community interpreters, which speaks of the fulfilment of several roles depending on the situation in which community interpreters find themselves, it becomes evident that the educational interpreter indeed fulfils several roles – and does so constantly.

The aim of this paper is to report on the findings based on the data gathered for a PhD thesis, and to elaborate on the development of theory focused on the role of the interpreter. The paper will conclude by offering a unique model for the role fulfilment of educational interpreters and argue that, if it can be proven that educational interpreting not only requires but deserves a unique role model, other types of interpreting indeed deserve the same type of research.

Impact of the Language Practice and Language Attitude/Ideology for the Implementation of the Language Policy in the Education System in South Africa: Adapted Approaches at Selected Primary and Secondary Schools in Gauteng and North West

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This paper presents the impact of the individual language practice and language attitude of principals at selected primary and secondary schools and their implementation of language policy. Language policy consists of the tripartite division into language practice, language attitude/ideology and language management. These three areas of language policy correspond with and influence each other. "[I]n African communities (as in most of the world today), the practical value of international standardized modernized former colonial languages outweighs traditional loyalties to autochthonous varieties" (Spolsky 2007: 200). Keeping this quotation of Spolsky in mind, one relevant question presents itself: To which extent does the principal's individual language attitude have an impact on the day to day implementation of language policy at South African schools? This impact was examined, first and foremost, with regard to the indigenous languages at the selected schools. Individual language attitude must also be seen against the backdrop of social language ideology, because they influence each other. Furthermore, actual language practice in the classroom is influenced by the composition of the class, as well as by the competence of the individual educator.

Although language attitude and language ideology are very difficult to define and quantify, a field research was carried out between June and September 2012. Information about language practices and language attitudes was gathered during semi-structured interviews that included 12 questions and lasted 30 minutes on average. For this purpose, principals of randomly chosen primary and secondary schools in the research area were interviewed.

The interviews underline the importance and daily challenges of language-related issues for primary and secondary schools. The close link between language attitude and language policy became evident. The range of how far the approaches were adapted is huge. A positive correlation was found with a "positive" attitude towards the indigenous languages, meaning more effort was made to adapt approaches for a more Home Language based language policy. Compared to this the more "negative" the attitude towards the indigenous languages, the more reluctant was the effort to implement a suitable language policy for the usage of these languages. Further qualitative and quantitative research is necessary with regard to the nexus and influence of language practice and language attitude towards the implemented language policy at specific educational institutions to develop individual solutions for the future.

"You Should Have Screamed Your Lungs Out for Help After He Let You Go": Constructing Victims and Perpetrators of Rape in Drum Magazine*

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This paper reports on the ways in which rape perpetrated by males on females is constructed in news stories and the advice column 'Sis Dolly' published in the South African publication Drum magazine. The data collected for the study spans the period from 1984 to 2004 (encompassing both 10 years before and 10 years after democracy). The paper uses Critical Discourse Analysis (Fairclough 2003) as main analytical tool and also draws on Bakhtin's (1986) notions of hetereglossia and multi-voicedness

to analyse the data. The findings suggest that there is on the one hand a decrease of explicit victim blaming after 1994, but that subtle and opaque victim blaming is still evident in reports, letters to the advice column and the responses from the columnist. These rape discourses presented in Drum magazine after 1994 are, as Bakhtin (1986) suggests, made up of multiple voices articulating different gendered discourses. Discourses which make females responsible for their safety and protection against rape are prevalent, while at the same time rape is constructed as a 'horror story' and the perpetrator as the 'monster'. We argue that, even though the use of less explicit victim blaming might seem like a positive move in the representation of rape and gender, more subtle and opaque victim blaming makes the manufacturing of consent easier and makes it more difficult to counteract dominant discourses.

Multimodal Development in Oral Narratives: A Comparison of French, isiZulu and SeSotho Speakers

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Oral narratives in face-to-face interaction include the use of both auditory (linguistic and prosodic) and visual (gesture) dimensions. This study examines how discursive activity develops in children. To study age-related changes in the way children and adults gesture while narrating leads us to better estimate the relative weight of social and cognitive factors in narrative development (Berman 2004). Studies on late language acquisition have shown that from 9 years of age and onwards, children's narratives gain in linguistic complexity and children increase their frequency of co-speech gesture use to represent the narrated events and characters, to maintain the internal coherence of the narrative, and to mark the transitions between the account of events and the commentaries (Colletta et al. 2010; Graziano 2009; Kunene 2010). This ability has implications for second language acquisition as well as the text writing modality. This cross-linguistic study investigated if discourse development is universal across all languages, as well as the influence of the type of language; French is an analytical language whereas isiZulu and Sesotho are agglutinative languages.

The present study presents the results of an empirical investigation that compared narratives produced by French, Sotho and Zulu participants. Participants watched a speechless short cartoon and then were asked to retell the story they had seen to the interviewer. Narratives were annotated for language complexity; length and type of clause, syntax, as well as memory recall across the age groups. Narratives were also annotated for gesture; type of gesture, function of gesture, temporal synchrony to speech and the form of gesture. The focus will be on speech and gesture narrative development in children between the ages of 6 and 12 years, as well as to investigate the underlying linguistic and social factors.

Results show a significant age effect on the pragmatics of speech and gesture activities, which follows a universal pattern. However, the language structure and culture determine how the developmental trend is distributed across the languages under investigation. There are implications that can give new direction to language planning and teaching in the South African context.

What Eye Tracking Can Tell Us about Reading in isiZulu

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Most reading research refers to the reading of English orthography, and to date very little empirical research has been done relating to reading in African languages.

This paper discusses data collected in a study of silent reading of authentic continuous texts in isiZulu. Participants were adults identified through a purposive sampling process designed to select proficient readers of isiZulu in Pietermaritzburg. Data was collected by means of computerised eye tracking apparatus, and through detailed exploration with each reader of his or her recorded reading patterns on four texts.

So far, data indicate that text in isiZulu takes longer to read than English text, possibly because it requires particularly minute processing of small grain units of text. In this there may be some resonance with Ziegler and Goswami's Psycholinguistic Grain Size Theory (2005), and common ground with findings of Georgiou, Parrila and Papadopoulos (2008) on reading in other transparent orthographies.

Compared with benchmarks established over decades of research on reading in English, these Zulu readers processed text at about half the speed (in characters per minute) of reasonably competent readers of English text. They showed a much shorter span of recognition than is usual for readers of English, and substantially longer duration of fixations. However, their scores showed the same inverse relationship between reading speed and number of fixations and regressions that is seen in other languages.

The agglutinative structure of isiZulu and its conjoined orthography, which result in unusually long and highly complex words, may be one factor associated with the observed patterns. Another may lie in that the orthography of isiZulu is characterised by a comparatively low number of permissible syllables continually recombining in numerous possible permutations. This may make visual discrimination among meaningful units of text slower than it is in languages with greater visual heterogeneity among word forms. Finally, readers may have to resolve ambiguity arising from the absence of indications of tonal modifiers of meaning that are salient in isiZulu as they are in many African languages.

Findings of this study have implications for the teaching of reading, particularly in African languages similar to isiZulu in structure and orthography. For instance, it is possible that whole word strategies that have seen recent popularity in teaching reading in English may be inappropriate for agglutinative languages such as isiZulu, or should be used in ways different from those believed to be effective for English.

"Kwedini My Gat": Negotiating Power Structures in Amsterdam and Grahamstown Small Business Discourse

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Globalisation and the consequent increase in social, economic and physical mobility have changed the face of business discourse over the last two decades. Small, medium and micro-enterprises are transforming into sites of increasing language contact (Harris and Bargiela-Chiappini 2003), creating a complex and multi-layered linguistic setting for interactions in the workplace. My study explores situated language practices within two small multilingual businesses. The first one is a bicycle rental and repair shop located in Amsterdam, the Netherlands, a city with a dynamic multilingual society.

The second is a tyre fitment centre in Grahamstown, South Africa, a city characterised by a stable triglossia of English, isiXhosa and Afrikaans.

I undertook a total of eight weeks of participant observation in these businesses, drawing on Linguistic Ethnography (Rampton 2007) as a data collection method. The study is further framed within a sociolinguistics of globalisation (Blommaert 2010) and Rapport Management Theory (Spencer-Oatey 2000; 2011). I demonstrate how individuals, confronted with a cultural and linguistically diverse working environment, turn to their multilingual repertoires to negotiate agency and power relationships in business interactions. The interplay between structure and agency is clearly displayed by participants on the work floor. For instance, a manager in Grahamstown imposed structure on an employee by using the denigrating word "kwedini" (*little boy* [isiXhosa]). In turn, the employee retorted with "kwedini my gat" (*little boy my ass)*. With the use of this interesting isiXhosa-Afrikaans code-switch, the employee employs his multilingual repertoire to resist the manager's positioning of him. I demonstrate how these situated manifestations of multilingual repertoires and rapport management strategies in both businesses are a reflection of the tension between agency and structure within the broader contexts of South African and Dutch society. It is in these contexts that individuals exploit their repertoires in creative ways in order to gain discursive power and, eventually, pursue more successful careers. Thus this study can have important applications in helping people learn to navigate the complex interpersonal landscapes of globalised, multilingual urban workplaces.

Kaaps: a Variety of Afrikaans that Underpins the Individual and Collective Identities of the People on the Cape Flats

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The national context that this paper builds on relates to the theme of language as a form of identity in post-apartheid South Africa. Specifically, it looks at the ways in which the varieties of the Afrikaans language underpin the individual and collective identities of those Afrikaans-speaking people classified as 'Coloured' and marginalised by poverty, location and race. The research question that guides the aim of this investigation is whether a correlation exists between social inequalities with regards to language and school consequences such as poor literacy and whether such consequences have any impact on the speakers of the varieties of Afrikaans and their perception of identity. From a socio-historical perspective this paper will reflect on the origin and development of the various varieties of Afrikaans. Some varieties, such as Kaaps and the related dialect of Muslim-Afrikaans, Griqua-Afrikaans, as well as Karoo-Afrikaans are discussed. These varieties of Afrikaans were in the past often deemed to be sub-standard, which led to frustration amongst the speakers of Kaaps. Not only are their children forced to study in Standard Afrikaans, they have to read from prescribed books that portray a world far different from their own reality. The method applied in this investigation comprised of a literature review supported by an empirical study. Interviews were conducted with representative speakers of the various varieties, whilst the lyrics of Afrikaans songs prominent in some Afrikaans-speaking areas were studied to find out if similarities occur between the written form (lyrics) and spoken form (interviews). Data gained from the literature review and the songs showed that a correlation does exist between social inequalities with regards to language and academic consequences such as low levels of literacy. During the interviews the participants indicated that they attribute their lack of literacy skills to the difference between the variety they speak and the variety taught in school. However, despite these inequalities, the preliminary results of the study indicate that the varieties of Afrikaans are a sound indicator of identity.

'n Refleksie op die Waarde en Uitdagings van Eksperimentele Leer vir Tolkopleiding: Die Ervaring van die Tolkprogram aan die Universiteit Stellenbosch | *Reflecting on the Value and Challenges of Experiential Learning for Interpreter Training: The Experience of the Interpreting Programme at Stellenbosch University*

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Kwessies in die samelewing en taalwerklikhede in die openbare domein noodsaak dat taaldienslewering in 'n veeltalige land 'n prominente rol behoort te speel. Gevolglik word die opleiding van professionele tolke aan ons tersiêre instellings onvermydelik, aangesien die tolkpraktyk in 'n veeltaligheidskonteks gekoester behoort te word. 'n Onmisbare onderdeel van die opleidingsprogram van beginnertolke is blootstelling aan en ondervinding van die tolkpraktyk. Hierdie referaat is 'n voorafstudie wat fokus op die rol van interaksie met taalgemeenskappe en die rol van diensleer vanuit die perspektief van tolkopleiding. Volgens Winston (2005: 223) "practicum, service learning, and interacting with community groups all reinforce the underlying understanding that students need […] to learn through interactive, collaborative experiences with others". Hierdie aktiwiteite is "student-centred learning activities that foster the development of critical thinking, decision making, and self-assessment that are essential to interpreting effectively and competently" (ibid.). Kritiese denke, etiese besluite en self-assessering is kernaspekte wat studente benodig soos wat hulle die tolkpraktyk betree. Volgens die beginsels van gemeenskapsinteraksie moet eksperimentele leer nie as 'n lukraak aktiwiteit gesien word waar die studente vrye teuels gegee word nie, maar dit behoort ingebed te wees in die kursus en in berekening gebring word by die evaluering. Studente behoort na te dink oor die diensleeraktiwiteit op so 'n wyse dat hulle verdere begrip van en groter waardering vir die dissipline kry; sowel as 'n verhoogde persoonlike bewussyn ontwikkel van die waarde en verantwoordelikheid teenoor die burgerlike samelewing (Bringle en Hatcher 1995). Dit word bekom deur te reflekteer op die eksperimentele leerervaring van die leerlingtolk, tydens en na sy internskap.

Teen hierdie agtergrond ondersoek hierdie referaat die interaksie met die taalgemeenskappe en die rol van diensleer vir die leerlingtolke. Die diensleer in hierdie konteks is kursusgebaseerd en kredietdraend. Die metodologie vir hierdie studie behels die teoretiese verkenning van die veld, 'n kritiese ondersoek na die studente se ervaring soos deur hulle self opgeteken, en laastens 'n besinning vanuit die perspektief van die opleier oor die gepaardgaande uitdagings.

English Abstract

Societal issues and linguistic realities in the public arena necessitate that language service delivery should play a prominent role in a multilingual country. Consequently the training of interpreting professionals becomes indispensable in our tertiary institutions as interpreting practice in a multilingual context needs to be fostered. An essential part of the training programme of these novice interpreters includes exposure to and experience in the interpreting practice. This paper is a preliminary study that reflects on the role of interaction with the community and the role of service learning from the perspective of the training of interpreters. According to Winston (2005: 223) "practicum, service learning, and interacting with community groups all reinforce the underlying understanding that students need […] to learn through interactive, collaborative experiences with others". These activities are "student-centred learning activities that foster the development of critical thinking, decision making, and self-assessment that are essential to interpreting effectively and competently" (ibid.). Critical thinking, ethical decision-making and self-assessment are key factors deemed necessary for students to possess as they enter the field of interpreting. According to community interaction principles, experiential learning should not be seen as an indiscriminate activity where students have carte blanche, but it should be embedded within a course and contribute towards the credit thereof. Students should reflect on the service activity in such a way that they gain further understanding,

broader appreciation of the discipline and a sense of personal value and civic responsibility (Bringle and Hatcher 1995: 12). This is achieved by reflecting on the experiential learning encounter by the trainee during and after his internship.

Against this backdrop this paper investigates the interaction with the language community and the role of service learning for the trainee interpreters. -The methodology for this study involves setting a theoretical framework, critically examining the students' experience as documented by themselves and, lastly, reflecting from the trainer's perspective on the challenges involved.

Tolking by die Universiteit van die Vrystaat: Volhoubaar? | *Interpreting at the University of the Free State: Sustainable?* ‡

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Die huidige taalbeleid van die Universiteit van die Vrystaat (UV) is op 6 Junie 2003 deur die Universiteitsraad goedgekeur. Hiervolgens stel die beleid onder meer dat die gehalte van veeltalige praktyk bevorder moet word deur, onder meer, gehalteversekering in geskrewe en gesproke kommunikasie, sowel as tolk- en vertaaldienste. Langner en Imbach (2000: 467) het twee beginsels geformuleer wat uiters belangrik is vir die daarstelling van 'n tweetalige universiteit, naamlik: (a) sensitiwiteit ten opsigte van die kulturele en linguistiese situasie van die streek, en (b) die ontwikkeling van 'n konsep van tweetaligheid.

Die taalbestuursmodel van die UV verseker dat 'n geskikte taalinfrastruktuur in plek is wat met die vereistes van tweetalige universiteite elders ooreenstem. Dit verseker ook behoorlike bestuur, terugvoering en maatreëls wat geneem kan word by die instelling se taalbeleid (Du Plessis 2008: 328). Die dubbelmedium-beleid bepaal egter ook dat opvoedkundige tolking net in "uitsonderlike gevalle" beoefen moet word. Du Plessis (2008: 27) meen die Universiteit se beleid sien tolking nie as 'n instrument in die daarstelling van "veeltalige praktyke" en as deel van die infasering van veeltalige steundienste as geïntegreerd in die daaglikse aktiwiteite van die UV nie.

Onder die vorige rektor van die Universiteit is die beleid merendeels nougeset nagevolg soos uit die destydse tolkdiensfrekwensies afgelei kan word, terwyl onder die huidige rektor 'n skynbaar meer pragmatiese aanslag teenoor die beleid gevolg word, deels danksy sy amptelike standpunt hieromtrent. Interessant om daarop te let dat onder die vorige rektor die gewildheid van administratiewe tolking gestyg het, terwyl klaskamertolking 'n lae prioriteit geniet het. Sedert die nuwe rektor se ampstermyn 'n aanvang geneem het, toon dié neiging egter 'n ommeswaai. Die vraag na opvoedkundige tolking is besig om deurlopend te styg, terwyl administratiewe tolking 'n besliste daling te toon. Indien die huidige praktyk egter in detail geanaliseer word, blyk dit dat ondanks hierdie styging, tolking nie as 'n volhoubare opsie binne die opvoedkundige sfeer gesien kan word nie.

In hierdie referaat sal eerstens gepoog word om die stand van tolking na aanleiding van jaarlikse tolkverslae na te gaan, maar om ook die tolke se ervaring en belewenis van die 'swaai' ten opsigte van tolkbehoeftes onder die twee rektore te bepaal, en hoe hulle daarop reageer het. Ons stel ook ondersoek in na die tolke se standpunte om die volhoubaarheid van opvoedkundige tolking op die Bloemfonteinkampus van die Universiteit gegewe die veranderde klimaat en tolkdienstendense.

English Abstract

The Council of the University of the Free State (UFS) approved its current language policy on 6 June 2003. This policy states that the quality of multilingual practices must be promoted by means of, amongst others, quality control in written and spoken communication, as well as interpreting and translation services. Langner and Imbach (2000: 467) have formulated two principles that are

imperative for the establishment of a bilingual university, namely: (a) sensitivity to the cultural and linguistic situation of the region, and (b) developing a concept of bilingualism.

The language management model of the UFS ensures that an appropriate language infrastructure is in place that concurs with the requirements of other bilingual universities. This also ensures proper management, feedback and measures that can be taken regarding the institution's language policy (Du Plessis 2008: 328).

However, the dual medium policy also determines that educational interpreting must only be used in "exceptional cases". Du Plessis (2008: 27) is of the opinion that the University's policy does not envisage interpreting as an instrument in the establishment of "multilingual practices" and as part of the phasing-in of multilingual support services as integrated in the daily activities of the UFS.

During the term of the former rector of the University, the policy was followed meticulously, as can be deduced from the frequency of the interpreting services used at that time. The current rector apparently follows the policy more pragmatically, partly also thanks to his official view regarding this matter. It is interesting to note that under the previous rector the popularity of administrative interpreting increased, while classroom interpreting enjoyed a lower priority. Since the start of the new rector's tenure, these tendencies have shown a drastic turn-around. The demand for educational interpreting is steadily increasing, whilst administrative interpreting shows a steady decline. If the current practice is analysed in detail, it seems that, in spite of this increase, interpreting is not seen as a sustainable option within the educational sphere.

This paper will attempt to examine the state of interpreting by utilising annual interpreting reports, but will also determine the interpreters' experiences of this 'turn-around' in terms of interpreting needs under the two rectors, and how they reacted to this. We also investigate the interpreters' viewpoints regarding the sustainability of educational interpreting on the Bloemfontein campus of the University given the changing climate and interpreting services tendencies.

Towards an Effective Online Mentoring Model for Freelance Language Practitioners

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Since the 1990s in South Africa and internationally, practices and technology have been changing in the publishing industry and transforming the way it operates; in a number of ways, this has affected the way language practitioners function. First, language practice as an outsourced service – as opposed to fulltime inhouse employment – has become the norm. Second, this new regime has denied freelancers opportunities to benefit from lifelong learning on the job through interactions with colleagues. And with it the traditional inhouse mentor-protégé relationship (Alleman 1986; Clawson 1980; Cohen 1999; Ensher & Murphy 2005; Levinson et al. 1978; Murphy 1986; Phillips-Jones 2011; Zey 1984) has largely fallen by the wayside. Third, the development of the Internet and web technology, including email, has made working at a distance from clients the norm. One key effect of this transformation has been to isolate practitioners and deny them important learning experiences. The question that now arises is: How do freelancers nowadays have their output evaluated, gaps in their knowledge or skills identified/remedied; and how do they continue to learn their craft 'on the job'? Sontag (2010) provides a definition of mentoring as a "developmental relationship … mentee-driven and mentor-guided", one more aligned to the needs of freelancers. With practitioners who are qualified to mentor being in short supply and with physical distance separating mentors and mentees, a solution needs to be found which addresses the problem. Emelo (2011) brings mentoring right up to date by painting a scenario of changing practice that combines Internet technology with peer (or 'blended') mentoring. Few professional associations offer formal mentoring schemes to their members; those that do are using a fact-to-face interaction as its basis. However, increasingly, says

Emelo (2011), the Generation Xers and Millennials among their members are requiring virtual mentoring that involves learning which is collaborative, on-demand but highly social and network oriented. The present research investigates the question: 'Can an online mentoring scheme (via email, Skype, a website and webinars) provide a blended learning experience for language practitioners that is either equal to or more effective than the current arrangement?' Emelo (2011) and Sontag (2010) believe this is possible. In addition, it considers whether mentoring relationships can be multiplied through technology such as the video element of Skype and interactive webinars (Roseth, Saltarelli & Glass 2011; Yamada 2009) and whether online mentoring can contribute to greater standardisation among language practitioners. The sample group upon whom the new model is being tested are text editors based in South Africa. They are being used to test the usability of the sample battery of texts that will be used for mentoring (regarding the texts' suitability as mentoring vehicles and as the means to introducing standardisation); they are also required to interact with the web-based user interface to evaluate its effectiveness. A final phase of the research is quantitative data analysis; open questions will be analysed qualitatively. Since this is action research, the findings will be ploughed back into the materials and a second pilot will be run to evaluate the effect of the adaptations. Ultimately, the present research aims to indicate that an online mentoring model for language practitioners is practicable, effective and beneficial as a blended learning and support experience.

Educational Interpreting as One of the Services Offered by a University Language Unit ‡

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The Language Unit forms part of the Unit for Academic Literacy in the Faculty of Humanities, University of Pretoria. It is tasked with assisting the Executive in the implementation of the language policy through language services such as editing, translation, interpreting and terminology. Activities in each category have a bearing on the others and processes are planned and managed to allow each function to support or glean from the others in a meaningful way. The availability of relevant international standards for language services processes, service quality and interoperability, including output of written or spoken content, is currently being investigated.

To facilitate educational interpreting services, inter alia, provision is made for bi-directional terminology exchange between existing terminology lists and students and lecturers in lecture rooms. The potential use of language technology tools for extracting keywords and detecting candidate glossary entries in study material is also explored. Creation and expansion of terminology lists will further be enhanced through cooperation with the Text and Terminology Centre in the Faculty.

Decisions made around staff resources are influenced, inter alia, by whether resources should be invested in generalist language practitioners, or specialists, such as educational interpreters. Recruitment remains challenging as the Unit has to compete with more secure or lucrative opportunities offered in the corporate and broader tertiary sector. Recruitment and training of interpreters will be enhanced through cooperation with the Faculty coordinators of translation and interpreting studies, based at the Unit for Academic Literacy.

Current projects at the Unit include investigation into multilingual relay educational interpreting where lectures would be interpreted into one target language and re-interpreted into a second target language. This project would be complemented by multilingual subject-based glossaries and terminology lists as described above.

Has a Three-year Maturation Period Done Google Translate Any Good?

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In April 2012, Google Translate (GT) clocked 200 million monthly users worldwide. On a typical day the application translates as much text as one would find in a million books, Franz Och, head of machine translation (MT) at Google, claims. However, quantity does not necessarily guarantee quality – how useful and trustworthy are the translations generated by MT, and specifically by GT? And do the translations improve over time?

The research described in this paper is the continuation of an investigation into the usefulness of MT in a higher education context. In 2010, Afrikaans and English translations of the same set of source texts generated by GT and two human translators were evaluated by a panel of evaluators. Additional GT translation sets of the above source texts were generated in 2011 and 2012, and those sets have since been evaluated in exactly the same manner.

According to Och, GT's translation ability in any language combination improves as more text in that language combination is accumulated in its database. Therefore it was decided to investigate whether the quality of GT translations in the language combination Afr>Eng did indeed improve from 2010 to 2012.

Since it emerged from our initial investigation that, of the six evaluated text types, slide-show text seemed to yield the best results when translated by GT, it was decided to work with that text type in the current empirical study. The 2010, 2011 and 2012 versions of an Afr>Eng GT translation of a slide-show text were analysed to identify translation errors as an indication of quality. The American Translators Association's *Framework for Standardized Error Marking* was adapted to perform the required error analyses. In addition, the two 2010 translation products of the two human translators were analysed by means of the same framework, making it possible to draw more comparisons between the different translation products.

The most frequent mistakes made by GT are described in this paper and the mistakes in the different years are compared, as are the mistakes made by the human translators. The analyses and comparisons show whether there is improvement, and, if so, the nature of the improvement. This information could give a prospective client an idea of what to expect when choosing a particular service provider for translation.

The results of this study may therefore be of special interest to lecturers and other facilitators who consider harnessing GT as a support initiative for the multilingual environment of higher education in South Africa. It is important to move with the times, but one has to ensure that the technological assistance one enlists does not actually prove to be a handicap.

Produk teenoor Proses tydens Akademiese Redigering: Opmerkings as Aanwysers van Redigeergerigtheid | *Product versus Process During Academic Editing: The Comment as Indicator of Editing Orientation*

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Moderne woordprosesseringstegnologie het die praktyk van teksredigering verander deurdat tekste oorwegend nié meer as sigkopie geredigeer word nie, maar eerder elektronies. Spesifiek twee funksies van woordverwerkingsprogramme hou implikasies vir teksredigering in – naamlik spoorveranderinge

("track changes") en opmerkings ("comments"). Volgens Hill (2011) bied die funksie van elektroniese opmerkings spesifiek 'n ruimte vir kommunikasie met die teksskrywer.

Na aanleiding van Hill (2011) word voorgestel dat die teksredigeerder se aktiwiteit van probleemidentifikasie deur vyf moontlike aktiwiteite opgevolg kan word: 1) korreksie sonder enige opmerking, 2) korreksie gevolg deur 'n verduideliking wat die wysiging verduidelik/motiveer, 3) die aanbied van 'n oplossing of alternatiewe oplossings, 4) die aanbied van 'n verduideliking waarom die betrokke aspek problematies is en instruksie aan die skrywer om die korreksie aan te bring, en 5) die behoud van die betrokke tekstuele element. Hill (2011) stel egter as algemene beginsel vir die redigering van manuskripte vir uiteindelike publikasie as boeke dat die teksredigeerder opmerkings tot 'n minimum beperk en daarop fokus om die teks as afgeronde produk af te lewer.

Tydens die redigering van tesisse en proefskrifte raak Hill se beginsel om opmerkings tot 'n minimum te beperk, egter problematies. Die Editors' Association of Canada (EAC) (2012) stel voor dat teksredigeerders liefs van die opmerkingfunksie ("queries") gebruik maak wanneer veranderinge ter sprake kom wat nie voor die handliggend is nie en dat die onus derhalwe op die student geplaas word om die veranderinge self aan te bring.

So 'n werkswyse kan tuisgebring word onder wat Kruger en Bevan-Dye (2010) as die produkgeoriënteerde benadering tot redigering bestempel, oftewel, 'n benadering wat klem plaas op die (beperkte) aanbring van wysigings aan die tekstuele produk, sonder dat dialoog met die skrywer noodsaaklik geag word. Dit staan teenoor die prosesgeoriënteerde benadering (Kruger & Bevan-Dye 2010), oftewel 'n redigeerbenadering wat eerder fokus op die teksredigeerder se rol as fasiliteerder in 'n proses wat die student se betrokkenheid by sy/haar eie skryfproduk beklemtoon.

Hierdie ondersoek probeer gestalte gee aan Kruger en Bevan-Dye (2010) se oproep om ondersoeke wat probeer bepaal wat teksredigeerders werklik doen wanneer hulle akademiese geskrifte redigeer, en op welke wyses die twee benaderings tydens werklike redigeertake sigbaar raak. Die sentrale probleemstelling van die ondersoek is om deur middel van die empiriese ondersoek van geselekteerde geredigeerde tesisse en/of proefskrifte te probeer bepaal in watter mate teksredigeerders die opmerkingfunksie benut as 'n ruimte vir kommunikasie met die student, ten einde laasgenoemde se eie leer te fasiliteer. Die doel van die ondersoek kan gesien word as om te probeer bepaal in watter mate die produk- asook die prosesbenadering deur praktiserende teksredigeerders gevolg word. Uiteindelik kan riglyne verskaf word vir die hantering van bepaalde kategorieë tekstuele veranderinge ten einde studente te bemagtig om hulle eie skryfwerk te verbeter.

English Abstract

Modern word-processing technology has changed the practice of text editing in that texts are no longer edited predominantly as hard copy but are rather edited electronically. Two functions of word-processing programs in particular entail implications in respect of text editing, namely track changes and comments. According to Hill (2011), the function of electronic comments, specifically, offers a space for communication with writers.

With reference to Hill (2011), this study proposes that the activity of problem identification by text editors may be followed by five possible actions: 1) correcting without comment; 2) correcting with an explanation that motivates the change; 3) offering a solution or alternative solutions; 4) offering an explanation of why the aspect concerned is problematic and giving the writer an instruction to make the correction; and 5) retaining the textual element concerned. Hill, however, proposes that, as a general principle for the editing of manuscripts for eventual publication as books, text editors limit comment to a minimum and focus on delivering texts as finished products.

In the editing of theses and dissertations, however, the principle proposed by Hill (2011) of limiting comment to a minimum becomes problematic. The Editors' Association of Canada (2012) proposes that text editors rather use the comment (query) function when reasons for changes are not evident and that they therefore place the onus on the students to make the changes themselves.

Hill's approach may be classified under what Kruger and Bevan-Dye (2010) describe as the product-oriented approach to editing, in other words an approach that focuses on the (limited) making of

changes to textual products without dialogue with the writers necessarily being taken into account. This stands in contrast with the process-oriented approach (Kruger & Bevan-Dye 2010), in other words an approach that focuses on the role of text editors as facilitators in a process that emphasises students' involvement in their own writing product.

This study endeavours to implement the call by Kruger and Bevan-Dye (2010) for research to determine what text editors actually do when they edit academic writing and how the two approaches are revealed during actual editing tasks. The central problem statement of this study is to attempt to determine, through the empirical research of selected edited theses and/or dissertations, the extent to which text editors use the comment function as a space for communication with the students to facilitate the students' own learning. The aim of the study is to try to determine the extent to which either the product-oriented approach or the process-oriented approach is followed by practising text editors. Guidelines could eventually be provided on handling specific categories of textual changes to empower students to improve their own writing.

Translanguaging: An Alternative Pedagogical Strategy for Implementing Multilingual Education at South African Universities?

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The Language Policy for Higher Education (LPHE) adopted by the South African government in 2002 requires universities to implement multilingualism in their institutional environment and in teaching and learning programmes to ensure equity of access and success for all students (Department of Education 2002). While it is easier to implement multilingualism in the institutional environment, the implementation of multilingualism in teaching and learning programmes poses theoretical, pedagogical and practical challenges. Pedagogically, there are still no well-established models for implementing multilingual education, particularly at historically (white) English universities. English is used in these universities as the only medium of instruction, but there is growing evidence that this monolingual pedagogic model is not adequate to meet the learning needs of multilingual students.

The aim of this presentation is to discuss the translanguaging pedagogic strategy that is being piloted at the University of Cape Town (UCT) to implement multilingual education (Lewis, Jones & Baker 2012; Canagarajah 2011; Creese & Blackledge 2010; Hornberger & Link 2012; Garcia 2009, 2013; Williams 1996, 2002, 2003). The term *translanguaging* was first used in Welsh schools in the 1980s by Williams (2002: 40), where it "entails using one language to reinforce the other in order to increase understanding and in order to augment the pupil's ability in both languages". Thus, according to Williams (2002), translanguaging is both a pedagogical theory and a practice. With regard to the former, translanguaging pedagogy focuses on how a learner uses the available linguistic repertoires to develop deeper understanding of the subject. As a pedagogical practice, translanguaging is concerned with the practice employed to deliberately switch the language mode of input and output in bilingual classrooms. My main argument in this presentation is that translanguaging offers an alternative pedagogical strategy for implementing multilingual education in historically English universities such as UCT. To support this argument, I will draw on examples from the multilingual concept literacy project at UCT which illustrate how students use their available linguistic repertoires to develop a deeper understanding of concepts in selected disciplines.

Institutional Language Policies and Student Language Practices at Three Western Cape Institutions of Higher Learning

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Historically, South African universities formed part of the apartheid material world and implementation spaces of the apartheid laws and separatist ideologies. Admission for enrolment included aspects such as race, ethnicity and language differences. With the demise of apartheid, the enrolment of students from different linguistic and cultural backgrounds gives an impression of integrated and diversified South African universities. This transformation brings the convergence of different linguistic and cultural practices within the universities' spaces. In this post-colonial era, South African universities formulate similar discourses on diversity to foster both local and global connections amongst the students as their clientele (Banda and Mafofo 2013). In response to the new democratic dispensation of inclusivity and national language policies on admission, these universities had to create their own language polices. The aim of the paper is therefore to evaluate the students' appraisal of language practices and the extent to which these practices relate to the institutional and national language policies. The idea is to provide insight into the language practices and ideologies of the students against the backdrop of the respective universities' language policies and aims of promoting diversity. Using interviews and participant observation at the University of the Western Cape, and University of Cape Town, the paper uses notions of language as social practice (Heller 2007; Pennycook 2010) and Critical Discourse Analysis (CDA) (Fairclough 1995, 2003) to interpret the data. The paper provides insights in terms of the language policies and practices on the one hand, and students' language ideologies at institutions of higher learning on the other hand. It also provides rich insights in terms of the discrepancy between language policies and practices. The paper ends with recommendations regarding language policies and practices in institutions of higher learning.

Mother-Tongue Subtitling: Exploring Reasons for Improvement in Recall

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Studies have shown on many occasions that mother-tongue learning improves learners' academic performance. Results from the study reported on in this paper found that learners' recall of physical science comprehension improved when they viewed English physical science videos that were subtitled into Sesotho mother tongue. The independent t-tests of scores in the physical science questions of the comprehension tests that were done between the experimental and the control groups for this study were able to show that the improvement in this regard was statistically significant.

This is an important finding in a context where language planners lament the so-called 'failure' of the implementation of the multilingual language policy framework for teaching and learning in South Africa. Based on the results of this and similar studies, one could advance the idea that the implementation of technological solutions (like the use of mother–tongue subtitling) could offer a potentially powerful and practical solution to the conundrum of the lack of implementation of African languages in the education context in South Africa.

Translating video material into Sesotho subtitles is a daunting task. It incorporates two distinct theoretical translation concerns: challenges related to text translation theories as well as challenges related to audio-visual translation theories. Both these concerns have a potential limiting effect on

the translation processes selected, the products that are created and the potential impact of the translated work on the target audience.

In this paper, the psycholinguistic reasons for the translation choices made in this study are explored first of all. This exploration includes a review of the processes related to the choosing of appropriate texts and videos, the translation and translating strategies employed, decisions that affected the control of the experimental environment and observations of the pedagogic strategies used at the participating schools. All these concerns will be related to a potential explanation for the statistically significant improvement in recall comprehension scores reported in this study.

Ultimately, this paper aims to highlight different processes that were involved in the creation of the subtitles used in this study and to explore potential contributions of these processes and products to explain the improvement in physical science recall reported in this study. A better understanding of the contributing factors that relate to the improved recall comprehension scores reported in this study could lead to practical recommendations for the implementation of mother-tongue subtitles in the South African educational context as one practical way of supporting a multilingual language policy framework in schools.

Ubuntu Translanguaging Practices in *Kasi-taal*: Rethinking Old Language Boundaries for New Language Planning

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For more than 15 years, most studies on South African multilingualism have narrowly focused on the feasibility and challenges of implementing 11 official languages policy. Although there are encouraging developments reported at various micro-level spaces, the general observation is that post-1994 has ironically shown increased gravitation towards English unilingualism. Little attention has been paid to potential policies that are based on true African sociolinguistic realities of the speakers or speaker-centred approaches. In order to fill this void and to assess alternative ways of thinking about 'language' and multilingualism in South Africa, speech performance and metacognitive reflections on discursive language practices were examined among a randomly assigned pool of 20 *isikasi* 'mother tongue speakers' from major Black townships in the city of Johannesburg.

From a universal reductionist analysis procedure, the results of the study show that traditional linguistic boundaries between indigenous African languages have been re-negotiated to express expanded views of 'self'. Second, the study reveals that new expanded linguistic codes have been drawn to meet dynamic speech repertoires that have become a way of life regarding day-to-day interactions. The results are then discussed within a translanguaging framework and interpreted from a fluid languaging point of view, which is characteristic of an *ubuntu* locus of pluralism. Framed in this light, I argue for a sociolinguistics of mobility that is indexical to dynamic multilingualism of the Johannesburg townships and that provides fresh insights on formulating language planning activities relevant in the 21st century. Implications for a plural, integrated and heteroglossic vision of multilingualism are discussed and recommendations for language-in-education policies and practices are highlighted at the end of the paper.

Language Practices in Urban Lusaka and Their Implications for Language Planning and Policy in Education

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Language planning and policy in education in Zambia have customarily been informed by ideologies of 'pure' enumerable languages as first or second or indeed third language, which unfortunately fail to reflect the reality of actual language practices in postmodern settings of Lusaka and other like settings. Therefore, the aim of this paper is to explore how the actual emergent language practices of Lusaka urban dwellers question the current language planning and policy in education in Zambia, which are generally founded on dominant ideologies of languages as being constituted by autonomous entities. Largely informed by the current notion of language as social practice (Pennycook 2010), the paper analyses some casual conversations in both formal and informal settings of Lusaka in order to establish the emergent ground level language practices of the people, which are in turn critical to language planning and policy formulation in education in Zambia. In addition, the paper uses some interviews with a selected number of respondents in order to get insights from them about the nature of their language practices. In doing so, the study argues that language planning and policy formulation in multilingual contexts of Zambia should be predicated on actual language practices of people. In these language practices, multilinguals tend to use linguistic resources not as fixed entities or as linguistic systems with rigid boundaries but as flexible forms in their communication practice. In this regard, the paper further questions the practicality of the current language policy in Zambia, which tends to impose a specific language as medium of instruction in schools without taking into account the local and ground level language practices of the people.

Translating the Ant: Actor-Network Theory, Semiotics and Translation

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Translation scholars from various contexts have suggested or are suggesting a redefinition of the notion of translation. In earlier work, I have suggested a theory of emergent semiotics as a conceptual framework for thinking about translation. In my arguments for emergent semiotics, I made reference to actor-network theory and its use of the notion of translation as a category of agency in the construction of the social.

In this paper, I intend exploring actor-network theory and its philosophical underpinnings in more detail, linking it to my earlier suggestions on emergent semiotics and translation. My research into this field seems to be taking me in two directions simultaneously. On the one hand, it entails thinking about translation as intersystemic interaction in a very wide sense. In this regard, I shall explore the ways in which proponents of actor-network theory conceptualise translation as the underpinning of the construction of the social. From this perspective, translation is a factor in the emergence of social reality, but the question remains: How? Much work needs to be done to answer this question. On the other hand, the paper entails considering the implications of actor-network theory for semiotics, such as: Would an 'actor-network semiotics' be possible? Could one consider a text as a complex system? In what sense does semiotics itself entail a translation from the material to the symbolic? It is particularly this last question that is the focus of this paper.

The paper entails a conceptual analysis of actor-network theory and, in particular, its use of the notion of translation. This analysis will be related to a conceptualisation of the nature of semiotics. The paper

will close with an attempt at a further expansion of the notion of translation to argue that the semiotic links the material and social by means of a paradoxical, complex transformation or translation.

The Effects of Stress and Working Memory on Interpreting Quality

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According to Gile (1995), the interpreting process consists of three distinct mental efforts: Listening, Memory, Production. From this it can be assumed that in order to be a good interpreter (simultaneous or consecutive), one needs to have a good working memory: a good working memory is required for verbal reasoning, constructing sentences as well as multitasking (Hitch & Baddely 1976:603). It is also important to keep in mind that each person only has a finite 'amount' of mental effort to spend at any given time; hence, under ideal circumstances, an interpreter would spend all his mental power on the three efforts mentioned above. Sadly, real life is not ideal and various other factors stake a claim to the interpreter's mental resources: fatigue, noise, comfort levels, etc. Furthermore, stress also consumes mental resources (Klein & Boals 2001: 566). Interpreting is very stressful (Ivars & Calatayud 2001: 565), and as such it can be inferred that the mere act of interpreting causes stress, which drains the interpreter of mental resources required for interpreting. Not only that, but stress also seems to have a negative effect on working memory, problem solving and information processing (Klein & Boals 2001: 567). Successful interpreters, though, manage to deliver high quality renderings despite the burden of stress on their working memory, while aspiring interpreters often fold due to the effects of stress. This paper examines how stress affects the working memory of 10 professional interpreters, compared to how stress affects the short term memory of 10 non-interpreters by using standard tests. The groups consist of multilingual participants. Tests measuring the participants' working memory are conducted in both a relaxed setting and a stressful setting. The difference in performance is indicative of the extent of the effects of stress on the participant's working memory. The information gathered from this study could also be useful when training and recruiting interpreters.

Coming Out in the South African Context: Re-visiting the Efficacy of Confessing to the Truth of One's Homosexuality*

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The performative act 'to come out' authenticates a homosexual identity, and in the South African context the coming out narrative has gained such momentum that it is now regarded as an imperative. However, coming out has been critiqued by queer theorists who argue it is problematic because it forces a person into an already established identity category, it strengthens the regulation of sexual categories and it is complicit in the reconstitution of these categories. In this paper I use these queer critiques of coming out in order to explore the question: Why is a person compelled to confess to the truth about their homosexuality?

The data for this exploration is drawn from three non-fiction gay and lesbian books: *Male Homosexuality in South Africa: Identity Formation, Culture and Crises* (1992), *Tommy Boys, Lesbian Men and Ancestral Wives: Female Same-Sex Practices in Africa* (2005) and *Performing Queer: Shaping Sexualities 1994-2004 Vol.1* (2005). The data was analysed using discourse analysis. The findings show

how homosexuality is extracted from the negative discourses of abnormality, promiscuity and fraudulence and reformulated into positive discourses associated with identity politics, normality and progress. In such positive discourses a person is compelled into disclosure because it is viewed as a necessary step in order to combat homophobia and conservative family and social norms.

This paper argues that, as long as the coming out narrative is embedded in the positive discourses of progress, health and enlightenment, it will remain immune from critique into the role that it plays in strengthening heterosexuality as unitary and normative. Finally, this paper suggests that refusing to succumb to the pressure of categorisation could potentially undermine the constraints of the binaries homosexual/heterosexual on which the categories male and female are contingent.

Die Taak van Akademiese Geletterdheid/hede binne die Konteks van 'n Markgedrewe Universiteit | *Academic Literacy/ies and the Marketisation of the University*

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Die vestiging van Akademiese Geletterdheid by die meeste tersiêre instansies in Suid-Afrika, en ook in die wyer internasionale konteks, het gegroei uit die besef dat 'n goed ontwikkelde akademiese taalvermoë essensieel is vir akademiese prestasie. Gepubliseerde literatuur getuig van die belangrike verskuiwings wat oor die afgelope aantal dekades plaasgevind het in beide die konsepsie en praktiese toepassing van intervensies vir die vestiging en/of ontwikkeling van hierdie essensiële vermoëns by ons studente. Dit getuig van 'n gesonde dinamiek, en is noodsaaklike groeipyne by 'n ontluikende akademiese dissipline. Hierdie referaat handel oor een van die veranderlikes wat verreken moet word in die vraag na die taak van Akademiese Geletterdheid, naamlik dié van kontemporêre verskuiwings in die aard van die universiteit as instansie. Daar word aangevoer dat die mees grondliggende van hierdie verskuiwings saamhang met 'n globale tendens wat neerkom op die algemene uitbreiding van 'n besigheids- of markgerigtheid as vertrekpunt en maatstaf vir alle areas van die sosiale lewe, openbare instansies soos universiteite ingesluit. So 'n markgerigtheid gaan in die hedendaagse korporatiewe universiteit ook hand aan hand met toenemende burokratisering met 'n aandrang op die monitering, optekening, evaluering en verrekening van akademiese aktiwiteite en 'uitsette'. Ten einde ons eie ervaring van die institusionele karakter van die hedendaagse universiteit in perspektief te stel, word daar gekyk na die geskiedkundige ontwikkeling van die universiteit as instansie en na ouer sowel as meer onlangse sienings van kritici in die breër internasionale arena. Die ontwikkeling van 'n kritiese bewussyn van hierdie tipe sosiale veranderings en die kragte wat dit onderlê, sowel as die vermoë om 'n eie standpunt hieroor te verwoord, word gesien as deel van die taak van Akademiese Geletterdheid, of eerder 'Akademiese Geletterdhede' soos gekonsipieer in die werk van teoretici soos Brian Street en die New London Group. Ter afsluiting van die referaat word eksperimentele aanpassings in die skryfkomponent van die kursus in Akademiese Geletterdheid by die Potchefstroomkampus van die Noordwes-Universiteit bespreek as praktiese voorbeeld van hierdie benadering.

English Abstract

The establishment of Academic Literacy at tertiary institutions in South Africa, as well as in the broader international context, is rooted in the realisation that a properly developed competency in academic language is a prerequisite for academic achievement. Published literature of the last few decades bears witness to the important shifts in the nature of interventions aimed at equipping our students with these essential competencies. Shifts like these mark a healthy, dynamic process of development in what can still be considered as an emerging academic discipline. In this paper I focus on one of the

variables which should be taken into account in formulating the task of Academic Literacy, namely contemporary changes in the nature of the university as an institution. It is argued that the most fundamental of these changes concerns the global trend of marketisation of all areas of social life, including public institutions such as universities. Characteristic of the corporate university is an insistence on bureaucratic processes for documenting, monitoring, evaluating and measuring academic activities and 'outputs'. In order to provide a proper perspective on our own experience of the contemporary university, I consider the historical development of the university as an institution as well as views of overseas critics. The development of a critical consciousness of social changes and the forces underlying them, as well as the ability to formulate personal views in this regard, is seen as integral to the task of Academic literacy, or rather 'Academic Literacies', by critics such as Brian Street and the New London Group. The paper concludes with an overview of the results of experimental changes in the writing component of the course in Academic Literacy at the Potchefstroom Campus of the North-West University as a practical example of this type of approach.

New Englishes and the Tenacious Life of Vernaculars: Sociophonetics, History and Identity in Three Varieties of South African English

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My paper is about language contact involving English in colonial and post-colonial situations, with a focus on phonetic features. Whereas much recent effort has gone into the fruitful comparative study of morphosyntax across World Englishes (see Kortmann et al. 2013), the study of sociophonetics has lagged somewhat behind. Yet, it is this aspect of language that I think carries the bulk of sociocultural identities, not just in L1 Englishes, but in situations of multilingualism, contact and shift too. Phonetic features of indigenous languages prove more resilient than other aspects of language in situations of contact, even when those languages are forced to lie down with the lion of English. The paper will undertake a comparison of key phonetic features in relation to three different strands of 'New Englishes' of South Africa. The first concerns those of the Black majority, where the effects of the home languages loom large for all but a small section of the speech communities. One may even speak of a living Bantu substrate in the L2 of most speakers. This influence is well known (Hundleby 1963, Gough 1996, Van Rooy 2004), but bears iteration in respect of the restructuring of the TL (target language) vowel system. The paper will report on an ongoing study of vowel length effects among a selection of L2 speakers, and its possible interaction with tone. The second study concerns the Coloured majority of the Western Cape, with Khoe-San, Malayo-Polynesian and Afrikaans substrates. Here an overview will be given on completed research on [t] and [d] in Cape Flats English, where dental rather than alveolar realisations are common. In keeping with the theme of the paper, questions will be raised as to the origins of this feature. Whilst clearly based on Afrikaans, the more interesting question is where Afrikaans got this feature from, since Dutch is not generally held to have dental [t] or [d]. The last strand of the paper will focus briefly on aspiration and [t] in the Indian community of KwaZulu-Natal, with its Indic and Dravidian substrates. The paper will demonstrate the resilience of phonetics of different substrates, even as they are transformed to work within the sound patterns of Englishes. Equally importantly, these phonetic segments continue to perform differential identity work across and within the communities cited. The presentation will pay attention to matters of phonetic and sociolinguistic detail, as well as methods of analysis.

Re-reading Language and Citizenship Through the Lens of Sexuality: Johannesburg Pride 2012*

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In recent years, the study of language and citizenship has gained considerable momentum as a key topic of inquiry within sociolinguistics as well as the cognate fields of applied linguistics and (critical) discourse analysis. Several studies have brought under scrutiny the debates that have recently flourished in mainly Western, that is, European and North American contexts about policy proposals for the introduction of language requirements for the naturalisation of migrants (Piller 2001; Blackledge 2005; Hansen-Thomas 2007; Milani 2007, 2008, 2009; Stevenson 2006; see also the contributions to Extra, Spotti & Van Avermaet 2009; Hogan-Brun, Mar-Molinero & Stevenson 2009; Shohamy & McNamara 2009). Interestingly, however, the sociolinguistic and discourse analytical body of research on citizenship has largely ignored a key aspect of this otherwise vague concept, namely its *sexualised* nature.

Against this backdrop, the main aim of this paper is to bring sexuality onto the language and citizenship map. To this end, it draws upon queer critical discourse analysis in order to explore an incident that took place in the context of Johannesburg Pride 2012, when the queer feminist group One in Nine attempted to stop the Pride parade through a 'die-in' protest, and was ultimately met with resistance and violence by the Pride organisers.

Through detailed analysis of media texts as well as photographs taken during the Pride march itself, the paper will argue that Pride and the One in Nine protest are manifestations of two different types of *sexual citizenship* (see Isin 2008). Pride is the embodiment of citizenship *habitus;* it is legitimate insofar as it draws upon South African legislation in order to exercise the very right of demonstration as well as (re)affirm those rights about 'sexual orientation' that are enshrined in the Constitution. Conversely, the protest enacted by One in Nine is an insubordinate act of citizenship, one of those "momentous acts [that] required the summoning of courage, bravery, indignation, or righteousness *to break with habitus*" (Isin 2008: 18).

On a theoretical level, the paper seeks to offer a way of "thinking differently" – or, better, "queerly" (Milani in press). Such a queer epistemology entails the questioning of the logocentric bias of research on language and citizenship so as to encompass not only the visual but also most importantly the *corporeal*, that is, the body and its 'proxies' (see also Peck and Stroud 2012).

Coordinating Agreement in isiXhosa

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Languages with multiple noun classes can shed light on the fundamental nature of gender resolution strategies. This paper provides a novel unified Optimality Theory analysis of agreement resolution of conjoined DPs from different noun classes in isiXhosa (S42).

To illustrate the complexity of the problem consider the following examples. In (1a) coordination of two [+HUMAN] conjuncts from noun class 5 yields the subject marker for class 2. By contrast, in (1b), where the conjuncts are plural (i.e.: from noun class 6), the subject marker used is that of class 6. In (1c), the conjuncts come from different noun classes, and in this particular instance, agreement takes the form of the subject marker from class 6.

(1)   a.   *Ipolisa*   *negqwetha*   ***ba****yasebenza*
              5-policeman   and-5-lawyer   SM2-DIS-work-FV
              'The policeman and the lawyer are working'

       b.   *Amapolisa*   *namagqwetha*   ***a****yasebenza*
              6-policeman   and-6-lawyer   SM6-DIS-work-FV
              'The policemen and the lawyers are working'

       c.   *Abafundi*   *namapolisa*   ***a****yabaleka*
              2-student   and-6-policeman   SM6-DIS-run-FV
              'The students and the policemen are running'

Johannessen (1998) posits that in preverbal coordination only the mother node, &P, is accessible to AGREE, and that the features on &P are a combination of the features of the individual conjuncts. The data in (1), however, undermine this and suggest a solution at the syntax-morphology interface instead of a purely syntactic one. I capture these effects by using Optimality Theory, extending and further developing the analysis proposed for Sesotho by De Vos and Mitchley (2012).

Although several accounts in the Bantu literature suggest that coordinate structures are avoided by speakers (e.g. Schadeberg 1992, Voeltz 1971), especially when conjuncts are from different noun classes, I show that there is ample evidence to the contrary, and that the subject marker used is dependent on several factors, including (i) the animacy status of the conjuncts, (ii) whether the conjuncts are singular or plural, (iii) whether or not the conjuncts are 'balanced' (i.e. both conjuncts are from the same noun class), and (iv) the order of the conjuncts. Predictions made by the data are confirmed, and apparent exceptions are shown to follow from the analysis.

Great Expectations and Realistic Planning: English Language Development Planning in Guinea, West Africa

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Planning for English language learning in many developing countries raises hopes of increased participation in a globalising world. The development and management of effective English language teaching policies in response to these expectations have sparked new directions in the field of language policy and planning (LPP). This paper aims to explore a growing focus in LPP, namely compulsory early foreign language learning, especially English.

In doing so, it presents the following four considerations for developing realistic English language planning and policies. Firstly, LPP should be well-informed about the complexities of English learning and teaching in the multilingual contexts of developing countries. Secondly, the goals of status, corpus, language-in-education and prestige planning need to be made explicit to all role players (overt planning). Thirdly, planning should happen at different levels of the education system (macro, meso and micro planning). Fourthly, language-in-education planning needs to be context-sensitive and process-oriented for effective English learning and teaching in urban, semi-urban and rural schools.

These four considerations for realistic planning are informed by research of the relevant literature. A case study conducted in November 2012 further informs this discussion with recent empirical data. The Minister of Education of the Social Democratic Republic of Guinea West-Africa requested a survey of current English learning and teaching from Grades 7 to 13 to plan and develop sustainable, effective programmes. Rich sets of qualitative and quantitative data were collected from 339 respondents who offered diverse perspectives on English learning and teaching at the following four levels of the education system: national; regional; préfecturial and school. The context, input, process and output categories of the process-oriented CIPO Model for effective schooling provided a comprehensive data

analysis framework for presenting findings and recommendations on more realistic English development planning.

Mother Tongue Education in Official Minority Languages[1] of Zimbabwe: The Case of Kalanga

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The Government of Zimbabwe officially declared that, with effect from January 2002, it was to implement the use and teaching of Kalanga, Nambya, Shangani, Sotho, Tonga and Venda as languages of instruction and subjects in primary schools in the areas where they are spoken. The Ministry of Education, Sport, Arts and Culture had planned for these languages to be introduced to a grade per year until they could be taught up to Grade 7 by 2005 (*Secretary's Circular Number 1 of 2002*). Among these above-mentioned languages, the Venda, Tonga and Kalanga groups were the pioneers of advocacy and lobbying activities that sought to have these official minority languages introduced into the school curriculum through an association called the Venda, Tonga and Kalanga Association (VETOKA) in the early 1980s. However, Kalanga and Venda, though pioneers in this initiative, have lagged behind. Long after the target year (2005), out of the six languages concerned, only one language, Tonga, was examined for the first time at Grade 7 level in 2010. Questions have arisen in respect of the delay in the introduction of Kalanga, one of the pioneering language groups that led to the 2002 policy development. Given that the 2002 policy development was as a result of a bottom-up approach to language planning, what could have caused the delay in the teaching and learning of Kalanga? Is it a question of the low ethnolinguistic vitality of the language group in question, or is it a question of lack of political will? Or perhaps the lack of interaction and complementarity between the macro, meso and micro levels? This paper seeks to provide insights and answers to these questions. Findings from semi-structured interviews, learners' questionnaires and focus group discussions show that, among other things, the major hitch in the successful teaching and learning of Kalanga lies squarely at both the macro and micro levels. They show that there has been a lack of interaction, collaboration and coordination between and within the micro and macro levels. It is expected that understanding the causes of the delay may be beneficial in explaining the delay in the teaching and learning of the other official minority languages and similar initiatives elsewhere.

[1] 'Official minority languages' is used to refer to Kalanga, Venda, Sotho, Shangani, Tonga and Nambya, which according to the Constitutional Amendment Bill Number 20 are now among the 16 official languages of Zimbabwe.

The Diverse Challenges in Linguistic- and Literacy-Development Research

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This paper examines the methodological difficulties encountered in a study aimed at determining what later-developing language constructions (LDCs) Grade 1 (Gr 1) learners can comprehend and produce at the start of Gr 1, and also what progress learners make during their Gr 1 year in understanding and producing these constructions. For the purpose of this study, the definition of LDCs, firstly, includes syntactic constructions in which low frequency structures – such as the passive voice, binding, simple and complex wh-questions, quantifiers, articles, ellipsis and conjunctions –

occur. LDCs secondly focus on the language development of children which occur between the ages of five and nine. An informal language assessment instrument, the Receptive and Expressive Activities for Language Therapy (REALt; Southwood & Van Dulm 2012), was employed to assess the above-mentioned LDCs in 90 Gr 1 learners at the beginning of the first term of 2013. The participants included 30 Afrikaans-, 30 English- and 30 isiXhosa-speaking learners from three Western Cape schools.

The study focused on children from a lower socio-economic status (SES), as this group is underrepresented in research. However, the focus on this particular group led to various problems related to, firstly, the selection of schools and participants and, secondly, the data collection process. Each school and community presented a different set of challenges. Some of the problems pertained to the availability of schools in the required medium of instruction, and the willingness of suitable schools to participate; social and logistical issues such as transportation, appropriate after-care facilities and afterschool activities; and language barriers such as dialect differences, multilingual repertoires of participants and caregivers, and the literacy levels of caregivers.

These problems represent the difficulties researchers may encounter when investigating linguistic and literacy development in a diverse and multilingual context such as South Africa. However, the paper will further argue, in line with Pavlenko (2011: 3), that researchers should not be discouraged from conducting research in such 'messy' and complex situations, as studies conducted in such settings should have ecological validity and will thus inform us about how language and literacy development actually occur in such a context.

The Quest for an Elusive Language Policy in the Educational Institutions of North West

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It is common knowledge that apartheid South Africa was, among other social ills it suffered from, segregated along linguistics lines and that the development and promotion of indigenous languages were arrested in order to advance the apartheid agenda. In order to redress the past injustices, promote social cohesion and celebrate diversity, the Constitution of the current democratic South Africa has accorded the eleven most dominant languages in the country official status and parity of esteem. One of the main problems in realising these lofty ideals is, however, that there is, with respect to education, very little coherence in terms of policy and implementation (Mwaniki 2011). As a result of this disjuncture, many learners are being disadvantaged. Utilising the language policies of twenty primary schools, twenty high schools and that of the North-West University, and in conjunction with a semi-structured interview for 10 educators from each of these educational levels, this paper raises the question: In the light of the success of bottom-up initiatives in influencing language policy in the literature (Heugh 2010; Moster 2010), to what extent could a concerted, bottom-up campaign be mounted to meet the diverse language needs of the educational institutions of the North-West province satisfactorily? In line with Webb (2010), the preliminary results suggest that to attain success, the campaign would have to harmonise a complex of collaboration between the efforts of parents, students, educational institutions, individuals and community organisations and those of government. The paper concludes that although the task might be daunting, it could provide an effective means for empowering the many learners that are presently being disadvantaged by the status quo in terms of language policy and implementation in the education system of North West.

The Consecutive Language-in-education Policy Shifts in Rwanda: An Examination of Primary School Learners' and Teachers' Attitudes to Lived Experiences

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While it is well-established that language-in-education policies in Sub-Saharan Africa show inheritance of total immersion or subtractive bilingualism practices, there is a paucity of studies on consecutive language shift cases and their resultant educational implications. This paper examines primary school learners' and their teachers' attitudes and experiences towards the 2009-2011 consecutive language policy shifts in Rwanda, as a prototypical case of sudden policy shifts from trilingual medium to English medium, and back to mother tongue medium of education. An attitudinal survey followed by in-depth individual interviews and focus group discussions were conducted among 324 primary school learners, teachers and principals of schools in private, public, rural and urban school settings. Analysed by means of a mixed methods approach, the results of the study show high levels of satisfaction with the consecutive policy shifts in general among both the learners and the teachers. However, the shift towards English has revealed more positive experiences and appraisals than the shift towards Kinyarwanda. These results reveal a weak appreciation of education through the medium of an African language. The results were interpreted by means of a combination of three theoretical frameworks, namely the mentalist approach, which accessed the internal mental states of informants through self-reports; the language preference model, which analysed conditions related to their attitudes towards English and towards the medium of their mother tongue; as well as an Interpretative Phenomenological Analysis, which relied on experiences as expressed and lived by the informants. Within such an abductive reasoning between quantitative and qualitative data, it is argued that attitudinal planning is a sine qua non for success of language-in-education policies that gravitate towards instruction in home languages. Finally, recommendations for policy formulations and more nuanced research are advanced for adaptations in comparable endoglossic contexts.

Challenges of Testing Deep Word Knowledge of Vocabulary: Which Path to Follow?

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Over the past few years, increased research attention has been paid to vocabulary, the main being to inform vocabulary learning and teaching (Hirsh 2010). However, as the available literature indicates, vocabulary knowledge can be classified into two main categories i.e. vocabulary size and deep word knowledge (including receptive-productive knowledge) (Henriksen 1999). The former has been researched more than the latter has been (Read 2007; Ishii & Schmitt 2009; Schmitt et al.,2011). Extensive research into vocabulary size has resulted in the establishment of two principal pedagogical practices, one of which is to determine how much vocabulary is needed at which learning stage. Research evidence has shown that a minimal threshold of 5 000 word families and an optimal one of 8 000 word families are needed for understanding lectures at undergraduate level (Nation 2006; Laufer & Ravenhorst-Kalovski 2010; Schmitt et al. 2011). The other pedagogical practice that has resulted from research into vocabulary size is to use vocabulary size tests for placement purposes. However, as Schmitt et al. (2011) point out, vocabulary knowledge should not be conceptualised only as the number of words a person knows (vocabulary size); it should also be regarded as the extent to which these words are well known in terms of depth. Depth has been measured receptively (word associates test) and productively (controlled and free productive knowledge) (Schmitt et al. 2011)

using quantitative, qualitative or mixed methods. So far, however, none of the depth tests has been standardised and, with validation issues still to be addressed, the research and pedagogical consequences associated with depth tests do not seem to result in wider applications (Schmitt et al. 2011).

The present paper aims to test word knowledge in terms of depth at the tertiary level of ESL/EFL learners in South Africa and Burundi and, through continual refining, to have the test standardised. The focus will be on the participants' ability to use a word meaningfully or in a way that shows depth. For instruments, a free productive test modelled on Meara and Fitzpatrick's (2000) word associates test and the author's (2011) controlled productive test of collocations modelled on Laufer and Nation (1999) will be used. The results will be interpreted in an integrated manner in order to draw parallels between various aspects of deep word knowledge. The study is expected to shed more light on learning and teaching vocabulary and the production of a valid and reliable standardised test that assesses learners' depth of the vocabulary they have.

Improving Academic Literacy through Teaching Collocations

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Academic literacy has been approached from different perspectives with three main components – reading skills, writing skills and critical thinking – standing out (see among others Weideman 2007). For teaching and assessment purposes, Van Dyk and Weideman (2004) outlined a range of activities in which students should engage. Considering these activities, Weideman (2007) and Van der Walt (2012) proposed course modules aimed to help students seek, process and produce information from scientific texts. Van der Walt (2012) also suggested teaching the Academic Word List (AWL) (Coxhead 2000), which consists of words that are frequent in academic texts. While these course materials propose activities that help teach and promote academic literacy, they do not include an important component of academic writing, i.e. collocations, which are, however, useful at the productive level (see among others Boers et al. 2006; Howarth 1998) and characterise academic writing (Gledhill 2000; Paquot 2008). Furthermore, collocations cause problems for L2 learners even at advanced levels (Nesselhauf 2005; Laufer & Waldman 2011) and many collocation errors occur in production (Eyckmans 2009; Nesselhauf 2005). Therefore, the fundamental question that remains unanswered is whether or not collocations should be attended to while teaching academic literacy. This is where the present study comes in. It takes up Van der Walt's (2012) idea of teaching the AWL, and it attempts to answer the following question: To what extent does teaching collocations pertaining to the AWL improve the writing component of academic literacy?

A collocation based syllabus has been developed and presented to participants (pre-/post-experimental design) as part of a writing course offered to English majors at the University of Burundi. The syllabus was designed using two sources: the AWL for selecting target words and the *Oxford Collocations Dictionary for Students of English* (2002) for selecting collocations. The teaching approach adopted is *awareness raising* (cf. Barfield 2009), which suggests involving participants actively. The latter were required to identify the nouns from the AWL, select their collocations from the *Collocations Dictionary*, and map them onto an adapted version of McCarthy and O'Dell's (2005) collocation web model as proposed by author (2012). Reinforcement exercises were provided using the same web model. A week after the course, which lasted for two weeks, participants sat a collocation test that was developed with target words selected from the AWL (Coxhead 2000) and modelled on Laufer and Nation (1999). The pre-test and post-test scores were compared by running a paired sample t-test. Results suggest that participants performed significantly better on the post-test, implying that the intervention yielded positive results. This finding complements previous studies

that proposed courses aimed to develop academic literacy, and sheds some light on improving tertiary level writing through teaching collocations from the AWL explicitly.

Measuring Productive Knowledge of Collocations among Tertiary-level Students: The Case of First-year Students at the North-West University (Potchefstroom Campus)

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Research interest in vocabulary has substantially risen over the past three decades, with findings showing that vocabulary is an integral component of second/foreign language (L2) proficiency (see among others Meara 2002; Zareva et al. 2005; Daller et al. 2007). Collocations, in particular, are important for L2 learners (Barfield & Gyllstad 2009), especially at the productive level (Howarth 1998; Schmitt 1998; Bonk 2001; Boers et al. 2006; Eyckmans 2009). L2 learners' familiarity with collocations has been investigated on both the receptive (Gyllstad 2007, 2009; Keshavarz & Salimi 2007) and productive levels (Bonk 2001; Eyckmans et al. 2004; Eyckmans 2009; Gitsaki 1999; Boers et al. 2006 among others) by means of vocabulary tests.

However, testing collocations and other preferred word associations is an area where there is still a lack of consensus as to how to characterise this knowledge, which makes it difficult to test this knowledge in a standardised manner (Daller et al. 2007). Consequently, the size of productive knowledge of collocations needed in order to function independently at tertiary level as well as at other different learning stages is still unknown. This issue leaves an important gap in the literature that needs addressing. The present study attempts to bridge this gap and examines the following question: What is the productive knowledge of collocations of first-year university students?

In relation to productive knowledge in general, the best estimate we have is that of Nation (1990), who claims that EFL/ESL learners at tertiary level need a productive knowledge of at least the 3 000 most frequently used words. The present study builds on this assumption and aims to test knowledge of collocations of tertiary L2 users of English. Participants are first-year students at the North-West University (Potchefstroom Campus) doing the academic literacy course module, AGLE. They speak different native languages, but most of them have English as their second language. They will sit a productive test of collocations modelled on Laufer and Nation (1999) with target words selected from the 2 000-word, 3 000-word and 5 000-word levels (Nation 2006) and the Academic Word List (Coxhead 2000). The scores will be analysed following Schmitt (2003) quoted in Xing and Fulcher (2007). According to Schmitt, the cut-off point for an acquired word frequency band should be 80%. This will allow us to see which word bands are mastered by tertiary level students and suggestions towards improving productive knowledge of collocations which is very much needed at tertiary level will be made.

Effective Communication Across Language Barriers in Public Health Settings

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"Without trust, language turns to lies. Without sympathy, language becomes callous. Without reciprocity, language threatens to be defamation. Without identity, a language is culturally arbitrary, grammarless, not a language at all" (Clark 2006).

This paper will examine existing forward and back translation procedures used in translating haemophilia training materials for patients into South African languages, and propose supplementary procedures that will result in more effective, patient-centred communication, as outlined in the National Health Care Policy of 2007 (Schaay Nikki et al. 2011).

In public health settings in South Africa, language is often an issue and therefore public health information is generally translated into various South African languages. Generally health professionals cannot understand these translations, and therefore require back translations into English as a rule. Back translation can be defined as the procedure according to which a translator or team of professional translators interpret a document previously translated into another language back to the original language (Downing et al. 2003). It is therefore necessary to translate medical/health materials into the languages of the cultures of people who use the materials and to ensure that the translations are conceptually equivalent to the source language, are equally natural and acceptable to the targeted audience (Givaudan Martha et al. 2002). In fact, the single aim of providing translation is to ensure the written materials are effective, meaning that they provide clear and comprehensible information and that they influence the beliefs, attitudes and intentions of individuals so that they may make health-oriented decisions.

The challenge is that existing forward and back translation procedures are very mechanistic. This researcher also contends that both the forward translations and the back translations are tokenist, answering the linguistic accuracy requirement alone. Existing procedures for forward and back translation do not take into account the following: effective communication, the use of plain language and terminology issues when translating into languages which do not possess a technical register. This means that the role of the translator is reduced to a purely linguistic one when in fact there is a need for translators to be considered as part of the process of negotiating communication.

Back translation in particular has come under scrutiny (Brislin 1970). There is the view that it produces verbatim translations, is time consuming and expensive, and cannot be seen as a reliable method of verifying accuracy of a translation (Crystal Scott M. 2010). This researcher is of the view that communication could be made much more effective, and translations produced would be of much higher quality, if the translator were permitted to act as an agent of social capital, fully part of the process and fully informed of all aspects. The concepts of social capital, "features of social life – networks, norms, and trust – that enable participants to act together more effectively to pursue shared objectives" (McKenzie Kwame et al. 2002), can be useful in understanding translation as a group process and translators as social agents.

Herstandaardisering: Demokratiserende Taalbeplanning | *Restandardisation: Democratising Language Planning*

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Die tagtiger- en negentigerjare van die vorige eeu is gekenmerk deur 'n aantal politieke en sosiale ontwikkelinge wat daartoe aanleiding gegee het dat daar al hoe minder sprake van 'n domein van 'korrekte' of 'goeie' taal is (Van der Horst 2009: 11). Hierdie ontwikkelinge sluit onder andere die einde van kommunisme in, die opening van landsgrense in Europa, en ontwikkeling in die rigting van Europese politieke integrasie, asook die beëindiging van apartheid in Suid-Afrika (Clyne 1993: 11). Hierdie demokratisering van die wêreld het daartoe gelei dat variasie (ook taalvariasie) toenemend gekoester word (Clyne 1993: 22). Hiermee saam het globalisering 'n wêreldwye etniese Renaissance meegebring waar die fokus val op die waarde van diversiteit (Huss & Lindgren 2011: 11).

Gegewe die internasionale neiging in die rigting van demokratisering, waar gelyke menseregte en die waarde van meertaligheid omarm word, kan die relevansie van standaardtale, wat onmiskenbaar ideologies van aard is, toenemend bevraagteken word. Het 'n taalvariëteit wat slegs die ekonomiese, sosiale en politieke elite van die spraakgemeenskap dien, bestaansreg in 'n demokratiese samelewing? Dit is die vraag wat aanleiding gegee het tot gesprekke oor die destandaardisering en herstandaardisering van tale. Maar wat behels die destandaardisering en herstandaardisering van tale? Aangesien die taalbeplanningsliteratuur nog nie helderheid hieroor gee nie, word daar in hierdie referaat probeer om 'n omskrywing te gee van wat presies onder destandaardisering, en spesifiek herstandaardisering, verstaan word. Dit sal gedoen word teen die agtergrond van oproepe om die herstandaardisering van Afrikaans sedert die 1980's.

In hierdie referaat word daar gekyk hoe herstandaardisering aangewend kan word om die standaardtaal te transformeer ten einde die hele spraakgemeenskap tot diens te wees. Die standpunt wat in hierdie referaat ingeneem word, is dat moderne gestandaardiseerde tale herstandaardiseer moet word ten einde nuttige demokratiese kommunikasiemiddels te wees. Sodoende sal standaardtale nie meer eksklusiewe instrumente in die hande van die elite wees nie, maar kan die hele spraakgemeenskap by die standaardtaal ingesluit word.

English Abstract
The 80s and 90s of the previous century saw several international political and social developments that gave rise to a decreased mention of 'correct' or 'good' language (Van der Horst 2009: 11). These include, among others, the end of communism, the opening of borders and a subsequent development towards political integration in Europe, as well as the end of apartheid in South Africa (Clyne 1993: 11). This democratisation of the world has led to the increased valuing and validation of variation, in particular language variation (Clyne 1993: 22). Furthermore, globalisation gave rise to a worldwide ethnic Renaissance with a focus on the nurturing of diversity (Huss & Lindgren 2011:11).

Given the international tendency towards democracy in which equal human rights and the value of multilingualism are fostered, the relevance of standard languages, which are undeniably ideological in nature, can increasingly be questioned. Does a language variety which only serves the economic, social and political elite of the speech community still have a right of existence in a democratic society? This is the question that gave rise to discussions on the destandardisation and restandardisation of languages. However, what does the destandardisation and restandardisation of languages entail? As the literature on standard languages and prescription is not yet clear on this, the aim of this paper is to give a clearer understanding of what is meant by destandardisation and particularly restandardisation. This will be done against the backdrop of calls for the restandardisation of Afrikaans in South Africa.

This paper takes a look at how restandardisation can be utilised as a tool to transform the standard language in order to serve the total speech community. The premise of this paper is therefore that, given democratic tendencies in contemporary society, we should restandardise modern standardised languages in order to make them useful democratic tools of communication. This will serve as method to include the whole speech community.

'Die Gesin se Taallaer Brand Af': Language Maintenance and Language Loss of Afrikaans-speaking Immigrants

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Previous studies on Afrikaans immigrant language have focused on issues regarding language identity of immigrants in the UK (Kotzé 2004; Kotzé & Biberauer 2006) and New Zealand (Barkhuizen 2006;

Barkhuizen & Knoch 2005). However, few studies have focused on the wider Afrikaans-speaking expatriate population. This paper explores perceptions around language maintenance and loss of Afrikaans-speaking immigrants from 54 different countries.

Language choices of individuals and families in immigrant contexts are determined by socio-political and economic factors (Curdt-Christiansen 2009: 351). It is also clear from the literature that parental ideology determines the nature of family language planning (Curdt-Christiansen 2009: 351; King Fogle & Logan-Terry 2008: 909). Therefore, this research also focused on language choices by immigrants with children.

The main aim of this paper is to report on attitudes towards Afrikaans culture and language, languages used within family units as well as motivation for language choice. The research was conducted through the use of an online questionnaire completed by Afrikaans-speaking immigrants (n=1 362). The second part of the research consisted of qualitative analysis of responses by respondents in a Facebook group for Afrikaans expatriates.

From the research it is evident that for these respondents the major language within the family unit is Afrikaans, especially in terms of communication between partners. Most respondents agree that mother tongue education is important; however, fewer than half of the respondents indicated that they spoke Afrikaans with their children. Traces of language shift are evident and it seems that the age of children and nature of bilingualism at the time of immigration are important factors. In conclusion it seems that immigrant family language planning is a complex issue and that language use and choices are not consistent across the respondents of this study.

Die DBAT: Die Onontginde Diamant van die Afrikaanse Taalkunde | *The DBAT: The Unexploited Diamond of Afrikaans Linguistics*

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Die Digitale Bibliografie van die Afrikaanse Taalkunde bevat 'n databasis wat op die Bibliografie van de Nederlandse Taal- en Literatuurwetenschap (BNTL) geskoei is (Carstens 2011; DBAT 2013). Daar is kritiek teen die BNTL uitgespreek omdat dit net 'n katalogus van inligting is (Devlieghere & Vanhooren 2008: 6). Hierdie referaat gaan probeer om te bepaal of die DBAT hierdie kritiek kan vermy deur middel van die insluiting van gedigitaliseerde bronne en die aanmoediging van samewerking tussen taalkundiges. Ten einde hierdie sake te hanteer, sal vier kwessies aan bod kom. Eerstens sal gereflekteer word oor die ontwikkeling van die DBAT as aanlyn databasis vir taalkundebronne. Tweedens sal daar oor die huidige stand van die projek en veral die digitalisering van taalkundige bronne gerapporteer word. Vervolgens sal 'n demonstrasie van die DBAT gedoen word, en laastens sal die rol van taalkundiges – wat in en oor Afrikaans werk – in die uitbreiding van die DBAT bespreek word.

'n Belangrike deel van die DBAT-projek behels die digitalisering (vgl. Senekal 2011) van ou Afrikaanse taalkundebronne waarvan die kopiereg reeds verval het. Dit is 'n noodsaaklike eienskap van die DBAT aangesien dit tans nog 'n databasis is wat hoofsaaklik bronverwysings gee en dus slegs 'n minimale aantal skakels na oorspronklike bronne se webwerwe of ingeskandeerde weergawes het. Die digitalisering is 'n poging om die DBAT se rol uit te brei as katalogus sodat bronne wat moontlik uit druk is ook aan akademici en studente wat in die Afrikaanse taalkunde werksaam is, beskikbaar gestel kan word. Ten einde hierdie ideaal te bewerkstellig, word ondersteuning van Afrikaanse taalkundiges vereis.

English Abstract

The Digital Biography of Afrikaans Linguistics (DBAT) includes a database based on the Bibliography of Dutch Linguistics and Literature (BNTL) (Carstens 2011; DBAT 2013). The BNTL has been criticized as it is regarded only as a catalogue of information (Devlieghere & Vanhooren 2008: 6). This paper aims at determining whether the DBAT could avoid this type of criticism through the inclusion of digitalized sources and through increased cooperation between linguists. In order to address these issues, four main points will be discussed in this paper. Firstly an overview of the development of the DBAT as an online database for linguistics sources will be given. Secondly the state of the project will be discussed especially in terms of digitalization of linguistic sources. Furthermore the DBAT interface will be demonstrated and finally, the role linguists – working in and on Afrikaans – in the expansion of the DBAT will be discussed.

An important part of the DBAT project is the digitalization (cf. Senekal 2011) of older Afrikaans linguistics sources of which the copyright has expired. It is an essential aspect of the DBAT as currently the DBAT is a database containing bibliographic information with links to original sources and some scanned versions of texts. The digitalization process is an attempt to expand the role of the DBAT so that more sources could be available to academics and students working in Afrikaans linguistics. To this end the support of Afrikaans linguists are required.

Keep Calm and Write: The Influence of Affective Variables on the Acquisition of Academic Literacy

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A considerable amount of research has been done in South Africa regarding academic literacy testing and interventions (Weideman 2003; Van Dyk 2005; Carstens & Fletcher 2009). However, apart from Rambiritch (2012) investigating the role of socio-affective factors in testing and Boakye (2011; 2012) investigating the role of such factors in academic reading, affective variables such as emotions, motivation and attitudes are not necessarily the main focus of academic literacy research. According to Coles (1999), little attention is paid to the "emotional side of literacy learning" in both literacy research and practice.

In this paper, the acquisition of academic literacy is investigated from within a social context where affective variables are seen as just as important if not more important than aptitude in language learning (Krashen 1981: 5). This paper reports on the results of an open-ended questionnaire survey and a focus group interview conducted with students at the start of a first-year academic literacy module. An open-ended questionnaire was administered again after the completion of the module.

Generally, it is clear from the research conducted that the students are quite negative about the compulsory academic literacy module. However, when they have completed the module, they tend to appreciate the value of the module. The researchers do not claim that students' literacy skills will improve by bringing emotions into the equation. However, as affective variables have an effect on learning and eventually the possible acquisition of academic literacy skills, they do need to be taken seriously in the teaching and learning context and their effect on learning should be further explored.

Negotiating Sensitive Topics: Face Work Strategies in a Discussion on Xenophobia

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The xenophobic attacks of 2008 shocked South Africans and the world into confronting the reality of tensions between 'local' South Africans and 'foreigners' in South Africa. Although most of the people affected were lower income migrants, the tensions were also felt on university campuses and in all facets of life. This study aims to investigate how, in a discussion about xenophobia, a selection of University of the Western Cape (UWC) students – both South African and 'foreign' – negotiate this difficult topic and perform face-work. The data was gathered during an open-ended discussion among four UWC postgraduate students in a casual, relaxed setting on campus. The transcribed data was then analysed using a combination of theories from Systemic Functional Linguistics (SFL) and Discourse Analysis. In particular, the SFL theory of modality (Halliday 1994) and Engagement (Martin and White 2005), and Goffman's (1999[1967]) notion of face, were used as tools of analysis.

The analysis reveals that participants use a variety of linguistic choices and discourse strategies to maintain face during the discussion of this sensitive topic of xenophobia. The participants make an effort to take care of each other's face (desires to be appreciated and left free of any imposition) and keep conflicts to a minimum even when they at times disagree and give incriminatory information about each other. The framework of strategies I propose offer insights into the delicate ways in which participants position themselves and others when dealing with this difficult topic.

Study Guides: Investigating the Students' View

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The role of study guides at tertiary institutions is very important. Traditionally a study guide is described as a printed instrument that helps students develop a focus plan for the specific module. In general, study guides are most often considered as a formative or summative resource that provides information about the specific module's contents in which information pertaining to the module is organised in short, distributive segments or in which general information and notes about important parts of the content are provided. Especially the foreword or introductory part of study guides can also constitute a reader-writer relationship in which the lecturer of the study material establishes a certain rapport with the students. This rapport is usually established through the use of specific linguistic elements, such as discourse markers and personal pronouns. While various textual and interpersonal factors have been analysed by Pienaar (2009, 2013), the students' view and perception of these features have not yet been analysed and it has often been overlooked in similar studies.

In this paper, the question will be raised if students are aware of the factors that linguists consider to be problematic when study guides are analysed. Various problematic features in terms of textual and interpersonal metadiscourse that students notice or prefer will also be discussed. Ken Hyland's research on academic metadiscourse and his classification of discourse markers to establish a reader-writer relationship will form the basis on which texts are selected and analysed in this paper. The questions that will be asked in the questionnaire are also based on Hyland's research.

The investigation will be done by means of the SMI iViewX RED™ eye tracker. Students will be asked to read a section of an Afrikaans study guide that is problematic in terms of linguistic analysis, where the focus is specifically on the use of discourse markers, as well as a similar text where these markers are used effectively. They would then be asked to complete a short questionnaire to determine if they

find other linguistic and interpersonal aspects in the texts problematic or acceptable and what their general preference is. A short interview will be conducted with each student afterwards, where the students will have the opportunity to explain why they prefer certain features in the text. The data will be used to establish whether aspects that were identified by Pienaar (2009, 2013) as linguistically problematic or hindering textual accessibility (such as a lack of discourse markers, the use of various personal pronouns in the Afrikaans guides, etc.) did in any way influence the students' way of reading and comprehending the text, and their overall experience of the text. The main findings as well as students' feedback on the rapport (reader-writer relationship) in the study guides will be discussed in this paper.

Passive Constructions in English, Afrikaans and isiXhosa: Predictions for Transfer in the Case of Early Developing Trilinguals

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According to Ud Deen (2011:155), the passive voice is "arguably the most well-studied phenomenon in all of child language [research]". This interest is largely ascribed to the common delay in the acquisition of passive constructions across languages. Overall late acquisition of the passive has been documented for many European languages, including English at four to five years (Maratsos et al. 1985) and German at five years (De Villiers 1984). However, the spontaneous use of passives in the speech of children as young as three has been reported for, i.a., the Southern Bantu languages isiZulu (Suzman 1985; 1987; 1990) and Sesotho (Demuth 1989; 1990), as well as the Eastern Bantu languages Kiswahili and Kigiriama (Alcock et al. 2011).

A lesser studied topic is the acquisition of the passive by developing multilinguals, specifically the interaction between such learners' linguistic systems in terms of positive/negative transfer. In the case of the early trilingual acquisition of English, Afrikaans and isiXhosa, research on this topic is likely to yield interesting results, given the grammatical differences between the languages (English and Afrikaans being Germanic languages, and isiXhosa being a Bantu language). The paper firstly compares the morphosyntactic and semantic features of passive constructions in these languages, as well as the age at which monolingual learners seem to have acquired the passive. Two salient differences to be discussed are (i) the ambiguity between eventive and stative passive constructions in English, in contrast to the lesser degree of this type of ambiguity in Afrikaans and its total lack in isiXhosa; and (ii) the earlier age of acquisition of the passive in the case of learners of Bantu languages, which is often explained with reference to increased frequency in the input (Kline & Demuth 2008; Demuth et al. 2010; Alcock et al. 2011) and which may relate to the topic prominent nature of the languages in this family, as opposed to the subject prominent nature of English and Afrikaans.

The paper secondly presents predictions for possible areas of transfer in the trilingual acquisition of the above languages. The predicted cases of transfer are analysed as likely to either impede or accelerate the acquisition of the specific type of passive construction at hand, in the language into which a given feature of this construction is transferred. It is expected that transfer from isiXhosa into English and Afrikaans might have a linguistic bootstrapping effect in promoting the overall earlier acquisition of the passive in the latter two languages. In light of multilingualism being the norm globally, and especially in Africa, the paper concludes with a motivation for the planned future study of transfer in the acquisition of the passive by young English-Afrikaans-isiXhosa trilinguals living in low socio-economic status areas in the Western Cape, South Africa.

Having Fun with *Van* – A Nanosyntactic Take on Syncretism

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Syncretism is the phenomenon, pervasive in natural human language, where one (phonological) form is able to spell out more than one (grammatical) function. The P(repositional) element *van* ('from/of') in Afrikaans represents an instance of syncretism, as illustrated by the phrases in (1).

(1)   (a)   'n Pelgrim *van* ver
                     a pilgrim from far
                   'A pilgrim from far'

         (b)   die Kind/*Oog *van* my
                   the child/*eye of   mine
                   ' The child of mine/The eye of mine'

         (c)   'n Bundel   *van* *(vyftig) gedigte
                   a anthology of fifty   poems
                   ' An anthology of fifty poems'

         (d)   'n Huis   *van* glas
                   a house of   glass
                   ' A house made of glass'

         (e)   *Van*   die kroeg af
                   from the pub   of
                   ' From the pub'

         (f)   Sy vrou hou *van* die huis
                   his wife likes of   the house
                   ' His wife likes the house'

Syncretism is a problematic phenomenon for any theoretical framework that seeks to provide an account of how form relates to function. Within the broad minimalist approach, Nanosyntax (NS) has yielded the most systematic and explicit accounts of syncretism (cf. Starke 2009; Caha 2006, 2009). This paper offers a nanosyntactic characterisation of the Afrikaans syncretic P element *van*, based on a syntactic decomposition of 'the genitive zone' proposed by Caha (2009), given in (2).

(2)   Dative zone > LOC_2 > PART > POSS > LOC_1 > Accusative zone

                                 Genitive zone

Specifically, it is claimed that each distinct function which *van* is able to spell out can be ascribed to a separate syntactic head at the sub-word level. Although Caha's decomposition provides valuable insight into syncretic elements associated with the genitive zone, it is not fine-grained enough to capture some of the functions (not) spelled out by *van*. In order to account for these functions, some modifications of Caha's decomposition are proposed. One such modification postulates the existence of an additional sub-word level head between POSS and PART. This modification is intended to reflect the fact that *van* is unable to spell out some possessor-possessee relations as well as some part-of relations, as shown in (1b-c).

Using the Features of Translated Language as an Index of Translation Expertise: A Corpus-based Study

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Research on translation expertise (also sometimes referred to as translation competence) has been a burgeoning area of investigation in the field of Translation Studies (see Alves & Gonçalves 2007; Lörscher 2009; PACTE 2005, 2011). Expertise studies have focused not only on how translation expertise may be conceptualised and defined, but also on how translators acquire and develop such expertise. One of the key observations that arise from an overview of current empirical research on translation expertise is that most studies have been based on process-oriented methodologies, with product-oriented methodologies used comparatively infrequently. Specifically, there is limited overlap between expertise research and corpus-based translation studies. This study proceeds from the assumption that the corpus-based approach may provide new insights into translation expertise. One of the foremost concerns of corpus-based translation studies has been the investigation of what is known as the features (or universals) of translated language, usually categorised, following Baker (1996), as explicitation, simplification, normalisation and levelling-out. The key hypothesis of this study is that the proposed features of translated language may be indicative of translation expertise. If the features of translated language are regarded as the textual 'sediment' of translation processes or strategies, differences in experienced and inexperienced translators' linguistic processing and/or translation strategies should be evident in different frequencies of these features of translated language in their text output.

The study therefore set out to test the hypothesis that the frequency of linguistic operationalisations of the features of translated language would demonstrate significant differences in the work of experienced and inexperienced translators. As background to this main hypothesis, the study also tested the hypothesis that these features would demonstrate significant differences in frequency in translated and non-translated language. A custom-built comparable English corpus was used for the study, comprising three subcorpora: translations produced by experienced translators, translations by inexperienced translators, and non-translated texts. A number of linguistic operationalisations were selected for each of the four features of translated language. The differences in the frequency of these linguistic features in the three subcorpora were analysed, using parametric or non-parametric ANOVA. The findings of the study indicate substantial (though not unqualified) support for both hypotheses of the study. In the case of the expertise hypothesis, specifically, it is evident that there is considerable support for the hypothesis that the features of translated language will demonstrate different frequencies in the work of inexperienced and experienced translators. These linguistic differences may be taken as indicative of differences in expertise. It is argued that experience-related variation in register sensitivity, language competence (involving syntactic, morphological and vocabulary knowledge), awareness of written language conventions and sensitivity to translation norms are the main factors contributing to expertise.

The Impact of the Current Needs Analysis on Language Policy and on Programme Development at the University of Zurich and ETH Language Center

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While the University of Zurich and ETH Zurich have elements of a language policy for bachelor and master's programmes within their faculties and departments, and in their general guidelines, both institutes lack a global approach to language policy and a comprehensive written policy. The course offering of the Language Center is therefore based on an internal language policy approved by the Language Center Board, where both tertiary institutes are represented. In addition to this political point of reference, demands and needs also have to be considered in the Center's programme development. In order to update data on stakeholder needs for its strategic development from 2014 to 2020, the Language Center has carried out a needs analysis survey to obtain broad-based feedback from different stakeholder groups.

In my paper, I will present the results of the two-layer comprehensive quantitative and qualitative survey. The first part of the survey was an online evaluation in spring term 2012, which was based on questionnaires sent to the bachelors', masters' and doctoral students of both institutes and to students enrolled at the time in language courses at our Center. The findings were compared to a needs analysis completed by study delegates and study deans responsible for the development of UZH and ETHZ degree programmes. The second part of the survey consisted of focus-group interviews with student association members and feedback from the results of the survey discussed with the study delegates and the study deans in autumn semester 2012. A second level of comparison is planned between the needs established during our survey and the demand we identify by observing students' behaviour during online registration.

Then I will give insight into our interpretation of the data arising from the comparison between the results from different stakeholder groups on the one hand, and the language policy elements of the University of Zurich and ETH Zurich on the other. From a theoretical perspective, my paper reflects policy elements based on the categories outlined by François Grin (2010) in his analytical model developed within the framework of the international and interdisciplinary research project Dylan (http://www.dylan-project.org/Dylan_en/home/).

Finally, I will present our strategy for future development of our programme, arising from a conference to be held in June 2013 with stakeholder groups, where the results of the survey mentioned above will be discussed against a backdrop of language policy, regarding academic (and) workplace communication from a local and global perspective.

A Study of the Correlation between Broad South African English (BrSAE) and Afrikaans English (AfkE) Variables and the Social Variables Associated with Them

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Broad South African English (BrSAE) and Afrikaans English (AfkE) are two White South African English (WSAfE) varieties that appear to share many phonetic features. According to the literature (Lanham and MacDonald, 1979; Lanham, 1978), the social variables associated with each dialect are inherently important in influencing the extent of the 'broadness' of features, as well as the extent of competence (specifically in AfkE, which is a second language variety). Due to complex issues of historical social interaction, BrSAE speakers and AfkE speakers tend to be associated with each other and are even

considered to be a part of the same social group due to the apparent similarity of their speech and social characteristics.

This paper investigates the extent of the interaction between the social variables associated with BrSAE and AfkE speakers and specific phonetic features of their speech (as well as the scale of 'broadness' thereof). This is based on an impressionistic phonetic analysis of interviews with six BrSAE speakers and five AfkE speakers (all of whom grew up in the Eastern Cape and are between the ages of 40 and 55 years) and the subsequent comparison and discussion of a selection of the most salient variables identified in the literature. These include the PRICE and MOUTH vowels, obstruent r, devoiced terminal /v; z; ʒ/ and /b; d; g/, breathy-voiced and epenthetic /h/, raised TRAP and DRESS vowels, as well as deaspirated word-initial /p ; t; k/.

Furthermore, the answers to a questionnaire that was given to all subjects have been used to account for the social variables associated with BrSAE and AfkE speakers. This is done to determine whether a direct correlation exists between BrSAE and AfkE speakers' use of specifically broad speech variables and the social variables ascribed to them by others as well as themselves (Lanham and MacDonald, 1979). This paper therefore presents the correlation evident from the data collected.

Event Verbalisation in isiZulu L1 and English L2: A Comparative Analysis with Special Reference to Tense and Aspect

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Past research conducted in other contexts indicates that the acquisition and subsequent usage of tense markings by second language (L2) speakers poses particular challenges (Lantoff, Dicamilla and Ahmed 1997; Salaberry 2000; Kang 2005). Such challenges emanate, inter alia, from differences in the tense and aspect systems of a speaker's two languages and may be a reflection of an intermediate state in second language acquisition (Saville-Troike 2006; Dürich 2005: 59-71; Hall 2005: 20-52). This paper compares and contrasts the tense and aspect systems in isiZulu and English. The isiZulu tense system is assumed to have five absolute and sixteen relative tenses (Hall 2005: 20-52) whereas English has been proposed to have three simple and nine compound tenses (Dürich 2005: 20-44). This paper investigates how these differences manifest in verbalisations of a series of events in both languages. 'Event verbalisation' is here understood to mean a multifaceted process of natural language production which involves the formulation of mental representations of perceived states-of-affairs, the transfer of these mental representations into propositional representations, the formulation of grammatical structures incorporating phonological encoding and, finally, the acoustic realisation of utterances portraying the conceptualised series of events (Habel and Tappe 1999).

The target population of the investigation are first semester isiZulu L1/English L2 bilingual students enrolled for the National Diploma in Mechanical Engineering at Mangosuthu University of Technology, Durban, KwaZulu-Natal. Data was sourced from eighty sets of written investigative reports (isiZulu and English) on a series of events leading to a hypothetical laboratory incident. The reports were analysed in terms of the frequency and format of the tense and aspect markings used. Although the main focus is on use of English tense and aspect markings, a comparison with isiZulu was made. The analysis of the use of English tense and aspect markings provides insights into the challenges bilingual students face which may impact on their academic performance. Preliminary data analysis indicates interference effects from L1 to L2 as well as effects of interlanguage grammar constraints. Evidence drawn from the study may impact on the development of intervention strategies to assist isiZulu L1/English L2 speakers in the usage of English tense and aspect markings and on the verbalisation of events.

Towards an English-SASL (South African Sign Language) Machine Translation System: Explorations in SASL Grammar

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Linguists and computer scientists from two South African universities are collaborating to develop a software application that can translate English text into South African Sign Language using a signing avatar (see e.g. Ghaziasgar and Connan 2010, Moemedi and Connan 2010). This paper presents the 'linguistic' side of this project, in which a group of researchers are collaborating to:

(1)   Construct a video corpus of SASL sentences as signed by native signers.
(2)   Contribute to a basic descriptive grammar of SASL, including elements of semantics, morphology and syntax.

This paper briefly describes the method of data collection being used in constructing the corpus, and reflects on some of the challenges that have been encountered in the project's data collection process. Thereafter, it reviews some of the explorations in SASL grammar that have been made by the project's researchers. There is, at present, very little research into SASL grammar (see e.g. Aarons and Morgan 2000, Vermeerbergen et al. 2007). This project aims to address this by describing various areas of SASL syntax and morphology to aid in the design of the machine translation system. This presentation will give a brief overview of one such area: inflection for gender in nouns referring to people, particularly kinship and career terms (De Dominicis 2012). It was discovered that SASL has a number of morphemes that denote gender. Most of these are feminine suffixes realised sequentially after the noun, but it is also possible to denote gender using a simultaneous morpheme realised through facial expressions and manner of movement. Much variation was found in the use of these morphemes: the suffixes were used more frequently by participants signing directly to hearing researchers, and the simultaneous morphemes more frequently by participants signing through an interpreter. This indicates that the suffixes may not be part of natural SASL morphology, but rather an accommodation to non-fluent signers in the direction of Signed Exact English.

The paper concludes by explaining this study's methodological implications for how data collection in SASL can be conducted more accurately. It will also explain its implications for the ways in which signing avatars in the English-SASL Machine Translation System can be rendered more lifelike and realistic so that more effective language support systems can be developed to facilitate communication between Deaf and hearing South Africans.

Developing Students' isiXhosa and Afrikaans Communication Skills for the Clinical Consultation: A Stellenbosch University Faculty of Medicine and Health Sciences Initiative

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In a multilingual country comprising eleven official languages nationally and at least three in each of the nine provinces, communication (language and cultural) barriers experienced between health care professionals and non-language concordant patients are well documented and perceived as a major challenge to quality health care in South Africa. Since 2011, the Stellenbosch University Faculty of Medicine and Health Sciences (SUFMHS) has embarked on a distinctive roll-out initiative to integrate the teaching and learning of isiXhosa and Afrikaans communication skills into the clinical consultation. This initiative is being rolled out in all five undergraduate programmes at SUFMHS.

This presentation provides an overview of past trends that have led to the implementation of current as well as future anticipated innovations designed to optimise SUFMHS medical and allied trained health professions students' isiXhosa and Afrikaans communication skills for the clinical consultation. Various innovations, ranging from the implementation of communicative-based teaching and learning classroom practices and assessment procedures accompanied by the introduction of two novel technologically-based platforms, will be reflected upon and discussed as ways to 1) support and reinforce students' isiXhosa and Afrikaans communication skills and 2) ultimately optimise students' isiXhosa and Afrikaans communicative competency for the clinical consultation.

The importance of sharing on-going teaching and learning innovations among peers interested in implementing similar related initiatives is expressed and encouraged. To demonstrate the contribution provided by such integral innovations, a video will be presented and briefly discussed to illustrate students' acquired isiXhosa communicative competency whilst engaging with an isiXhosa speaking simulated patient during a clinical consultation.

South Africa is faced with huge communication barrier challenges in the health care sector. Faculties of Medicine and Health Sciences are encouraged to be more involved with innovative initiatives that will become integral to the complete training of a health professional in a multilingual society.

The 'Present Tense' in Mandarin and isiXhosa: A Comparative Study

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The manner in which different languages encode the location of situations in time differs in terms of the accuracy achievable, and "the relative weight assigned to the lexicon and to the grammar in establishing location in time" (Comrie 1985: 7). In this study we focus on a specific temporal location – 'the present' – and juxtapose two typologically distinct languages – Mandarin and isiXhosa – to gain an understanding of the accuracy with which each language encodes 'present situations' in relation to speech time. Mandarin, an isolating language, typically encodes temporal relations by means of lexical items and particles. IsiXhosa, an agglutinating language, typically does so by means of grammatical affixes. The study shows that in certain respects the two languages exhibit some remarkable similarities, at least superficially. Consider the following:

(1)   USipho   u-fundis-a   isiXhosa.   (isiXhosa)
        Sipho   SC-teach -FV   isiXhosa
        'Sipho teaches isiXhosa'/'Sipho is teaching isiXhosa'

(2)   Sipho   jiāo   kǎosà yǔ.   (Mandarin)
        Sipho   teach   Xhosa language
        'Sipho teaches isiXhosa'

Note that both languages do not have overt grammatical features (affix for isiXhosa or particle for Mandarin) to mark the present moment. The 'present' thus seems to be the 'default tense' for both languages in that it is not overtly marked. The similarity between the two languages, however, ends there: note that, whereas (1) is ambiguous, (2) is not. We will show that through the use of particles such as *zài* and *zhe* Mandarin draws a contrast between an ongoing situation at speech time and one that is not. The use of particles in Mandarin is sufficient for speakers to distinguish on-going from 'regular' events. In isiXhosa such a distinction can only be made by the use of temporal adverbials or contextual clues – which suggests that in this particular temporal location isiXhosa, unlike Mandarin, is more reliant on the lexicon than the grammar.

Die Rol van Taalaktivisme by die Beweging na Moedertaalonderwys en die Vestiging van 'n Demokratiese Taalbestel in Suid-Afrika | *The Role of Language Activism in the Movement Towards Mother Tongue Education and the Establishment of a Democratic Language Order in South Africa*

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Met die aanbreek van die nuwe demokrasie in 1994 is die nuwe regering onder meer gekonfronteer met twee uiteenlopende bewegings: aan die een kant 'n beweging onder Afrikaners wat tot elke prys Afrikaans en Afrikaanse skole wou behou, en aan die ander kant 'n beweging onder die Afrikataalsprekende gemeenskap wat toegang wou hê tot kwaliteit- (wit) skole en Engelsmediumonderrig. Hoewel die Grondwet 'n balans probeer vind tussen die aandrang van Afrikaanssprekendes op moedertaalonderrig en die eis van die meerderheid Afrikataalsprekers op kwaliteit-onderrig in voormalige wit skole, deur die medium van Engels, blyk dit dat die regering hoër waarde heg aan laasgenoemde eis. Dit is volgens Lubbe (2006: 3) duidelik uit die uitsprake van regeringslui wat Afrikaanssprekendes se voorkeur aan moedertaalonderrig deurgaans verdag wil maak. Edwards (1985: 45) waarsku egter dat die ondersteuning van een groep se belange deur magshebbers en taalbeplanners die ontkenning van 'n ander groep se belange kan impliseer. So byvoorbeeld kan die Suid-Afrikaanse regering se verbintenis tot die oopstelling van voormalige wit skole en hulle voorkeur aan Engels as onderrigmedium lei tot 'n demokratiese onderwysstelsel wat nie noodwendig ruimte sal laat vir taaldemokrasie nie.

Nogtans is daar tans weer 'n beweging ten gunste van moedertaalonderwys. Afrikaners speel hierin 'n groot rol, maar positiewe stemme ten gunste van die moedertaalbeginsel uit die swart en bruin geledere is betekenisvol. Te midde van hierdie aktiwiteite is 'n verwikkeling tans die oënskynlike bereidwilligheid van die owerheid om die versigtige posisie van die Taal-in-die-Onderwysbeleid (1997) ten opsigte van moedertaalonderwys te hersien. Dit wil voorkom asof die rol van moedertaalonderrig heroorweeg word.

Hierdie studie ondersoek deur middel van 'n literatuur-, dokumente- en empiriese studie, wat die ontleding van mediaknipsels behels, die rol wat taalaktivisme by die oënskynlike herwaardering van moedertaalonderwys in Suid-Afrika speel. Taalbeplanning as insluitende proses, en dus nie slegs as 'n aksie van-bo-na-onder nie, is ondersoek. Die rol wat gemeenskappe in die beïnvloeding van taalbeleid speel, word aan die hand van verskeie definisies ondersoek wat in die literatuur oor taalregte-aktivisme bestaan. Aan die einde van die studie word tot die slotsom gekom dat wisselwerking tussen regerings- en gemeenskapsorganisasies 'n uiters belangrike rol kan speel in die behoud en ontwikkeling van die kulturele en linguistiese erfenis van enige gemeenskap.

English Abstract
With the advent of the new democracy in 1994 the government was, amongst others, confronted with two divergent movements: on the one hand a movement amongst the Afrikaners who wanted to maintain Afrikaans and Afrikaans schools at all costs and on the other a movement amongst speakers of the African languages who wanted access to quality (white) schools through the medium of English. Although the constitution seeks to find a balance between the insistence of the Afrikaans community for mother tongue education and the demand from the majority of African language speakers for quality education in former white schools through the medium of English it appears that the government attaches more importance to the latter. According to Lubbe (2006: 3) this is clear from negative utterances of politicians who want to create suspicion on the preference of Afrikaans speakers for mother tongue education. Edwards (1985: 45) warns that the favouring of one group's interest by government and language planners implies the negation of the interests of another group. In this way the South African government's alliance to the opening of the former white schools and their

preference to English as medium of instruction, can lead to a democratic education system, which will not necessarily provide for language democracy.

However, there is again at presenta movement in favour of mother tongue education. The Afrikaner plays a major role in this regard, but positive voices for mother tongue education from the coloured and African communities are significant. In the midst of these activities a current development is the apparent willingness of government to revisit the apprehensive position of the Language-in-Education policy regarding the role of the mother tongue in education. It appears that the role of mother tongue education is being reconsidered.

This study investigates, through a literature-, documentary- and empirical study that involves the analyzing of media clips, the role that language activism plays in the apparent revaluation of mother tongue education in South Africa. Language planning as an inclusive process, and thus not only a top-down exercise, is investigated. The role communities play in the influencing of language policy is discussed on the basis of several definitions that exist in the literature regarding language activism. At the end of the study the conclusion is reached that interaction between government- and community organisations plays an important role in the preservation and development of the cultural and linguistic heritage of any community.

Institutional and Personal Language Interventions Developed in Multilingual HIV/AIDS Care Centres in Lesotho

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This paper reports on the language support initiatives that institutions, healthcare providers and patients have developed for use in two HIV/AIDS clinics in Lesotho. These clinics are multilingual due to the presence of expatriate physicians who speak several languages but are not L1 speakers of Sesotho and English, the two official languages of Lesotho. Despite the extent of language diversity in these clinics (which is also a characteristic of most healthcare centres in Lesotho, as reflected in the study of Cohen et al. 2009), and the well-documented importance of effective communication in healthcare in general (see, for example, Lucoshek et al. 2003) and HIV care in particular (see Anthonissen and Meyer 2008), policies on access to care do not say anything about language interventions. There is no policy that guides institutions on what communicative resources, practices or measures are to be developed where multilingual care is provided.

The research report from which this paper was drawn was a case study with data collected through direct observations, focus group discussions and semi-structured interviews. The sample for the study was made up of physicians who are not L1 speakers of Sesotho, nurses, administrative staff who perform interpreting duties, lay interpreters and patients. Data was transcribed, translated into English where necessary and analysed through an integrated approach consisting of thematic analysis and qualitative content analysis guided by Nuendorf (2002) and Clarke (2006).

The paper reports findings on the healthcare institutions' strategic responses to multilingualism. It firstly discusses the language intervention resources and strategies that have been developed by the studied healthcare institutions, healthcare providers and patients in order to account for effective communication in the treatment of HIV. The paper then scrutinises the effectiveness of these strategies as perceived by both healthcare providers and patients. Based on this, the paper argues for an explicit inclusion of language intervention in the health policy with the aim to professionalise medical interpreting in Lesotho.

The Challenge to the Concept of Native Speaker Ownership of English Presented by Research in the Fields of World Englishes and English as a Lingua Franca

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The paper challenges the notion of native speaker ownership of English given current research in the fields of World Englishes and English as a Lingua Franca. The paper is an adaptation of the author's inaugural lecture given in 2012, entitled 'Throwing down the gauntlet: The challenge represented by current research in the fields of World Englishes and English as a Lingua Franca' (*http://uir.unisa.ac.za/handle/10500/4679*). The paper is based on insights gained at the 2010 and 2011 International Association of World Englishes (IAWE) conferences and on recent research in the field of English as a Lingua Franca. It employs the central metaphorical image of 'throwing down the gauntlet' and argues that research in World Englishes (WE) and English as a Lingua Franca (ELF) offers challenges to which language practitioners in TESOL (Teaching of English to Students of Other Languages) should respond. The paper begins by outlining the fields of World Englishes and English as Lingua Franca and then proceeds to describe the spread and hegemony of English. Tenets underlying the outdated monomodel approach were adopted in the post-independence African didactic context at the Commonwealth Conference held at Makerere in Uganda in 1961 and remnants remain in deficit pedagogy. The challenge represented by World Englishes is outlined with specific references to the models of Kachru (1992) and Schneider (2003, 2009). The challenge to the concept of native speaker ownership of English is discussed in relation to the field of English as Lingua Franca. The upholding of a monomodel approach is demonstrated with reference to the native speaker fallacy by means of research illustrating the continued prejudice in terms of employment practices against non-native teachers of English (NNESTS), particularly in overseas teaching contexts. Ways that the TESOL industry could respond to the challenge are discussed in relation to linguistic competence, sociolinguistic competence and the area of testing.

Thematic Curriculum and Mother Tongue Education in Uganda: Discrepancies between *De Jure* and *De Facto* Language-in-education Policy

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The provision of a uniform, practically-informed mother tongue (MT) education policy has proven to be a major challenge to the Ugandan government's attempt to solve the problem of poor literacy acquisition in the initial years of primary schooling. Given Uganda's multilingual context, said policy provides for MT education in the first three years of primary school followed by a transfer to English as language of learning and teaching (LoLT) during the fourth year and English only from the fifth year onwards. Based on field work conducted in two private and two public (primary) schools in the Rakai district, Uganda, this study investigates school characteristics and teacher practices relating to the Ugandan language-in-education policy as implemented through the prescribed thematic curriculum. This paper addresses the question as to what teachers' understanding of and attitudes towards Ugandan language-in-education policy are. Data were collected by means of questionnaires, classroom observations and interviews and were analysed using a triangulation method in order to draw connections and/or disconnections between what the teachers report on in the questionnaires and interviews, and what the language policy and curriculum demand of their practice in classrooms.

Preliminary findings point to a yawning gap and disquieting discrepancy between de jure and de facto policy in both private and public schools in rural Uganda. Wide-spread ignorance of the benefits that accrue from MT education (cf. Tembe & Norton 2008), as well as from thematic curricula, were observed. This ignorance has resulted in a general lack of support for MT education. Practical implications of the observed characteristics as well as suggestions for better policy implementation are discussed in the paper.

Listening: A Measure of Success

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This paper describes the preliminary findings which form part of a longitudinal study into the predictive validity of a computerised test of academic listening proficiency (ALT3). The test, designed for this study, includes authentic tasks that reflect real-life academic listening situations. At present, this test is only available in English but a similar version in Afrikaans and isiXhosa is planned for the future. ALT3 was administered to almost 300 students at North-West University, and about 400 Stellenbosch University students, during the first term of their first year. The sample comprised a cross-section of students from all race groups, different cultures and languages, and both genders. The students were also representative of both the so-called 'hard' and 'soft' sciences, which served to increase the generalisability of the results to a broader section of the South African student population. Researchers such as Bachman and Palmer (1996: 21) and Messick (1996: 243) state that enough empirical evidence has to be produced before accurate interpretation of test scores can take place. Thus, with this in mind, various reliability and validity checks will be performed throughout the investigation, so as to ensure the accuracy of conclusions drawn from the study (Weideman 2011). In addition, since correlation with other indicators of academic achievement are postulated as important predictors of academic success, the results on the test were then compared with the test-takers' Grade 12 examination averages, results on a standardised test of academic literacy, and their NBT or access test results. A questionnaire, aimed at assessing the face and construct validity of the test, was also distributed to the same sample of students, as well as to experts in the field.

The conclusions emanating from the study will, firstly, add to the relatively small body of knowledge on listening assessment and in particular academic listening testing. Secondly, it is likely that the results of the study will serve as an early warning system to enable more informed decisions to be made concerning the necessary support initiatives that need to be implemented in order to improve the academic success of students at North-West and at Stellenbosch University and, indeed, universities throughout South Africa. In a country such as South Africa, with its diversity of population and languages, wide range of quality in schooling as well as socio-economic considerations, this seems to be of particular importance. More so, since school-leaving results may be both insufficient and inaccurate in reflecting the potential of entry-level students to succeed at higher education.

Compiling an Academic Word List for Afrikaans

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Academic vocabulary is a key component in the definition of academic literacy that is used in the design of tests such as the Test of Academic Literacy for Postgraduate Students (TALPS), Test of Academic Literacy Levels (TALL) and its Afrikaans counterpart, the Toets van Akademiese Geletterdheidsvlakke (TAG). In fact, an entire section of these tests is dedicated to academic vocabulary knowledge. Coxhead's *Academic Word List* is currently used in the design of the English tests of academic literacy. There are word lists that are used for the design of similar items in Afrikaans tests of academic literacy. These lists were created using various methodologies, but given the authority of Coxhead's list, this study proceeded from the assumption that an Afrikaans list compiled by employing Coxhead's methodology would be a useful addition to these lists. This study examines the process of compiling such an academic word list for Afrikaans. In addition to Coxhead's approach, that of the creators of *Woordenlijst Academisch Nederlands*, who used a similar methodology, was also utilised. An academic corpus of over 21 million running words, consisting of academic texts such as full academic articles published in academic journals and reference material such as study guides, was used to compute a frequency list with the WordSmith program. Creating a frequency list is only the first step in this process. The most frequently used words in academic texts are not limited to academic vocabulary. Consequently, a selection and refinement process must follow to isolate the relevant items for an academic word list. This involves sifting through all the items, discarding certain parts of speech and individual items that are used in many different types of discourse and not particularly in academic discourse. Furthermore, the selected items are then compared to existing lists, such as the two model lists, in order to eliminate any items that could belong to the terminology of specific fields of study – in other words, technical vocabulary. The result is an academic word list of almost 2 000 items called the *Akademiese woordelys vir Afrikaans*. Alternative methodologies to validate this list will now need to be explored.

Language-Specific Story Grammar Elements in Multilingual Children

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The current contribution is part of a larger research project on story (re-)tellings in bilingual (Chichewa L1/ English L2) children. The elicitation of narratives is motivated by the assertion that it may be a more 'naturalistic' task for children to (re-)tell a story than to, e.g., produce isolated sentences or words (e.g., Justice, Bowles, Pence & Gosse 2010).
The investigation of narrative skills in children is central in many respects; inter alia narratives can yield information about a child's use of decontextualised, literate language features (Curenton & Justice 2004) while at the same time providing access to the child's level of competence concerning narrative-specific aspects, such as story structure elements. Hence narrative abilities have been found to be linked to literacy development and academic achievement (Dickinson & Tabors 2001) and are often used to predict language progress (Botting, Faragher, Simkin, Knox & Conti-Ramsden 2001). Moreover, narrative skills constitute an area of oral language development where delays are difficult to compensate for (Girolametto, Wiigs, Smyth, Weitzman & Pearce 2001; Manhardt & Rescorla 2002). However, the assessment of narrative skills, which poses a number of challenges in a monolingual context (e.g., Justice et al. 2010), becomes increasingly intricate in a multilingual setting. Here the

investigation of discourse processing cannot be restricted to language proficiency measurements in each of a child's languages; it rather needs to include "linguistic descriptions of ethno-linguistic discourse patterns (contrastive rhetoric)" (Barnitz 1986: 95) in order to assess the roles which cultural knowledge and language-specific story grammar elements play in the development of narrative skills in multilingual children.

The current contribution discusses the necessity to identify such language-specific elements of story grammars and presents representative data to this effect. We also aim to determine various levels (e.g., the *teaching* of narrative schemas, the *assessmen*t of narratives and the *training* of language educators) at which these need to be acknowledged to ensure that we do justice to a multilingual child's narrative skills, and preserve the rich repertoire of cultural diversity in narratives. For the South African context, this means that mother-tongue education needs to encompass a variety of narrative traditions that reflects the linguistic diversity of the country. The global significance of this discussion is reflected by a growing concern that academic success may be compromised by a misalignment between the narrative practices in a child's primary language(s) and the narrative practices in a respective language of teaching and learning (e.g., Makoe & McKinney 2009 and Souto-Manning, in press).

Die Evaluering en Ontwikkeling van Opvoedkundige Tolkopleiding by die Universiteit Stellenbosch | *The Evaluation and Development of Educational Interpreter Training at Stellenbosch University* ‡

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Opvoedkundige tolking by hoëronderwysinstansies is besig om vinnig uit te brei. Die Universiteit Stellenbosch (US) is tans in 'n oorgangsfase waartydens opvoedkundige tolking as bemiddelingsmedium ontwikkel word. Vanaf 2013 maak opvoedkundige tolking deel uit van die US se meertalige onderrigmodel, waarin parallel- en dubbelmediumonderrig ook gebruik word. Opvoedkundige tolking staan dus in diens van groter toeganklikheid en die bevordering van institusionele meertaligheid deur middel van 'n span toegewyde tolke wat lesings intyds tolk. Hoewel konferensietolking al etlike jare suksesvol by die US gebruik word, is dit die eerste keer dat opvoedkundige tolking op hierdie skaal geïmplementeer word.

Ten einde die opvoedkundige tolke toe te rus en te bemagtig, is opleiding aan gewerfde personeel verskaf. As gevolg van die tydsdruk wat met die oorgangsfase gepaardgaan, is opleiding oor drie weke in drie verskillende fases aangebied, naamlik: twee dae teoretiese opleiding, drie dae praktiese opleiding en tien dae praktiese voorbereiding (bv. die opstel van terminologielyste).

Na aanleiding van hierdie aanvanklike opleiding is 'n kwalitatiewe studie van stapel gestuur om die huidige opleidingsmodel te evalueer, te verbeter en verder te ontwikkel. Daar is gebruik gemaak van semi-gestruktureerde onderhoude om tolke se indrukke van die opleiding te bepaal. Verder is kenners op die gebied van opvoedkundige tolking genader vir onderhoude asook 'n objektiewe analise van die program. 'n Vergelykende ondersoek is gedoen na die aard en metodes van opvoedkundige tolkopleiding by die twee hoëronderwysinstansies in Suid-Afrika waar opvoedkundige tolking reeds 'n geruime tyd gebruik word, naamlik die Noordwes-Universiteit en die Universiteit van die Vrystaat. Die bevindinge van die vergelykende ondersoek, sowel as die indrukke van die opvoedkundige tolke wat die opleiding ontvang het en die bydrae van rolspelers by ander hoëronderwysinstansies vorm gesamentlik die data wat in hierdie referaat bespreek sal word. Die studie dra by tot die ontwikkeling van 'n opvoedkundige tolkopleidingsprogram wat aangepas en verfyn word vir die konteks waarbinne hierdie opleiding in die toekoms by die US sal plaasvind.

Opvoedkundige tolking as begrip en beroep kan nie in 'n vakuum verder ontwikkel nie, dus is samewerking in navorsing en geleenthede soos die gespreksessie by die LVSA/SAALA/SAVTO-kongres van die uiterste belang, ten einde kennis te kan deel. Hierdie studie is 'n poging om verdere samewerking en ontwikkeling in die veld van opvoedkundige tolking te bevorder.

English Abstract

Educational interpreting at higher education institutions is developing rapidly. Stellenbosch University (SU) is currently in a transitional phase in which educational interpreting is being developed as a medium of mediation. Since 2013 educational interpreting has been part of SU's multilingual educational model in which parallel- and double-medium instruction are also used. Educational interpreting therefore serves to facilitate greater accessibility and the promotion of institutional multilingualism through a team of dedicated interpreters who interpret lectures in real time. Although conference interpreting has been used successfully at SU for several years, this is the first time that educational interpreting is being implemented on this scale.

In order to equip and empower educational interpreters, training was provided to recruited staff members. Because of the time constraints concomitant with the transitional phase, training was presented over three weeks in three distinct phases, namely two days of theoretical training, three days of practical training and 10 days of practical preparation (e.g. the compilation of terminology lists).

Following on this initial training, a qualitative study was launched to evaluate, improve and further develop the current training model. Semistructured interviews were used to determine interpreters' impressions of the training. Experts in the field of interpreting were also approached for interviews as well as an objective analysis of the programme. A comparative study was undertaken into the nature and methods of educational interpreter training at the two institutions of higher learning in South Africa where educational interpreting has been in use for a considerable time already, namely North-West University and the University of the Free State. The findings of the comparative study as well as the impressions of the educational interpreters who received the training and the contributions of role players at other institutions of higher learning together constitute the data that will be discussed in this paper. The study contributes to the development of an educational interpreter training programme that will be adapted and refined for the context in which this training will take place in future at SU. Educational interpreting as concept and profession cannot develop further in a vacuum; therefore, collaboration in research and opportunities such as the discussion session at the LSSA/SAALA/SAALT Joint Annual Conference are of the utmost importance in order to share knowledge. This study is an attempt to promote further collaboration and development in the field of educational interpreting.

Landmark Flexibility in Afrikaans

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Landmark flexibility is a phenomenon brought about by selection processes at the interface between conceptual and linguistic structures when a particular state of affairs that involves an actor and two further entities (e.g. AFWAS [HY [BRAAI$_{SOURCE}$, VET$_{THEME}$]]) may be conceptualised in such a way that either of the entities may be foregrounded and may subsequently be selected for verbalisation, i.e. either the source (BRAAI) or the theme (VET). Linguistically the selected entity is realised as the internal argument of a verb-particle construction while the unselected entity is demoted, e.g. *hy was die braai af* (he washes the barbeque (off)) versus *hy was die vet af* (he washes the fat (off)).

Landmark flexibility has previously been investigated with languages such as Dutch and German, whereas landmark flexibility in Afrikaans – which is related to both these languages but behaves differently to either one – has not yet received sufficient attention.

My research aims ultimately to establish to what degree the demoted object is conceptually and/or syntactically present in verb-particle constructions.

Moreover, I aim to determine why this optionality is available with certain verb-particle constructions but not with others by comparing different types of Afrikaans verb-particle constructions; e.g. *hy vul die vorms in* (he fills in the forms) and *hy vul die informasie in* (he fills in the information) versus *hy vul die krake in* (he fills in the cracks) versus *hy vul die sement in* (he fills in the cement). In these constructions only one of the entities can be selected for verbalisation, thus the demoted entity appears semantically incorrect.

And lastly, my research investigates which conceptual 'configurations' expressed by verb-particle constructions allow for landmark flexibility where either the located object or the reference object is demoted but the underlying conceptualisation of the state-of-affairs stays intact, e.g. AFVEE [HY [MUUR$_{SOURCE}$, VULLIS$_{THEME}$]] being verbalised as either *hy vee die muur af* (he wipes the wall off) or as *hy vee die vullis af* (he wipes the dirt off). Such examples are contrasted with similar verb-particle constructions where the underlying conceptualisation, e.g., AFWAAI [WIND [DAK$_{SOURCE}$, BLARE$_{THEME}$]] only allows one argument to be demoted: *die wind waai die blare af* (the wind blows the leaves off). In these constructions the demotion of the other argument is permissible; however, the resulting verbalisation describes a different state of affairs: *die wind waai die dak af* (the wind blows the roof off, i.e. the roof is taken off).

Vocabulary Testing in Bilingual Xhosa and English-Speaking Children

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Vocabulary growth is a vital part of a child's linguistic development and vocabulary testing is obviously important to ascertain a child's development in this regard. It is also often an indication of future literacy development (Wagner, Muse and Tannenbaum 2007).

In this exploratory study, 22 grade three bilingual Xhosa and English speaking children were administered a confrontation naming test to obtain samples of their vocabularies in each of their languages. Children were presented with a list of categories and asked to name as many items as they could related to that category. Unlike most confrontation naming tests, no time limit was imposed on the children.

This study aimed to investigate whether or to what extent the children

(i)   produced more words in one language rather than the other
(ii)   produced more words per category in one language rather than the other; i.e., their expressive vocabulary is superior in one language rather than the other
(iii) are familiar with prototypes of the categories as well as their hyponyms
(iv)   listed the same words; i.e., there was a high frequency of certain words
(v)   with larger vocabularies perform better at school
(vi)   anglicise their Xhosa words or express themselves in a colloquial dialect
(vii) produce different results according to gender.

The context of this research is representative of what many children in South Africa experience in that all the children in this study have Xhosa as a first language and English as a second language but are schooled in English. Therefore, point (ii) above is of particular interest in this context. As yet, no exact comparable literature has been found on this topic. There is a shortage of standardised tests in African

languages and therefore there is a lack of normative data for comparison (Gxilishe 2008: 76). This study aims to contribute to the normative data of first language Xhosa speaking children and examines the suitability of this methodology as a means by which expressive language abilities can be tested. This data can be useful to speech language practitioners in identifying potentially language-delayed children. The methodology might also prove to be useful in assessing the vocabularies of bilingual children.

Tensions and Intentions: Constructing Emergent Readers in Linguistically Diverse Classrooms

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This paper draws on a recently completed doctoral study. It reports on an investigation into the identity positioning practices of three English speaking teachers in multilingual Grade One classrooms. It presents analysis of discoursal elements of 'Reading on the Mat', the core literacy learning event in Foundation Phase in former Model C schools in the Eastern Cape. In this event, small groups of children come daily to the Mat and, in close contact with the teacher, learn to read.

Since the early 1990s the question of identity has emerged as a significant factor in language and literacy learning (Block 2007). In schools, the identity positions teachers offer to additional language learners as they learn to read may impact on the learning opportunities that they are able to take up, and these will benefit or inhibit individuals' literacy learning. In multilingual classrooms, such as those of this research, identities offered by teachers thus become crucial factors in children's ability to acquire and develop proficiency as readers. A focus on identity is therefore a useful lens for understanding literacy acquisition practice. However, studies of identity in young children's literacy acquisition have typically focused on the experiences of individual children whereas this study examines the identity constructing practices of the teachers.

In this study data were collected through a micro-ethnographic observation of Reading on the Mat sessions in three classrooms over the course of a year, and from interviews with the teachers concerned. The data was initially categorised using Hymes' mnemonic for the analysis of communication events. Each category of *thick description* (Geertz 1973) was analysed again, and this paper presents analysis of the discourse in selected transcriptions, which reveals that teachers offer children identities as group members through, for example, group naming, deictic usages and renaming common objects and practices. They offer children positive identities as successful readers through praise, conventional politeness and modality. These practices, directed at the group rather than at individuals, gloss over differences, including multilingualism. Teachers consciously treat all children as the same, but a close analysis of their discourse reveals that these apparently benign practices mask other factors. For example, analysis reveals that Reading on the Mat is a formation designed to enable teachers to interact with individual readers, and that the benign constructions for the group do not necessarily extend to individuals. The paper concludes by arguing that these practices have unintended consequences for the identities of these children and therefore their language and literacy learning.

The Created Languages of *Rocannon's World*

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The ultimate in language planning is what Cheyne (2008) calls 'language creation'. A created language is an artificial language found in a work of science fiction or fantasy; according to Cheyne, such languages can have numerous functions, "from characterization to speculation about linguistic science" (Cheyne 2008: 403). Two of the most prolific and prominent practitioners of language creation are J.R.R. Tolkien and Ursula K. Le Guin, and both of them have engaged in this primarily for the purpose of characterisation. Both Tolkien (1983) and Le Guin (1982) have asserted that a created language should not be obviously based on existing, real-world languages; yet both of them have broken this rule in their own creations. This paper will focus on the created languages of Rocannon's World, the eponymous planet of Le Guin's (1966) novella. Owing to the nature of created languages (Cheyne 2008), the data will consist of proper names and words used to describe alien concepts and artefacts. It will be proposed that we should recognise two kinds of created language. The first, which will be referred to as 'Anglic', consists of nonce words built on English resources, like *windsteed* in Le Guin (1966), *wormsign* in Herbert (1965) and *lightsabre* in Lucas (1977). Anglic terms are by definition connected to English. The second kind of created language consists of those which use alien, non-English vocabulary items, like *vaskan* (Le Guin 1966) and *kanly* (Herbert 1965).
Linguistic universals and typological norms postulated by Greenberg (1966), Comrie (1981) and Whaley (1997) will be used as a standard. It will be shown that most of the alien created languages in Le Guin's novella, especially the most detailed ones, have some degree of connection to existing languages of Earth in terms of phonological structure, morphological structure and even etymology. It will be argued that this is not a flaw or error; rather, it is a deliberate choice, allowing the author to achieve a good deal of social characterisation with the economy required by the restricted form of the novella. It is also a necessity in terms of the illusion of scientific plausibility required by the Science Fiction genre.

Are We All Getting the Same Message? A Comparison between a Spoken Language and a Sign Language Interpreted Text in a Specialised University Subject ‡

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Sign Language (American Sign Language to be specific) was proven to be a real language for the first time in the 1960s by William Stokoe. This was a breakthrough for sign languages the world over. Before this time it was commonly believed that sign languages are not languages but merely gesturing systems used by Deaf people. Although much research has been done in various countries, proving that sign languages, just as spoken languages, are all complex languages with their own grammar and linguistics, many people still do not believe that an academic discourse in all areas of education is possible using a sign language.
Likewise, many people also do not believe that in the field of educational interpreting, specialised subject content can be conveyed fully by means of a sign language. In a previous study, done in 2009, the researcher focused on terminology development in SA Sign Language (SASL) during interpreting for Deaf students at a university. That study showed that intensive terminology development is done (although more always needs to be done) in the course of the interpreting, but that the lack of existing

terminology did not deprive the Deaf students of the content of the lectures they received via SASL, provided that conscious and consistent terminology development takes place.

For this study, the interpreted text of a spoken language interpreter (Afrikaans > English) is compared to the interpreted text of a sign language interpreter (Afrikaans/English > South African Sign Language) focusing on the transfer of the content of the message. The lecture used in this study is a first year Roman Law module, which includes much theory and history of Law and uses many specialised Law terms. The presupposition of this study is that there are enough common denominators between the two target texts to prove that there are no significant differences between the transfer of the content in a spoken language target text and in an SASL target text, interpreted from the same source text.

So Few Deaf University Students: Is It Really a Disability Issue?

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This paper argues that the small numbers of Deaf university students can be attributed not to disability issues but rather to language issues. South African Sign Language (SASL) is recognised by the Constitution of the Republic of South Africa (108 of 1996) as the language of the Deaf[1] community and should be used as medium of instruction in schools for the Deaf where possible, as stated by the South African Schools Act. Unfortunately, there is not yet an official school curriculum for SASL as a recognised school subject. The implication is that those Deaf students who finish school with the minimum required score for university admission nevertheless cannot be admitted to university, because they only have one language instead of the prescribed two. This is clearly an unfair situation, as it is currently impossible for Deaf students to take their first language as a school subject, yet they are penalised for what is a shortcoming in the school education system. Most eligible Deaf students then have to follow a bridging course or do extra modules at a college to gain university admission, usually only after a number of years of extra studies.

After this tedious process to gain access, another big hurdle for any Deaf learner is to find a tertiary institution that is accessible to Deaf students. Accessibility refers to a college or university offering educational interpreting services in Sign Language. Currently, out of the 23 universities in South Africa, only four are known to provide an interpreting service for Deaf students.

Why is this the case? According to a case study of the first Deaf student to study at North-West University, the candidate contacted various universities in order to find one that is accessible. Many universities turn away prospective Deaf students, because they cannot provide them with the 'necessary support for their disability', i.e. SASL interpreting. Although the Deaf community does not view itself as disabled, society in general does. Management often argues that it is too expensive to have interpreters for Deaf students, discriminating against them in the process – deciding that one group of people is more costly to accommodate than another and in the process denying them access to tertiary education.

SASL access at an institution (by means of academic interpreting) together with access via the other working languages makes the tertiary education institution concerned truly multilingual; both the right of access to education and the right to education in a language of one's choice are thus fulfilled. The aim of this paper is to prove that Sign Language interpreting is a language issue and not a disability issue.

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[1] Deaf with a capital D refers to the group of people (or a person) who identify themselves as culturally Deaf, with Sign Language as first language, and who regard themselves as part of this cultural-linguistic minority group.

Towards a Pedagogy for Multilingual Teaching across the Curriculum in Higher Education: Two Scenarios

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The demands of transnational student mobility and the imperative to increase access to higher education often result in simplistic and monolingual suggestions for the use of language in teaching and learning. The solution to the 'problem' of multilingual students, which is increasingly to use English as a language of learning and teaching, affects throughput rates negatively and does not exploit the language resources that students bring to the higher education classroom.
In her overview of bilingual education, Garcia (2009: 342) distinguishes between two orientations to the role of language in education:

- a flexible convergent model of bilingual education, where bi-/multilingual learners use their oral proficiency in (a) home or community language(s) as they develop (monoliterate) academic proficiency in a second language;
- a model of flexible multiplicity, where bi-/multilingual learners use their home or community languages to develop biliterate academic proficiency in their home and academic languages.

In view of the fact that higher education students may already have developed high levels of literacy in languages other than English, this paper will argue that these two orientations can form the basis for a pedagogy that uses the languages that students bring to the classroom to develop and support learning. Two scenarios are proposed, both of which take the language resources of lecturers and students into account to develop high levels of literacy or biliteracy. Although Scenario A can be typified as transitional multilingual education, it opens up spaces for multilingual teaching and learning practices. Based on Baldauf's distinction between macro and micro policy implementation (Baldauf 2006) and the idea of 'multilingualism from below' (Cuvelier 2010) the two scenarios depend on lecturers and students taking responsibility for managing the available resources to support and encourage learning. Within each of these scenarios particular teaching practices will be highlighted as requiring increased research to determine their effectiveness for successful learning.

Academic Acculturation and Reading Ability: The Case of South African Students Entering Higher Education

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It has been shown that first year students experience a wide range of challenges when transferring from secondary school to higher education (HE) (cf. Darlaston-Jones et al. 2003; Leki 2006; Van Schalkwyk 2008; Brinkworth et al. 2009). This is no different in South Africa, where inadequate levels of preparedness for the demands of HE is a recurring theme (Slonimsky & Shalem 2005; Van Schalkwyk 2008; Scott 2009; Yeld 2009; Van Dyk 2010; Coetzee-Van Rooy & Van Dyk 2012). There are, of course, many variables influencing academic success, but most sources agree that a lack of general proficiency in the language(s) of teaching and learning and an inability to deal with the language demands of higher education have a detrimental effect on student success. Weideman (2003: 56) rightfully points out that an inability to understand and utilise the appropriate academic discourse is one of the major causes of academic failure. The underlying argument is that newly arrived students need to

acculturate to the academic environment and learn to adopt the academic community's currency, which can be defined as the norms, standards, procedures and linguistic forms that constitute academic discourse (Van de Poel & Gasiorek 2012). When students are adequately literate they will be able to activate the knowledge and skills required to communicate and function in the academic environment, i.e. they will have acquired an academic identity. Academic acculturation involves a variety of skills, among which the students' ability to handle and apply linguistic, numerical, information and computing skills effectively and efficiently to achieve their academic goals, and in accordance with the academic community they now form part of.

With this paper we wish to contribute to this discussion by reporting on the academic language ability of one group of newly arrived students at a South African university, with specific reference to their reading ability on the basis of the following data: (i) individual differences in terms of learner characteristics; (ii) self-reported reading requirements, reading preparedness and needs; and (iii) reading profiles resulting from a valid and reliable academic literacy test, the Test of Academic Literacy Levels (TALL) and its Afrikaans counterpart, the Toets van Akademiese Geletterdheidsvlakke (TAG). The findings suggest that academic reading ability is indeed one of the salient features of academic success, regardless of social and individual differences, and that it needs to be supported in order to progress with the process of academic acculturation.

Language, Manipulations and Policy: Reflections on Possible Hidden Agendas of Language Policy in South African Higher Education

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It is a well-known fact that language policy tends to fall in the midst of manipulations and battles that might have very little to do with the actual establishment of functional language practices.

It is Shohamy (2006: xv) who suggests that meaningful understanding of the "real" language policy is dependent on a deduction thereof through languages that had been created as a consequence thereof. She refers to a subtle process by means of which "mechanisms" or language policy tools are employed to exercise control over the language space.

Without diluting the complexity of the South African linguistic reality, it is evident that the higher education sector is prone to fall prey to various agendas that have little to do with the establishment of an accommodative and enabling multilingual environment – as alluded to by the Language Policy for Higher Education.

In light of the preceding, this paper broadly aims at providing an overview on the way in which language policy in South African higher education is more than meets the eye, and actually depends on mechanisms forming the interface between ideology and practice, thus revealing certain tension lines.

In particular, it wishes to unpack the extent to which these covert mechanisms could reveal political, ideological, social and economic agendas of participants. This will be done by analysis of a comprehensive data set compiled by means of two language audits towards the drafting (in 2005) and revision (in 2011) of the functionally multilingual language policy of North-West University, and comprising approximately 10 000 data points.

Finally, the paper wishes to propose a framework by means of which strategies aimed at the "democracy of inclusion" in which room exists for "tolerance of differences" (Shohamy 2006: 149, 152) could contribute to the establishment of an enabling and multilingual higher education language environment.

Providing Truly Patient-Centred Care: Harnessing the Pragmatic Power of Interpreters

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The National Policy on Quality in Health Care (2007) sets out the main objectives of Government to assure quality in health care in the public and private sectors in South Africa. The national aims for improvement include, but are not limited to:

- addressing access to health care;
- increasing patients' participation and the dignity afforded to them;
- reducing underlying causes of illness, injury and disability through preventive and health promotion activities;
- ensuring the appropriate use of health care services; and
- reducing health care errors (adverse events) (2007: 4).

In order to achieve these aims, it is important to measure the gap between standards and actual practice, and work out ways to close the gap. One of the most obvious gaps in South Africa's health service is the failure to ensure that patients and health care professionals understand each other. Without successful communication, none of the goals mentioned above can be achieved, and the provision of quality patient-centred care will always hang in the balance.

Lack of access to health care as a result of language and cultural barriers is a problem that countless South Africans face (Deumert 2010; Pfaff & Couper 2009). In the absence of an official public service interpreting agency which could source trained interpreters, medical professionals in South Africa have to improvise when treating patients who do not speak their language – generally by using ad hoc interpreters, who may be nurses or family members or even children. A number of studies undertaken both in South Africa and overseas (Meyer et al. 2001; Penn 2007) have found that using ad hoc interpreters to overcome language barriers is often problematic. Using nurses as ad hoc interpreters rather than a relative of the patient also adds to the workload of already overburdened nursing staff, who have also not been screened for language proficiency or trained as interpreters.

This paper is part of a larger research project aimed firstly at evaluating language practices within the caring professions in selected public and private hospitals in Johannesburg, and secondly at advocating for structured change in language practices. The researcher describes selected interventions in the form of professional development workshops for doctors and therapists, aimed at reaching a better understanding of how to work with interpreters successfully and maximise patient satisfaction. Ad hoc interpreters participate in a role play with a health care professional, and are then substituted by a professional liaison interpreter. The workshop participants then analyse the differences between the two interpreters, and their impressions of the role attribution by participants, the effect of interpreter alterations of the pragmatic meaning of utterances, procedural factors and power dynamics.

Where Policy Meets Practice: Language Planning in a Superdiverse Australian High School

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A challenge inherent in all language policy initiatives is in understanding and predicting how competing factors will influence the way a policy is experienced and implemented on the ground. This is especially so in the area of language-in-education policies, where overt language policies (such as fostering the learning of second languages) often sit uneasily alongside covert policies and ideologies working

towards different ends (e.g. the notion that second languages are not as 'important' as core subjects like maths).

The growing 'ethnographic turn' in language policy and planning (LPP) research shows the importance of case studies research for shedding light on how competing policies and ideologies are experienced 'on the ground' in schools around the world (cf. the volumes edited by McCarty 2010 and Menken & Garcia 2010). In this paper I explore how one Australian high school managed conflicting language policy and planning demands around the teaching and use of languages other than English in a context where over 95% of students spoke a language other than English at home. I show that this school has taken many positive steps in both overt and covert policy to value and promote student multilingualism. However, a tension remains for teachers in balancing the desire to support students' multilingualism with the need to foster the development of strong academic English skills, and this can sometimes lead to contradictory language policies. I argue that case studies such as these can help policy makers and schools themselves better understand the ways in which their policies interact, and help them to avoid potential pitfalls in future. In line with Yunus and Jolis' (1999) approach to interventionist social programmes, I argue that the best language-in-education policies outcomes are likely to occur when schools are encouraged to develop a deep understanding of their own language issues and context and are given the autonomy to implement local solutions to local problems.

The Research on Willingness to Communicate in Chinese Students' EFL Study

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Willingness to communicate (WTC) has been a hot topic and focus in recent years in linguistics and EFL education in China. Many language educators have gradually come to realise that the process of foreign language learning is not a simple learning process. Factors like motivation, learners' attitude, social factors and language environment can affect the language acquisition outcome. Many EFL teachers believe learners' communicative ability is closely related to their willingness to communicate. In the study on which this paper reports, the authors researched learners' WTC and tried to find out how factors like communicative object, communicative task and communicative form influence the intensity of learners' willingness to communicate. The study used the socio-educational model and the willingness to communicate (WTC) model as the basis for a conceptual framework, partially replicating a study by Macintyre and Charos. Exploring the relationship between WTC and class participation, this study will also carry out an investigation on how and to what extent WTC factors affect learners' class participation. The authors will conduct an empirical study among undergraduates at their university. Subjects will be carefully chosen and questionnaires will be used to make this research more reliable. The completed questionnaires will be used as a basis for this research. The impact of motivation, personality and self-confidence on class participation will be studied. By means of this research, the authors mean to remind EFL teachers to be aware of these factors in their teaching practices and to try their best to help learners to enhance their WTC in the language learning process so that learners will be placed in an optimal state of mind, which will definitely increase their WTC. The authors also hope that this research may throw light on the current EFL teaching reforms in China.

Locality and Antifocus in Zulu Dislocation Constructions

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I analyse a curious contrast between the object marking possibilities attested in two types of dislocation construction in Zulu (S 42). Example (1) shows that, with respect to object marking, Zulu is a symmetrical language (cf. Bresnan & Moshi 1990): either object of a ditransitive verb can be doubled by an object marker. The corresponding object-NP must exit the VP; the unmarked object remains inside VP (Cheng & Downing 2009; Adams 2010; Zeller 2012):

(1) a. U-John   u-ba-nik-e   i-mali]$_{VP}$ a-ba-ntwana.
         AUG-1a.John   1.SM-2.OM-give-PAST   AUG-9.money   AUG-2-child

     b. U-John   u-yi-nik-e   a-ba-ntwana]$_{VP}$ i-mali.
         AUG-1a.John   1.SM-9.OM-give-PAST   AUG-2-child   AUG-9.money
         'John gave the children the money.'

However, the symmetry shown in (1) breaks down in constructions such as (2a) and (2b), which express verum focus and in which both object-NPs are dislocated:

(2) a. U-John   u-ba-nik-il-e]$_{VP}$ i-mali   a-ba-ntwana.
         AUG-1a.John   1.SM-2.OM-give-DIS-PAST AUG-9.money   AUG-2-child
         'John did give the children the money. '

     b. *U-John   u-yi-nik-il-e]$_{VP}$ a-ba-ntwana   i-mali.
         AUG-1a.John   1.SM-9.OM-give-DIS-PAST AUG-2-child   AUG-9.money

In (2), only the indirect object (IO) can be object-marked; object marking of the direct object (DO) is excluded.

I assume that object marking in Bantu is a reflex of an AGREE-relation between a feature of a VP-external functional head H$_F$ (the PROBE) and a matching feature of a VP-internal NP (the GOAL) (see e.g. Henderson 2006). This AGREE-relation is constrained by LOCALITY: only the GOAL which is closest to H$_F$ can agree with H$_F$. Dislocation is the result of moving the agreed-with NP to H$_F$'s specifier. Following Cheng and Downing (2009), I assume that in Zulu NPs that are not focused have to be removed from the VP in order to make the VP an unambiguous focus domain. I suggest that this VP-evacuation is achieved by marking the relevant NPs as 'antifocus' (cf. Ndayiragije 1999), and it is this antifocus feature of NPs that agrees with H$_F$. The contrast between (1b) and (2b) follows from the fact that, in (1b), only the DO has an antifocus feature, while in (2b), *both* the IO and DO are marked as antifocus. LOCALITY is not violated in (1b), because the (structurally higher) IO is not a potential GOAL for H$_F$; therefore, H$_F$ can agree with and attract the DO. However, LOCALITY *is* violated in (2b), because agreement between H$_F$ and the DO takes place across the intervening antifocus feature of the IO. Therefore, when a VP includes two unfocused NPs, H$_F$ must agree with and attract the IO first, as in (2a). After moving to [Spec, H$_F$], the IO no longer intervenes between H$_F$ and the DO, so H$_F$ can agree a second time and attract the DO. However, since the IO was agreed-with first, only this NP can be object-marked.

Using Complex Adaptive Systems (CAS) Theory to Equip Students for Self-monitoring in Academic Writing Development

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Writing at university is worth perfecting. Though the value of reading, thinking and listening skills is not dismissed, it is noteworthy that students are prepared to invest time and effort in their writing skills. This is one sphere where students are directly evaluated most frequently. And when the evaluation takes place, the student is usually not present to mitigate shortcomings. The written product needs to speak for itself.

An EAP course is the basis of this small-scale pilot project that was prompted by students (both undergraduate and postgraduate) asking for help with academic writing. Since these students have little time, offering effective tools and strategies is essential. The focus of the research is on the use of complex adaptive systems (CAS) theory to understand and describe learning – and academic writing development, in particular. It hypothesises that understanding the characteristics of CAS and relating them to academic writing development enable students to understand and perhaps direct their learning.

This paper starts with a description of the characteristics of CAS, after which academic writing development is shown to be a CAS. Next, focus is drawn to aspects of CAS, like the concept of the effect of initial input on the CAS and that of strange attractors within the CAS. The research posits that an awareness of such areas supports and strengthens learning. In other words, students who understand crucial learning occurrences within their academic writing development systems will be more successful just by being aware that they are learning and changing their writing systems.

This is a preliminary and small-scale qualitative investigation which will hopefully lead to a larger project in which quantitative data will be added to triangulate with qualitative data. Here, the qualitative data collection relies on structured and unstructured interviews, as well as text analysis of student writing. Initially, students describe their needs and shortcomings in academic writing development. At regular intervals (similar to keeping a diary) they are asked to report on perceived positive change in their writing. By using CAS as a context, students are made aware of the theoretical paradigm while, for example, reading a text about CAS characteristics, after which they write an academic text about their understanding of the reading material. So, their context serves a dual purpose.

Positive changes or new habits in students' writing are pointed out and the parallel between these changes and strange attractors are drawn. Also, the effect of input is discussed and relevant input is identified. Once students become comfortable with this approach, they gain confidence because they understand how their academic writing systems are shifting towards perfection.