



UNIVERSITY of the
WESTERN CAPE



INKOMFA YAMAZWE NGAMAZWE YAMA23 KANYAKAMBINI YOMBUTHO WEELWIMI
ZASEAFRIKA WASEMAZANTSI AFRIKA

SEBOKA SA BO 23 SA HABEDI KA SELEMO SA MATJHABA SA MOKGATLO WA
DIPUO TSA AFRIKA E BORWA

KONGAMANO LA 23 LA KIMATAIFA LA LUGHA ZA AFRIKA AMBALO LINAFAFYIKA
KILA MIEZI MIWILI JUMUIYA YA KUSINI MWA AFRIKA

23RD BIENNIAL INTERNATIONAL CONFERENCE OF THE AFRICAN LANGUAGES
ASSOCIATION OF SOUTHERN AFRICA

21 – 24 SEPTEMBER 2022

*Ukusebenza ngeeLwimi zaseAfrika kwiNkulungwane yama21
Tshebediso ya Dipuo tsa Afrika Dilemong tsa Lekgolo la bo 21
Lugha za Kiafrika kwa Vitendo katika Karne ya 21
African Languages in Practice in the 21st Century*

Contents

Umyalezo wokwamkela: USeKela-Tshansela	Welcome Message: Vice Chancellor	Ujumbe wa kukaribisha: Makamu Mkuu wa Chuo	Molaetsa wa Kamohelo: Motlatsa Mokanseliri
Umyalezo wokwakela: iNgqonyela kwezoBugcisa noLuntu	Welcome Message: Dean - Faculty of Arts and Humanities	Ujumbe wa kukaribisha: Mkuu wa Kitivo cha Sanaa na Binadamu	Molaetsa wa Kamohelo: Mookamedi – Fakhalthi ya Bonono le tsa Botho
Umyalezo wokwakela: uSihlalo UMbutho we-PanSALB	Welcome Message from the Chair: PanSALB	Ujumbe kutoka kwa Mkuu wa Kigoda PanSALB	Molaetsa wa Modulasetulo: Lekgotla la PanSALB
Umyalezo wokwakela: uSekela Sihlalo- UMbutho weLwimi zaseAfrika weAfrika esemaZantsi (ALASA)	Message from the Deputy Chair: African Languages Association of Southern Africa (ALASA)	Ujumbe kutoka kwa Mkuu wa Kigoda(ALASA)	Molaetsa wa Motlatsa Moduladetulo wa ALASA
Izithethi ezibekelileyo	Keynote Speakers	Wasemaji wakuu	Dibui tsa Sehlooho
linkcukacha ngenkomfa	General Conference Information	Maelezo wa jumla ya kongamano	Lesedi le akaretsang la Seboka
Ikomiti eququzelele inkomfa	Conference Organising Committee	Washiriki wa Utaratibu/ Wataratibu wa Kongamano Kamati ya Usimamizi wa Kongamano/Mkutano	Komiti ya ditlhpiso tsa Seboka
Inkqubo yenkomfa	Conference Programme	Ratiba ya Mkutano	Lenanetsamaiso la Seboka
Incwadi yeziCatshulwa Uluhlu labanyuliweyo neenkukacha zonxibelelwano	Book of Abstracts List of delegates and contact details	Kitabu cha Ikisiri Orodha ya washiriki na anwani	Buka ya dikgutsufatso, lenane la dibui le mehlodi ya boitsebiso
Abaxhasi bethu	Our Sponsors	Wafadhili wetu	Batshetsi ba Matlole

Hlophisitswe/Ehlinzekwe/Hosted by:

Faculty of Arts and Humanities

University of the Western Cape,
Robert Sobukwe Road
Bellville, 7535
Republic of South Africa
Tel: 021 959 2911

Department of African Language Studies

University of the Western Cape
Private Bag X17
Bellville, 7535
Republic of South Africa
Tel: 021 959 2979

Center for Advanced Studies of African Society (CASAS)

University of the Western Cape
7 Nursery Road
Rondebosch, 7700
Republic of South Africa
Tel: 021 959 1741

**Welcome Message: Vice Chancellor/ Umyalezo
wokwamkela: USekela-Tshansela/ Ujumbe wa
kukaribisha: Makamu Mkuu wa Chuo /Molaetsa wa
Kamohelo: Motlatsa Mokanseliri)**



Prof. Tyrone Pretorius
Rector and Vice Chancellor, UWC

Audio message available

Umyalezo wokwamkela: iNgqonyela kwezoBugcisa noLuntu/ Welcome Message: Dean- Faculty of Arts and Humanities; Ujumbe wa kukaribisha:Mkuu wa Kitivo cha Sanaa na Binadamu; Molaetsa wa Kamohelo: Mookamedi – Fakhalithi ya Bonono le tsa Botho



Nnjing. Mowabisi K. Ralarala

INgqonyela: kwezoBugcisa noLuntu kwiYunivesithi yaaseNtshona Koloni

Manene nani manenekazi, boogxa bam nabahlobo, ndiyakhahlela kuni nonke. Egameni leFakhalithi yezoBugcisa noLuntu, ndiziva ndonwabile kakhulu ukunamkela kwinkomfa yoMbutho ongeelwimi zesiNtu kwiAfrika eseMazantsi (ALASA). Inkomfa le ichotshelwe ngokubambisene nabeBhodi ejongene nazo zonke iilwimi eMzantsi Afrika, iSebe elijongene neziFundo zoLwimi zaseAfrika neZiko elingeziFundo ngokubanzi zoLuntu laseAfrika (CASAS).

Ngokuphosa iliso kwirejista yabakhoyo nokujonga le nginginya ikhoyo, kucacile kum ukuba le nkomfa iye yadala umdla kwaye yatsala ngokubanzi izifundiswa, abaphandi nabafundi hayi kuphela eMazantsi eAfrika kodwa nakumanye amazwe ehlabathi.

Ndamkela ngakumbi bonke abathunywa abakhoyo, kuwo onke amalungu oMbutho neBhodi yonke iphela ngokumalunga neengcinga zabo ezikhuthazayo kwakhona ngokumbi ngesigqibo sabo sokuba iFakhalithi yezoBugcisa noLuntu yeYunivesithi yaseNtshona Koloni ukuba ichophele inkomfa yeALASA yangowama2022 Ichotshelwe ngexesha elililo.... leNyanga yokuLilifa leMveli.

Ndiqinisekile ukuba uyakuvumelana nokuba akukho hlakani lingcono elinokuchophela le nkomfa ukodlula iFakhalithi yezoBugcisa noLuntu. Abanye benu mhlawumbi bayacinga ukuba yintoni kanye le ibalulekileyo ngeFakhalithi yezoBugcisa noLuntu, makhe ndicacise nje kancinci. Ifakhalithi le iqulathe amaqumrhu ali19 apho elinye lalo iliSebe leziFundo zoLwimi zaseAfrika apho likhokelwa nguGqr Mletshe neZiko leziFundo ngokubanzi zoLuntu laseAfrika (CASAS) elikhokelwa nguNjing. Motiyane. Apho kwakhona liqulathe abafundi abamalunga nama5000, abasebenzi abali150 apho kubo bakwisikhundla sobuNjingalwazi encedisayo okanye sobuNjingalwazi esisigxina, kwaye ifakhalithi le yeyona inkulu kwaye iyeyona inemveliso ebalaseleyo kwiyunivesithi. Likwinqanaba elinye xa litholekiswa nezinye iifakhalithi kwingingqi ngokujoliswe kunikezelo lwezifundo zobungcali nezophando.

Okanye okubalulekileyo kule fakhalithi apho ndicinga ukuba kufaneleke ukuba kukhankanywe ngokukodwa kule nkomfa ukuba ifakhalithi le ilikhaya ngokusesikweni leZiko elitsha loPhando ngokuSetyenziswa kweelwimi nezoMthetho nokuSetyenziswa kweelimi ezininzi apho likhokelwe nguNjing. Russell Kaschula. Ngokolwethu ulwazi eli phulo lezophando lelona hlobo lokuqala kodwa alisayi kuba lelokugqibela apha eAfrika. NjengeFakhalithi sijonge phambili ukuba senze igalelo elivisayo kuluntu ngokubanzi nokuphendula imibuzo emininzi engezobungcali apho ijolise ekusetyenzisweni kolwimi.

Okona kundichulumancisayo namhlanje kukubona ubuninzi befakhalithi amagosa nabafundi kuwo onke amasebe angeelwimi. Oku kubonakalisa ubudlelwane

nentsebenziswano ekhoyo phakathi kwethu apho ngakumbi obo budlelwane buthi benze igalelo elivisayo kwindlela yokusebenza kwefakhalithi apho kujoliswe kubandakanyo lwabafundi, kuphando, ukufundisa nokufunda.

Manene nani manenekazi, abahlobo noogxa bam kwakhona ndiziva ndineqhayiya ukuba ndihloniphe ngokukodwa ngokwamkela uNjing Sinfree Makoni, uGqr Athambile Masola, uNjing Ekkehard Wolff, uGqr Zakeera Docrat, uGqr Tebogo Jacob Rakgogo noNjing Emmanuel Satia apho abathe bathwaliswa uxanduva lokwenza iintetho eziphambili kule nkomfa. Sinethemba lokuba imiyalezo ebalulekileyo eniyakuthi niyinkezele kule nkomfa iyakuthi ibenempembelelo ngakumbi kumalungu ngokubanzi ingakumbi ekulandeleni amaphupha abo kwezophando.

Sihlalo obekekileyo, iyakuba yimpazamo enkulu ukuba ndingakhankanyi ihlakani lethu eligqame ngokukodwa ukuba le nkomfa ibe iyaphumelela, ihlakani eliyiBhodi ejongene nazo zonke iiLwimi eMzantsi Afrika apho imelwe nguSihlalo, amalungu ayo, iCEO nabasebenzi bayo. Abanikeli bethu bangabaxhasi abakukuphila nobomi kumsebenzi wethu wokufundisa ngezobungcali. Sakusoloko sixhomekeke kubo.

Elokuphetha, ndisebenzisa eli thuba lokugqibela ukuba ndamkele kwaye ndibulele amalungu ekomiti yoququzelelo lo msitho ukuba ubeyimpumelelo. Baye babila izithukuthuku ekhusini, bezama ukuba le prowujekthi ibeyimpumelelo. Ndiqinisekile ukuba bayakuthi kwakhona babulelwe ngokufanelekileyo xa sele siqukumbela le nkomfa.

Ndininqwenelela okuhle kodwa, nonke, kwezi ntsuku zine zilandelayo. Ndiyanibongoza ukuba nonwabele umzuzu ngamnye wobandakanyo kule nkomfa.



Ladies and gentlemen, colleagues and friends, warm greetings to all of you. On behalf of the faculty of Arts and Humanities, it delights me to welcome you to the African Language Association of Southern Africa (ALASA) conference. The conference is hosted in collaboration with the Pan South African Language Board, the Department of African Language Studies and the Centre for Advanced Studies of African Society (CASAS).

Glancing at the attendance register and looking at this impressive turnout, it is clear to me that this conference has generated a lot of interest, and has attracted academics, researchers and scholars not only from Southern Africa but from other parts of the world.

Particular welcome is extended to all the delegates in attendance, to all the members of the Association and the entire Board for its encouraging thoughts, and for its decision to make the University of the Western Cape's Faculty of Arts and Humanities the host for the 2022 ALASA conference. The timing is excellent ... Heritage Month.

I'm sure you will agree that there is no better partner and host of this particular conference than the Faculty of Arts and Humanities. For those of you who might be wondering what is so special about the Faculty of Arts and Humanities, allow me to elaborate. The faculty is constituted by 19 entities; among them, the Department of African Language Studies (led by Dr Mletshe) and the Centre for Advanced Studies of African Society (CASAS) (led by Prof Motinyane). With close to 5000 students, and over 150 staff, 39 of whom are in the rank of Associate or Full Professor, the faculty is one of the biggest and most prolific in the university. It compares well with other faculties in the region in terms of the quality of its academic offerings and research.

Another attribute of the faculty that deserves special mention at this conference is that it is the official home of the newly established Research Chair in Forensic Linguistics and Multilingualism, under the leadership of Prof Russell Kaschula. To the best of our knowledge, this research initiative is the first of its kind, but will not be the last, in Africa. As a faculty, we are looking forward to making significant contributions in the broader domain of humanities, and in addressing the many intellectual questions that centre around language.

What particularly excites me is to see such a good turnout today from the faculty, both staff and students, across language departments. This is indicative of the important collegiality and collaborative relationships that exist among us and the extent to which such relationships contribute meaningfully to the life of the faculty, in terms of the scholarship of engagement, research, teaching and learning.

Ladies and gentlemen, friends and colleagues, it is also a privilege and honour to recognize and welcome Professor Sinfree Makoni, Dr Athambile Masola, Professor Ekkehard Wolff, Dr Zakeera Docrat, Dr Tebogo Jacob Rakgogo and Professor Emmanuel Satia, who have been entrusted with responsibilities to provide keynote addresses at this conference. We can only hope that the critical messages that you stand to deliver respectively will spur the members of this audience towards ardently following their research dreams.

Chair, it would be remiss of me not to give credit to our special partner, whose contribution remains essential for the success of this conference; that is, the Pan South African Language Board, represented by the Chairperson, members of the Board, the CEO and staff. Our sponsors are the lifeblood of our academic work. We will always be indebted to them.

As I close, I want to take this opportunity to welcome and thank all members of the organizing committee for pulling it off. They have tirelessly worked behind the scenes to see to it that this project is a success. I'm sure they will be properly thanked at the end of the conference.

My best wishes to all of you for the next four days. Please enjoy every minute of this engagement.

Prof. Monwabisi K. Ralarala

Dean of Arts and Humanities

Umyalezo osuka kuSihlalo: UMbutho we-PanSALB/ Message from the Chair: PanSALB / Ujumbe kutoka kwa Mkuu wa Kigoda/ Molaetsa wa Modulasetulo: Lekgotla la PanSALB



USlwz Lolie Makhubu-Badenhorst

USihlalo weBhodi le-PanSALB

Ubudlelwano phakathi kuka-PanSALB ne-ALASA kade babakhona ukuze kuthuthukiswe kuphinde kufukulwe izilimi, ikakhulukazi okungezomdabu ezweni nasezwenikazi, i-Afrika. Kuyintokozo ukuba iBhodi elengamele njengamanje, selize laqinisekisa laphinde langunyaza ngokusemthethweni ngokusayinda isivumelano sokusebenzisana, okuyi-MoA kulo nyaka owedlule. Kusihlaba umxhwele ukubona ukusimama kwalokhu kusebenzisana kwezolimi ukuze zidlondlobale. Siyethemba ukuba lobu budlelwano buzokwazi nokuveza amathuba okwenza ucwaningo ngezilimi zomdabu kuphinde kusingathwe nezinye izilimi ebezicindezekile okubala uLimi Lwezandla ezweni okuyi-SASL (eseluzoba semthethweni) kanye nezilimi zama-Khoe nama-San. Inselelo esibhekane nayo mayingabi eka-PanSALB no-ALASA kuphela kepha kube ngeyethu sonke ukuze izilimi zethu zibekwe eqhulwini uwonke sisadla anhlamvana. Ngalokho, izizukulwane ezizayo ziyokwazi ukuqhubeka lapho sihambe safika khona.

Ngalwa mazwi, sithi siwu-PanSALB, masiqhubeke nokusebenzisa siphinde sisebenze ngezilimi zethu ukuze nabanye babone ukudlondlobala kolimi kuyo yonke imikhakha. Asingabe sisa jejeza kodwa sibheke ingomuso lezilimi kwelase-Afrika. Kuyintokozo enkulu ukusingatha le nkomfa ngokuhlanganyela futhi siyethemba ukuba kuyoba okwanganaphakade. Okumhlophe kubo bonke abazokwethula izingcwaningo zabo, amaphrojekthi nalabo abazohola izinkuthazakwenza kule nkomfa yalo nyaka wezi-2022, esingethwe yi-UWC lapha eNtshonalanga neKapa. Sithi halala kulabo abazothola imiklomelo! Sengathi zonke izinhlelo zokusingathwa kwale nkomfa zingahamba ngononina, ngaphandle kwezihibe.



The collaboration between PanSALB and ALASA has been in existence for a while for the development and elevation of languages, particularly in indigenous languages in the country and in the African continent as a whole. It is a pleasure to note that the current Board has finally confirmed and formalised the collaboration agreement by signing an MoA last year. It is indeed delightful to see sustainability of such a partnership in the field of languages in order for them to flourish. It is hoped that this relationship will create opportunities for research in indigenous languages and embrace other previously marginalised languages which are the South African Sign Language, that is SASL (about to be officialised), and the Khoe and San languages. This is not a challenge facing PanSALB and ALASA only but it is for us in order to prioritise these languages while we are still alive and for the future generations to proceed where we left of.

With these words, as PanSALB we are saying, let us proceed with this collaboration and work together using our languages so that the others can see the flourishing of languages in all sectors. We should not look back but look forward in advancing the future of our languages in Africa. It is a great pleasure to co-host this conference and we trust that this will endure forever. All the best to those who will be presenting their research, projects and those who will be facilitating workshops during the 2022 conference that is hosted by UWC here in the Western Cape. We congratulate those who will be receiving awards! It is hoped that all the conference proceedings run smoothly without any hinderances.

Prof. Lolie Makhubu-Badenhorst

Board Chairperson: PanSALB

Umyalezo osuka ku Sekela Sihlalo: UMbutho weeLwimi weAfrika zaseAfrika esemaZantsi (ALASA)/ Message from the Deputy Chair: African Languages Association of Southern Africa (ALASA)/ Ujumbe kutoka kwa Mkuu wa Kigoda (ALASA) / Molaetsa wa Motlatsa Moduladetulo wa ALASA



Ngk. Elias Nyefolo Maletle

Motlatsa Moduladetulo wa ALASA

Ke tlotla e kgolo ho nna ho fuwa sebaka sena sa ho amohela bohle ba teng kwano, lebitsong la Lekgotla la Mokgatlo wa Dipuo tsa Afrika e ka Borwa (ALASA). Kajeno ke letsatsi la bohlokwa haholo, moo re ananelang seboka sa matjhaba sa Dipuo tsa Afrika sa bo-mashome a mabedi le metso e meraro, se hlophisitsweng ke yunivesithi ya Kapa Bophirima. Ke ka hoo Lekgotla la Mokgatlo wa ALASA le ditho tsa lona, ba lakatsang ho leboha Botsamaisi ba Yunivesithi (Morekoro le Motlatsa - Mokanseliri, Prof Tyrone Pretorius le Moifo wa hae, ho leboha fakhalthi ya Bonono le tsa Botho (e bolaoding ba Prof Monwabisi Ralarala, eo hape e leng modulasetulo wa Lekgotla la Mokgatlo wa ALASA), ho leboha Lefapha la Boithuti ba Dipuo tsa Afrika ekasitana le Setsi sa Boithuti ba ditaba tsa Boahisane Afrika (tse bolaoding ba Prof Mantoa Motinyane le Prof Russell Kaschula hammoho le sehlopha se ba thusang). Ke taba e hlakileng hore boikitlaetso, tshebetso e matla ekasita le kopanelo ya mosebetsi, ke tsona tse atlehisitseng tlhophiso ya Seboka sena, mme re pakelwa ke bongata ba baeti bao re bonang mona ka hara rona. Re motlotlo ke hona ho fumana sebaka sa boleng bo tjena, moo e mong le e mong a tla ba le monyetla wa ho phehisa hodima sehlooho sena sa seboka, e leng; Tshediso ya dipuo tsa Afrika mongwahakgolong wa bo-mashome a mabedi le motso o le mong. Ha ke mpe ke nke sebaka sena ho amohela le hona ho ananela , lebitsong la Lakgotla, mekgatlo ya matlole e re tsheheditseeng ka mekgwa e fapaneng, jwalo ka: Lekgotha la Dipu tsohle tsa Afrika (PanSALB), Institjhuti ya Naha ya tsa Botho le Mahlale a Phedisano (NIHSS), Via Afrika, le Setsi sa Afrika Borwa mabapi le Mehloodi ya Dijithale (SADiLAR). Ntumelleng ke boele ke fetisetse molaetsa wa kamohelo ho baeti bohle ba teng kwano, ditho tsa ALASA ekasita le ditho tsohle tsa Lekgotla ka boteng ba bona sebokeng sena se hlophisitsweng ka bokgabane, ke Yunivesithi ya Kapa Bophirima. Mohlomphehi motsamaisi, ke tshwanelo ho hlakisa hore seboka sena se tla bua ka dihlooho tsa bohlokwahadi mabapi le mafapha a fapaneng a puo jwalo ka mahlale a thutapuo, thutapuophedisano, boithuti ba phetolelo, dingolwa ekasitana le thutapuo ya bofokisi. Seboka sena, se tshwarwa ka nako eo thibelo ya bokoloniale e leng taba e melomong ya rona, sepheo e le ho arabela bothata bo aparetseng dipuo tsa setso tsa Afrika, ka nako eo Leano la Setjhaba la Puo le mabapi le diyunivesithi, le phatlaladitsweng ka yona, moo le hatellang kananelo ya bohlokwa ba dipuo tsa Afrika jwalo ka mohlodi wa tsebo, mme tsebo e ka sebediswa dithutong tse ding tse fapaneng. Hape leano lena le kananela bohlokwa ba tshebedisano ditabeng tsa ntshetsopele ya botemengata ka hara naha. Dibui tsa rona tsa Sehlooho, ke tsona tse tla lelekella diketsahalo tsa letsatsi ka leng ka ho nehelana ka ditaba tsa bona tse hlwahlwa. Ke thabo e kgolo ho nna ho ananela boteng ba bona sebokeng sena. Bona ke Prof Ekkehard Wolff (Leipzig University, Germany), Prof Sinfree Makoni (Penn State University, USA), Prof Emmanuel Satia (Moi University, Kenya), Ngk. Athambile Masola (University of Cape Town, SA), Ngk. Zakeera Docrat (University of the Western Cape, SA) and Ngk. Tebogo Jacob Rakgogo

(Tshwane University of Technology, SA). Re a tshepa hore molaetsa wa lona e tla o monate ditsebeng tsa rona mme, o tla fepa meya ya rona jwalo ka makodilo a mmimo wa Seafrika, oo re o hlolohellwang ka dinako tsohle. Lebitsong la Lekgotla la Mogatlo wa ALASA, ke boela ke le amohela bohle sebokeng sena. Qhanollang, behang dihlobo fatshe mme le be baeti ba rona matsatsi a se makae feela. Le amohetswe lehaeng la lona la bobedi. Dikgomo!

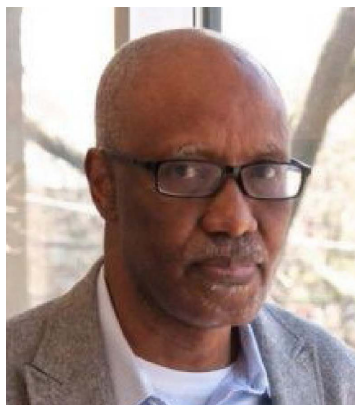


It is a very great privilege and honour to have this opportunity of welcoming everybody on behalf of the African languages Association of Southern Africa (ALASA) Board. Today with this auspicious, weeklong event, we mark the 23rd Biennial International Conference of ALASA, hosted by the University of the Western Cape. It is for this reason that ALASA Board and its members wish to express their sincere gratitude to the University Management (Rector and Vice-Chancellor, Prof Tyrone Pretorius and his entourage, the Faculty of Arts and Humanities (represented by the Dean: Prof Monwabisi Ralarala, who is also the chairperson of the ALASA Board), as well as the department of African Language Studies and the Centre for Advanced Studies of African Society (represented by Prof Mantoa Motinyane and Prof Russell Kaschula and the organizing team). It goes without saying that the commitment, hard work and concerted efforts put into this project, have yielded positive results evidenced by the huge number of delegates that we see in our midst today. We are therefore grateful and humbled to be afforded a stage of this magnitude, where every delegate will have a fruitful part to play, allowing ourselves to deliberate on our conference theme 'African languages in practice during the 21st century. Let me take this opportunity to welcome and recognize, on behalf of the Board, our official sponsors: Pan South African Language Board (PanSALB), National Institute for Humanities and Social Sciences (NIHSS), Via Africa and South African Centre for Digital Language Resources (SADiLAR). May I also extend a word of welcome to all the delegates in attendance, all members of ALASA, and the entire Board for gracing this event the University of the Western Cape has excellently organized for us all. Programme Director, it is also befitting to state that this conference will address a full range of critically important topics from the various language disciplines such as general linguistics, sociolinguistics, translation studies, literature, and forensic linguistics. This conference is held at the time when decolonization has become a topical issue with one of its objectives being to address the plight of African Indigenous Languages, it is also held at the time when the National Language Policy Framework for Institutions of Higher Learning has been published, emphasizing the need for Higher Education to value African Languages as sources of knowledge, capable of informing learning in different disciplines, and the need to value collaborative partnerships for the promotion of multilingualism. Our Plenary sessions include powerful and relevant presentations by our honourable Keynote Speakers. It is my singular privilege to welcome in our midst, Prof Ekkehard Wolff (Leipzig University, Germany), Prof Sinfree Makoni (Penn State University, USA), Prof Emmanuel Satia (Moi University, Kenya), Dr Athambile Masola (University of Cape Town, SA), Dr Zakeera Docrat (University of the Western Cape, SA) and Dr Tebogo Jacob Rakgogo (Tshwane University of Technology, SA). We hope that your message will ring loud in our ears and feed our souls with the African musical tunes, we so long for. On behalf of the ALASA Board, I would like to welcome you all. Lay down your arms, take off your coats of Armour, stable your horses and be our guests just for a few days. Feel at home - Home away from Home

Dr Elias Nyefolo Maletse

ALASA Deputy Chairperson

IZITHETHI EZIPHAMBILI/DIBUI TSA SEHLOOHO/ WAZUNGUMZAJI MUHIMU/KEYNOTE SPEAKERS



Prof. Sinfree Makoni

PENN State University, United States of America

Brief Bio: Sinfree Makoni was born in Zimbabwe. He holds a BA in English (Hons) with a speciality in Linguistics from the University of Ghana, Legon, Accra, and a PhD in Applied Linguistics from Edinburgh University, Scotland. He taught at several universities in southern Africa, notably the University of the Western Cape, Bellville, and University of Cape Town. He was a postdoctoral Fellow at the Centre for Afro-American Studies at the University of Michigan. He is currently a Professor in the Department of Applied Linguistics and the African Studies Program at Pennsylvania State University, where he is the Director of African Studies and Extraordinary Professor at University of the Western Cape and North-West University, and a Visiting Professor at Nelson Mandela University. He was a Carnegie Diaspora Fellow at Laikipia University, Kenya. He has published extensively in the areas of Language and Aging, Language and Security, Language Policy and Planning, Southern Epistemologies, and Decoloniality. He has published 120 articles and book chapters and co-edited 15 books. His most recent publications include *Innovations and Challenges to Applied Linguistics from the Global South* (co-authored with A. Pennycook; London and New York: Routledge Press, 2020); *Integrational Linguistics and Philosophy of Language in the Global South* (S. Makoni, D. Verity, & A. Kaiper-Marquez, eds.; London and New York: Routledge Press, 2021); *The Languaging of Higher Education in the Global South: De-Colonizing the Language of Scholarship and Pedagogy* (S. Makoni, C. Severo, A. Abdelhay & A. Kapien-Marquez, eds.; London and New York: Routledge Press, 2022); *Language in the Global Souths* S. Makoni, A., Kaiper-Marquez, & L. Mokwena, eds., London and New York: Routledge Press, 2022); and *Decolonial Voices, Language and Race* (S. Makoni, M. Madany-Saa, B. Antia, & R. Gomez, eds., Bristol, UK: Multilingual Matters, 2022). He is the architect of the African Studies Global Forum, which seeks to engage scholars in both the Global North and Global South, and the co-editor of the new Multilingual Matters book series *Global Forum on Southern Epistemologies*. He currently serves as co-editor of the *Journal of Applied Linguistics*.

Title of paper: African Languages Viewed through Southern Epistemologies: An Evolving Agenda

Abstract

What is involved in language, who constructs it, where it derives from, and how it is (re)formed have long been questions in the fields of socio- and applied linguistics. And yet, the dominant epistemologies in the framing of languages is drawn from Western and/or Northern theoretical and epistemological frameworks. This, we argue, is immensely problematic, as what is absent in this Western/Northern focus are the linguistic practices and language-centered frameworks of knowledges that have existed and continue to emerge outside Euro-America, namely the Global Souths (Makoni et al., 2022). The objective

of this keynote presentation is to rectify philosophically this situation by framing African language studies through *Theory of the South* (Comaroff & Comaroff, 2012) and *Southern Theory* (Connell, 2007, 2019) and to draw on *Epistemologies of the South* by (de Sousa Santos & Meneses, 2020), extended through L. Gordon's (2021) *Shifting the Geography of Reason* and J. Gordon's (2014) *Creolizing Political Theory*. In this keynote presentation, we address four questions that emerge in African languages research when framed through Southern epistemologies.

1. What does an interactional sociolinguistics from the Global South, predicated on the African axioms of opaqueness, obscurity, ambiguity, long windedness, and circuitousness, look like (Ameka & Terkourafi, 2019)?
2. What does sociolinguistics from the Global South look like when we take into consideration the heterogeneity and complexity of the city (Amin & Thrift, 2017), e.g., taking into account how water pipes lead us to shift our perspectives about language?
3. How do we go beyond a study of African languages, which is human centered, by challenging the human/nonhuman distinction that forms the basis of modern linguistics and is one of the devastating consequences of modernity?
4. How does water shape our conceptual images of language practices? We argue that "waterscape" or "wet" epistemology and "liquid materiality" (Peters & Steinberg, 2019) mark a dramatic shift from perceiving language practices as a single rootedness of a monolingual native speaker to a mobile multilingual migrant (Guildin, 2020).

We conclude the presentation by illustrating how living in a pandemic has had an impact on our theorization of language practices in the Global South by creating "new temporalities, blurring the boundary between normalcy and emergency" (Deumert & Makoni, 2022), and we outline what a decolonial perspective of COVID-19 looks like and how it shapes our framing of Southern epistemologies in African Language research.

IZITHETHI EZIPHAMBILI/DIBUI TSA SEHLOOHO/ WAZUNGUMZAJI MUHIMU/KEYNOTE SPEAKERS



Dr Athambile Masola

University of Cape Town, South Africa

Brief Bio: Dr Athambile Masola is a lecturer in the Department of Historical Studies at the University of Cape Town. She received her PhD from Rhodes University. Her dissertation was an exploration of black women's life writing with a particular focus on Noni Jabavu and Sisonke Msimang's memoirs. Her primary research focuses on black women's life writing and historiography. Her research is also informed by the early 20th century newspaper archive in South Africa (particularly written in isiXhosa). Her writing has been published in newspapers, online platforms such as The Conversation, The Journalist and various literary magazines. She has a collection of poetry in isiXhosa, *Ilifa* (Uhlanga Press, 2021). She is the co-author (together with Dr Xolisa Guzula) of a children's history book series *Imbokodo: Women who shape us* (Jacana Media, 2022) which is available in 5 languages. She is a member of Bua-Lit Collective, a collective of researchers who advocate for literacy, multilingualism and the development of African languages as a social justice issue.

Title of paper: *Ukutya Ekudala Sikulambele: Ilifa no Unam Wena*

Abstract

Eli phepha lizakujongana nokupapashwa kweencwadi zemibongo ezipapashwe kunyaka ka2021: *Ilifa* ebhalwe nguAthambile Masola, kunye nenye ethi *Unam Wena* ebhalwe nguMthunzikazi Mbungwana (ngabakwaUhlanga Press). Lisekhona ifuthe elithi iincwadi ezibhalwe ngeelwimi zesintu azithengwa, ngaphezu koku, imibongo ayinamdla eluntwini. Kodwa indlela eziqhube ngayo ezincwadi zivelisa indlela uncwadi lungaphuhla ngayo. Ababhali bayebazibona bemenywa kumabona kude kwakunye kwiinkqubo kunomathotholo kwakunye nakumakhasi onxibelelwano anje ngoTwitter noInstagram. Oku kubangela ukuba sizibuze imibuzo malunga nendlela uncwadi lufikelela ngayo eluntwini. Ingaba abantu bakuthi abanamdla okanye indlela esithengisa ngayo uncwadi lenza bangabinawo umdla? Zithini iimfundiso esinganako ukuzikhuthalela xa sijonge apho uncwadi luvela khona nendlela ekuphuhliswayo ngayo uncwadi ngelilixa?

The publication of *Ilifa* and *Unam Wena*: Reflections

This paper will reflect on the process of publication and reception of two poetry collections published in 2021: *Ilifa* by Athambile Masola and *Unam Wena* by Mthunzikazi Mbungwana (published by Uhlanga Press). There is still the belief that African language books do not sell, especially poetry collections. However, the reception of these two books belies this perception. The writers were invited onto TV and radio shows to talk about their work. The use of social media such as Twitter and Instagram also helped them reach a new audience. This reception requires us to ask questions about the ways in which literature in African languages can be accessible: is that people are not interested in buying literature or are the patterns of consumption which make it difficult to reach potential readers? What lessons from the past can we glean from in order to trace the ways in which literature in African languages can be advanced?

IZITHETHI EZIPHAMBILI/DIBUI TSA SEHLOOHO/ WAZUNGUMZAJI MUHIMU/KEYNOTE SPEAKERS



Prof. Ekkehard Wolff

Leipzig University, Germany

Brief Bio: H[einrich] Ekkehard Wolff (born August 25, 1944, in Stolp/Stupsk) is a German linguist specialising in research on African languages and in the emerging field of applied African sociolinguistics. In 2009, he retired from the Chair of 'Afrikanistik' (African languages and literatures) at LEIPZIG UNIVERSITY, Germany. His major research domains are the

- descriptive, typological and comparative-historical linguistics of African languages,
- with a focus on the languages of the West- and Central-African Sahel, in particular the Chadic languages, including the major lingua franca Hausa,
- involving also research on contact between Chadic and neighbouring Benue-Congo-, Saharan and Berber languages,
- the sociology and politics of language in colonial and postcolonial Africa,
- unwritten verbal art ('oratures') in African languages, and
- the worldwide history of African linguistics.

So far, his life's work includes some 30 books plus about 170 contributions to learned journals, edited volumes, and digital media.

Early 1964, Wolff finished secondary education at the *Katharineum zu Lübeck*, having enjoyed a trimester at *Sudbury Grammar School* in Suffolk, UK, in 1960. Subsequently, he studied sociology at HAMBURG UNIVERSITY and attended courses in Fenno-Ugristic studies, later changing his subjects to 'Afrikanistik' (African languages and cultures), general linguistics, and ethnology.

In 1968/69 he undertook first linguistic fieldwork in North-Eastern Nigeria for a PhD dissertation project. Early in 1972 he was awarded a PhD in 'Afrikanistik' from HAMBURG UNIVERSITY. In 1972/73 he spent a year doing post-doctoral linguistic fieldwork in North-Eastern Nigeria as part of a team project on the documentation of endangered languages and cultures in the Lake Chad Basin (Principal investigator was his former PhD supervisor Johannes Lukas); 1974-76 he held a post-doctoral research grant for writing up the research results for a second academic degree ('Habilitation'), which he was awarded in 1980 from HAMBURG UNIVERSITY.

From 1976 to 1983 he was Assistant Professor at the Dept of African Languages and Cultures of Hamburg University, encompassing two years (1980-82) as visiting *Senior Lecturer* at the UNIVERSITY OF MAIDUGURI, Nigeria. In 1983 he was appointed *Professor* at HAMBURG UNIVERSITY. Between 1987 and 1989 he served three years as *Maître de conférences* at the UNIVERSITÉ ABDOU MOUMOUNI in Niamey, Niger. In 1994 he was appointed *Full Professor and Chair* of 'Afrikanistik' (Languages and Literatures) at LEIPZIG UNIVERSITY, from where he retired in 2009.

After retirement, he spent extended periods as *Visiting Professor* and *Fellow* at universities in Ethiopia (2011-13 at ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY in Adama/Nazreth), in Finland (2016/17 at HELSINKI UNIVERSITY), and repeatedly in South Africa (2014/15 at RHODES UNIVERSITY in Grahamstown, 2015 at UNIVERSITY OF

THE WESTERN CAPE (UWC) in Bellville/Cape Town, and 2017/18 again at RHODES UNIVERSITY in Grahamstown). In April 2022, he was appointed *Extraordinary Professor* at the Dept. of African Language Studies, UNIVERSITY OF THE WESTERN CAPE (UWC) in South Africa.

Wolff undertook numerous working visits for purposes of research, international academic cooperation and curricular planning, evaluations, conferences and lecturing to many universities in many countries, often repeatedly and mostly on personal invitation:

- in Europe (Austria, Belgium, Finland, France, Germany, Italy, Netherlands, Poland, Portugal, Russia/USSR, Sweden),
- the United States of America (Berkeley CA, Bloomington IN, Columbus OH, Duke U. in Durham NC, Rutgers U. in Brunswick NJ, Stanford U in Palo Alto CA, University of California in Los Angeles CA),
- Asia (Hankuk University of Foreign Studies in Yongin/Seoul, South Korea), and
- Africa (Oran in Algeria, Cotonu in Benin, Ouagadougou in Burkina Faso, Buea in Cameroon, N'Djamena in Chad, Abidjan/Cocody in Côte d'Ivoire, Kwaluseni in Eswatini/Swaziland, Addis Ababa and Adama in Ethiopia, Legon/Accra in Ghana, Bondo, Eldoret, Kakamega, Kisumu/Maseno, Nairobi in Kenya, Mangochi in Malawi, Rabat in Morocco, Windhoek in Namibia, Niamey in Niger, Ibadan, Kano, Maiduguri, Pt. Harcourt, Zaria in Nigeria, Dakar in Senegal, Mogadishu in Somalia, Cape Town, Durban, Grahamstown, Johannesburg, Mankweng, Potchefstroom, Pretoria, Stellenbosch, Thohoyandou in South Africa, Lome in Togo, Tunisia, and Kampala in Uganda).

Since taking over the chair in Leipzig in 1994, his travels included delivery of more than 75 conference or workshop papers and invited guest lectures at no less than 60 universities worldwide, including numerous keynote and plenary presentations.

Wolff has organised, single-handedly or together with colleagues, 15 national and international conferences on African linguistics, among them the 18th West African Languages Congress (Niamey, Niger, 1988) and the 2nd World Congress of African Linguistics (Leipzig, 1997). He was or still is co-editor and editorial consultant to 11 national and international learned journals and book series, and is member, over many years also in executive functions, in a number of international learned societies.

Among his awards ranks high the singular honorary title of *Midala Lamang* ('Commander of Our People'), bestowed on him in 1992 by the late Emir of Gwoza, Borno State, Nigeria, His Highness Alhaji Idrissa Shehu Timta (1942-2014), in recognition of Wolff's research and advocacy work concerning the languages and cultures of the peoples of the Gwoza Emirate since 1968.

Title of paper: In search of the proto-language ancestry of modern African languages

Abstract

Research into African (pre-) history is inhibited by the scarcity or lack of historical artefacts and data, including ancient documents written in African languages. This fact fostered the Hegelian Eurocentric view on which cultural imperialism and colonialism was grounded that Africa was a continent without history.

Such false belief is still popular. It rests to no little extent on four persisting scientific deficits. (1) It is widely overlooked that linguistics can contribute to research into African (pre-) history even in the absence of written documents in African languages. (2) The historical comparative methodology, which had dominated pre-Chomskyan linguistics, was marginalised under the dynamic evolution of modern theoretical linguistics after 1960, particularly in the USA. (3) The reliable but time-consuming comparative method was widely given up in favour of 'lexicostatistic' short-cut methods, which tend to produce rather doubtful if not unreliable results. (4) Post-independence linguistics in Africa largely followed the US-American lead, which meant that historical-comparative methodology played hardly any role in post-independence African universities – until this day.

The geographic distribution and the languages of African speech communities hide information on early migrations, environmental habitats, economic and cultural activities, specific conceptualisations even in the most distant past. African linguistics has the tools to unearth these for interpretation by other sciences that are concerned with African historiography.

In the Southern African context, historical-comparative linguistics is best known from Bantuistics, i.e. the study of the so-called 'Bantu languages' that form a sub-branch of the Niger-Congo language phylum. The historical scenario of the Bantu Expansion rests to no little extent on the comparative study of the Bantu languages, which began towards the end of the 19th century. This gives us a time-depth of 2-3.000 years from the origins in the Nigeria-Cameroon border area.

My own recent research addresses a time-depth of several thousand years more, namely the history of the Chadic languages around Lake Chad in the West-/Central-African Sahel. These languages belong to the Afroasiatic phylum, whose origin is estimated at between 12-16.000 years. The presentation reports on my research into more than 60 languages of the Central Chadic branch, including the reconstruction of the phonology and lexicon of Proto-Central Chadic. It will illustrate the application of two well-established methods, namely internal reconstruction and the comparative method. It will, thereby, introduce my two new books, namely:

Wolff, H. Ekkehard. 2022. *A Historical Phonology of Central Chadic. Prosodies and Reconstructions*. Cambridge: Cambridge University Press.

--- (Forthcoming.) *Lexical Reconstruction in Chadic (Afroasiatic)*.

IZITHETHI EZIPHAMBILI/DIBUI TSA SEHLOOHO/ WAZUNGUMZAJI MUHIMU/KEYNOTE SPEAKERS



Dr Zakeera Docrat

University of the Western Cape, South Africa

Brief Bio: Dr Zakeera Docrat is a forensic and legal linguist, author and researcher. Dr Docrat is presently a National Institute for the Humanities and Social Sciences (NIHSS) post-doctoral research fellow in forensic linguistics (language and law) at the University of the Western Cape (UWC). Dr Docrat has held two previous post-doctoral research fellowships with the National Research Foundation at Rhodes University under the auspices of the NRF SARCHI Chair in the Intellectualisation of African Languages, Multilingualism and Education as well as with the Andrew W Mellon Foundation at UWC. Dr Docrat holds the following degrees: BA, BA Honours (cum laude), LLB, MA (cum laude) and a PhD; and was awarded full academic colours. In June 2021, Dr Docrat published her first book titled: A handbook on Legal Languages and the quest for linguistic equality in South Africa and beyond. She has published widely in accredited national and international journals and books. She has penned opinion pieces in several press forums. She has presented at international and national conferences. She has been interviewed on national media. Her research has been referred to and referenced in judgments emanating from South African courts. Her research is currently before the United Nations Human Rights Committee. She is a member of the International Association of Forensic and Legal Linguists (IAFLL), the African Languages Association of Southern Africa (ALASA) and Vice-Chairperson of the Indigenous Languages Action Forum (ILAF). She is an international advisory board member for the International Journal for the Semiotics of Law. Dr Docrat was one of the Mail & Guardian 200 Young South Africans (Justice and Law category) and received numerous awards, including most outstanding Master's Thesis (African Languages Association of South Africa); the Women in Science Award – Albertina Sisulu Doctoral Fellowship (Department of Science and Technology), recognising her outstanding academic and research ability; Phenomenal Heroic Woman in Science Award (Sunday World and Department of Science and Innovation); and the ALASA emerging researcher award.

Title of paper: *Forensic and Legal Linguistics: South Africa's new hope for a linguistically transformed legal system.*

Abstract

The purpose of this keynote presentation is to illustrate why and how forensic and legal linguistics as a discipline can be used to ensure South Africa's legal system and legal profession are fully transformed. I will provide an overview of the discipline thus far and the key developments in the broader transformation of the legal system and profession. Forensic linguistics comprises eight sub-disciplines. In the presentation, I will discuss seven of the sub-disciplines: authorship identification/ mode identification; legal interpreting and translation; transcribing verbal statements; the language and discourse of courtrooms; language rights; statement analysis; and textual status. Each of these sub-disciplines will be discussed from a point of case law or practice rather than

from a theoretical viewpoint. This is important in illustrating the practicality of the discipline and its far reaching positive effects on the legal system, legal profession and the usage of African languages therein. This approach will enable me to illustrate the practical effects of the application and implementation of the constitutional language provisions, rights, legislative and policy provisions within courtroom discourse and the broader criminal justice system and legal profession. The cases used include: *State v Gordon* (2018); *State v Pistorius* (2014); *State v van Breda* (2019); *State v Omotoso* (2018); and the ongoing Senzo Meyiwa murder trial. Each of these cases deals with one or more of the sub-disciplines such as the language of record and proceedings, courtroom discourse, legal interpretation and translation challenges, the roles of court intermediaries, police statement taking and the analysis of language as evidence. Throughout the forensic and legal analysis of these cases, the role of African languages, cultural taboos and other linguistic discrimination will be highlighted centralising the importance of the discipline for enhancing the status, use and promotion of the African languages. The selected cases will also bring into sharp focus the language competencies, qualifications and language sensitivities of legal practitioners and judges. I will therefore present and analyse further practical examples in the form of judicial interviews emanating from the Judicial Service Commission (JSC). Interviews include those of Advocate Thandi Norman and the two interviews of President Mandisa Maya. The purpose of presenting and analysing these interviews is to illustrate the role forensic and legal linguists have to play in linguistically transforming the legal profession and informing the (JSC) process through which potential candidates are recommended for judicial appointments. The keynote presentation concludes with a futuristic yet practical plan on how forensic and legal linguists in collaboration with the judiciary, government and higher education institutions can create an inclusive legal system and profession, one where the official languages are placed and used equally alongside each other and the speakers of the languages enjoy linguistic equality.

IZITHETHI EZIPHAMBILI/DIBUI TSA SEHLOOHO/ WAZUNGUMZAJI MUHIMU/KEYNOTE SPEAKERS



Dr Tebogo Jacob Rakgogo

Tshwane University of Technology, South Africa

Brief Bio: Dr Tebogo Rakgogo is an academic at the Tshwane University of Technology (TUT), Faculty of Humanities, Department of Applied Languages. He has completed a National Diploma, B- Tech and Master's Degree (Cum Laude) in Language Practice at Tshwane University of Technology. He has also managed to complete a Postgraduate Certificate in Education (Senior Phase and FET), Honours Bachelor of Education specialising with Educational Management and Honours Bachelor of Arts in Translation Studies from the University of South Africa. His PhD in Onomastics was completed in record time in the year 2019 at the University of the Witwatersrand, Johannesburg. He has more than 10 years' experience in South Africa's Higher Education sector. He has been accepted to enrol for a Doctoral of Business Administration (DBA) in Higher Education Management at the University of Bath, United Kingdom where he is expected to officially start with the Programme on the 08 th of November 2022.

His area of research includes onomastics, sociolinguistics, dialectology, and language policy and planning. He has several publications in peer-reviewed DHET accredited Journals and more than 15 conference presentations in local and international conferences. He is an external examiner for the following universities: University of the Witwatersrand (Wits), University of Pretoria, University of Johannesburg, Central University of Technology and the National University of Lesotho.

He is a Board Member at the Pan South African Language Board (PanSALB) on the Sesotho sa Leboa National Language Body. He is also a member of Board of Directors at the Sesotho sa Leboa National Lexicography Unit. He is also involved in governance structures of the university since he is a member of the TUT Institutional Forum (IF) where he is currently serving as the Chairperson of the structure. He is also forms part of the TUT Council as an observer. He is the first President of the Humanities and Social Sciences Alumni Association (HSSAA) under the umbrella of the National Institute for the Humanities and Social Sciences (NIHSS). He is a member of the TUT Task Team that is currently reviewing the 2005 language policy where he is also forming part of the Coordination Team.

Title of paper: Revitalising previously marginalised South African language varieties: A sociolinguistic inquiry

Abstract

The primary aim of this paper is more concerned with the revitalisation of the previously marginalised South African language varieties as to whether they should be considered as languages in their own right or whether they have correctly been classified as dialects. The paper argues that the marginalization of certain language varieties and promotion of others has always been a problematic, divisive and political enterprise in previously colonized communities in the global south. Consequently, divergent views always arise regarding what needs

to be done to resolve the contentions around language varieties, particularly in South Africa. A historiographic analysis of the partnership between missionaries and colonial government that gave birth to the stigmatisation of South African indigenous languages is provided. Critical Discourse Analysis (CDA) as a theoretical framework is used to guide and buttresses the researcher's point of view. The intersection between this theory and the current paper is that CDA is more concerned with social power, language, culture, politics, dominance, position, status and race. The paper is discursive in nature and content analysis focusing on constitutional documentation and other relevant legislative frameworks were mainly considered for data collection and analysis purposes. The paper established that missionaries' efforts to language standardisation were not entirely successful since they promoted the dialects in the areas where they first landed and operated. The findings further argues that the decision to classify Khelobedu, Sepulana and Ndebele-Sotho, as dialects of Sepedi; isiBhaca, isiMpondo and isiThembu as dialects of isiXhosa; Tshiguvhu, Tshironga and Tshiilafuri as dialects of Tshivenda; Xangani as a dialect of Xitsonga; as well as Sephuthi as a dialect of Sesotho was meant to accommodate the administrative system of the apartheid regime, being a purely political exercise which lacked transparency, consultation and a linguistic justification. It is argued here that decisions about whether speech forms constitute an independent language or a dialect are based on language ideology and not on linguistic criteria, since language planning in the South (African) context is has always been politicised.

IZITHETHI EZIPHAMBILI/DIBUI TSA SEHLOOHO/ WAZUNGUMZAJI MUHIMU/KEYNOTE SPEAKERS



Prof. Emmanuel Satia
Moi University, Kenya

Brief Bio: Emmanuel Satia is a Commonwealth Scholar and lecturer at the Department of Literature, Linguistics, Foreign Languages & Film Studies, Moi University, Kenya. He is the immediate former Chair of the Department of Linguistics & Foreign Languages at Moi University. He holds a Postgraduate Certificate in Academic Practice (York St. John University, UK), a Diploma in Education (English & Swahili), BA (Honors) in Linguistics & Literature and MA (Linguistics & African Languages) both at the University of Nairobi and a PhD (Forensic Linguistics) (Moi University/University of Leeds). His PhD thesis is on "Language and the Construction of Identity in Legal Contexts". He continues to publish in areas of forensic linguistics and his current research focuses on forensic linguistics in African contexts with the latest work being "Power and Meaning in the Kaaburwo, a Traditional Court among the Aror of Kenya" (In: Ralarala, K, Monwabisi, Russell H. Kaschula & Georgina Heydon (2022). Language and the Law: Global Perspectives in Forensic Linguistics from Africa and Beyond). His interests include corpus linguistics, discourse analysis and sociolinguistics. He has won several awards and scholarships including Small Grants for Thesis Writing (2011) from The Council for the Development of Social Science Research in Africa (CODESRIA), Commonwealth Scholarship (2009) and the University of Nairobi Scholarship (1998). He serves as member of the Editorial Board of The University of Nairobi Journal of Language and Linguistics, and of the journal of the Department of Kiswahili and other African Languages, Mwanga wa Lugha, of Moi University. He is also a co-founder of the Association of English Language Educators and Researchers (ASELER) and the relaunched Language Association of Eastern Africa (LAEA). He was part of the Organising Committee of the 1st and 2nd Language Association of Eastern Africa (LAEA) Conference in 2019 and Organising Chair in 2021. He also served as a District Coordinator of the Constitution of Kenya Review Commission (2001 – 2005) and at the National Constitution of Kenya Review Process. He has extensive teaching experience at University. Between 2007-2008 he was a Peer Educator in a British Council sponsored Kenya – England Project on Teaching in Higher Education conducted by York, St John University, UK and five Kenyan Universities.

Title of paper: Aspects of Courtroom Discourse in Kenya

Abstract

Motivated by recent studies on courtroom discourse in a number of jurisdictions, for example, America, China, Hong Kong, Japan and Netherlands, this paper analyzes features that characterize Kenyan courtroom discourse. The data analyzed in this study comprised courtroom transcripts and audio visual recordings of courtroom proceedings drawn from Resident Magistrate's Courts (RMC's), the High Court and the Supreme Court of Kenya. The sampled cases included rape, robbery with violence, theft, corruption and traffic offences.

The data were analyzed within an eclectic approach that combines aspects of discourse analysis and conversational analysis. Accordingly, the paper focuses on language alternation, the formulaic hypothetical question and turn taking. These aspects were purposively selected because they are similar to aspects of courtroom discourse that have been discussed in forensic linguistics literature. The study finds that language alternation indexes identity, marks coercion, and provides humour. The formulaic hypothetical question serves to provide alternative version of events, to circumvent courtroom restrictions on decency, and functions to deny accusations. On turn taking, this study finds that whereas in lower courts the tendency is to develop the courtroom narrative through a dialogic question and answer format, in the higher courts such as the Supreme Court, there seems to be a shift towards more timed and monologic presentations akin to the practice in the inquisitorial system.

linkcukacha ngenkomfa/ General Conference Information/ Maelezo wa jumla ya kongamano/ Lesedi le akaretsang la Seboka

Conference Venue and Parking	The Main conference venue is the Protea Hotel MAIN AUDITORIUM MAGNIFICA 4 Parking is available at the Hotel school premises.
Registration, Helpdesk Location and Opening	The helpdesk is located at the foyer, on the ground floor at the hotel. Helpdesk will be open for registration at 08h00 on Wednesday, 21 September 2022 and daily thereafter at the same time until 17h00.
Name tags	Please wear your name tags in plain view at all times. It serves as your entry-pass to all conference sessions and catering.
Wifi	Internet access will be available for the duration of the conference.
Catering	Tea & coffee will be served during breaks on the ground floor at the main dining area of the hotel school. Lunch will also be served at the same location for the duration of the conference.
Gala Dinner	The conference Gala Dinner will take place at the MAGNIFICA 1,2 AND 3. Dress formal or traditional. Live entertainment will be provided.
Emergencies	In the event of an emergency, or if in need of medical attention, please alert the staff at the Conference Helpdesk.
Cellphones	Conference delegates are requested to switch off cellphones during conference presentations.
Smoking Policy	Protea Hotel Protea Hotel by Marriott Stellenbosch has a strict No-Smoking Policy in all buildings. There is a dedicated area close to the Lighthouse where smokers can smoke.
Timekeeping	There is a 5-minutes allowance between presentation-sessions to enable room changes. Presenters are requested to conclude their sessions timeously.
Shuttle Services	Professional & Academic Tours. Ms Mareth Abrahams 083 462 9558/021 953 0015 mareth.abrahams@gmail.com

Ikomiti eququzelele inkomfa/ Conference Organising Committee/ Washiriki wa Utaratibu/Wataratibu wa Kongamano Kamati ya Usimamizi wa Kongamano/Mkutano Wafadhili wetu/ Komiti ya ditlhophiso tsa Seboka

Conference Coordinator: Professor Russell H. Kaschula

Conference Administrator: Ms Buhle Sondwana

Sub-Committees and Chairs

Scientific Committee	Regional Coordinators
Prof Russell H. Kaschula	Dr Rethabile Possa-Mogoera
Prof Mantoa Motinyane	Dr Dumisani Spofana
Prof Monwabisi Ralarala	
LOC Members	
Dr Sebolelo Mokapela	Ms Nokuzola Lusani
Dr Loyiso Mletshe	Ms Somikazi Mlonyeni
Mr Zukile Jama	Ms Thenjiswa Ntwana
Ms Mbali Sunrise Dhlamini	Mr Bonke Xakatha

Media Team	Printing and Conference Material
Mr Eugene 'Gino' Alfred	Mr Ashley Frantz
Ms Melody Williams	Ms Nicolette Bergstedt
Ms Nicole Wislon	Ms Buhle Sondwana
Mr Romano Wicks	
Ms Nashira Davids	
Ms Ntombentle Huluhulu	

**ALASA 23RD INTERNATIONAL CONFERENCE:
21 – 24 SEPTEMBER 2022:
*African Languages in Practice in the 21st Century***

PROGRAMME/ ISICWANGCISONKQUBO

STELLENBOSCH
Techno Avenue, Techno Park
Stellenbosch 7600

TUESDAY 20TH: CONFERENCE OFFICE TO SET UP VENUES
REGISTRATION DESK OPEN FROM 5-7PM IN HOTEL FOYER

USUKU LOKUQALA / DAY ONE: ULWESITHATHU / WEDNESDAY, 21 KWEYOMSINTSI / SEPTEMBER 2022

08:00 – 08:45	UBhaliso / Registration: Indawo / Venue: Foyer				
	Indawo / MAIN AUDITORIUM (UPSTAIRS) Umphathinkqubo / Session Chair: Prof Mantoa Motinyane, Director CASAS,UWC				
08:45 – 09:00	Intetho yokwamkela abameli / Welcoming Address: Prof Tyrone Pretorius, Rector and Vice Chancellor, UWC				
09:00 – 09:20	Intetho yokwamkela: Prof Monwabisi Ralarala, Dean of Arts and Humanities, UWC				
09:20 – 09:30	Intetho yokwamkela kwiNkomfa kaALASA: Dr Elias Maletle (ALASA Deputy Chairperson)				
09:35 – 09:45	Amagqabantshintshi ngentsebenziswano: ALASA/PanSALB: Prof Lolie Makhubu-Badenhorst (PanSALB Chairperson)				
	Ukwaziswa kwesithethi esiphambili/Introduction of the Keynote Speaker: Prof Russell Kaschula				
09:45 – 10:45	Intetho ephambili/Keynote Address: Prof Ekkehard Wolff In search of the proto-language ancestry of modern African languages				
10:45 – 11:00	Iziphungo / Refreshments: Venue – Foyer				
SESSION 1	MAGNIFICA 1 General Linguistics Session Chair: Prof Esther Ramani	MAGNIFICA 2 Sociolinguistics Session Chair: Prof Heike Tappe	MAGNIFICA 3 Translation Studies Session Chair: Dr Sebelolo Mokapela	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Prof Mantoa Motinyane	OMEGA Forensic Linguistics Session Chair: Prof Russell Kaschula
11:00 – 11:30	Expression of Aspect in Sesotho Dr Anastacia Sara Motsei: University of the Free State	Remediation of language and euphemisms in the Vagina Varsity Online Advertising Campaign Dr Shanleigh Roux: University of the Western Cape	Reflections on conceptual integrity in translation Dr Phindile Dlamini: University of KwaZulu-Natal	African Languages in Practice in the 21 st Century: Will Basotho Indigenous Children's Games Survive Digitalization? Dr Mokala Teresa Ntsoaki, Lihotetso & Mrs Ntsele Anastacia Mamamello: University of the Witwatersrand, National University of Lesotho & Holy Family High School	Access to justice for the Deaf and hard of hearing in South Africa Dr Eventhough Ndlovu & Mr Pfunzo Lawrence Mashau: University of the Free State & North-West University
11:30 – 12:00	The Efficacy of Siswati Part of Speech Tagger Mr Muzi Matfunjwa: South African Centre for Digital Language Resources (SADiLaR), North-West University	Academics' Perceptions on Writing Research Report in African Languages Dr Lukhanyo Elvis Makhenyane: University of Fort Hare	Exploring a web-based learning tool to improve isiZulu clinical communication skills in an MBChB programme Dr Roshni Gokool: University of KwaZulu-Natal	Ukubaluleka kwemidlalo yeqonga njengesixhobo sokufunda ulwimi nokuhlalutya uncwadi lwesiXhosa Dr Simthembele Xeketwana: Stellenbosch University	Police intralingual translations of complainants' statements in South Africa: From interviewing to collaborative record construction of legal text Prof Monwabisi K. Ralarala & Ms Laurian Teslyne Lesch: University of the Western Cape
12:00 – 12:30	The challenges faced by Grade 4 learners due to transition from Sesotho as a LoLT in Grade 3 to English as LoLT in Grade 4: The Case in TMED Grade 4 learners in Public Schools Mr Aaron Mpho. Masowa: University of South Africa	One language, many tongues! The importance of dialect awareness in a classroom context with special reference to isiXhosa. Dr Dumisani Spofana University of Fort Hare	Reflecting on the effectiveness of teaching isiXhosa integrated to medical cases in Health Sciences. Ms Somikazi Deyi: University of Cape Town	Ulwimi njengesixhobo sokudlulisa umyalezo kwiingoma zakwantu kwinkulungwane yama-21 Dr Zoliswa Jacqueline Made: Nelson Mandela University	Translation of legally drafted wills into Indigenous African Languages: South African slant Dr Hlohlolo David Sephiri: Central University of Technology

USUKU LOKUQALA / DAY ONE: ULWESITHATHU / WEDNESDAY, 21 KWEYOMSINTSI / SEPTEMBER 2022

12:30 – 13:30	Isidlo sasemini Lunch: Foyer				
13:30 – 14:30	Ukwaziswa kwesithethi esiphambili/Introduction of the Keynote Speaker: Dr Sebolelo Mokapela Intetho ephambili/ Keynote Address: Dr Zakeera Docrat Forensic and Legal linguistics: South Africa's hope for a linguistically transformed legal system				
SESSION 2	MAGNIFICA 1 General Linguistics Session Chair: Dr Anastacia Sara Motsei	MAGNIFICA 2 Sociolinguistics Session Chair: Prof Michael Joseph	MAGNIFICA 3 Translation Studies Session Chair: Dr Hlohlolo Sephiri	MAGNIFICA 4 Literature Session Chair: Dr Nomfundo Mali	OMEGA Forensic Linguistics Session Chair: Dr Lorato Mokwena
14:30 – 15:00	The value of African languages in different domains – challenges and possibilities Mr Lebona Cedric Mafisa: North West University	Democratizing the home language classroom for African languages in senior phase schools: A genre-based analysis of isiXhosa history texts in enhancing bi-multilingualism across the curriculum Mr Thulani Simayile: Stellenbosch University	Towards an Integrated Approach to IsiZulu Terminography and Lexicography Mr Njabulo Manyoni: University of KwaZulu-Natal	Semantic relations in the medical terminology of Sesotho sa Leboa and English Dr Seleka Maria Tembane: University of South Africa	Siswati legal terms and synonyms: Issues that arise during translation Ms Thobile Mbatha & Dr Rethabile Possa-Mogoera: University of Cape Town
15:00 – 15:30	Auxiliary constructions in Xitsonga revisited Dr Hannah Gibson, Dr Crous Hlungwani, Prof Seunghun Lee & Dr Kristina Riedel: University of Essex, University of Venda, International Christian University & University of the Free State	Insights on language management in the health sector: Reflecting on the COVID-19 pandemic in South Africa Dr Hloniphani Ndebele & Prof Nogwaja S. Zulu: University of the Free State & University of KwaZulu-Natal	Multilingualism in South Africa: A Plus or a Curse for Learners in the Eastern Cape Tertiary Education Sector? Dr Sanction Madambi: Walter Sisulu University	Ingaba ubhalo ngesiNgesi lweedisethyishini neethisisi zeelwimi zesiNtu lufanelekile? Isishwankathelo Dr Nompumelelo Kapa & Dr Dumisani Spofana: University of Fort Hare	Changing wind or business as usual? Recent developments of Language Policies in selected countries of the SADC-region Dr Michael M. Kretzer: Ruhr University Bochum
15:30 – 16:00	Examining Language barrier challenges between Domestic workers, "oo-aunty" and their employers in South Africa. Dr Mirriam Nosiphiwo Ganiso: University of Fort Hare	Claiming the public sphere for women: disruptive reportage in the student media coverage of the #RURferenceList protests Dr Michal-Maré Linden: Pan South African Language Board (PanSALB)	Creativity in literary translation: The writer-translator's case Dr Sebolelo Mokapela & Prof Ncedile Saule: University of the Western Cape & Rhodes University	African languages as languages of science in Higher education institutions and viable strategies for intellectualisation/ Izilimi zomdabu zase-Africa njengezilimi zesayensi ezikhungweni zemfundo ephakeme kanye namasu okuziphucula. Dr Sabelo Msomi & Prof Nobuhle Hlongwa: University of KwaZulu-Natal	The unfinished revolution of language policy implementation in education: Perspectives on mother language implementation in the Eastern Cape Province Mr Zola Wababa, Mr Mgxigxwa Lumkile, Ms Lindelwa Sibawu & Mr Siyabonga Vuso: Eastern Cape Department of Education
16.00 – 16.30	Iziphungo/ Refreshments: Venue – Foyer				
SESSION 3	MAGNIFICA 1 General Linguistics Session Chair: Prof Gibson Ncube	MAGNIFICA 2 Sociolinguistics Session Chair: Dr Hannah Gibson	MAGNIFICA 3 Translation Studies Session Chair: Dr Xolani Khohliso	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Prof Ramani & Prof Joseph	OMEGA Forensic Linguistics Session Chair: Dr Annelise de Vries
16:30 – 17:00	Exploring Senior Secondary School SiSwati Teachers' Understanding of Education for Sustainable Development (ESD) Mr Musa Siphon Nxumalo: University of Eswatini	The Gender-based Violence Language: Decoding Gender-Based Violence as a Hate Language. Dr Sanction Madambi: Walter Sisulu University	Re-imagining translator and interpreter training post-COVID-19 Dr Ketiwe Ndhlovu: Rhodes University	20 years of a dual-medium BA degree: BA CEMS Workshop Prof Michael Joseph, Dr Pamela Letsoalo, Dr Mapelo Mangambi, Mr Abram Mashatole & Prof Esther Ramani: Rhodes University, University of Limpopo, Indigenous Languages Action Forum	A critique of translated (IsiXhosa to English) sworn statements by the South African Police Service Mr Aviwe Mvabaza: Rhodes University

USUKU LOKUQALA / DAY ONE: ULWESITHATHU / WEDNESDAY, 21 KWEYOMSINTSI / SEPTEMBER 2022

17:00 – 17:30	Aspects of lexical semantics and loanword adaptation in Taveta Dr Hannah Gibson & Professor Lutz Marten: University of Essex & SOAS University of London	Hedging in Academic Writing: The Case of Xitsonga Dr Arnold Mushwana: University of South Africa	Exploring Grade 8 Xheloobedu-speaking learners' writing challenges in Sepedi Home Language in Mopani District, South Africa. Mr Tsebo Ramothwala: Tshwane University of Technology	20 years of a dual-medium BA degree: BA CEMS Workshop Prof Michael Joseph, Dr Pamla Letsoalo, Dr Mapelo Mangammbi, Mr Abram Mashatole & Prof Esther Ramani: Rhodes University, University of Limpopo, Indigenous Languages Action Forum	Can indigenous languages be viable communication alternatives for the telecommunications and banking sectors in Zimbabwe? Dr Paul Svongoro: University of the Western Cape
17:30 – 18:00	A Visual Social Semiotic analysis of the 'dira rizare' social media posts Prof Mika Nyoni: Great Zimbabwe University	The Destruction of the Archive and Restoration through Digital Affordances- Ukubhujiswa kwembali nokubuyisela isidima sayo Mr Sanele Ntshingana: University of Cape Town	Computer Assisted Language Learning (CALL) of the mother tongue siSwati Ms Portia P. Mkhonta, & Ms Celiwe V. Mohammed: University of Eswatini & Ministry of Education and Training	20 years of a dual-medium BA degree: BA CEMS Workshop Prof Michael Joseph, Dr Pamla Letsoalo, Dr Mapelo Mangammbi, Mr Abram Mashatole & Prof Esther Ramani: Rhodes University, University of Limpopo, Indigenous Languages Action Forum	Creating spaces for multilingual education in South African Classrooms in the 21 st century and beyond. Dr Jeremia Lepheana: Rhodes University
19:00	Isidlo sangokuhlwa se Cocktail function/Dinner serving for Cocktail function: Indawo/ Venue – VISTA				

USUKU LWESIBINI / DAY TWO: ULWESINE / THURSDAY, 22 KWEYOMSINTSI / SEPTEMBER 2022

08:00	Ukubhalisa/ Registration: Venue				
	Indawo/ Venue: MAIN AUDITORIUM Umphathinqubo/ Session Chair: Prof Mampaka Mojapelo				
	Ukwaziswa kwesithethi esiphambili/Introduction of the Keynote speaker: Prof Mantoa Motinyane				
09:00 – 10:00	Keynote address: Dr Athambile Masola (University of Cape Town) Ukutya ekudala sikulambele: <i>Ilifa no Unam Wena</i> -The publication of <i>Ilifa</i> and <i>Unam Wena</i> : Reflections				
10:00 – 10:30	Iziphungo/ Refreshments: Venue – Foyer				
SESSION 4	MAGNIFICA 1 General Linguistics Session Chair: Dr Thulani Mkhize	MAGNIFICA 2 Sociolinguistics Session Chair: Dr Dumisani Spofana	MAGNIFICA 3 Sociolinguistics Session Chair: Dr Elias Malete	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Dr Ntsoaki Mokala	OMEGA Translation Studies Session Chair: Dr Simthembele Xeketwana
10:30 – 11:00	The Study of Isizulu Medicines Names as Reflected in Indigenous Healing Systems Dr Mthokozisi C. Myeza: University of South Africa	The linguistic matrimony of ChiShona and isiXhosa through code-switching in Cape Town. Dr John Mambambo: Rhodes University	Lost in translation: An evaluation of the subtitles in Ityala lamawele (The lawsuit of the twins) Mr Khayaletu Mtsoyi & Dr Rethabile M. Possa-Mogoera: University of Cape Town	Content analysis of Xitsonga school prescribed literary texts: A Case of South African Indigenous Languages Dr Cordelia Nkwinka: University of South Africa	Topic of presentation: Trilingual code-mixing and indigenous language radio broadcasting: A case study of Ekegusii radio stations in Kenya Dr Peter N. Mose: Kisii University
11:00 – 11:30	Iilwimi zabantsundu kwezoqoqosho nophuhliso eKapa: imingeni namathuba (African languages in economic and development activities in Cape Town: challenges and prospects) Mr Tshongolo Xolisa: Pan South African Language Board (PanSALB)	A survey of language maintenance and shift amongst isiZulu speakers residing in Soshanguve Dr Nontobeko Thobile Mbatha: Tshwane University of Technology	An in-depth analysis of the use of humour quoted in various written texts to expose political issues in society in South Africa. Dr Nozuko Z. Gxekwa: University of Fort Hare	The Social Semiotics of Mambwe Clan Names and Praises: Semiotic Assemblages of Ethnicity, Folklore and Spatial Repertoires Mr Gabriel Simungala & Prof Felix Banda: University of Zambia & University of the Western Cape	Some limitations of CAT tools when translating medical English into African languages: The case of Zimbabwe's chiShona and isiNdebele Dr Paul Svongoro & Professor Monwabisi K Ralarala: University of the Western Cape
11:30 – 12:00	Exploring the use of Kahoot with isiZulu first additional language learners Ms Noluthando Noxolo Chiliza & Dr Roshni Gokool: University of KwaZulu-Natal	Investigating learning challenges encountered by non-Xitsonga speaking students at a University of Technology In Gauteng: A Case of Practical Xitsonga Mr Brian Valoyi Tshwane University of Technology	Reflections of misogynistic language in COVID-19 associated jokes on social media Dr Raphael Nhongo & Prof Liqhwana Siziba: North West University	Understanding Satire in Post-Colonial Africa: The case of South Africa Mr Xolela Benayo: Rhodes University	A Review of the Translation of the Zimbabwe National Constitution into Indigenous Languages Dr Mickson Mazuruse: Great Zimbabwe University
12:00 – 13:00	Isidlo sasemini/Lunch: Venue – Foyer				
SESSION 5	MAGNIFICA 1 General Linguistics Session Chair: Prof Ncedile Saule	MAGNIFICA 2 Sociolinguistics Session Chair: Dr Norma Masuku	MAGNIFICA 3 Translation Studies Session Chair: Dr Sithembele Marawu	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Dr Kristina Riedel	OMEGA Forensic Linguistics Session Chair: Dr Zakeera Docrat & Dr Annelise de Vries
13:00 – 13:30	The inclusion of IsiNdebele as a home language in schools where AmaNdebele people reside within the Nkangala district municipality in the Mpumalanga Province. Ms Monicca Thulisile Bhuda: University of Mpumalanga	From Christianity to Plentianity: Reading Discourses of Prosperity Gospel, Black Empowerment and Aspiration in HQ Nala's Virtual Sermons Mr Sphehile Khanyile: Central University of Technology	Teachers' knowledge and practice in Grade 3 Group Guided Reading: a case study. Mr Ntsikohlanga Kitsili: Rhodes University	Misinterpreted Xitsonga proverbs in contemporary society: Implications and way forward Mr Maluleke Ndzalama: University of Limpopo	Forensic Linguistics Workshop Dr Zakeera Docrat , Dr Annelise De Vries & Prof Russell Kaschula: University of the Western Cape & Akademia

USUKU LWESIBINI / DAY TWO: ULWESINE / THURSDAY, 22 KWEYOMSINTSI / SEPTEMBER 2022

13:30 – 14:00	Too little time? Reflecting on the time afforded in teaching and learning of isiXhosa at a particular school in the Western Cape. Ms Naledi Maponopono, Ms Somikazi Deyi & Dr Rethabile Possa-Mogoera: University of Cape Town	Translanguaging in a bilingual classroom: a pedagogy used by isiXhosa teachers to isiBhaca speaking learners. Dr Yanga L.P. Majola: Tshwane University of Technology	Remediation and material ethnography of taxi ranks to examine the transformation of upper- and lower-class suburbs in Cape Town Prof Felix Banda & Ms Candice Oliver: University of the Western Cape	Multilingualism and branding in health sector: A multisemiotic discourse analysis of indigenous and allopathic medicines in Nigeria Mr Peter Oyewole Makinde: University of the Western Cape	Forensic Linguistics Workshop Dr Zakeera Docrat , Dr Annelise De Vries & Prof Russell Kaschula: University of the Western Cape & Akademia
14:00 – 14:30	Proposal for the need for undergraduate students to learn an African indigenous language as additional language: A case of isiXhosa at the University of Cape Town Ms Nolubabalo Tyam: University of Cape Town	Discovering factors that influence language variation in spoken Sesotho in the Free State Province of South Africa Mr Papi Lemeko: Central University of Technology	A critique on the translation of the names for higher education institutions in South Africa Prof Lolie Makhubu-Badenhorst: University of Cape Town	Adapting a Novel for Television: a systematic critique Mr Mlamli Diko & Prof Ncedile Saule: University of South Africa	Forensic Linguistics Workshop Dr Zakeera Docrat , Dr Annelise De Vries & Prof Russell Kaschula: University of the Western Cape & Akademia
14:30 – 15:00	Iziphungo/Refreshments: Indawo/Venue – Foyer				
SESSION 6	MAGNIFICA 1 General Linguistics Session Chair: Dr Michael Marc Kretzer	MAGNIFICA 2 Sociolinguistics Session Chair: Prof Nobuhle Hlongwa	MAGNIFICA 3 Translation Studies Session Chair: Dr Fredericks Niklaas	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Dr Lynn Mafofo	OMEGA Forensic Linguistics Session Chair: Prof Mampaka Lydia Mojapelo
15:00 – 15:30	Re-in forcing new literacies; the 4C skills in the mother tongue siSwati Classroom Ms Portia Mkhonta-Khoza: University of Eswatini	An evaluative case study of the implementation progress of the Ministry of Primary and Secondary Education Curriculum Framework for Primary and Secondary Education 2015 – 2022 Dr Eventhough Ndlovu: University of the Free State	The impact of religious beliefs on the quality of medical translation: A Xitsonga terminology development approach. Dr Mafemani Joseph Baloyi: University of Venda	African oral literature as socio-political commentary: A comparative isiXhosa-Afrikaans approach Ms Mbali Sunrise Dlamini, Prof Russell H Kaschula, Dr Sebolelo Mokapela, Dr Loyiso Mletshe, Mr Zukile Jama, Ms Thenjiswa Ntwana & Ms Somikazi Mlonyeni: University of the Western Cape	Adding to the wealth of knowledge by engaging with digital humanities: The Multilingual Linguistic Terminology project as example for practical e-lexicography Mrs Marissa Griesel & Prof Mampaka Lydia Mojapelo: University of South Africa
15:30 – 16:00	Mobility and fluidity across linguistic and cultural boundaries in language policy and planning: the case of Lunda and Luvale Dr Hambaba Jimaima & Mr Gabriel Simungala: University of Zambia	Neither Sepedi nor Northern Sotho/Sesotho sa Leboa is onomastically correct: A colonial casualty Dr Tebogo J. Rakgogo: Tshwane University of Technology	Is there a Hope? Teaching and Learning of African languages in TVET Colleges of South Africa Dr Xolani Khohliso: University of Pretoria	Representations of African women in Mazizi Kunene's Unodumehlezi Kamenzi Dr Gugulethu Mazibuko: University of Kwazulu-Natal	Adding to the wealth of knowledge by engaging with digital humanities: The Multilingual Linguistic Terminology project as example for practical e-lexicography Mrs Marisa Griesel & Prof Mampaka Lydia Mojapelo: University of South Africa
16:00 – 16:30	Bring the translated text to the audience: Lessons from Serudu translation of Things Fall Apart Dr Francinah Mokgobo Kanyane: University of South Africa	The influence of English on Sesotho animal colours Mr Phenyane Geremiah Tlali & Dr Rethabile Possa-Mogoera: Durban University of Technology and University of Cape Town	Tliahlobo ya diphoso tsa ngolo mesebetsing ya baithuti ba Sesotho puo ya lapeng sekolong sa thuto sa junifesithing ya Witwatersrand Dr Madira Thetso: University of Witwatersrand	IsiXhosa Orature and Orality in Memory and Historical Consciousness Mr Xolela Benayo & Prof Ncedile Saule: Rhodes University	Adding to the wealth of knowledge by engaging with digital humanities: The Multilingual Linguistic Terminology project as example for practical e-lexicography Mrs Marissa Griesel & Prof Mampaka Lydia Mojapelo: University of South Africa
16:30 – 17:30	AGM Auditorium	AGM Auditorium	AGM Auditorium	AGM Auditorium	AGM Auditorium
18H30	Isidlo sangokuhlwa seGala/ Dinner serving for Gala Dinner: Indawo/ Venue – MAGNIFICA 1,2 AND 3				

USUKU LWESITHATHU / DAY THREE ULWESIHLANU / FRIDAY, 23 KWEYOMSINTSI / SEPTEMBER 2022

08:00	Ukubhalisa/ Registration: Venue				
	Indawo/ Venue: MAIN AUDITORIUM Umphathinqubo/ Session Chair: Prof Russell Kaschula				
	Ukwaziswa kwesithethi esiphambili/ Introduction of the Keynote speaker: Dr Phindile Dlamini				
09:00 – 10:00	Keynote address: Prof Sinfree Makoni (PENN State University) African languages viewed through Southern epistemologies: An evolving agenda				
10:00 – 10:30	Iziphungo/ Refreshments: Venue – Foyer				
SESSION 7	MAGNIFICA 1 General Linguistics Session Chair: Dr Tebogo Rakgogo	MAGNIFICA 2 Sociolinguistics Session Chair: Prof Linda Kwatsha	MAGNIFICA 3 Translation Studies Session Chair: Ms Shilela Nkadameng	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Dr Funmilola Kemi Megbowon	OMEGA Forensic Linguistics Session Chair: Prof Justus C Roux
10:30 – 11:00	Dictionaries as pedagogic tools: A case study of selected schools in Makhanda, Eastern Cape Department of Education Mr Zola Wababa: Eastern Cape Department of Education	Ukwanyiselela abafundi ulwazi ngolwimi lwabo isiXhosa: Abafundi bonyaka wokuqala Mr Xolisa Tshongolo: Pan South African Language Board (PanSALB)	Framework for Evaluating African Language Curricula For The NASCA Qualification Workshop: Ms Shilela Nkadameng: UMALUSI	Umfazi wePhepha, Umfazi wesiNtu: The Chronicles of the law of marriage kwaXhosa as depicted in Mothlabane's linkunzi Ezimbini Ms Rendani Molubo, Ms Stembele Johnson & Dr Ntombomzi Mazwi: Rhodes University	The right of a language and the right to a language: a quest for access to justice Ms Lusanda Bota & Prof Monwabisi K. Ralarala: University of the Western Cape
11:00 – 11:30	The translanguaging paradox: a perspective from an additive dual-medium degree at the University of Limpopo Mr Abram Mashatole, Dr Pamla Letsoalo & Dr Mapelo Tlowane University of Limpopo	Publishing journal articles in indigenous South African languages: A scoping review of two South African databases 2000 -2020 Mr Sicelo Cyril Shabalala , Dr Hloniphani Ndebele &Dr Shamila Naidoo: University of Kwa-Zulu Natal & University of Free State	Framework for Evaluating African Language Curricula For The NASCA Qualification Workshop: Ms Shilela Nkadameng: UMALUSI	An Attitude study on promotion of women empowerment via Maphalla's poem Dielelo o Beha Meja Fatshe. Ms Mathai C.Monyakane: University of the Free State	Teaching and Learning Forensic Linguistics at the University of the Western Cape: A case study of the 2022 Honours course Mr Lindile Mali, Ms Indiphiwe Mxakaza, Mr Qhamani Masiki, Ms Elihle Mgungquto, Ms Aliziwe Sidiki, Ms Tamia Dingani, Dr Zakeera Docrat & Prof Russell H Kaschula: University of the Western Cape
11:30 – 12:00	A Comparative Study of the Morphological Structure on Nguni Languages Ms Andiswa Bukula & Ms Roogether Mabaya: South African Centre for Digital Language Resources(SADiLAR), North West University	Developing bilingual/ multilingual academic literacies in African languages, in addition to English, across the secondary school curriculum: Home language subject teaching and learning for advancing learners' achievement. Prof Marianna Visser: Stellenbosch University	Framework for Evaluating African Language Curricula For The NASCA Qualification Workshop: Ms Shilela Nkadameng: UMALUSI	Figurative language used in selected isiXhosa poems about COVID-19 Prof Linda Kwatsha & Ms Nobesutu Zumani: Nelson Mandela University	The impact of English usage in charismatic churches, Black illiterate congregants talk: South African Perspective Dr Sephiri David Hlohlolo Central University of Technology
12:00 – 13:00	Isidlo sasemini/Lunch: Venue – Foyer				

USUKU LWESITHATHU / DAY THREE ULWESIHLANU / FRIDAY, 23 KWEYOMSINTSI / SEPTEMBER 2022

SESSION 8	MAGNIFICA 1 General Linguistics Session Chair: Dr Phindile Dlamini	MAGNIFICA 2 Sociolinguistics Session Chair: Dr Michel Lafon	MAGNIFICA 3 Translation Studies Session Chair: Dr Thulani Mkhize & Prof Gibson Ncube	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Dr Yanga L.P. Majola	OMEGA Forensic Linguistics Session Chair: Dr Zakeera Docrat
13:00 – 13:30	The usage of concord agreements in words that fall under different noun classes in Xitsonga Mr Lebogang Steven Shirindzi, Mr Ndzalama Maluleke & Dr Arnold Mushwana: University of South Africa & University of Limpopo	Ohannessian and Kashoki's 'Language in Zambia' prolegomena through the semiotic methodological lenses: towards a responsive language policy Dr Hambaba Jimaima, Mr Gabriel Simungala & Ms. Prisca Chikuta: University of Zambia	Submitting articles to the South African Journal of African Languages: a road map to success Workshop Dr Thulani Mkhize & Prof Gibson Ncube: University of KwaZulu-Natal & University of Stellenbosch	Shiri inozongofa : An analysis of the nexus between new multimedial Shona proverbs and humour Mr Tambawoga Chriswell Muchena: Midlands State University	Application of standardised method of authorship identification: a utility for linguistic evidence Prof Monwabisi K. Ralarala, Dr Annalise de Vries & Ms Zahn-Mari Kotze: University of the Western & Akademia
13:30 – 14:00	Morphophonological Processes and Variations in the Verbal Morphology of ciLungu, ciMambwe and ciNamwanga Languages Mr Pethias Siame & Prof Felix Banda: University of the Western Cape	Connections between language acquisition and language change: Lessons from language acquisition research Prof Mantoa Motinyane: University of the Western Cape	Submitting articles to the South African Journal of African Languages: a road map to success. Workshop Dr Thulani Mkhize & Prof Gibson Ncube: University of KwaZulu-Natal & University of Stellenbosch	The depiction of female characters: A critical study of three setswana novels by D.P.S. Monyaise Ms Samukelisiwe Mthembu: Tshwane University of Technology	"Every accused person has a right to a fair trial...": The Implications and Impact of a fair trial on the basis of language use in the court of law Dr Nomfundo Mali: Pan South African Language Board - PanSALB
14:00 – 14:30	Dimensions of Citizenship in Minority Language Revitalisation: Reflections on the Tonga in Zimbabwe Dr Jubilee Chikasha: University of Johannesburg	Polite request strategies in commuter discourse in IsiXhosa Prof Mawande Dlali: Stellenbosch University	Submitting articles to the South African Journal of African Languages: a road map to success. Workshop Dr Thulani Mkhize & Prof Gibson Ncube: University of KwaZulu-Natal & University of Stellenbosch	Ponzi schemes as 21st century shylocks in Africa: The case of complications in Femi Osofisan's plays Dr Oyewumi Olatoye Agunbiade: Walter Sisulu University	PanSALB's constitutional mandate is to create conditions for but not to develop languages in South Africa Mr Julius Jabavu Dantile: Pan South African Language Board(PanSALB)
14:30 – 15:00	Iziphungo/ Refreshments: Indawo/Venue – Foyer				
SESSION 9	MAGNIFICA 1 General Linguistics Session Chair: Dr Raphael Nhongo	MAGNIFICA 2 Sociolinguistics Session Chair: Prof Eckhard Wolff	MAGNIFICA 3 Translation Studies Session Chair: Mr Xolisa Tshongolo	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Mr Julius Dantile	OMEGA Literature Session Chair: Prof Mawande Dlali
15:00 – 15:30	Discrepancies in Sesotho orthography; challenges in cross border collaborations Dr Rethabile Possa-Mogoera: University of Cape Town	The disembodiment of language and locality: perspectives for language policy and planning in Zambia Mr Gabriel Simungala & Dr Hambaba Jimaima: University of Zambia	Inqubomgomo yolimi yezikhungo zemfundo ephakeme: inselelo yokungafezekiswa kwezinjongo zenqubomgomo yolimi yezikhungo zemfundo ephakeme KwaZulu-Natali Mr Buyani Nene & Prof Nobuhle Ndimande-Hlongwa: University of KwaZulu-Natal	Thematic and Syntactic analysis of JJ Moiloa's Poetry with particular reference to his collection of poems about Basotho Culture Dr Elias Nyefolo Maletle: University of the Free State	The influence of cultural roots and poverty to perpetuate violence against women and child abuse in these books, "Kazi ndenzeni na? and Buzani kubawo" Dr Mkumatele Nombulelo: Central University of Technology

USUKU LWESITHATHU / DAY THREE ULWESIHLANU / FRIDAY, 23 KWEYOMSINTSI / SEPTEMBER 2022

15:30 – 16:00	Motion events cognition and grammatical aspect in Dholuo Dr Awino Ogelo: Stellenbosch University	Purism or laxity? A lexicographer's dilemma in a diglossic situation, with Zulu as an example Dr Michel Lafon & Mr Bolofo Mongezi: CNRS Llacan Paris, IfAS - Johannesburg & CenterPoL, University of Pretoria & University of the Witwaterstrand	The population history of Southern Africa: insights from linguistic subclassification Dr Hilde Gunnink, Dr Natalia Chousou-Polydouri & Prof Koen Bostoen: Ghent University	Society, African Literature and Global Development: An Examination of Darko's The Housemaid Dr Funmilola Kemi Megbowon & Prof Chijioke Uwah: University of Fort Hare	The Dichotomy of Ubuntu and Gender Based Violence in Isixhosa Literature Ms Zingisa Guzana: University of Fort Hare
16:00 – 16:30	The analysis of Sesotho motion verbs for better communication Mr Lesoetsa Motsamai Paul: University of South Africa	Umlungiselelo wezimpendulo nokuhlola: Teachers' approach to teach reading comprehension in selected schools Dr Sanele Nsele: University of KwaZulu Natal	Non-politic strategies in political trolling: A case study from the Zimbabwean Twitter sphere Mr Peter Tshetu & Prof Heike Tappe: University of KwaZulu-Natal	An Investigative Discourse on Language Borrowing: the South African context Mr Mlamli Diko & Ms Thina Diko: University of South Africa & University of the Western Cape	Appreciation of Nature and Biodiversity: the Sesotho literary contribution Ms Mary Mensele & Dr Mabohlokoa Khanyetsi: University of the Free State
16:30 – 17:00	Isihlonipho words on Twitter: reflection of contemporary language use or virtual memorial of the custom? Ms Hermelind Le Doeuff: Sorbonne Nouvelle University (LACITO/IMAF)	The influence of the semi productive suffixes on the arguments of Setswana verbs Prof Rigardt S. Pretorius & Dr Ansu Berg: North-West University	IsiZulu Learners' Created Identities with regard to Language and Power Dr Tholani S. Hlongwa: University of Kwazulu-Natal	The identification and analysis of the grammatical case in Sesotho: The diachronic perspective Dr Moselane Andrew Nhlapo: University of Free State	Visual language as a stylistic and narrative technique: A literary analysis of Mqapheli Mngadi's Zulu editorial cartoons Mr Sizwe Zwelakhe Dlamini: University of Johannesburg
17:00 – 17:30	Grade 8 twinned teachers' mathematical discourses in teaching algebraic word problems by using problem-solving approach Dr Tšhegofatšo Makgakga University of South Africa	Suprasegmental Features in Tshivenda By Dr Nthambeleni Charles detshisaulu University of Venda	The impact of language contact in the development of terminology and orthography in Xitsonga. Mr Lebogang Steven Shirindzi University of South Africa	The relevancy of the relevant in Xitsonga proverbs Mr Delvah Mabaso University of South Africa	"Is humour translatable? Issues in the translation of humour in 'Ga di mphelele' by M. S. Machitela Dr DR Mabule University of South Africa
18:00	BOOK LAUNCH FUNCTION				

USUKU LWESINE / DAY FOUR: UMGQIBELO/ SATURDAY, 24 KWEYOMSINTSI / SEPTEMBER 2022

	Venue: MAIN AUDITORIUM Session Chair: Prof Nobuhle Hlongwa				
08:00 – 08:30	Iziphungo/Refreshments: /IndawoVenue – Foyer				
08:30 – 08:50	Ukwaziswa kwesithethi esiphambili/ Introduction of the Keynote speaker: Dr Thulani Mkhize				
08:50 – 10:00	Keynote: Dr Tebogo J. Rakgogo Revitalising previously marginalised South African language varieties: A sociolinguistic inquiry				
10:00 – 10:30	Iziphungo/ Refreshments: Venue – Foyer				
SESSION 10	MAGNIFICA 1 General Linguistics Session Chair: Prof Marianna Visser	MAGNIFICA 2 Sociolinguistics Session Chair: Prof Lolie Makhubu- Badenhorst	MAGNIFICA 3 Translation Studies Session Chair: Dr Rethabile Mogoera- Possa	MAIN AUDITORIUM MAGNIFICA 4 Literature Session Chair: Dr Madira Thetso	OMEGA Forensic Linguistics Session Chair: Prof Rigardt S. Pretorius
10:30 – 11:00	The implications of lack of intergenerational cultural transmission and language on the identity of Black urban youth in South Africa Dr Mantoa C Molete: Central University of Technology, Free State	Cognitive, affective and behavioural aspects of attitude in isiZulu L1 tertiary students towards discipline-specific terminology in isiZulu and isiZulu as an academic language Ms Muhle Sibisi Prof Heike Tappe: University of KwaZulu-Natal	Food labeling and multilingualism practices: A critical multiseimiotic discourse analysis Dr Lynn Mafofo University of the Western Cape	Family and marital issues in Macheso's music Dr Benjamin Mudzanire: Great Zimbabwe University	Zimbabwe and South Africa's constitutional safeguards for persons with communication disabilities: Implications for access to justice Dr Paul Svongoro & Prof Monwabisi K. Ralarala K: University of the Western Cape
11:00 – 11:30	An investigation into the phonemic status of vowel length and tone in Khoekhoegowab Dr Niklaas Fredericks: Namibia University of Science and Technology & Research Associate; Stellenbosch University	The language policy review in higher education for peacebuilding, unity, and social cohesion Dr Zakhile Somlata & Ms Pretty Magangxa: Nelson Mandela University	The use of Translanguaging in assisting educators to teach African languages: A case study of Tshwane South Education District, Pretoria Dr Rethabile Possa-Mogoera & Prof Mantoa Motinyane: University of Cape Town & University of Western Cape	Ukhlaziya ukubaluleka kokulondolozwa kolimi lwesiZulu emculweni kaXimba/ Analysing the importance of preserving the Zulu language in Ximba's music Ms Nonjabulo Ximba & Prof Nobuhle Hlongwa: University of KwaZulu-Natal	The Cultural Significant Meaning of Lobola in South African youth with special reference to amaXhosa society Ms Zingisa Guzana: University of Fort Hare
11:30 – 12:00	Reflecting on Pedagogical Translation: A Route to Study Materials Development Mr Bambelihle Nkwentsha: University of Witwatersrand	The role of indigenous South African languages and culture in facilitating the progress towards an effective developmental state in South Africa Ms Huhle Sondwana: University of the Western Cape	Evaluating the usefulness of isiXhosa online translation tools in language practice. Ms Phiwokuhle Zinathi Tom: Rhodes University	Building better men: Deconstructing the depiction of boys as heroes and strong individuals in isiZulu folktales Dr Norma Masuku: University of South Africa	Implications on the interpretation of certain legal principles for African languages speakers in SA courts of law Prof Stanley Madonsela: University of South Africa
12:00 – 12:30	Colonial toponymic inscriptions, multilingualism and multiple toponymies in Northern Cape towns Dr Lorato Mokwena: University of the Western Cape	Africanisation and translation of social media emojis: a textual analysis of selected posts Mr Sinoyolo Nokutywa: Walter Sisulu University	The Evolution of isiZulu Language through Social Media: a morphological and phonological colloquy Dr Beryl Babsy Bonile Xaba: University of South Africa	A masculinist critique of the images of men in the novel Izibi zaseThekwini by N.S. Zulu Mr Sicelo Cyril Shabalala: University of KwaZulu-Natal	The challenges facing isiZulu lecturers teaching isiZulu in private higher institutions in Gauteng Dr Melusi Ernest Msomi: Stadio School of Education
12:30 – 13:00	Noun class assignation of loan words in isiXhosa Ms Liziwe Futuse, Ms Somikazi Deyi & Dr Rethabile Possa-Mogoera: University of Cape Town	Implementing Multilingual Higher Education: Reflections on the University of Fort Hare's bi/multilingual B.Ed degree programme Dr Brian Ramadiro: University of Fort Hare	Discrepancies in the Xitsonga/English dictionaries and terminology lists: A case of quality assurance deficiency Dr Cordelia Nkwini: University of South Africa	The expression of a woman's role in some of the Zulu poems Dr Celani Lucky Zwane: University of KwaZulu-Natal	The significance of terminology development in South African languages Dr Aaron Mabasa Mzamani: The University of South Africa

USUKU LWESINE / DAY FOUR: UMGQIBELO/ SATURDAY, 24 KWEYOMSINTSI / SEPTEMBER 2022

13:00 – 13:30	Recognition memory in L1 isiXhosa L2 English bi-/multilingual speakers Ms Khanyiso Jonas: University of the Western Cape & Stellenbosch University PhD Candidate	Disrupting the dominant position of colonial languages in classroom situations: the case of a South African township school Dr Sithembele Marawu: University of Fort Hare	The paucity of scientific lexicon in isiXhosa vocabulary: The need to develop term-creation strategies to fill the language gap in the natural sciences Mr Nkosekaya Hlitane: Rhodes University	Ukusetyenziswa kweempawu ezimiselwe ngokusemgangathweni ukunika ingxelo elungisayo ebhaliweyo kufundo lolwimi isiXhosa: Kungakho impucuko ethile Dr Nonzolo Titi & Prof Monwabisi K. Ralarala	Who is Who: Establishing the Relationship Models among Named Entities from Literary Texts Dr Sree Ganesh Thottempudi & Mr Benito Trollip: SADIAR
13:30 – 14:00	Development of digital archive of multilingual journalistic texts for teaching, learning and research in higher education Dr Sisanda Nkoala: Cape Peninsula University of Technology	The impact of non-standard varieties of IsiZulu language learning on students' performance Dr Gumede Zempilo Silindokuhle: University of KwaZulu Natal	The complexities of translation in Tshivenda-English /English-Tshivenda bilingual dictionaries Dr Mashudu Mathabi & Dr Tshinetise David Raphaelalani: University of Venda	The Nation in Devastation: Political, Ideological and Economic Issues in MJ Mngadi's Novels Dr Dumisani Sibiya: University of Johannesburg	Multiculturalism and multilingualism in essential food consumption discourses: A multisemiotic discourse analysis of selected South African TV advertisements. Ms Nandi Hlengiwe Mhlongo: University of Western Cape
14:00 – 14:30	Direct borrowing and semantic extension as strategies for localizing selected industries in Zimbabwe: An exploratory survey Dr Paul Svongoro: University of the Western Cape	The Cultural Meaning of Personal Names among the Kikuyu of Central Kenya: A Historical and Socio-Linguistic Analysis Dr Peter Kinyanjui Mwangi: Karatina University	The First Additional Language isiXhosa Teaching and Learning Curriculum and Practice Crisis: A South African Eastern Cape Case Study Mrs Shelly Roodt & Dr Zakeera Docrat: Dioscesan School for Girls & The University of the Western Cape	Dynamics of Botho/ Ubuntu in Folklore – With Specific Reference to a Sesotho Folktale: 'Leobu Ms Mary Mensele & Dr Mabohlokoa Khanyetsi: University of the Free State	Amaphawo esizwe angabukhuthaza njani ubuthandazwe aphuhlise nolwimi? Ms Mandisa Sishuba: Library committee NU 14 Mdantsane
14:00	Venue: MAIN AUDITORIUM Session Chair: Dr Dumisani Spofana				
14:00 – 14:30	Ukwaziswa kwesithethi esiphambili/ Introduction of the Keynote speaker: Prof Mantoa Motinyane				
14:30 – 15:30	Keynote address: Prof Emmanuel Satia (Moi University) Aspects of courtroom discourse in Kenya				
	Ukuvalwa Kwenkomfa/ Closing of The Conference: CONFERENCE SUMMARY Prof Emmanuel Satia / Prof Monwabisi Ralarala				
15:30	Isidlo sasemini / Lunch: Venue – Foyer				

BOOK OF ABSTRACTS

Ponzi Schemes as 21st Century Shylocks in Africa: The Case of Complicities in Femi Osofisan's Selected Plays

Dr Oyewumi Olatoye Agunbiade (Walter Sisulu University)

Abstract

This paper equates the antics of Shakespeare's 16th century classical character Shylock in Merchant of Venice with the activities of Ponzi schemes in contemporary Africa with a critical look at how it has deepened poverty and the complicity of the investors to their predicaments. The study observes quality media coverage and economic analysis on Ponzi schemes with a paucity of literary works whose didactic and pragmatic dynamics are capable of salvaging gullible indigents participating in the schemes. This observed dearth of creative works thus invokes a correspondence between the age-old Usury and Ponzi schemes, using the former as a metaphor to philosophically account for the latter. The appalling discoveries thereof affords an intertextual critique of Femi Osofisan's *Love's Unlike Lading*, its prototype Shakespeare's *Merchant of Venice* and *Fires Burn and die Hard*. Written against the background of New Historicism and using the Socio-Artistic Approach, the study establishes Usury as foundation to Ponzi scheme and indicts the victims of greediness despite authorities' warning. Osofisan, however with the aid of metaphor and Orunmila motif, shows how the scheme has taken more than a pound of flesh from the indigents. It concludes by challenging African playwrights to craft didactic plays which will re-present the tragedy of the scheme, dignity of labor and the aphorism "Not all that glitters is gold" in order to address poverty which is at the heart of money doubling schemes.

The impact of religious beliefs on quality of medical translation: A Xitsonga terminology development approach.

Dr Mafemani Joseph Baloyi (University of Venda)

Abstract

Translators draw from their mental lexicons to make conscious efforts to arrive at quality translation products. However, it is very likely that they may reproduce and reinforce their cultural and religious beliefs in their translation products. The paper critiques the influence of a Xitsonga translator's religious beliefs stance that may exert on the quality of medical terminology development process. A descriptive translation study is adopted to investigate the complex relationship between the translator's religious beliefs and the quality translation product. The researcher focuses on medical terms on contraception, abortion and euthanasia which have generally been considered controversial from the religious point of view. The researcher qualitatively evaluates the target language's meaning and sense as compared to the source language's. The researcher adopts a Functionalist Theory of Translation to promote empirical comparison and analysis of a source term and a target term. The results will contribute to increase Xitsonga translators' awareness of the impact that issues such as religious beliefs may have on their translation products, and consequently to overcome potential translation problems.

Keywords: Translation, quality translation product, medical terminology, descriptive translation studies, Functionalist Theory of Translation.

Remediation and material ethnography of taxi ranks to examine the transformation of upper- and lower-class suburbs in Cape Town

Prof Felix Banda & Ms Candice Oliver (University of the Western Cape)

Abstract

The 1950 Group Areas Act was implemented by the South African apartheid government which classified peoples place of residence according to their race. Coloured and black people were displaced from newly classified white areas such as District Six and forcibly moved to townships namely, Mitchells Plain and Khayelitsha. The key characteristics of the townships were that they were located far away from classified white areas. They were built with minimal entrance and exit points to allow for police control and built with a lack of community facilities such as shops. The hub of these townships were the public transport points as residents still worked in classified white areas and in factories outside of the townships. We use notions of material ethnography, resemiotization/remediation to evaluate how the taxi rank in an upper- and lower-class suburb in Cape Town shows an inclusive or exclusive spatial arrangement post-apartheid. We examine how the taxi-rank is a site of transformation through studying the social semiotic materializations of the built environment. We ask the question, what are the social effects of the spatial arrangement of the taxi rank in the decolonization of a community?

IsiXhosa Orature and Orality in Memory and Historical Consciousness

Mr Xolela Benayo & Prof Ncedile Saule (Rhodes University)

Abstract

Orature and orality are a memory-based conception. The question is, how much reliable is the information gleaned from memory and what impact would it have in the form in which it is presented - the form being a translation of ideas into writing? This paper intends to interrogate selected oral forms using the theoretical principles of memory and historical consciousness. It should be mentioned right from the beginning that cardinal to forthcoming discussions, is the idea that when we read literature, we believe to be some of the things in it or we have close affinity with them or we become them and theories should enrich our understanding of oral literature and to influence its trends as well as interpretation. This paper will also argue that Memory and historical consciousness is the most relevant tool that talks to the people's conscience, orality therefore being one of the cornerstones of African people's philosophy. The basic nature of orality (folktales, proverbs, poetry etc) is that it invites the candidate to connect isolated components of knowledge in an endeavour to make meaning from it. Similarly, that is what the theory of Memory and Historical Consciousness does as a research tool with a vision – seeking to connect the unconnected in a logical way to create a holistic perspective and reality.

The inclusion of IsiNdebele as a home language in schools where AmaNdebele people reside within the Nkangala district municipality in the Mpumalanga Province.

Ms Monicca Thulisile Bhuda (University of Mpumalanga)

Abstract

South African Indigenous languages in the past have been marginalized by colonizers who have claimed that providing Bantu education would help to develop African languages, whereas in reality, the Afrikaner government used state power to provide resources to develop Afrikaans while also limiting the growth of African languages. Following 1994, South African academics fought hard to get their indigenous languages taught in schools, developing monolingual

African language dictionaries written by African linguists, and paving the road for Africans to reclaim their languages. The development of the IsiNdebele language in the Mpumalanga Province, on the other hand, has been poor. Prior to 1985, when IsiNdebele was legally introduced in schools, the AmaNdebele people learned IsiZulu as their first language in schools. The IsiNdebele's orthography and spelling rules were first published in 1982, and they were updated in 1995 and 2005. IsiNdebele was gradually introduced in schools in the Transvaal, often known as the former KwaNdebele, after 1994, and to a lesser extent in other places in Mpumalanga Province. Such has affected the development and progress of IsiNdebele language in areas where AmaNdebele people are dominant. This study used a qualitative research method and aimed to investigate into the current government initiatives for promoting IsiNdebele as a home language in schools in the Nkangala district municipality, Mpumalanga Province, where AmaNdebele people live. Data collection tools for this study were in-depth interviews and secondary data/desktop research. Identified themes were analysed using thematic analysis. According to the findings of this study, isiZulu is still taught as the primary language in some areas of the Mpumalanga Province under the Nkangala district municipality, where Ndebele people still live, with English as a secondary language. Because it is not designated a primary language, the isiNdebele language is gradually vanishing from AmaNdebele villages. Because culture is embedded in language, the AmaNdebele people who reside in those places practice Ndebele culture, but they are losing interest in preserving it, according to the study.

Keywords: IsiNdebele; AmaNdebele; schools; IsiZulu; Introduction; Nkangala district municipality; Mpumalanga Province

The right of a language and the right to a language: a quest for access to justice

Ms Lusanda Bota & Prof Monwabisi K. Ralarala (University of the Western Cape)

Abstract

The issue of justice pertains not only to indigenous languages but also to South African Sign Language (SASL). The status quo persists despite the fact that indigenous languages remain the languages of the majority. While deaf and hard-of-hearing people comprise a smaller percentage of disabled people who often come into contact with the judicial system, the abuses that occur are widespread and indicative of a disdain by justice officials for the rights and needs of all disabled people (Dagut & Morgan, 2003). This qualitative study seeks to explore and understand the application of linguistic human rights and linguistic equality within the judiciary, making specific reference to section 6 regarding language rights and the South African Constitution's Section 35(3) (k), which also grants the right to a fair trial. Language rights in South Africa are enshrined in the Constitution (Constitution of the Republic of South Africa, 1996, Section 6). However, the current state of affairs is brought to question by the failure of the judiciary to give due and legal recognition to the use of indigenous and South African Sign Language. From a methodological perspective, this study uses secondary data in the form of case studies (case records of past judgements). The findings of this study suggest that there is discrimination and alienation of indigenous languages as they are not used as languages of record in the judiciary. Using indigenous languages in the judiciary would be highly significant as it would honour the right to a language and the right of a language, as language and linguistics human rights are enshrined in the South African Constitution. Finally, in this study important recommendations in relation to improving the provisions that need to be made to ensure that there is equal access to justice in the judiciary are presented.

Keywords: accused persons, constitution, indigenous languages, language rights, linguistic rights, monolingualism, multilingualism.

A Comparative Study of the Morphological Structure on Nguni Languages

Ms Andiswa Bukula & Ms Rooweither Mabuya (South African Centre for Digital Language Resources (SADiLAR)-North West University)

Abstract

This paper evaluates the National Centre for Human Language Technology (NCHLT) named entity annotated corpora where we investigate the quality and linguistic characteristics of the annotated data set. We will look at two languages from the Nguni language group; namely isiXhosa and isiZulu. To date there has not been any detailed description of the linguistic characteristics of named entities (NEs), or how they are produced in language use. In this paper we provide this analysis to determine how NE usage manifests in government domain documents and how this relates to the orthographic standards as defined by the Pan South African Language Board (PanSALB). There has been comparatively little work done in developing the resources required for creating high quality NE recognisers in the South African languages, as part of the NCHLT project that concluded in 2016 (Eiselen, 2016), the Centre for Text Technology developed a corpus of annotated named entities, as well as base-line NER systems for all of the South African languages.

Keywords: Nguni languages, agglutinative, morphological structure, named entities.

Dimensions of Citizenship in Minority Language Revitalisation: Reflections on the Tonga in Zimbabwe

Dr Jubilee Chikasha (University of Johannesburg)

Abstract

Is linguistic revitalisation all about language development, or does it have broader implications, for example pertaining to citizenship? In this article, I argue that there are often several dimensions of citizenship sought out by those who participate in the linguistic revitalisation of minority languages. The study focuses on the revitalisation of Tonga, a minority language spoken in western Zimbabwe. This study is grounded within the Critical Emancipatory Research (CER), which argues for issues of social justice, empowerment and social inclusion. The study adopted the interpretive phenomenology research design and data for the study was gathered through interviews. The solicited data was analysed using content analysis and Milligan's (2007) Systems Model of Language Planning. The study indicates that when minority language communities revitalise their languages, they address salient issues that go beyond a narrow understanding of language and include citizenship, which have been under-explored. From the data gathered, issues of ethnic, national, educational, political and socio-economic citizenry emerged. The Tonga people consciously and actively considered these non-linguistic issues in their fight for Tonga recognition, and these non-linguistic issues acted as major determinants for the success of Tonga revitalisation.

Keywords: Linguistic, Non-linguistic, Citizenship, Revitalisation

Exploring the use of Kahoot with isiZulu first additional language learners

Ms Noluthando Noxolo Chiliza & Dr Roshni Gokool (University of KwaZulu-Natal)

Abstract

Traditional second language learning approaches are often critiqued as tedious and grammar-based. Learners often lose concentration and inspiration to learn isiZulu as a First Additional Language (FAL). Studies indicate that learners get bored with the traditional and archaic methodologies used to teach African languages. Hence, the researcher

had explored the use of Kahoot within the isiZulu FAL classroom as a means to encourage isiZulu learning. Kahoot provides learners with an opportunity to learn isiZulu FAL in a fun and interactive environment. There is limited research related to technology integration or gamification within the teaching and learning of isiZulu FAL, hence this study aims to explore the use of Kahoot with IsiZulu FAL grades 7 and 8 learners. Data collection is via an online questionnaire on Google forms and classroom observation. Research has shown that the combination of gamification-based platforms like Kahoot, can encourage and improve language learning results and could be used as an active teaching and assessment tool in the isiZulu FAL classroom. The study has taken pointers from previous studies that have proven the language efficiency of using Kahoot as a learning medium. The study envisages offering perceptions for improved implementation of Kahoot in the IsiZulu FAL classroom curriculum.

PanSALB's constitutional mandate is to create conditions for but not to develop languages in South Africa

Mr Julius Jabavu Dantile (Pan South African Language Board)

Abstract

The phrase 'to create conditions for' is defined by Merriam-Webster as to make stipulations, to agree by stipulating and to make conditional. The Power Thesaurus defines to create as to make or cause to be or to become and provides the meaning of conditions as the prevailing context that influences performance or the outcome of a process. The working definition in this paper for the phrase to create conditions for is to make stipulations for conditional transformation of the prevailing context that influences the performance or the outcome of a process.

The constitutional mandate of Pan South African Language Board is to create conditions for, the development and use of official languages, Khoi and San languages, and sign language. This mandate may be interpreted as the making of the stipulations by creating conditions for a prevailing context to influence performance or outcomes of the processes of language development and language practice by the government. PanSALB's mandate may further be understood as to influence the linguistic landscape of the government from tendencies of monolingualism towards furtherance of multilingualism than being involved in the actual language development processes as mostly understood.

It is argued in this paper that PanSALB's mandate is not to engage in the language development processes but to monitor those processes to influence their performance and outcomes. Performance, in this context, may refer to the government's performance towards the observation of its language-related constitutional obligations. That is to monitor the legislative, policy, regulatory, strategic and operational measures the government has undertaken to ensure equitable treatment of languages and ensuring that all official languages enjoy parity of esteem.

Reflecting on the effectiveness of teaching isiXhosa integrated to medical cases in Health Sciences.

Ms Somikazi Deyi (University of Cape Town)

Abstract

This paper aims to reflect on the impact of teaching isiXhosa to second year medical students at a South African university. A constructive approach on reflective evaluation and reflection on language teaching and practices involved and thoughts on reflective evaluation will form basis for discussion. Reflection in Action which involves describing teacher's abilities to resolve situation while happening and Reflecting on Action which assist language practitioners rethink, reconstruct their teaching for improvement and effectiveness of language content taught. Reflective practice becomes critical, and necessary in ensuring improvement.

Although this paper reflects on our practice, it takes a constructive approach using student evaluation as a premise for reflection. Data in the form of feedback from 87 students will assist in the reconstruction of language content, rethinking teaching and learning methods, and supporting learning materials which would hopefully enthuse learning. This paper uses Mezirow's (1997) thoughts on reflective evaluation, which he refers to as 'transformational learning' ought to cause a change in thinking after processing information. Essentially, findings should be virtually critical in implementing change for improved teaching and learning practices. The paper proposes reflection in action and on action to eliminate gaps in grasping key language concepts.

Keywords: Reflection in action, reflection on action, teaching and learning, isiXhosa, Health Sciences, reflective evaluation

Noun class assignment of loan words in isiXhosa

Ms Liziwe Futuse, Ms Somikazi Deyi & Dr Rethabile Possa-Mogoera (University of Cape Town)

Abstract

Loan words have been used in the past in conversations and in writing. Bantu languages, including isiXhosa learners and speakers, use a system of noun classes to categorize which class a noun belongs to. Most writers in the past used loan words from other languages, and modern-day writers continue to use these in their writings. In isiXhosa language, when one borrows a noun from another language, 'i' is inserted in front of the borrowed noun if it is a thing, and 'u', is inserted if it is a person. Examples of loan words are words like i-awunsi, i-emele, i-ertyisi. However, nowadays people use 'i' and 'u' randomly in their conversations and in writing which distorts the lexical pattern of the noun classes. This paper will therefore explore how isiXhosa language speakers use loan words from other languages as part of their everyday conversations. It will address the issues surrounding class assignment of these new loan words in isiXhosa. Further, it will focus on how people change the use of 'i' and 'u', and how noun class assignment is taking a different direction because of this change. Noun assignment means that every noun is assigned to a certain class. The focus of this paper will be on nouns 1a and 2a. Qualitative approach will be adopted to collect data from conversations, social media, and written isiXhosa texts. The paper proposes that in as much as the loan words will be used, they should follow the proper format of noun classes.

Keywords: noun class assignment, isiXhosa, new loan words, class 1a and 2a

An Investigative Discourse on Language Borrowing: the South African context

Mr Mlamli Diko & Ms Thina Diko (University of South Africa)

Abstract

One of the most observable intercultural contacts and communications is the set of words imported into the vocabulary of one language from another. The process of borrowing from another language has been an area of interest in linguistics for many years. This process often occurs when language speakers are confronted by, for example, new objects or ideas, where the only available option appears to be to import from languages that have names or words for such items. With this in mind, the principal aim of this article is to assess how and why, in South Africa, two selected Nguni languages – isiXhosa and isiZulu – borrow from the Afrikaans and English languages. Simultaneously, the article will debate how the two Nguni languages borrow from each other. Linguistic theory and language borrowing are employed as theories of debate because of their symbiotic relationship, alongside qualitative research methodology, as a foundational base or structure for the article. The collected data are presented systematically, followed by a discussion of the findings. Recommendations and possible solutions are given for the fact that language purists are often uncomfortable with language borrowing. The hope is that other linguists will continue this discourse.

Keywords: Afrikaans, borrowing, English, isiXhosa, isiZulu, language

Adapting a Novel for Television: a systematic critique

Mr Mlamli Diko & Prof Ncedile Saule (University of South Africa & Rhodes University)

Abstract

This entry, through a Multi-Interdisciplinary Theory (MIT), argues for a process of alternating a source text into television production. The debates indicate that while the vision of adapting a source text – Unyana Womntu in this case – intends to advance the vision of the adapter, the process to accomplish that is complex and requires a multi-collaborative effort. The article further underlines some of the key features that are often alternated in the adaptation of the novel and how they enhance and advance the storyline. What is worth noting though is that the television adaptation ought not to interfere with the principal storyline. During the course of arguing, it becomes clear then that the study of adapting a novel for television in Africa and beyond has not been afforded enough floor for theoretical and practical debates. Therefore, this entry should be viewed and accepted as one that presents new insights into the arena of academic inquiry. The article presents concluding remarks with the hope that other scholars will continue the discourse and begin to address identified conundrums.

Keywords: adaptation, television, literature, Unyana Womntu

Polite request strategies in commuter discourse in IsiXhosa

Prof Mawande Dlali (Stellenbosch University)

Abstract

This paper examines the request strategies in commuter discourse involving Taxi drivers and passengers in Khayelitsha as well as the responses to these requests. The present study considers requests in commuter transport as face threatening acts (FTAs), hence the need for the commuter crew to strategically shape their communicative actions to achieve their overall discourse goal of getting passengers to perform actions that are in their own interest with minimum resistance or confrontation. The crew presents itself by using communicative devices that prompt the passengers to evaluate it positively as warm, friendly, and respectful. However the passengers' responses to requests range from compliance to resistance depending on their interpretation of the speaker's motive and the probable social consequences. Participant observation by the researcher was the main method of collecting examples of requests and responses to the requests. Unstructured interviews and informal discussions were made with randomly selected taxi drivers and commuters. The findings and explanations presented in this article revealed the predominance of polite requests as speech acts in taxi discourse in Khayelitsha. This research makes a contribution to the contemporary pragmatics study of African languages in urban context.

Reflections on Conceptual Integrity in Translation

Dr Phindile Dlamini (University of KwaZulu-Natal)

Abstract

This study considers conceptual integrity in translation of texts from English into isiZulu and isiZulu into English. The term 'conceptual integrity' originates from architecture. Architect Fred Brooks is one of the renowned advocates of conceptual integrity and first introduced this concept in his book *The Mythical Man-Month* (1995). This concept has since been endorsed and elaborated on by a number of researchers; applying it in their studies, mainly within the field of architecture and computer science and to a lesser extent in the fields of business and language. This study considers the application of this concept in translation. Although, translations are done across two languages, which

sometimes belong to different language families and different cultures where non-equivalence is inevitably, they are still expected to be of good quality, professional standard and pleasing to the target reader. This study, using examples of translated texts from English into isiZulu and isiZulu into English, reflects on how conceptual integrity contributes to the quality, acceptability and naturalness of a translation.

Key word: conceptual integrity, translation

Visual language as a stylistic and narrative technique: A literary analysis of Mqapheli Mngadi's Zulu editorial cartoons

Mr Sizwe Zwelakhe Dlamini (University of Johannesburg)

Abstract

The study of cartoons in the African Indigenous languages of South Africa has been relatively disappointing. One could argue that the under-development of this genre in these languages has been the primary reason for this. While visual language has been perceived mainly from a semiotic perspective, an argument is proposed in this article that this aspect, in a literary sense, can be viewed as a stylistic and narrative technique. In this case, it is employed by the cartoonist to stylistically convey communication of ideas in addition to written words. The discussion is done by analysing the following visual language components: Visual analogy, Visual metaphor, Visual personification, and Visual symbolism. It is through the discussion of these components that the stylistic and narrative nature of visual language is determined.

An investigation into the phonemic status of vowel length and tone in Khoekhoegowab

Dr Niklaas Fredericks (Namibia University of Science and Technology & Research Associate: Stellenbosch University)

Abstract

Previous studies suggest that Khoekhoegowab which represents the Damara, Nama and the Hai||om dialects in Namibia has phonemic long and short vowels. Lengthening in this paper is seen as the phonetic perception in the production of the vowels. Lengthening occurs when a vowel is realised in a continuous manner without possibility of syllabifying it (Chebanne, 2000). The paper followed a mixed research design where data was drawn from few available sources like Haacke and Eiseb (2002) and Khoekhoegowab orthography 2003. This was complemented with data from few key informants who are mother tongue speakers of Khoekhoegowab. With the aid of PRAAT software the study argues that rather than length, tone is the phonemic feature in Khoekhoegowab which distinguishes meaning in different words of Khoekhoegowab. For years because the high and low tones interfere with perception vowel length has not been scrutinised enough.

Examining Language barrier challenges between Domestic workers, “oo-aunty” and their employers in South Africa.

Dr Mirriam Nosiphiwo Ganiso (Fort Hare University)

Abstract

This paper presents language barrier challenges between Domestic workers and their employers. Language barrier often creates mistakes that could be easily made by both the employer and the employee. These challenges infringe Domestic worker’s rights. A domestic worker is a person who is hired to carry out household chores in the employer’s home or to perform cleaning duties in an apartment building, providing care for children and elderly dependants to housekeeping including household maintenance in return for wages. Other responsibilities may include cooking, laundry and ironing and shopping for food. Some domestic helpers live within their employer’s household. An employer is a person or institution that hires employees. Employers offer wages or salary to the workers in exchange for the worker’s labour.

Theoretical framework will be drawn from Vygotsky’ Social development view on individual and society, (Belyh, 2016). This paper explores approaches that can be implemented in closing the communication barrier’s gap between domestic workers and their employers.

Keywords: examining, domestic workers, employers, language barriers, South Africa, communication, rights, approaches.

Aspects of lexical semantics and loanword adaptation in Taveta

Dr Hannah Gibson & Prof Lutz Marten (University of Essex & SOAS University of London)

Abstract

Taveta (Tubheta) is a community language of about 15,000 speakers, spoken in Taita-Taveta County in Southern Kenya. The Taveta area is characterised by a high degree of multilingualism and cultural diversity. The use of Swahili and English is widespread and younger speakers are often less fluent in Taveta than the older generation. Very little linguistic work on the language exists, and the present talk presents findings from a current language documentation project launched in 2019.

The paper provides the wider context of the project and then focusses on three aspects of lexical semantics of Taveta, which exhibit a particularly rich and complex structure: the lexical semantics of emotions, the encoding of gender distinctions in the lexicon, and the use and adaptation of loanwords.

We develop a structural-contrastive analysis of the semantic distinctions relevant in these selected semantic fields, and relate some of the resulting distinctions to the cultural and social context of the community. With respect to loanwords, we look at language attitudes among the community and the language ideologies around the use of Taveta and Swahili.

Auxiliary constructions in Xitsonga revisited

Dr Hannah Gibson, Dr Crous Hlungwani, Prof Seunghun Lee & Dr Kristina Riedel

(University of Essex, University of Venda, International Christian University & University of Free State)

Abstract

The Southern Bantu language Xitsonga employs a range of constructions in which auxiliaries appear alongside lexical main verbs. Earlier work noted the existence of such constructions (Baumbach 1987). While more recent work has sought to describe the distribution and restrictions operative on these forms (Lee & Hlungwani 2015).

Auxiliary constructions are widespread across Bantu. However, there is extensive microvariation in the language family with respect to a number of properties, including, subject marking properties, the encoding of tense-aspect-mood distribution, the distribution of this TAM information across the verb form and the inventory of auxiliaries. In contrast to what is described for a number of other Bantu languages, in Xitsonga it is possible for an element to intervene between the auxiliary and the verb. Xitsonga also exhibits extensive possibilities of stacking or reordering auxiliaries.

In this presentation we report on 1) the morphosyntactic properties of auxiliaries, 2) the co-occurrence of certain auxiliaries, and 3) the associated interpretations. The talk provides further insight into auxiliary constructions in Xitsonga, as well as contributing to our understanding of auxiliary constructions across Bantu more broadly.

Exploring a web-based learning tool to improve isiZulu clinical communication skills in an MBChB programme

Dr Roshni Gokool (University of KwaZulu-Natal)

Abstract

The teaching and learning of an indigenous South African language is an essential component within a health sciences curriculum at tertiary institutions. Albeit indigenous SA languages are being offered within the health sciences curriculum at SA institutions, there is still limited research on improving and sustaining efficient and effective communication skills during the clinical years of the medical (MBChB) degree. At the University of KwaZulu Natal (UKZN), isiZulu is offered within the Year 1 MBChB programme, which provides the essential language functions to conduct safe and effective doctor-patient interviews during the clinical years. However, it is a continuous challenge for students to achieve meaningful and engaging consultations with patients during the demanding clinical years. Hence, the need for further integration of isiZulu within the 6-year MBChB curriculum is essential to sustain isiZulu learning and build on the year-long module completed by Year 1 students. This paper highlights students' language and technological needs used for designing the web-based learning tool. It also reports on students' perceptions on using an innovative approach to using a web-based learning tool to improve isiZulu clinical communication skills in an MBChB programme.

The Impact of Non-Standard Varieties of isiZulu Language Learning on Students' Performance

Dr Zempilo Silindokuhle Gumede (Durban University of Technology)

Abstract

The impact of non-standard varieties of isiZulu language learning on students' performance from a University of Technology (UoT) in Gauteng incorporates the investigation of the developments of non-standard varieties and the interference of non-standard varieties with the correct usage of standard isiZulu language at a UoT, and also the impact that non-standard varieties have in isiZulu language learning.

The researcher purposefully sampled 85 respondents (80 students, 3 lecturers and 2 Department of Arts and Culture workers) at a University of Technology (UoT). She used a mixed-methods approach including both the quantitative and qualitative research approaches. The responses from 60 disseminated questionnaires, 15 interviews and 10 proficiency tests form a sociolinguistic profile of the non-standard varieties at a UoT. The dissemination of questionnaires and interviews and proficiency tests occurred almost simultaneously. The quantitative approach was used to convert the qualitative questionnaire data, based on the frequency of response type into percentage. Relevant sociolinguistic data, in the form of non-standard variety examples and views on impact of non-standard varieties in isiZulu language learning by respondents, for instance, supplemented the sociolinguistic data.

The study revealed that non-standard varieties have both a positive and negative impact in isiZulu language learning. Lastly, the study revealed that non-standard varieties are interfering with the correct usage of a standard language; this interference of non-standard varieties in isiZulu language learning is the cause of students' poor performance.

The population history of Southern Africa: insights from linguistic subclassification

Dr Hilde Gunnink, Dr Natalia Chousou-Polydouri & Prof Koen Bostoen

(Ghent University)

Abstract

The African languages of South Africa are closely related, forming part of the wider Bantu language family spoken all over subequatorial Africa. While some languages clearly cluster into closely related groups, such as the Sotho or the Nguni languages, a detailed subclassification of all Southern African Bantu languages is still lacking. In this paper we present a lexicon-based phylogenetic classification of 34 Bantu languages spoken in South Africa, Lesotho, Eswatini, Botswana, Zimbabwe, and Mozambique, including numerous minority languages. We show that these languages clearly form a single subfamily, and provide evidence for fine-grained substructuring within and across subclusters. We also combine our results with previous insights from other scientific disciplines. In combination with archaeological data, we suggest that modern-day Southern Bantu languages do not trace back to the earliest Southern African Bantu-speaking communities, but rather to a later wave of migration in the early second millennium AD. Insights from studies on population genetics suggest that close contact with Khoisan-speaking populations has contributed significantly to the diversification of Southern Bantu. As such our linguistic findings have important implications for understanding the prehistory of Southern Bantu languages and their speakers, providing rare insights into a time period that predates written history.

The Cultural Significant Meaning of Lobola in South African youth with special reference to amaXhosa society

Ms Zingisa Guzana (University of Fort Hare)

Abstract

This article paper, through qualitative research methodology, seeks to investigate the contemporary meaning of lobola in amaXhosa society with special reference to South African youth. This has been necessitated by the ideas and ideologies that this legendary custom is a financial transaction that disadvantages women while opening a floor for men to oppress them. The main question that this article paper asks is: what does lobola mean in contemporary society by amaXhosa, and in particular South African youth? It is the interest of this paper to discuss the cultural significant meaning of this custom and its contemporary meaning. In an attempt to draw reasonable conclusions, literature review will be used as a base tool to determine, through investigation, the meanings attached to this custom and what causes these double meanings (indigenous and modern) in lobola as it changes with times. In the process, this discussion will indicate the role lobola plays in marriage as a whole. The results of this paper will contribute to literature review and most importantly, will continue the discourse around traditions and customs of amaXhosa.

Keywords: Transdisciplinary, gender, trauma literature and culture and tradition philosophy

The Dichotomy of Ubuntu and Gender Based Violence in IsiXhosa Literature

Ms Zingisa Guzana (University of Fort Hare)

Abstract

This paper is about gender-based violence and ultimate killings that is prevalent in our society and how society react to and retract itself from this quagmire by finding solutions in literature. Woods 2016 states that, Literature provides lens through which readers look at the world. Literature provides solutions through awareness and conflict resolutions. Some solutions may not be acceptable or maybe indirect but also give an idea on how issues can be resolved amicably.

Theoretical approach on gender studies, feminism and psychoanalysis will be used to establish the bases for the originality of gender-based violence and how it affects individuals and the society at large. IsiXhosa text will be used to find the rationale behind the violence and how social conformity can aggravate into a hostile disaster. The GBV will focus on an intimate relationship where a partner is the main abuser.

Gender based violence knows no culture, education, age, race, gender, class, rural or urban. It is a phenomenon that cuts across and need a general solution. Power struggle has effects on GBV at all levels of society. Always there must be someone who must be submissive and usually that would be a woman. Women are silenced by being abused or killed for that matter.

Ubuntu as a philosophical concept will be visited to work towards achieving a common goal and brings stability to society. We know that violence is an act of self-defence and as means to silence the weaker gender, usually women. This fact will be explored and see how far this can get bearing in mind the concept of Ubuntu. Sometimes consequences are too much to contemplate when children are part of the struggle. Children who witness violence are indirect victims and are likely to be exposed to direct violence, Sida 2015.

Keywords: Gender based Violence, ubuntu, women, gender studies, feminism psychoanalysis, power struggle

An in-depth analysis of the use of humour quoted in various written texts to expose political issues in society in South Africa.

Dr Nozuko Zukiswa Gxekwa (University of Fort Hare)

Abstract

Humor is an integral part of our everyday interactions. It can be used to ease tension and create a safe place to dialogue across cultural difference in education initiatives that seek to address social inequality. Most of the time people may think humour is just a joke and forget that humour can play a bigger role than a joke but can be used to warn, improve, educate and reflect important issues in society. This paper endeavours to highlight that most of the time political events can emerge from humorous platforms. The theoretical framework used in this paper drew from the sociolinguistics and humour relief theory because there will be an analysis of humorous texts. Data analysed was collected through analysis of different types of humorous texts found on Facebook, Tik Tok and Zapiro (comedian) on internet. Findings from the paper revealed that these texts exposed some sociological aspects such as fraud, racism and corruption.

The paucity of scientific lexicon in isiXhosa vocabulary: The need to develop term-creation strategies to fill the language gap in the natural sciences

Mr Nkosekaya Hlitane (Rhodes University)

Abstract

The availability of diction that expresses scientific concepts exhaustively in isiXhosa is at a premium and this limits the effective presence of isiXhosa in various strands of natural sciences. Historical factors such as the colonial period and the apartheid system contributed enormously to the slow development and advancement of isiXhosa in the natural sciences due to the oppressive language policies of those political dispensations as isiXhosa was mainly used as a language for communication in informal settings and consequently occupied a peripheral role in pedagogy. This paper focuses on the paucity of scientific terms in isiXhosa and identifying term-creation strategies to accurately express concepts within the sphere of natural sciences. The process of data collection will consist of collecting terms that are not translated in order to demonstrate improved ways of how those terms can be translated taking from source language resources. Source texts and translated documents will be utilized to identify ways which enable terminology development in isiXhosa in the remit of natural sciences. The theory that underpins this paper is the Descriptive Translation Studies (DTS). The DTS is an appropriate theory to apply in this paper as it is concerned with analysing real texts in order to comprehend the translation nuances that emerged in a particular culture during a specific time and DTS also considers different translations produced under diverse socio-cultural environments. This paper is a salient addition to scholarship as it contributes to the development and re-intellectualisation of African languages.

IsiZulu Learners' Created Identities with regard to Language and Power

Dr Tholani S. Hlongwa (University of KwaZulu-Natal)

Abstract

The paper provides one of the key findings from a research published for a doctorate thesis. The research was conducted on Grade 10 to 12 teachers from selected secondary schools of Pinetown and Umlazi Districts that offer isiZulu First Additional Language. One of the problems observed was that of created identities by learners as presented by isiZulu second language teachers. This sub-theme emerged from a research question on the issue of attitudes both teachers and learners have towards isiZulu teaching and learning in isiZulu First Additional Language Classrooms. It has been observed that isiZulu learners come to their classrooms having been influenced by their parents as to why learning isiZulu is not important, however, there is no known research that has looked into what that negative influence from parents has affected the classroom teaching and learning of isiZulu. The available literature lacks information on what really happens inside the classrooms when teaching and learning take place. The research was guided by questions such as what is being said and done by learners who speak isiZulu to their isiZulu teachers during the teaching and learning in the classroom. The question was tackled from teachers' perspectives through interviews and classroom observations. The research revealed that many isiZulu learners, especially those who are Zulus themselves, do not like to be identified as Zulus and as isiZulu speakers, which portrays the images that are associated with cultures of the West and English. The key impact of this section of the research revealed that these new created identities are taking us back to those of the colonised South Africa, and that there is still a journey to be travelled to now work with the minds of the indigenous African Languages speakers. In conclusion, findings of this sub-theme suggest that education system still have a long way to go to ensure that indigenous African languages are given power from all educational domains that can easily influence the minds of our young generations.

Ohannessian and Kashoki's 'Language in Zambia' prolegomena through the semiotic methodological lenses: towards a responsive language policy

Dr Hambaba Jimaima, Mr Gabriel Simungala & Ms Prisca Chikuta

(University of the Western Cape & the University of Zambia)

Abstract

The paper draws on the newer thinking in semiotic theorisation and methodology to problematize the seminal publication – Language in Zambia - (Ohannessian and Kashoki 1978). It attempts to review tools, approaches and judgement employed in Language in Zambia to determine and delineate language and linguistic boundaries in Zambia. For a comprehensive review of Language in Zambia points to the fact that its theoretical and methodological terra firm upon which it was foisted oriented towards 'invisibilization' and grand erasure of linguistic and cultural experiences of the diffused demographics it sought to describe. Thus, the paper accounts for how the earlier research into the understanding of the language situation in Zambia played dual roles in actualising language planning and language policy foisted upon social actors from colonial language practices of generalisation and compartmentalisation. The paper sees complex power dynamics as impinging on the methodologies deployed in language planning and language policy then to the exclusion and erasure of the real linguistic and cultural experiences of individual speakers in those environs. It is against this background that this paper seeks to problematize methodologies of the earlier sociolinguistic research in order to orient towards a reality-based and responsive language planning and policy built on semiotically motivated methodologies working in multilingual and multicultural contexts.

Keywords: language in Zambia, methodologies, semiotics, language planning and language policy

The disembodiment of language and locality: perspectives for language policy and planning in Zambia

Dr Hambaba Jimaima & Mr Gabriel Simungala

(The University of Zambia/University of the Western Cape)

Abstract

We use the non-static and non-bounded nature of language and locality due, in part, to mobility and the contact phenomenon, as a critical window that provides alternative lenses through which language policy and planning can be seen in Zambia. We show that an attempt to attend to instances of language use in all domains, especially in light of language policy and planning, ought to account for the mobility, unboundedness and shifting locality because language cannot be tied to locality, as it is intrinsically and perpetually mobile. The paper shows how there has been a policy failure to account for the disembodiment of language and locality which invariably would have led to the ultimate rejection of the notions stability and boundedness. The paper concludes with lessons from the sociolinguistics of globalization, a paradigmatic shift away from an older linguistic and sociolinguistic tradition in which language was analyzed primarily as a local, resident and stable complex of signs attached to an equally local, resident and stable community of speakers

Keywords: Policy, planning, mobility, language, boundedness, stability

Mobility and fluidity across linguistic and cultural boundaries in language policy and planning: the case of Lunda and Luvale

Dr Hambaba Jimaima & Mr Gabriel Simungala

(The University of Zambia/University of the Western Cape)

Abstract

In what has become known as the sociolinguistics of globalization, it is not uncommon to encounter and experience the circularity and fluidity of languages across boundaries – national, regional, and ethnic, as well as the absolute defiance of language towards elitism, including permeating across guarded sociocultural boundaries built on ethnic rivalry and exclusionary policy. We thus utilize the promising notions of mobility and fluidity as espoused in the sociolinguistics of globalization to attempt to unravel the Lunda-Luvale linguistic and language rivalry. The proximal situatedness in geopolitics and socioeconomics of the two ethnic groups presuppose co-occupancy and an existence of undeniable bilingual communities of speakers of both Lunda and Luvale. As a forgone conclusion, the paper argues that the consequences of such a scenario must be embraced within behest of the sociolinguistics of globalization for inclusive language planning and policy formulation. Thus, the paper attempts to show how mobility and fluidity between Lunda and Luvale is transacted and how these notions seem come to bear on their everyday interactions, economic condition, as well as sociocultural practices. The paper concludes by showing how language planning needs to take into considerable account the geopolitical situatedness of the two languages that undercuts their linguistic and cultural boundaries.

Keywords: Mobility, Fluidity, boundaries, language policy, language planning

Recognition memory in L1 isiXhosa L2 English bi-/multilingual speakers (author K. Jonas): The paper assesses the role of noun class membership in the recognition and retrieval of objects in L1 isiXhosa speakers. Targeted journal: Journal of Memory and Language.

Ms Khanyiso Jonas (Stellenbosch University/University of the Western Cape)

Abstract

The current study forms part of a series of experiments investigating the role of isiXhosa noun classes on cognitive processes. The aim of this study is to investigate the role of noun classes in the retrieval of objects via recognition. It is hypothesised that L1 isiXhosa – L2 English bi-/multilinguals will recognise and thus retrieve objects belonging to the same noun class more frequently than L1 English speakers. The paper falls within the research domain that investigates whether speakers of languages with overt nominal classification systems use classification structures inherent in their language to perceive and thus recognise physical objects (Filipovic, 2011). While, investigating linguistic effects on cognitive processes has been highlighted as a matter of importance (Bylund et al. 2013), there is a dearth of studies on noun class categories in Bantu languages in the domain of recognition memory.

A recognition memory task was used to examine the object recognition patterns of native isiXhosa and native English speakers, specifically evaluating the extent to which isiXhosa noun classes influence object recognition. Findings from preliminary data indicate a null effect of noun classes on object recognition. However, the differences in individual participant responses per trial may indicate a complication with the experiment or that a bigger sample size will need to be considered.

Bring the translated text to the audience: Lessons from Serudu translation of Things Fall Apart

Dr Francinah Mokgobo Kanyane (University of South Africa)

Abstract

Achebe's novel *Things Fall Apart*, though it presents many Igbo cultural elements and references has been widely translated, after the works of Shakespeare and the Bible. However, since the novel has these Igbo cultural expressions in abundance, so does all human languages. In translating such literary works, translators from time to time have to resort to their own linguistic repositories in trying to address the foreignness of the source text. This paper will examine to which extent Serudu has brought the translated text home to his audience by using various Sesotho sa Leboa linguistic repositories in his translation of *Things Fall Apart*. The analysis will be qualitative in nature, using the text approach of the target text and equivalents of the source text message. It will be established that by using the various linguistic repositories as his translation strategies, Serudu has been able to make the foreign Igbo culture familiar to his readership.

Keywords: translation, foreign, cultural, linguistic repositories, equivalents.

Ingaba ubhalo ngesiNgesi lweedisetheyishini neethisisi zeelwimi zesiNtu kufanelekile?/ Is writing and submitting African Languages dissertations and thesis in English worth it?

Dr Nompumelelo Kapa & Dr Dumisani Spofana (University of Fort Hare)

Isishwankathelo/ Abstract

Uninzi lweedyunivesithi eMzantsi Afrika zifuna abafundi babhale kwaye bangenise iidisetheyishini neethisisi zeelwimi zesiNtu ngesiNgesi. Nangona ngoku kukho utshintsho olwenzekayo ezinye iidyunivesithi zisahlaleli koku kubhalwa kwezi disetheyishini neethisisi ngesiNgesi .

Eli phepha liza kuzama ukujonga imicelimngeni abathi abafundi abangentetho isisiNgesi bajongane nayo xa kufuneke bebhale kwaye bengenise iidisetheyishini neethisisi ngesiNgesi. Lizisa izisombululo ezinokuthi zisetyenziswe ukuze kube kuqutyiswana nale micelimngeni abathi abafundi abangentetho isisiNgesi bahlangebezane nayo.

Most universities in South Africa require that students write and submit African Languages dissertations and theses in English. Though there is a paradigm shift that exists currently, some universities still keep the status quo of writing these in English.

This paper attempts at looking at the challenges experienced by non-English mother tongue students who are supposed to write and submit their dissertations and thesis in English. The paper suggests possible solutions that can be implemented in order to address these challenges faced by these non-English mother tongue students.

African oral literature as socio-political commentary: A comparative isiXhosa-Afrikaans approach

Prof Russell H Kaschula, Dr Sebolelo Mokapela, Dr Loyiso Mletshe, Mr Zukile Jama, Ms Thenjiswa Ntwana & Ms Mbali Sunrise Dhlamini Ms Somikazi Mlonyeni

(University of the Western Cape)

Abstract

The history, identities, and languages of amaXhosa, Khoikhoi and San communities are intimately connected. This is documented by Peires in his history of the amaXhosa, *The House of Phalo*. Many of the descendants of these communities contributed to the development of Afrikaans. Willemsse notes in his work that Afrikaans developed in the mouths of black Africans, rather than colonialists. It therefore stands to reason that some oral literary genres told through isiXhosa, Afrikaans (and prior to that Khoikhoi and San languages) have shared techniques. This paper compares genres such as the Afrikaans folktales/storytellers from the Northern Cape and Namibia with those of the amaXhosa from the Eastern Cape and elsewhere in relation to thematic commonalities and techniques. This debate is broadened to other genres such as oral poetry. The analysis is done against the backdrop of complex socio-political factors that influence southern African society. Commonalities regarding the evolution of isiXhosa and Afrikaans languages and the relationship between them is explored, for example the use of borrowings from Afrikaans into isiXhosa such as itafile (tafel or table), ibhulukhwe (broek or trouser), ifestile (venster or window) etc. There are also borrowings from Khoikhoi into isiXhosa - ingxiba (loin cloth), igxalaba (shoulder) or uThixo (God) from Ti! To date, there has been little research that traces this linguistic relationship in relation not only to the evolution of isiXhosa and Afrikaans, but also the oral literary genres that are underpinned by these languages.

From Christianity to Plentianity: Reading Discourses of Prosperity Gospel, Black Empowerment and Aspiration in HQ Nala's Virtual Sermons

Mr Sphehile Khanyile (Central University of Technology)

Abstract

Since 2014, new prophetic Pentecostal churches have been on the ascendency in South Africa. I underscore their vigorous online presence, ballooning, and visibility even prior to the Covid-19 virtual thrust, globally. On social media, we have witnesses crassly extreme and exceptional performances within these congregational spaces: snake eating, grass-chewing, petrol gulping all performed at the behest of ultra-charismatic pastorates. Allegedly, congregants comply to such debasement because complicity is believed to breed prosperity. I engage Durban based prophet HQ Nala, founder of World of Plenty Church whose overriding discourse (preaching, teachings) exude hyper-prosperity narratives. His subjects reside in what he calls "Izwe le Nala" (World of Plenty) an imagined community of believers who live above any material lack and physical ailment. His new religion he calls plentianity. His new designed theology he calls plentiology. His subjects he calls plentiologists, not Christians. He sees himself as King SomNala of the plentian nation. Nala's onomastic innovation is self-evident and disruptive. Through multimodal critical discourse analysis, I analyse Nala's primarily IsiZulu virtual sermonic exhibitions, gauging his newly devised religion of plentianity. Deep reading the plentianity concept reveals protruding discourses of aspiration, material progress, black empowerment, reforming poverty mentalities, mental decoloniality and black consciousness in his sermons on Facebook. Nala's overarching discourse, I contend, inclines to reform black people's mentalities, alleviate mental bondage and to socio-politically conscientize congregants. Prosperity gospel, in this instance, becomes less a personalised call for self-aggrandisement, but an emancipatory political tool.

Keywords: Prosperity Gospel, Plentianity, Black Empowerment, Virtual Preaching

Is there a Hope? Teaching and Learning of African languages in TVET Colleges of South Africa

Dr Xolani Khohliso (University of Pretoria)

Abstract

The Constitution of the Republic of South Africa provides for 11 official languages to be utilized equally as languages of teaching and learning, communication and social cohesion. Nine of these languages are African languages. The outcry is that these languages seems to be underdeveloped and underutilized to the standard of English and Afrikaans that were greatly used and imposed to citizens during the apartheid era. The department of higher education and training developed and promulgated the language policy for higher education that gives a strategic direction to institutions of higher learning in order for them to develop an institutional based language policy that will determine their language planning, practice, development plans and strategic goals of the institution. The endeavors by the department of higher education and training that aims to promote African languages seems to focus only in universities. What seems to be a challenge is the fact that language policy is supposed to be directed to all institutions of higher learning including TVET colleges however, these colleges seem to neglect the development of these African languages to be for scholarship, teaching and learning and communication. This paper, therefore, aims to discuss the impact of underutilization and undervaluing of African languages as languages of communication, curriculum development and delivery and pedagogy at the level of TVET colleges. This is critical in addressing the inequalities and barriers to access information because the majority of these students completed school in grade 7 and they did not reach to grade 12, in some cases language was a contributing factor. Research demonstrates that language can be a barrier for students to complete matriculation. Furthermore, this paper discusses the language policy that promotes the use of African languages and gaps existing in ensuring that TVET colleges are aligned with the language policy framework.

Teachers' knowledge and practice in Grade 3 Group Guided Reading: a case study.

Mr Ntsikohlanga Kitsili (Rhodes University)

Abstract

This paper is based on my Master of Education research which investigated the types of knowledge required to teach Group Guided Reading (GGR), drawing on Shulman as my theoretical framework. GGR was introduced by CAPS in 2012, but it appears that many teachers are still experiencing great difficulty in using this method of teaching reading. Several interventions have been designed across South Africa to support teachers in non-fee-paying schools, some of which include coaching. However, evaluations of such interventions show that teachers are able to master the procedural aspects of GGR but not the conceptual aspects, for example, teaching comprehension strategies and providing formative assessment. My study was an interpretivist case study, under qualitative approach, focusing on three Grade 3 teachers who used GGR to teach reading in their classrooms. Data was generated through observations, semi-structured interviews, stimulated recall interviews, and document analysis. Teachers' reflections on their GGR lesson during stimulated recall interviews were read hand in hand with transcripts of GGR lessons that were video, and audio recorded and analysed using Shulman's knowledge categories. The study was able to unpack what type of knowledges teachers demonstrated and recommends a greater focus on developing teachers' content knowledge, which will strengthen their pedagogical content knowledge.

Keywords: knowledges, teacher practices, reading, group guided reading

Changing wind or business as usual? Recent developments of Language Policies in selected countries of the SADC-region

Dr Michael M. Kretzer (Ruhr University Bochum (RUB)/University of the Western Cape)

Abstract

The majority of African countries use previous colonial languages at schools. Recent developments indicate that African Languages are being increasingly incorporated in the educational process throughout the SADC-region. Such developments are further supported by focusing more on aspects such as inclusive education and qualitative aspects of education. Nevertheless, biased language attitudes remain a major obstacle to implement an inclusive language policy. Therefore, a pure focus on language rights will not be sufficient, but rather the bigger picture needs to be taken into consideration. If African Languages can be used at workplaces, then pupils and parents see a necessity for learning African Languages. Due to colonial legacy, faulty, if not stigmatized language attitudes towards African Languages led many parents and educational stakeholders opt for an exoglossic language policy with all its severe if not devastating consequences for pupils. This study focuses on own field work at several hundred of schools in Botswana, Lesotho, Malawi and South Africa offering a multiplicity of data concerning daily language practices at public schools. Hence, this research aims to show some recent changes in such language attitudes, daily language practices with some inclusive translanguaging practices at schools and modest or even significant shifts in language policies.

Figurative language used in selected isiXhosa poems about COVID-19

Prof Linda Kwatsha & Ms Nobesuthu Zumani (Nelson Mandela University)

Abstract

The paper will explore different types of figurative language used by isiXhosa poets in their poems about COVID-19. The paper will explain contextual meaning hidden behind figurative language used in selected poems. The selected poems used figurative language such as irony, hyperbole, proverbs, metaphor, personification, idioms, simile, oxymoron, metonymy, and imagery to describe fear, hope, death, economy, employment, health, psychological, political, cultural, and social issues. After WHO declared the outbreak of COVID-19 in the world which resulted in restriction of movements, social distancing, lockdown, wearing of mask and sanitizing, poets wrote poems to transfer their impressions about the situation and express their experience, emotions, attitudes, and feelings in dealing with the pandemic. Leech's theory about figurative language will be used as the framework in the paper. Descriptive qualitative method will be employed to identify, classify, describe and explaining the meaning of figurative language used. Content will be analysed and be interpreted using themes which will emerge through figurative language used in these poems.

Purism or laxity? A lexicographer's dilemma in a diglossic situation, with Zulu as an example

Dr Michel Lafon & Mr & Bolofo Mongezi (CNRS Llacan Paris, IfAS - Johannesburg & CenterPoL, University of Pretoria & University of the Witwaterstrand)

Abstract

Diglossia is a dominant feature of the linguistic landscape in countries formerly colonized, in that most conversations in a local language illustrate code-mixing and code-switching with the ex-colonial language. This happens regardless of the development and status of the local language. This phenomenon is naturally compounded by English language-based globalisation. South Africa is a case in point, as English is part of the institutional linguistic landscape on a par with Afrikaans and 9 African languages, and reigns supreme in the educational field as it is the only language of tuition post primary school, if we disregard a few remaining institutions that use Afrikaans. Words taken from English abound in most exchanges conducted otherwise in a local language, not only in technical domains as would be expected, but also in everyday life, not to mention domains in-between, such as the internet and digitalisation, which warrants special attention: although initially technical, it has largely become part of everyday speech while there hardly exist any accepted indigenous alternatives.

In such situations, what strategy should a lexicographer adopt in the making of a bilingual lexicon involving a local language ? Should the lexicographer go with the wind and settle systematically for loan words, due to their higher frequency in conversation, or try and maintain genuine terms even though they are admittedly scarce in urban speech ? Should both lemmas be included ? And what to make of the efforts to modernize the language by coining terminology?

IsiZulu, the most spoken African language in South Africa, offers an interesting battlefield where these contrasting tendencies are at play and where lexicon compilers cannot avoid taking a stand as a lexicon, whether we acknowledge it or not, does portray a language and may even, putatively, influence its way forward ?

On the one hand, isiZulu stands apart, among other African languages, for its already old instrumentalisation. Besides boasting a rich tradition of folklore, praise poetry and so forth, it was reduced to writing in the middle of the 19th century as an outcome of missionary intervention, and became a compulsory subject in schools for African pupils from an early date. This triggered a significant (written) literature as well as a press. Through Bantu Education from

1954 the Apartheid regime further ensured that the language developed, if in a constrained manner : it was medium of instruction in the first years of schooling and remained a compulsory subject afterwards (but never used officially in universities or colleges), which led to standardisation of orthography, terminology development until the mid 1980ies, and the publishing of Zulu-written material. As a result, the school system, having become almost universal by the time of the transition in 1994, a large part of Zulu-speaking people aged over 35 years acquired a good command of the standard language, despite its political minorization, a situation further strenghtened by radio broadcast from 1962, etc. The transition in 1994 was followed by the opening of the society at large, in particular schools : formerly white-schools were opened to Africans, triggering a rush of African children. Those schools, which had benefitted over many years from huge funding and offered a much better education than township or rural schools, had English and/or Afrikaans as medium of instruction and neither used or even taught an African language, to the extent that language policy was soon construed as a gauge of a school's quality and efficiency.

In the same time globalization triggered a dramatic spread of western culture expressed in English, through TV, movies, and music. As a result in many Black families English was construed as the language of upward mobility as well as the language of modernity; African languages were at best relegated to the home - and sometimes even not.

In such a context, English penetrated every corner of the language, notably the lexicon. Without the counterbalancing effect of school and families, some young Black people lost genuine core vocabulary and replaced it by English words, with various degrees of adaptation. However, in recent years, as part of the anti-colonial rhetoric, African languages and particularly isiZulu witnessed renewed efforts to be intellectualized and turned into languages of science and modernity, which assumingly implies reducing the systematic recourse to English loan words. What then should the lexicographer do?

Isihlonipho words on Twitter: reflection of contemporary language use or virtual memorial of the custom?

Ms Hermelind Le Doeuff (Sorbonne Nouvelle University (LACITO/IMAF))

Abstract

This poster proposal intends to present some preliminary data on an ongoing doctoral project about contemporary narratives of the traditional custom of *ukuhlonipha*, an avoidance-based custom of respect involving context-dependent strategies of linguistic, physical, spatial and material avoidances (Raum, 1973). In this poster, I will focus on linguistic avoidance, specifically on word substitution from isiXhosa and isiZulu as shared under the label “*isihlonipho*” on Twitter. I want to show how Twitter can capture contemporary language practices and could portray individual language registers associated with the custom of *ukuhlonipha*. By exploring around twenty words described as *isihlonipho* words by the social media users, I will engage with existing data on the custom (Finlayson 1982 ; Dowling 1988 ; Rudwick 2013 ; Gunnink forthcoming) to demonstrate contemporary use of avoidance vocabulary. Words showing evidence of individual or familial registers —as opposed to a core vocabulary of *isihlonipho* [e. g. in Xhosa it is common to replace *amanzi* (water) by *imvotho* for *isihlonipho* purposes]— will be discussed in terms of lexical, semantical, phonological and morphological strategies of avoidance. More broadly, the poster will reflect on the sociolinguistic functions of discussing *isihlonipho* on Twitter.

Keywords: *isihlonipho*, avoidance register, Twitter

Discovering Factors That Influence Language Variation in Spoken Sesotho in the Free State Province of South Africa

Mr Papi Lemeko (Central University of Technology)

Abstract

Language variation constitutes an important part of language development. The study explores elements that affect spoken language variation in Sesotho language in South Africa's Free State province. Participants were a purposive sample of 19 participants who are speaking Sesotho (All blacks and speaking Sesotho, age range 18 to 31 years old). Participants were made up of 63% men and 37% women, with men making up the majority of the group. The researcher used semi-structured and non-participative observation and individual interviews conducted to collect the data. A thematic analysis indicated that the measurement of language variety is significantly influenced by geographic considerations in the Free State Province. The paper took a phenomenology stance. This theory is crucial for this paper because it focuses on the individual experiences of language variations in Sesotho. This theory is qualitative because it puts more emphasis on what human beings have experienced in their lives. Variations in a language or linguistic exchange is brought about by physical proximity, economic concerns (immigration to cities and urban areas), social issues (inter-marriages), and political considerations (sharing of environmental borders), which lead to linguistic variety (demarcation of municipalities).

Keywords: Language variation, Sesotho, culture, identity

Creating spaces for multilingual education in South African Classrooms in the 21st century and beyond.

Dr Jeremia Lepheana (Rhodes University)

Abstract

This article explores the possibilities of multilingual language instruction within multi-ethnic classrooms shaped by multiple discursive practices. The article reviews current research on multilingualism and teaching and proposes strategies for overcoming the English prescriptivism, and monolingual mind-set in education. Qualitative approach was used for this article. In the qualitative research methodology, questionnaires and comprehension for collecting data were employed. Purposive sampling was the major sampling method to ensure that relevant data was collected. Teachers and learners were selected to participate in this article. Language in Education Policy formed the major analytical framework for this article as some of its contents promote multilingualism. The aim of the study was to investigate the ways in which translanguaging is used as a vehicle for multilingualism by teachers and learners in the classrooms. The article focuses on how primary school learners and their teachers engage with teaching and learning, and the strategies that teachers use to promote the use of two or more languages in classrooms to help learners to understand content and concepts in English, Sesotho, and isiXhosa as there are multi-ethnic classrooms in the district. The Socio-cultural theory formed the theoretical framework that guided this article. According to Vygotsky's theory of cognitive development, children learn through social interaction that includes collaborative and cooperative dialogue with someone who is more skilled in tasks they are trying to learn. The article concluded with some reflections on the findings, implications of the findings for future research and training, and recommendations to use the languages of school children as rich resources for teaching and learning. The findings of this study show the misunderstandings of the LiEP, translanguaging and multilingual education.

Keywords: Multi-ethnic classroom, monolingual, multilingualism, translanguaging, LiEP

The analysis of Sesotho motion verbs for better communication

Mr Motsamai Paul Lesoetsa (University of South Africa)

Abstract

This paper will investigate the motion verbs in Sesotho. It will also seek to define these verbs looking closely at what other linguists are saying about them. The motion verbs are discussed under four principal classes which are acts, state, and motion. For the purpose of this paper the last-mentioned class is important. Motion verbs in Sesotho have their own way of exhibiting meaning.

In this study the analysis of motion verbs of entity will be looked at, looking to the applicability as well as their anomalousness and trying to come up with correct alternatives, verbs of entity, looking to the effect if agent can change its position and verifying the correctness of verbs and correcting the anomalous sentences, verbs of being do entail in them verbs of being involving motion and the final type of motion verbs will be the verbs of sound existence, whereby the specific nouns are doing a specific action which cannot be transferred to other nouns. In this paper, there will be a discussion of motion verbs and how they behave, verbs of entity will be looked at, and relevant examples will be provided, and the verbs of sound existence will also be discussed.

Keywords: anomalous, exhibit, qualia, nominalization and agentive.

Claiming the public sphere for women: disruptive reportage in the student media coverage of the #RUReferenceList protests

Dr Michal-Maré Linden (Pan South African Language Board)

Abstract

In her 1990 paper, Nancy Fraser argued that women are excluded from participating in the convened public sphere, relegated only to sub-counter publics that may or may not have the capacity to push into the public conscience. This trend is maintained today, with the linguistic narratives of women considered less valuable than those of men. With the ongoing gender-based violence crisis in South Africa, this norm creates a worrisome trend where the stories of survivors and allies do not feature in the mainstream news reportage of gender-based violence, preventing more complex and sensitive portrayals of women's reality. The student media reportage published by Oppidan Press around the 2016 #RuReferenceList protests at Rhodes University presents several unique ways in which journalists, women, and allies can centre themselves in reportage on these issues. This paper explores the effect of these various examples and theorises how they can be adopted more generally in South Africa's unique news and social media landscape, so that women can stake a claim in the South African public sphere.

The significance of terminology development in South African languages

Dr Mzamani Aaron Mabasa (University of South Africa)

Abstract

This study examines the role whereby terminology development forms a cohesive whole in developing, promoting and furthering multilingualism. Terminology refers to way in which terms can be borrowed, adopted, paraphrased, or coined. The study examines that terminology is the process of establishing standardized technical terms for a specific subject field.

The study gives a brief overview of the structured approach government adopted to monitor and promote terminology development at national level.

It also mentions briefly Unisa's imperative regarding terminology development, the study uses content analysis to collect data. The aim of the study is to ensure that terminology development be used in teaching and learning.

Keywords: Terminology development, multilingualism, strategy standardised technical term and subject specialist, subject domain

The relevancy of the relevant in Xitsonga proverbs

Mr Delvah Mabaso (University of South Africa)

Abstract

The language grows and develops everyday with new terms and the technology terminologies being discovered everyday. Xitsonga as one of the official languages in South Africa is not exempted from the wave of development and growth. This paper tries to delve into the Xitsonga proverbs to evaluate how most of them are relevant with times from the time they were developed and documented to the rest times. Proverbs will be selected randomly and be checked if still relevant looking at the things used in the proverb such as natural things like animals, trees, rivers and the skies. The proverb like "Mavala ya mangwa i mavala man'we" which is translated "The colours of the zebra are the same" meaning "women are the same in everything they do". Can we say this proverb is still relevant looking at the different responsibilities and roles women carry at this age in society? The study will use comparative analysis as its methodology.

Keywords: language development, proverbs, Xitsonga, Culture and society

The Gender-based Violence Language: Decoding Gender-Based Violence as a hate Language.

Dr Sanction Madambi (Walter Sisulu University)

Abstract

For many years, gender-based violence (GBV) has been used a language to force women to conform to the cultural norms and values in patriarchal societies. In patriarchal societies, GBV is used as a code to instruct women to conform to the dictates of the superior male gender. Many countries are grappling with femicide and other forms of violence against women as men try to send the message of conformity to women. This paper explores how GBV is used as a language to punish women who do not conform to the expectations of the communities they live. The paper will argue that GBV is an institutionalised language used to instruct women to submit to the norms and values of men. Guided by the intersectionality theory, and using interviews, the qualitative research study found that GBV was institutional and that it was a code used to instruct women to subordinate themselves to men. By focusing on GBV as a language, this paper contributes to the theoretical call for a shift from the traditional approaches of addressing GBV and pursuing perspectives that present GBV as a hateful language; which like any other language of hate; needs urgent attention to save lives and restore the dignity and rights of women.

Keywords: Conform; Gender-based violence; hate language; punishment; patriarchy; socio-cultural norms and values.

Multilingualism in South Africa: A Plus or a Curse for Learners in the Eastern Cape Tertiary Education Sector?

Dr Sanction Madambi (Walter Sisulu University)

Abstract

The perception that multilingualism is a plus for multilingual learners emanates from the benefits accrued when one is multilingual. However; this perception underestimates how multilingualism, if assumed, can be a disadvantage to learners in institutions located in disadvantaged areas. This paper seeks to determine how assumed multilingualism affect the performance of learners in the rural areas of the Eastern Cape Province as found by a recent study. Applying a qualitative research design and using questionnaires, interviews and document analysis to gather data from purposively sampled King Sabata Dalidyebo (KSD) Technical and Vocational, Education and Training (TVET)

College staff and learners; the study concluded that both the Department of Higher Education and Training (DHET) and the KSD College staff assumed that all KSD TVET College learners were multilingual. According to the study, the concerned learners recorded poor results because of the assumed multilingualism-thus dismissing the perception that 'multilingualism' is always a plus to all learners, but a curse to some. These findings underline the importance of shifting from the traditional glamorous perceptions about multilingualism and portraying 'multilingualism' as a phenomenon which dent the dreams of many learners in rural areas.

Keywords: Assumed multilingualism, Bilingualism, Diglossia, Language, Multilingualism, Learner performance.

Ulwimi njengesixhobo sokudlulisa umyalezo kwiingoma zakwantu kwinkulungwane yama-21

Dr Zoliswa Jacqueline Made (Nelson Mandela University)

Abstract

Iingoma zidlala indima ebaluleke kakhulu kwintlalo yabantu abaNtsundu ndingatsho ukuthi, umntu oMnyama akangomntu ngaphandle kwengoma. Ifuthe lengoma libonakala phantse kuyo yonke into esiyenzayo, sonwabile, sisebenza, sisentlungwini, siseluthandweni, sinqula, silalisa usana ukanti nangexesha lemfazwe ikho le ngoma. Ingoma ithi ivuselele imizwa kwabo bayiculayo nakubamameli ngokubanzi. Kwa le ngoma iyakwazi ukuba nentsingiselo efihlakeleyo kungoko kubalulekile ukuyimamelisisa ukuze uwufumane umxholo wayo ngokucacileyo. AmaXhosa ngabantu abanobuchule ingakumbi ekusebenziseni amagama xa befuna ukutyhila okanye ukuveza umyalezo othile. Ulwimi luthi ludlale indima enkulu kwiingoma ekudluliseni le miyalezo.

Olu phando lujonge ukucubungula lubhentsise indima eyayidlalwa esadlalwa lulwimi kwiingoma zakwaNtu nakule inkulungwane. Oku kuza kwenziwa ngokuthi kugxilwe kwiindidi ezintathu zeengoma ezizezi: iingoma zabafazi, iingoma zomtshato neengoma zolwaluko. Unobangela wokukhetha ezi ndidi kukuba umphandi ufuna ukuziphengulula azihle amahlongwane phezulu ejonga ngeliso elibukhali indima yolwimi olusetyenzisiweyo kwezi ngoma. Bakhona abaphandi asele bephandle ngezihloko ezilolu hlobo kodwa lona olu phando luza kugxila kwindima yolwimi lubhentsisa ukutyeba nobuteketeke bolwimi lwesiXhosa ngokubanzi. Olu phando luza kuthi luqamele ngethiori yentlalontle (socio-cultural theory) kuba uphando lona kuqala luza kwayama ngezinto ezinxulumene nentlalo yoluNtu. Le thiori ngokutsho komsunguli uVygotsky ijongene nemeko yenkcubeko nezembali, zinto ezo eziza kuthi zishukuxwe banzi kolu phando.

Olu phando luza kuthu lusebenzise intyilazwi yophando yobunjani egxile ekuhlalutyeni nasekuchazeni (qualitative approach). UMcCusker noGunaydin (2014:1) bathi:

Qualitative research is characterized by its aims, which relate to understanding some aspect of social life and its methods (which in general) generate words rather than numbers, as data for analysis.

Kuyacaca ukuba ngokwalo mhlomlo ungentla olu hlobo lohlalutyio luthi lugxile kwintlalo yoluNtu ngokubanzi hayi ngokusebenzisa amanani.

Amagama abalulekileyo: Ulwimi, iingoma, inkcubeko, intlalo yoluNtu.

Implications on the interpretation of certain legal principles for African languages speakers in SA courts of law

Prof Stanley Madonsela (University of South Africa)

Abstract

The paper makes a distinction between the judicial understanding of South African legislation and the rules and principles used to construct its meaning for judicial purposes. It presupposes that the term interpretation is understood differently depending on the discourse. In the translation discourse, the term could refer to the transference of meaning between the source text (ST) and the target text (TT). However, in the context of law, the term encompasses diverse meanings. This paper considers the dimension of the concept of the interpretation of legal principles as an intellectual activity that concerns itself with shaping the normative message that is expressed by the text. The issue of the interpretation of legal principles and their implications to the speakers of African languages is raised in this paper against the backdrop of the implication of these legal principles in the understanding of such, considering the nuances attached to the legal fraternity. The main intention of this chapter is to amplify the legal implications stemming from the inappropriate interpretation of the legal concepts and the potential impact of this on the speakers of African languages, whose rights to comprehend fully the implication of legal principles in their context are sometimes compromised.

The value of African languages in different domains – challenges and possibilities

Mr Lebona Cedric Mafisa (North West University)

Abstract

The official recognition of African languages affords South African educators and linguists the impetus to ensure that the indigenous languages are sufficiently developed to be used as languages of advanced education and in other domains. African languages have a future as languages of education and can be used in different domains, but this future is contingent on, among other things, the adeptness of educators and practitioners of African languages in forging links with educational and cultural institutions and movements, as well as with other writers. One argues and maintains that African languages can be developed and be used in domains like science & technology and the media.

In a multilingual society such as ours, African languages are essential to building a diverse and inclusive education landscape. In addition to being inclusive in the linguistic dimension, African languages have to be inclusive in other, important dimensions as well, including ideological orientation, content and sources. One rates highly the potential of the language factor to contribute to creating and sustaining a diverse and inclusive society.

Keywords: African Languages, Education, Domains, Challenges, Possibilities

Food labelling and multilingualism practices: A critical multisemiotic discourse analysis of selected food products from four foodscapes in Cape Town.

Dr Lynn Mafofo (University of the Western Cape)

Abstract

Despite growing research on multilingualism and language policy practices in South African business domains, linguistics research in food industry has narrowly focused on culinary, consumption and selling discourses on food; thereby leaving a gap in literature on what and how languages are used to label food in the business sector. The paper presents an investigation on the kind of languages that are used to label food products in South Africa and how they are positioned as meaning making resources to the consumers. The study uses qualitative research design methods to collect data on the packages of food products from four of the most prominent foodscapes in Cape Town. Using critical multisemiotic discourse analysis framework, the results show that English is widely used in labelling food, is accompanied by other foreign languages such as French, Italian and Chinese among others. Few local languages are marginally positioned as meaning additional making resources. The paper further discusses such contextual representations to divulge continuous economic politics and subjective world views, recommends a review of the relevant business policies and advocates for both the right to food and right to language as necessary means to foster a dynamic, healthy, inclusive multilingual and multicultural South Africa.

Translanguaging in a bilingual classroom: a pedagogy used by isiXhosa teachers to isiBhaca speaking learners.

Dr Yanga Lusanda Praiseworth Majola (Tshwane University of Technology)

Abstract

The primary purpose of this paper is to determine the motivation for isiXhosa teachers in Umzimkhulu to use Translanguaging as a pedagogical method when teaching learners who are identified as amaBhaca in grades 1-3. Despite having studied isiXhosa in their schooling, teachers who were born and bred in Umzimkhulu are identified as amaBhaca. They also regard isiXhosa as their second language, even though they have studied it as a Home Language since isiBhaca is not an official language in South Africa. Teachers and learners who are identified as amaBhaca only use isiXhosa for academic purposes and use isiBhaca when speaking to friends and family. The study employed a qualitative research approach and adopted a case study design, where interviews were used as a data collection method. Data were gathered from 22 purposively selected isiXhosa language educators across six schools in Umzimkhulu. The findings of the study revealed that teachers resort to Translanguaging because learners struggle to understand pure isiXhosa and as a result there is a communication breakdown. Furthermore, teachers also indicated that although they have studied and passed isiXhosa in school they are not its native speakers and thus their pronunciation and that of isiXhosa native speakers was different.

Keywords: Translanguaging, pedagogy, isiXhosa, isiBhaca, multilingual education.

Grade 8 twinned teachers' mathematical discourses in teaching algebraic word problems by using problem-solving approach

Dr Tšhegofatšo Makgakga (University of South Africa)

Abstract

Talking to learn mathematics is important for conceptual understanding and learner performance. This quasi-experimental design shed light on the significant effects of the twinned teachers' mathematical discourses in teaching algebraic word problems by using problem-solving approach to Grade 8 English Second Language learners. A pre-test and post-test were administered to a single group of thirty-four learners (19 females and 15 males). The twinned teachers used problem solving in their mathematical discourses to teach algebraic word problems to improve learner performance. The analysis of data used Sfard's (2007) commognitive framework in testing the hypothesis, the twinned teachers' mathematical discourses using problem solving approach has significant effect on learner performance in algebraic (word) problems between the pre-test and post-test. The application of commognitive framework in the implementation of problem-solving approach with the twinned teachers' mathematical discourses was effective in improving learner performance of algebraic word problems using the language of their choice.

Keywords: mathematical discourse, algebraic word problems, twinning, problem solving, learner performance

Academics' Perceptions on Writing Research Report in African Languages

Dr Lukhanyo Elvis Makhenyane (University of Fort Hare)

Abstract

African Languages in South Africa are undergoing intellectualisation for learning, teaching, assessment, and research in Higher Education. Although policies have been developed to facilitate the process, there is still minimal plan of implementing them. Research confirms that African Languages have been intellectualised to facilitate knowledge and skills in Higher Education and professional and academic terminology has been developed for higher learning and teaching. Nevertheless, there is still a gap in intellectualising African Languages for research in languages and other scientific fields. In investigating perceptions of academics, who teach in other scientific fields at one of the universities in South Africa, on writing research reports in African Languages, this paper seeks to establish the amount of work needed to facilitate the process of intellectualising African Languages as research languages. This paper will be anchored on the phenomenological research design and interviews with academics will be used to collect data and content analysis to analyse data. The paper will propose support needed by other scientific fields to facilitate research in African Languages and therefore implement policies on developing African Languages for Higher Education.

A critique on the translation of the names for higher education institutions in South Africa

Prof Lolie Makhubu-Badenhorst (University of Cape Town)

Abstract

South Africa, currently has twenty six (26) higher education institutions following the merger of some. The merger of such higher education institutions came as a directive from the Department of Higher Education and Training (DHET) in 2002. In addition, the afore-mentioned education institutions are categorised into traditional universities and universities of technology and all of them have to adhere to the language policy of the country and of each province

where each university is located. Some universities, because of their geographic location, opted to have their names translated into the languages of the province or geographic location. This paper therefore, is aimed at critiquing the translated names of such universities and thus tie in with the theme of the conference that is 'African Languages in Practice in the 21st Century'. It should be noted that this is a qualitative study based on document analysis and or information available in the public domain. The translation theories considered for this paper presentation are the functionalist theory and the Skopos theory. In some instances the work done by the South African Geographical Names Council (SAGNC) is considered which may have a direct or indirect bearing on the translated or given names of the higher education institutions in South Africa. The research concludes by making recommendations.

Multilingualism and branding in health sector: A multisemiotic discourse analysis of indigenous and allopathic medicines in Nigeria

Mr Peter Oyewole Makinde (University of the Western Cape)

Abstract

In Africa, as it is all over the world, multilingualism has been described as a common phenomenon. With over 90 percent ethnic and linguistic homogeneity of population, studies have shown that Africa is the most multilingual continent in the world. In Nigeria, indigenous languages are important vehicles for cultural transmission in addition to serving as tools for identity-building. Although, substantive research has focused on multilingualism in education and language policy, multilingualism and branding of medicines is largely under-researched. Therefore, this study investigates the kinds of linguistic choices employed in naming, labeling and describing indigenous and allopathic medicines marketed in Nigeria; the kinds of meaning-making resources used to represent these medicines to the consumers and the channels employed in branding/advertising them. Data comprising packages/leaflets of indigenous and allopathic medicines, adverts on billboard, pictures taken from study sites within Southeast, Southwest and Northeastern Nigeria are analysed using multisemiotic discourse analysis and interpreted from the standpoints of systemic functional linguistics and semiotic remediation. Finding shows that many African languages are used as semiotic resources in the branding of both medicines in Nigeria. This study is worth examining because it significantly contributes to the fields of multilingualism and social semiotics.

Keywords: Multilingualism, branding, health sector, multisemiotic discourse analysis (MDA), indigenous and allopathic medicines, Nigeria

Thematic and Syntactic analysis of JJ Moilola's Poetry with particular reference to his collection of poems about Basotho Culture

Dr Elias Nyefolo Malete (University of the Free State)

Abstract

Sesotho is one of the African Languages in which poems have been analyzed using literary devices other than syntax. Despite an abundance of studies on Sesotho literary works such as poetry, few (if any) scholars have done their investigations on JJ Moilola's poetry, especially using both the thematic and syntactic approaches. The paper explores his poetry through the thematic and syntactic approaches in its analyses and interpretation. The thematic approach is the study that examines data to identify common themes, ideas, and patterns of meaning that come up repeatedly in literary works while the syntactic approach is a study that uses syntax-based analysis on literary works where the basic structure of the language of an artist's expressions is analyzed and interpreted. The main purpose of this paper is to identify and analyze words, phrases, and sentences that stand out in the interpretation of themes from Moilola's selected poems about Basotho culture. In terms of the syntax-based analysis, this paper has found that adverbial phrases are more effective in highlighting poetic messages and that simple declarative sentences are used frequently to depict poetic messages.

Keywords: Thematic analysis, syntactic analysis, theme, syntax, poems

Teaching and Learning Forensic Linguistics at the University of the Western Cape: A case study of the 2022 Honours course

Mr Lindile Mali, Ms Indiphiwe Mxakaza, Mr Qhamani Masiki, Ms Aliziwe Sidiki, Dr Zakeera Docrat & Prof Russell H Kaschula (University of the Western Cape)

Abstract

This paper seeks to provide a case study of the teaching and learning of the Honours course in Forensic Linguistics which was offered at the University of the Western Cape in 2022. The paper will dwell on the course content as well as how this content was received by students. This course provides an introduction to the field of Language and Law (Forensic Linguistics). This is a relatively new field in South Africa and it is the first time that such a course was offered at the UWC. The course essentially explores the way in which language can be used in courts of law and the broader legal system in order to enhance the delivery of justice. The course therefore has an interdisciplinary approach where language, specifically African languages and law co-exist. According to Tim Grant 'Forensic Linguistics is an attempt to improve the delivery of justice using language analysis.' This involves a three-pronged approach where Forensic Linguists can look at 1) the study of legal texts; 2) the linguistic study of legal process and 3) Investigative linguistics. The paper will furthermore dwell on student responses to the respective reaction papers that formed part of the course. The paper will also explore how such a course can be replicated at other universities.

Keywords: Forensic linguistics; teaching; learning; curriculum development; student responses

"Every accused person has a right to a fair trial..." The Implications and Impact of a fair trial on the basis of language use in the court of law

Dr Nomfundo Mali (Pan South African Language Board - PanSALB)

Abstract

This paper seeks to provide a synopsis and overview of the ambiguity in the interpretation of Section 35 in relation to fair trial. The South African legal system is guided and governed by existing constitutional and legal provision which have been in practise even before the dawn of democracy. It is common knowledge that after 1994 a new constitution was promulgated which reflected amendments in most of the apartheid laws inclusive of language use and human rights. It is on this basis that all the legislative prescripts which guide the legal system will be examined to view the stipulations on the use of indigenous languages with comparison of the use of English or Afrikaans in the same system, thus the equality and fair balance of the South African official languages. Docrat et.al (2021: 161) refers to this as, "...importance of placing the languages and speakers of the languages on an equal footing.... we present statistics to illustrate why the African language speaking litigants are unfairly discriminated against, despite being in the majority across the provinces. Language in courts has been in the spotlight in the media and in a couple of the research work for some time. However, this study intends to take a step further than the court proceedings, by focussing on the interpretation of a fair trial at its entirety. This touches on the use of language in the court proceeding up to the stage when the sentence was handed over, with much focus on the possibility of appeals on the basis of language use.

Keywords: African languages, interpretation, ambiguity, unfair discrimination, forensic linguistics, language right, appeal, constitution, sociolinguistics.

Misinterpreted Xitsonga proverbs in contemporary society: Implications and way forward

Mr Ndzalama Maluleke (University of Limpopo)

Abstract

In the contemporary generation of Vatsonga, proverbs are difficult to use because traditional values and norms aren't observed. Vatsonga seem to have forgotten the correct form of using their own proverbs as well as the significance of their traditional proverbs. The purpose of this paper is to analyze the roles of Xitsonga proverbs, reveal their importance and illustrate the correct use. For the purpose of this research, a qualitative approach will be used for data collection. The research will collect data from different books as well as the Xitsonga speaking people. The collected data from books and interviews through purposive sampling will be critically analysed using literary criticism. According to the study's preliminary findings, the usage of Xitsonga proverbs is challenging due to a lack of understanding of the roles they play in society. As an example, the incorrect use of proverbs such as n'hwairimbirhi yin'we yi tshwa nkanga often indicates a lack of knowledge of Xitsonga proverb roles.

Keywords: Culture, proverbs, idioms, beliefs, and roles.

The linguistic matrimony of ChiShona and isiXhosa through code-switching in Cape Town.

Dr John Mambambo (Rhodes University)

Abstract

Debates around the link between Bantu languages often lean on theoretical critiques and language groupings. As critical as these may be, they deprive us of a pragmatic critical analysis of these languages. This paper hovers above theoretical critiques to offer the sparsely studied ChiShona and isiXhosa code-switching nexus. It gazes into the pragmatic linguistic matrimony that is exhibited through the code-switching of the ChiShona speakers residing in Cape Town. Drawing on Myers-Scotton's Markedness theory, the assorted social variables motivating the bilingual speakers to code-switch in Cape Town are discerned. It emerges from this research that the ChiShona speakers code-switch owing to the linguistic affinity between their mother tongue and isiXhosa. Furthermore, other socio-political reasons give an impetus to code-switching. This paper unveils linguistic similarities between these two languages. The views of the key research participants were obtained through participant observation, interviews, and questionnaires. The Matrix Language Frame Model certifies ChiShona as the base language and isiXhosa as the embedded language during the Shona-Xhosa code-switching process. This research paves way for new discourse in code-switching, multilingualism, and African languages comparison studies. It further propels narratives that may result in the production of Shona-Xhosa bilingual dictionaries.

Towards an Integrated Approach to IsiZulu Terminography and Lexicography

Mr Njabulo Manyoni (University of KwaZulu-Natal)

Abstract

The South African Weather Service, University of Zululand and other institutions have been involved in terminology development for isiZulu. Terminology has been developed in various disciplines in collaboration with PanSALB. The University of KwaZulu-Natal has embarked on a terminology development trajectory in order for isiZulu to be used as a language of teaching, learning and research. This, emphasizes the need to further compile LSP dictionaries to allow for the terms to be accessible in a more user-friendly manner.

The University of KwaZulu-Natal's Language Planning and Development Office has published term lists for 2 disciplines (Law and Architecture). The terms are disseminated through various platforms including uploading them into repositories developed by the ULPDO. However, there is a clear shortage of specialized dictionaries that document and describe these terms.

This paper highlights the paucity of specialized isiZulu dictionaries, suggests a process to be followed in compiling LSP dictionaries and also recommends ways to improve liaison between role players in the process.

Too little time? Reflecting on the time afforded in teaching and learning of IsiXhosa at a particular school in the Western Cape.

Ms Naledi Maponopono, Ms Somikazi Deyi & Dr Rethabile Possa-Mogoera

(University of Cape Town)

Abstract

The purpose of this study is to evaluate the time allocated to teaching isiXhosa in a particular primary school in the Western Cape using Ruiz's (1984) three orientations to language planning: language as a problem, language as a resource and language as a right. The three orientations to language planning will aid in understanding the language practices at the said school in order to analyse the time allocation afforded to isiXhosa and what implications this has for it as a language. This evaluation is important given the historical context of South African languages where African languages are described by the Constitution as "previously diminished" languages. The time allocated to languages in schools is important because there is a clear "language-in-education" policy as it relates to the use of African languages. This study uses the qualitative approach to comprehend the time afforded in teaching and learning of isiXhosa at a particular school in the Western Cape. The study proposes that it is of paramount importance that the Basic Education Department in South Africa develops a language policy framework that includes strong monitoring and evaluation systems so as to alleviate the challenges at the implementation stage of language policies that often result in "window-dressing" exercises.

Key words: teaching and learning, language policy, African languages, Ruiz, monitoring and evaluation

Disrupting the dominant position of colonial languages in classroom situations: the case of a South African township school

Dr Sithembele Marawu (University of Fort Hare)

Abstract

The dominant position of colonial languages in classroom situations contributes to their persistent position as languages of power, knowledge production and technology. This is prevalent in former colonial countries, where the dominant position of colonial languages remains entrenched in classrooms. The position of colonial languages remains canonical, and they are perceived as the key to socio-economic advancement. Therefore, languages are used to enhance coloniality under the pretext that knowledge can be acquired only through colonial languages. The dichotomy teachers confront in classroom situations is whether to focus on the language of teaching and learning or the content of their subjects irrespective of the languages or codes used to impart knowledge. This dichotomy is complicated further by the view that colonial languages are international languages. This paper is based on a study that was conducted in a South African township school. A history teacher conducts his lesson using both English and isiXhosa – this is called translanguaging. Through interactive practice, the teacher disrupts the dominant position of English, and thus uses the classroom as a terrain for decoloniality. Having used the qualitative method to understand the teacher's classroom discourse, the researcher concludes that the teacher uses translanguaging to achieve various communicative functions.

Keywords: translanguaging, classroom discourse, colonial languages, coloniality, decoloniality

The translanguaging paradox: a perspective from an additive dual-medium degree at the University of Limpopo

Mr Abram Mashatole, Dr Pamla Letsoalo & Dr Mapelo Tlowane (University of Limpopo)

Abstract

Research into multilingualism research has flourished and deepened in recent years, producing many analytically revealing and empirically robust accounts of the super-diverse communicative environment of our world. Once such development includes current expositions embodied by the translanguaging theory. Of interest in the translanguaging literature is how some scholars dismiss the very construct of a language (arguing instead for repertoires), yet continue to acknowledge by default the existence of named languages. This can be characterised as the translanguaging paradox. To Wei & Garcia, the trans- in translanguaging connotes the transcendence of named languages; the going beyond named languages that have been socially constructed. In this paper, we draw upon insights from our dual-medium undergraduate programme at the University of Limpopo to provide critical reflections on this paradox, in terms of the promise of translanguaging theory for marginalized indigenous languages. We, however, proceed to raise strategic questions, about how practitioners and institutions can be supportive of multilingual pedagogies such as translanguaging while opening opportunities for mainstreaming previously marginalized languages, which risk being left behind and being lost to perpetuity without institutional and practitioner interventions. We further probe whether there are alternative practices that hold the promise for the trifocal imperative of (i) epistemic access, (ii) intellectualization of historically marginalised languages, and (iii) ensuring that students have access to both local and global languages.

The complexities of translation in Tshivenda-English /English-Tshivenda bilingual dictionaries

Dr Mashudu Mathabi & Dr Tshinetise D. Raphalalani (University of Venda)

Abstract

This paper aims to analyze the complexities of translation of Tshivenda-English bilingual dictionaries. The importance of this paper stems from the fact that there is a poor translation of some lexical items in some of the Tshivenda-English/English-Tshivenda bilingual dictionaries. The nature of this study dictates that the qualitative approach be employed. Participants in this study were lexicographers, language practitioners and university lecturers. The study focus was mainly on the treatment of translation of nouns according to class prefixes and the treatment of nouns according to translation equivalents. The findings show that the available Tshivenda-English/English-Tshivenda bilingual dictionaries only provide literal translation without considering the other communicative aspects associated with the lemma. A poor translation of lemmas in dictionaries leads to miscommunication and misunderstanding of the intended meaning in a particular language. Based on these findings, recommendations were suggested. The study contributes to the lexicography knowledge that will benefit all Tshivenda dictionaries users.

Keywords: Dictionary, Lexicography, Bilingual dictionary, Translation, Tshivenda

The challenges faced by Grade 4 learners due to transition from Sesotho as a LoLT in Grade 3 to English as LoLT in Grade 4: The Case in TMED Grade 4 learners in Public Schools'

Mr Aaron Mpho Masowa (University of South Africa)

Abstract

After independence, South Africa adopted its unique Constitution in which every learner is entitled to be taught in the language of their choice. This has been a challenge for decades since parents still opt for English as Language of learning and teaching (LoLT) to be used in their schools in the three selected primary schools in the Thabo-Mofutsanyana Educational District. The aim of this paper is to determine the challenges faced by learners and teachers due to this transition. This study will utilize a qualitative method to collect data and interviews will be conducted with teachers, parents and learners. Whilst the findings of this paper indicates that, this has resulted in high rate of failing of learners in Grade 4 due to transition that is taking place from Grade 4 where learners are taught in English as LoLT. This paper recommends the use of Sesotho as LoLT in Grade 4 onwards.

Keywords: Constitution, Language of learning and teaching, transition

Building better men: Deconstructing the depiction of boys as heroes and strong individuals in isiZulu folktales.

Dr Norma Masuku (University of South Africa)

Abstract

Folktales are stories that are passed down verbally from one generation to another thereby qualifying this genre as an entity of early childhood traditional education. They contain a moral lesson that attends at the end of the story. The philosophy of life of the amaZulu people is also encompassed in folktales. Boys and girls are depicted differently in folktales. Their behaviour is influenced by cultural beliefs, societal expectations, and family expectations.. Thus, the boy is expected to be the protector of the household. The aim of this article is to investigate how boys are depicted in isiZulu folktales. Is the boy child still expected to live up to the traditional expectations whereby society exalts

strong and brave boys? Do personal traits such as bravery and manliness still a prerequisite for boys to adhere to so that they can be accepted by families and societies? This article will be undergirded by the masculinity theory. Several scholars have researched the depiction of boys in folklore. Lubambo researched on the depiction of boys in Siswati folktales (2020). This article will follow the prescripts of the qualitative approach. This article seeks to argue that some boys are powerless to live up to the expectations of society. Such depictions cannot necessarily be applicable in our current circumstances.

The Efficacy of Siswati Part of Speech Tagger

Mr Muzi Matfunjwa (South African Centre for Digital Language Resources (SADiLaR)-North-West University)

Abstract

Natural Language Processing tools play a significant role in the development of languages. However, indigenous languages such as Siswati have received little attention until recently when a Text Annotation Tool (TAO) which is used for analysing the four Nguni languages spoken in South Africa was created. The purpose of this paper is to evaluate the accuracy of the Siswati part of speech tagger (POS Tagger), which is part of the TAO. A sample of data was derived from The Presidency Republic of South Africa website, Siswati version of the State of the Nation Address, and converted into a text format for analysis. The data set consists of 115 tokens that were automatically analysed by the POS Tagger. The Tagger correctly identified 78 parts of speech with a 68 percent accuracy. The results demonstrate the usefulness of the automated POS Tagger and its contribution to the development of Siswati. The findings also highlight the need for the tool to be upgraded to increase its accuracy.

Representation of African Women in Mazisi Kunene's Unodumehlezi Kamenzi.

Dr Gugulethu Mazibuko (University of KwaZulu-Natal)

Abstract

The paper will focus on the literary presentation of female characters in Mazisi Kunene's UNodumehlezi KaMenzi. It studies the portrayal of women by examining the way they are depicted in both private and public sphere and evaluates the effects of social and cultural transformation. African Feminism is adopted as a concept and a parameter for the discussion; as defined by various schools of thought in different ways: According to Hooks (1989:194) Feminism is not simply a struggle to end male chauvinism or a movement to ensure that women will have equal rights with men, it is a commitment to eradicating the ideology of domination that permeates western culture on various levels – sex, race and class to name but a few. A qualitative research methodology in the form of a textual analysis of Kunene's epic, UNodumehlezi KaMenzi is utilised to analyse how Mazisi Kunene portrays African women in his epic poem. Four women are the focus of this analysis. The focus is on Kunene's attitude towards women and some personality traits of the four women who will be the subject of this discussion and are further explored. Sampling in this chapter is purposive and the researcher chose, as criterion, women that most are familiar with because of their status and prominence in local Zulu history and the frequency with which they appear in other literary texts, besides Kunene's epic.

This investigative paper will be considered as an opportunity to explore the different qualities and types of conduct attributed to female characters in most African writing of the transition, on the assumption that the texts reflect perceptions of women and their new roles in a society in state of flux.

Keywords: Feminism, Culture, Poetry, Characters & Africanism

A Review of the Translation of the Zimbabwe National Constitution into Indigenous Languages

Dr Mickson Mazuruse (Great Zimbabwe University)

Abstract

This paper analyses and shares lived personal experiences of translating the 2013 Zimbabwe National Constitution from English language into Indigenous Languages in 2018. The study reviews the process of translating the 2013 National Constitution of Zimbabwe by the National Constitution Translation committee (NCTC) which was done to enable Zimbabweans to understand the laws of their land in the mother tongue. The paper aims to interrogate the contribution that the translation project can make in transforming the socio-economic life of Zimbabwean communities. It is located within the Indigenous Knowledge Systems paradigm since by contextualising the constitution, the translation project helps in the management of the social, economic, religious and political facets of life in a way which sustains Zimbabwean livelihoods. The paper further explores how the translation process exploited the tried and tested local knowledge in a way which facilitates grassroots participation and democratic inclusion for national development. It is premised on Ruiz (1988) ideological orientations to language planning which view language as both a basic human right and a natural resource. The translation of texts in the field of law has some complexities and implications to the audience since law is a technical field. This paper is qualitative in nature and it views translation as a communicative activity hence it employs the communicative/functional approach, where both the source and target texts are compared. The discussion generates proposals regarding the translation process whereby translation should not only be taken as a linguistic process, but that it also be valued as a cultural process which shapes the attitude of the target audience towards the use and value of their language. The extensive use of non-standard language in the translation process shows that there is a need for terminology development work for the Zimbabwean indigenous languages to enable reliable translations.

A survey of language maintenance and shift amongst isiZulu speakers residing in Soshanguve

Dr Nontobeko Thobile Mbatha (Tshwane University of Technology)

Abstract

The study's objective was to investigate language maintenance and shift in isiZulu spoken in Soshanguve, a township in which Sotho-Tswana languages (or Sepitori) dominate. The study examined how growing up in an environment that is dominated by Sotho-Tswana languages influenced the participants' knowledge of their isiZulu. It also examined the language use in order to discover the domains of use, the speakers' attitudes towards the language as well as the factors that influence participants to either preserve or move away from their language. Mixed method approach was adopted using questionnaires and semi-structured interviews where 20 isiZulu speakers were selected through purposive sampling. The study used language ecology theory, the ethnolinguistic vitality model and Webb's (2010) conditions for bottom up language political change as lenses of analysis. The findings revealed that participants hold positive attitudes towards isiZulu as their cultural language. Demographic and cultural factors seem to have accelerated the maintenance process because the participants agree that family has a major role in maintaining the language and that cultural activities such as Zulu rituals and marriages are helpful.

Siswati legal terms and synonyms: Issues that arise during translation

Ms Thobile Mbatha & Dr Rethabile Possa-Mogoera (University of Cape Town)

Abstract

This paper examines the difficulties of translating legal documents into Siswati without the necessary legal vocabulary and considers whether there is a need to evaluate the quality of translated essential legal phrases that are already in use in the sector. Due to their legal meanings and strong integration with the non-legal societies in which they are employed, crucial legal terminology and synonyms pose one of the most significant obstacles in translation. The absence of defined lists of approved legal terms in Siswati puts the translated product's quality at risk. These difficulties are primarily due to a lack of vocabulary, as one Siswati term might be used to refer to a variety of English terms. When translators are tasked with obtaining an equivalent, they frequently face difficulties. This article proposes that translators be held completely accountable for the production of high-quality legal translations and the signing-off of error-free legal documents. In order to minimize future inconsistencies, researchers suggest that legal units in departments submit legal terminologies to the Siswati Technical Committee for Standardisation and Terminology Development for standardisation. The research will utilise materials such as translated Siswati legal terms recorded in terminology lists used by legal translators in order to conduct the study. Interviews will also be utilised to collect data, followed by a thematic approach for analysis.

Keywords: Siswati, legal Terminology, legal translation, equivalence, translation quality, standardisation, terminology development, verification and authentication

Society, African Literature and Global Development: An Examination of Darko's The Housemaid

Dr Funmilola Kemi Megbowon & Prof Chijioke Uwah (University of Fort Hare)

Abstract

African literary writers have been making effort to contribute to the achievement of a desirable and sustainable society through their creative works. Using a textual and interpretative analysis of Darko's *The Housemaid* within the theoretical framework of social theory, this paper aims to identify and discuss the portrayal of the sociocultural problems as they relate to selected Sustainable Development Goals (SDGs), and identify the possible corrective measures through the voice of reason presented in the text. Besides demonstrating the contribution of African literature to global development, this study examines specific societal problems in relation to development goals resonated by Darko which must be redressed for a sustainable society. These include; child neglect and trafficking, teenage pregnancy, non-educational enrolment of child(ren), uncontrolled childbirth, and uncontrolled pursuit of wealth over ethics. As deduced in the text, the study provides and echoes the need for responsible parenthood, child education, birth control, ethic and societal consciousness in the pursuit of wealth as imperatives for a sustainable society.

Appreciation of Nature and Biodiversity: the Sesotho literary contribution

Dr Mabohlokoa Khanyetsi & Ms Mary Mensele (University of the Free State)

Abstract

This study is propelled by the observation that Sesotho literary works of around the 1940s to the 1970s began by introducing the readers to the beauty of nature and biodiversity of Lesotho. We surmise that this way of introducing a text was not only attractive to the readers but also served as a call to readers to observe, preserve and conserve nature and inadvertently, avoid harvesting plants and eliminating wildlife. However, the style of introducing readers this way no longer exists in the current Sesotho literary works. Now that the Sesotho literary texts have turned away from styles like the one indicated in this paper, some observers fail to link the importance and relevance of literature to solving problems in our days. Some arguments speculate that literature has no value and there is no point why students studying literature should be given funds to continue with their studies at the tertiary level. This study intends to affirm that Sesotho literary works have valuable contributions to nature, biodiversity, and human life, and Sesotho literature can be used to extract strategies to solve problems today and in the future. Researchers in this study will use secondary data. Content analysis will be used to thresh data. The functionalism approach will be used to respond to the research questions. This study concludes that Sesotho literature is still relevant in the 21st century and from its strategies, contemporary challenges can be addressed. Therefore, this study recommends that current authors of the Sesotho literature consider including the beauty of nature and appreciation of biodiversity in their works in to retain the relevance of the literature.

Keywords: nature, biodiversity, preserve, conserve, climate change

Multiculturalism and multilingualism in essential food consumption discourses: A multisemiotic discourse analysis of selected South African TV advertisements.

Ms Nandi Hlengiwe Mhlongo (University of the Western Cape)

Abstract

Little research has been done on essential food consumption discourses in media. This research is important because such discourses are an important form of message systems that organise perceptions and 'create structures of meaning' that provide new images or meanings for products and consumers' identities. In a multicultural and multilingual South Africa, language is an important components of identity construction. Therefore, this study investigates the kind of linguistic and other semiotics choices that are used to convey specific messages in selling essential food in South Africa and the kind of ideological meanings they produce. The study follows a qualitative interpretive method and uses document analysis to collect selected TV advertisements as data on YouTube. Using both semiotic resemiotization and semiotic remediation as tools of multi-semiotic discourse analysis to understand these food consumption discourses. The analysis reveals that the local languages and social actors and other visual semiotics are selectively incorporated to attract particular consumers. Linguistic identities are being re-purposed not only to sell food but also to reproduce social ideological inequalities in a democratic South Africa. The paper further discusses implications of such discursal constructions in promoting healthy eating in a multilingual and multicultural South Africa. The paper further discusses implications of such discursal constructions in promoting healthy eating in a multilingual and multicultural South Africa.

Re-in forcing new literacies; the 4C skills in the mother tongue siSwati Classroom

Ms Portia P. Mkhonta-Khoza (University of Eswatini)

Abstract

Since time immemorial, teaching and learning of the mother tongue siSwati has been focused mainly on competency in the four language skills; reading, writing, listening and speaking and literary analysis as old literacies. However, the 21st century learning philosophy imparted the teaching and learning of siSwati greatly. It has identified the 21st century learning and innovation 4C skills; communication, collaboration, critical thinking and creativity as new literacies and Higher Order Thinking (HOT) skills that equip learners with skills applicable all over; at the work place, in life and college. Though the 21st century era, gave prominence to the 4C skills as major outcomes for teaching and learning in the 21st century, it still embraces the need for fusion of both the old and new literacies. By virtue of the 4 C skills being new literacies their re- enforcement become necessary. The aim of this study is to offer valuable knowledge on the re-enforcement of the 4C skills as new literacies in the teaching of the mother tongue siSwati. It triangulated Rogers (1996) Diffusion of Innovation theory and the Concerns – Based Adoption Model (CBAM) by Hall & Hord (2015). The study suggests how each C skill can be re-enforced during the teaching of the mother tongue siSwati considering the integrated nature of the three components of the siSwati subject; Language, Literature and Culture and the pressing need to embed ICT resources as well.

Keywords: 4C skills, new literacies, re-enforcement

The influence of cultural roots and poverty to perpetuate violence against women and child abuse in these books, "Kazi ndenzeni na? and Buzani kubawo"

Dr Nombulelo Mkumatela (Central University of Technology)

Abstract

Since time immemorial, teaching and learning of the mother tongue siSwati has been focused mainly on competency South Africa is facing sensitive issues of killings and victimisation of women and children as well as child abuse. These are also based on global instability, domestic violence, criminal crime, and poverty. Research will be done on the various forms of violence, both against women and against children, poverty and cultural practices which are used as tools to discredit women and children in the books, Kazi Ndenzeni na? and Buzani Kubawo. Firstly, this will show how the distinction between culture, religion, and tradition is perceived. Secondly, it will show the class distinction by gender and lastly it will highlight the role played by poverty in the society.

The political influence of male justice and jurisdiction in the meetings of the Traditional Courts that work with the drafting of laws to support biased views has contributed significantly to the masculinity of "domestic affairs and cultural construction". For some political reasons these undermine women's ability and poses a threat to "freedom of speech and autonomy" for many women.

All of these can be complemented by a change in behaviour of men and change of lifestyle. These changes will also promote unity, respect and empathy towards women and children. These virtues should be strived for and perpetuated by all cultures in South Africa.

Theoretical analysis and premises are based on the cultural model theory, the theory of literal criticism and literary criticism.

Keywords: Culture, religion, norm, violence, humiliation, abuse, poverty, influence, respect, and democracy

Will Basotho Indigenous Children & Games Survive Digitalization?

Dr Teresa Ntsoaki Mokala, Dr Khetoa Godsave Soyiso, Miss Matee Gloria Lihotetso & Mrs Ntsele Anastacia Mamamello

(University of the Witwatersrand, National University of Lesotho & Holy Family High School)

Abstract

Much attention has been directed to the preservation of African languages and culture recently. The present study is prompted by the observation that Basotho indigenous children & games seem to be losing their value in the years of digitalization. Preserving the indigenous games does not only help in identity formation, but also in practice and transmission of language and culture as well as in identity formation. The rationale for the current paper stems from the need to reflect on ways to develop Sesotho as a language and culture more especially in times of digitalization. The paper draws on indigenous knowledge systems framework to answer the research questions. It is an explorative qualitative study aimed at justifying the need to preserve Basotho indigenous children & games. To generate data, six Basotho indigenous children games are purposely selected to fulfil the purpose of this study, namely: ho hatlela matsoho, mantila-tilane, tjheko, dilotho, malepa and moraba-raba. The study further observes that culture is not static, therefore it investigates emerging play patterns that have been incorporated in modern children & games to suit the relevance of indigenous children games in the 21st century. Our argument is that there is a need to preserve indigenous games, more especially at this moment of the advent of COVID-19 pandemic. As much as some regard it as a hopeless cause, revisualisation and preservation of Basotho indigenous children & games is a much needed exercise. Therefore, against this backdrop, we argue that Basotho indigenous games is a subject worthy of scholarly investigation as it helps in ensuring that culture thrives and survives for generations to come.

Key words: African languages in practice, indigenous knowledge systems, Basotho indigenous games, language and culture, identity, digitalization

Creativity in literary translation: The writer-translator's case

Dr Sebolelo Mokapela & Prof Ncedile Saule (University of the Western Cape & Rhodes University)

Abstract

The purpose of this paper is to demonstrate how possible it is to effectively and creatively engage two languages, which are mutually unintelligible through translation. In the centre of the arguments are selected texts from SEK Mqhayi's translation of Kees. This is an exercise whose main thrust is to help develop a literature and at the same time allow intercultural linguistic communication. Creativity in translation is an added dimension in the science of translation and with his ability, notwithstanding theoretical challenges, the writer is able to bridge ideological divides. SEK Mqhayi's translation of UAdonisi waseNtlango is the case in point.

Colonial toponymic inscriptions, multilingualism and multiple toponymies in

Dr Lorato Mokwena (University of the Western Cape)

Abstract

Post-apartheid South Africa's toponyms (place-names) continue to be predominantly colonial, Western and expressed in the English language. Although official renaming initiatives are ongoing, the renaming process has been unequal across the nine South African provinces. This paper explores the invention of an 'unofficial' oral renaming system for Northern Cape Town names. A preliminary analysis suggests that oral place-names are inspired by factors such as: a) residents' demographics, b) residents' perception of a town's aura and c) a town's predominant linguistic practices. This oral renaming system is restorative as it imbues residents with a sense of belonging and identity and attempts to localise the province's toponymic and linguistic landscape. An oral 'unofficial' system draws attention to the co-existence of multiple and multilingual toponyms for a single town and destabilizes the centrality of toponymic inscriptions.

The implication of lack of intergenerational cultural transmission and language on the identity of black urban youth in South Africa.

Dr Mantoa C Molete (Central University of Technology)

Abstract

Most linguists concede that intergenerational language transmission is fundamental to safeguarding languages from decline. Language scholars have not always given due attention to how intergenerational transmission of language and culture and how it is a cause for youth to reject the use their indigenous language in everyday communication or even practice their cultural rituals. Tietze (2004) argues that English is considered an accomplice in creating a unifying system of knowledge and action and in advantaging the ideological interests of particular elitist groups in society. This article examines the phenomenon of the gap of intergenerational transmission of both language and culture of urban youth and how this affects their use of their native language and knowledge of their indigenous languages. Qualitative research using narrative interviews was conducted. Two themes and findings were identified, starting with that youth has alienated from their indigenous cultures and languages communities because of their involvement into English and western culture and therefore a new sense of belonging and identity within a new imagined community of English speaking black urban youth.

Keywords: language, English, intergenerational transmission, youth.

Umfazi wePhepha, Umfazi wesiNtu: The Chronicles of the law of marriage kwaXhosa as depicted in Mothlabane's linkunzi Ezimbini

Ms Rendani Molubo ,Ms Stembele Johnson & Dr Ntombomzi Mazwi (Rhodes University)

Abstract

In Mothlabane's linkunzi Ezimbini, the female protagonist, who is the third wife in a polygamous isiXhosa marriage, is depicted as arrogant and disrespectful to her husband because of her civil marriage status. She is viewed as an incompetent wife for not following the patriarchal customs of a traditional marriage. According to isiXhosa custom, a wife is supposed to conduct herself in a certain manner, which would seem respectful to her husband and her in-laws. She is to follow specific protocol demonstrated by traditional custom. This article explores the patriarchal system that is embedded in the isiXhosa traditional institution of marriage by firstly, examining the role of women in both customary and civil marriages. Secondly, by interrogating the naming process of a newly wedded bride, paying attention to the manner in which this process was considered historically and in how it plays itself out in the modern era. Arguments will be critically centered in the selected text from Mothlabane on issues that could be viewed as inclined towards gender-based violence within marriages. Furthermore, the discussions will integratively utilize African Feminism with onomastics as a supporting theory. The objective of this paper thereof is to critically expose the misconception that patriarchy, as a traditional system is protective of women.

Keywords: Marriage, gender, culture, naming, patriarchy

An Attitude study on promotion of women empowerment via Maphalla's poem Dielelo o Beha Meja Fatshe

Ms Monyakane M.C (PHD CANDIDATE) (University of Free State)

Abstract

While appraisal theory seems to be auspicious and applicable in different linguistic fields, its interpretation in field of women empowerment via Sesotho literary texts remains on an exploratory stage. Therefore, this article aims to analyze attitudinal meanings of Dielelo o beha meja fatshe (Maphalla's poem). The study will explore how the male poet (Maphalla) managed to promote women empowerment through his poem (Lielelo o beha meja fatshe) via appraisal theory. Women empowerment is still a problem globally where a girl child is still considered as an asset. The study aims to test/proof the power of appraisal theory especially in Sesotho literary texts which are used mostly in South African schools. The study believes that it is important to instill to a girlchild that she is valuable at the very early stage to boost her confidence to face the world fiercely. To do the mentioned, literary text play a vital role and to know which literary text suits that work it has to be put under test through intensive analysis. Therefore, the study found it obligatory to utilize appraisal theory to see how successfully Maphalla managed to promote women empowerment through his poem, Lielelo o beha meja fatshe! The study also suggests that these kind of Sesotho literary texts should be encouraged to be used in schools for the betterment of a girlchild.

Keywords: Women empowerment, Appraisal theory, attitudinal elements, Sesotho literary texts.

Trilingual code-mixing and indigenous language radio broadcasting: A case study of Ekegusii radio stations in Kenya

Dr Peter N. Mose (Kisii University/Rhodes University)

Abstract

There are over three million Ekegusii-speaking people in western Kenya who form part of the Kenyan linguistic construction. According to Cammenga and other sociolinguists, Ekegusii is under pressure from Kiswahili, the Kenyan national language and co-official language. Some other scholars indicate that the language might be extinct within 50 years. However, trends in the use of the language in radio broadcasting suggests a different possibility. Data were collected by listening to five different Ekegusii radio stations and interviewing broadcasters and then thematically analyzing the data. The objectives were to: Find out the number of Ekegusii radio stations; establish the predominant language use patterns common across radio stations; determining the motivation for the language use patterns; explain language and linguistic implications of the language use patterns. The findings of the study are: Ekegusii, in spite of its minority status in Kenya, is broadcast on seven radio stations; the predominant language pattern is code-mixing; the major motivations for the use is that such a use satisfies communicative interests of the users and users have no alternative expressions in connected rapid speech; and this pattern-trilingual code-mixing-does not actually suggest extinction of the language within half a century but that the language will exist and be in concurrent use alongside two other languages, i.e. Kiswahili and English. The second implication is that trilingual code mixing might develop into a mother tongue acquired by children. The predominant use of Ekegusii among religious bodies, intra-linguistic communication, and acquisition patterns supports this hypothesis.

Keywords: Trilingual, code-mixing, Ekegusii, Kiswahili, English, radio broadcasting.

Church and indigenous language preservation: The case of the SDA church among Ekegusii speakers of Kenya

Dr Peter N. Mose (Kisii University/Rhodes University)

Abstract

Religious organizations play a significant role in development of languages, both indigenous and exotic. Christian missionaries in Africa learnt local languages, translated the Bible into African languages, printed literature in the languages, and actually used them in preaching. With time, the colonial governments made English the main language of both administration and education and Africans who had a knowledge of English got some advantages which ultimately made English a coveted language. In Kenya, just like in many African countries, English-speaking churches are found in urban centres whose predominant population is African. Even persons with minimal understanding of English consider it prestigious to attend English churches. Alongside this however, there exists a systematic and coordinated use of African languages in a manner that suggests that African languages are not on an extinction trajectory. A case study is the use of Ekegusii among Ekegusii-speaking Seventh-day Adventist church members in western Kenya. There is a revised edition of the Ekegusii Bible (published five years ago), there are Ekegusii Bible study guides translated quarterly, there is predominant use of the language in bible discussions, the language is used in radio preaching, there is use of the language in actual local church preaching, there is use of the language in record-keeping (minutes), and there is use of the language in translation of sermons from both Kiswahili and English into Ekegusii. We observe that the general negative attitude towards African languages is not a wholesale dislike but contextual. There might be a deeper psycho-religious motivation for the insistence on and use of the language in church services among the different denominational leaders and membership. A further possible factor is the academic caliber of church leaders and preachers. There, therefore, might be no universal factors that account for the dislike of African languages in Africa and the general preference of English.

Keywords: SDA church, Ekegusii preservation, attitudes.

Connections between language acquisition and language change: Lessons from language acquisition research

Professor Mantoa Motinyane (University of the Western Cape)

Abstract

Scholars working on language acquisition have long proposed that the way children learn language suggests that there is more to language than the input they receive from their parents and the environment. One of the aims of studying how languages are acquired is to gain an understanding of how it functions in the brain. Sentences that we produce are said to be a mirror of linguistic processes in the brain- also known as internal language. Many scholars have suggested that, since linguistic processes are reflected by production, there may be a link between language acquisition and other faculties of language use. One such area is language change. In this view, there is an assumption that language change follows a pattern similar to the reverse order of acquisition. The aim of this paper is to trace the development of language, specifically nominal and verbal morphology in Sesotho and isiXhosa speaking children, and how this progression may help linguists predict possible areas of language change in those languages.

Expression of Aspect in Sesotho

Dr Anastacia Sara Motsei (University of Free State)

Abstract

The paper is a part of an ongoing research project on the expression of aspect in Sesotho within the framework of the principles, properties and mechanisms of three different components of grammar, i.e. the syntactic, morphological and semantic components, has been established in a broader context. The application of the terms aspect and tense in the existing grammatical descriptions of the Sesotho verbs, however, has proved to be problematic. This is largely owing to the fact that these categories are established in Sesotho based on notional distinctions. This paper aims to examine the morphosyntactic system of Sesotho, in order to determine the range of categories that express grammatical aspect, which includes the Perfective and Imperfective aspects in Sesotho. The perfective-imperfective opposition is a particular area of focus in this paper, and comprises the different tenses, which are involved in the meaning of the situation types, states and activities. In this regard, questions relating to the distinctive properties of tense and aspect in Sesotho, namely: (i) the aspect categories that occur in the certain range of tenses in Sesotho, (ii) the theoretical treatment of the relationship between aspect and the aspectual classes of verbs, namely, states and activities in Sesotho, undergo detailed examination and investigation in this paper.

African languages as languages of science in Higher education institutions and viable strategies for intellectualisation/ Izilimi zomdabu zase-Africa njengezilimi zesayensi ezikhungweni zemfundo ephakeme kanye namasu okuziphucula.

Dr Sabelo Msomi & Prof Nobuhle Hlongwa (University of KwaZulu-Natal)

Iqoqa

Izwekazi lase-Afrika yilona zwekazi emhlabeni elihamba phambili ngokufundisa abafundi ngezilimi okungezona ezabo. ENingizimu Afrika ulimi lwesiNgisi lukhulunywa ngabantu abangamaphesenti ayishumi (10%) kodwa yilona limi oluhamba phambili kwezemfundo nakwezokwazisa. Lokhu kuphazamisa ukuthuthuka nokungena kwezilimi zomdabu kuyo yonke imikhakha emikhulu nebalulekile eNingizimu Afrika. Yize noma iminingi imithetho ebekiwe yokuthuthukisa izilimi zomdabu eNingizimu Afrika kodwa kunomqondonkolelo othi lezi zilimi ngeke zasebenza njengezilimi zesayensi nobuchwepheshe. Umqondobufakazi wethu uthi ukufundwa kwesayensi e-Afrika akuncikile ekwazini ulimi lwesiNgisi nezinye izilimi zabelumbi njengoba kakade isayensi ingeyase-Afrika. Lo mqondonkolelo othi izilimi zomdabu angeke zakwazi ukusebenza njengezilimi zesayensi nobuchwepheshe ubhebhethekisa ukuthembela kwezwekazi lase-Afrika emazweni asentshonalanga kuphinde kuveze ubuntekenteke kulabo abasemagunyeni ezikhungweni zemfundo yasemabangeni aphantsi naphezulu. Ngokulandela imigomo yenjulalwazi yokuzalwa kabusha kwe-Afrika leli phepha lizothula amasu asemqoka angasetshenziswa ukuphucula/ukuthuthukisa izilimi zomdabu kwinkulumgwane yama-21 eNingizimu Afrika. Ngokwezindlela zocwaningo leli phepha lizosebenzisa ukubuyekiswa kwemibhalo ethinta ukusetshenziswa kwezilimi zomdabu kwinkulumgwane yama-21 e-Afrika. Sisonga ngokuthi ukungasetshenziswa kwezilimi zomdabu kuyo yonke imikhakha efanele kuzofaka lezi zilimi engcupheni yokushabalala nokufa eminyakeni ezayo.

The challenges facing isiZulu lecturers teaching isiZulu in private higher institutions in Gauteng

Dr Melusi Ernest Msomi (Stadio School of Education)

Abstract

This paper investigates the challenges facing isiZulu lecturers in private institutions in Gauteng. These institutions train both foundation and intermediate student teachers that will teach in primary schools. This means that these students should be trained in all school subjects because they do not have major subjects like those who will teach in senior and FET phase. The problem is that students who are training in these institutions are coming from all parts of South Africa and these higher institutions do not have all African languages. They only have sePedi, seTswana and isiZulu. IsiXhosa, isiNdebele and siSwati students are forced to do isiZulu as a First Additional Language. The problem is that they have never studied isiZulu in their lives, it's going to be their first time. They do not know anything in isiZulu, as much as they can understand but they cannot write and read it. In this situation lecturers are expected to perform miracles in making sure that these students learn isiZulu in a very short period of time. This paper aims to explore challenges faced by lecturers. Qualitative approach has been used as a method of data collection in this paper. Interviews were conducted to gather data from participants. The language management theory has been used as a theoretical framework in this paper. This theory looks at language planning at two levels, the macro planning level, and the micro planning level.

Key words: First Additional Language, Participants, Qualitative Approach.

The depiction of female characters: A critical study of three Setswana novels by D.P.S. Monyaise

Ms Samukelisiwe Mthembu (Tshwane University of Technology)

Abstract

This study focuses on the depiction of female characters in the three selected Setswana novels by Monyaise which are: Marara (1961), Ngaka Mosadi Mooka (1965) and Bogosi Kupe (1967). The study explores how female characters are portrayed in the selected Setswana novels. Similarly, the study also reveals who is involved and affected by this depiction. Intersectionality, Literary criticism and Womanism have been used as a theoretical framework in this study. The study covered an analysis of female characters in the context of Setswana literature and culture. Most scholars have traced the depiction of female characters from different literary works in African Languages. This research study addresses the view that female depiction might not have changed even in the democratic era. The current study explored the portrayal of female characters in the selected Setswana novels to establish if there are any similarities/differences among the female characters' delineation. The study is comparative rather than empirical. The investigation of the depiction of female characters assisted me to underscore the importance of catering for gender differences when analyzing content in the selected novels. The idea was to make a significant contribution to society and the Setswana authors to view women differently and to teach them that women must be treated equally with their male counterparts. The study used textual analysis, interpretivism and the comparative method. The study found that Monyaise was influenced by his traditional cultural values that view females as inferior and subordinate.

Lost in translation: An evaluation of the subtitles in Ityala lamawele (The lawsuit of the twins)

Khayaletu Mtsoyi & Dr Rethabile M. Possa-Mogoera (University of Cape Town)

Abstract

The purpose of the study is to evaluate Ityala Lamawele subtitles, using the Skopos theory to get an idea of how content gets lost in translation in the field of subtitling and to determine whether the translation achieved its Skopos or not. The Skopos theory is used in order to do a comparison between the source text (ST) and target text (TT) as well as to determine faithfulness in this film. Omitted and distorted subtitles in Ityala Lamawele confirm that there are challenges in translation, and this contributes towards losing content and maybe misleading particularly to those who are not familiar with the original text. Cross-cultural communication is one of the most practised disciplines in translation. This becomes vivid in the film industry where subtitles are used, particularly in a country like South Africa that has many languages. There is a need for faithful subtitles as it appears that omission and distortion in film subtitles exists in cases of idiomatic expressions; culturally bound expressions and misinterpreted texts. This study uses qualitative approach to understand the gaps between omitted, distorted subtitles and lost content through interviews. This study proposes that more studies be conducted to develop ways in which information-omitting and misleading subtitles be restricted.

Keywords: Translation, skopos, culture, misinterpretation, idioms, omissions

Shiri inozongofa: An analysis of the nexus between new multisemiotic Shona proverbs and humour

Mr Tambawoga Chriswell Muchena (Midlands State University)

Iqoqa

Proverbs have in the past often been seen and studied as linked to cultural and historical experiences and development of a people. Within the context of African languages, studies have linked proverbs to Unhu/Ubuntu and a product of oral transmission from one generation to another with older members of a linguistic community being seen as rich depositories and custodians of this proverbic wisdom. Traditionally, proverbs have been viewed as playing a juridical and educational role and in Shona, they have been seen as a reservoir of the Shona traditional religion and ethical code. The argument for this paper is that whilst the proverb played such traditional roles, and passed from one generation to another, a whole new set of proverbs are being creatively formulated today and with the advent of digital technology, the proverbs are now very rich as they get presented in both linguistic and visual modes. Purposively selecting two newly formulated Shona proverbs, Shiri inozongofa and Tanha dzaunosvikira, including their various realisations on social media, the study takes a social semiotic approach in analyzing these proverbs showing that despite them being new, they are more richer than the old and traditional ones as they incorporate humour and multisemiotic dimensions that are not found in the traditional proverbs. These new proverbs, it is argued, should be incorporated into Zimbabwean school curriculum.

Keywords: Shona language, new proverbs, multisemiotic, humor

Family and marital issues in Macheso's music

Dr Benjamin Mudzanire (Great Zimbabwe University)

Abstract

The family unit as singing point in Alick Macheso's music is a site of intense conversation. In the music are ensconced serious issues confronting family and marriage institutions in Zimbabwe. Spiritual warfares, fractured relations and family disintegration, domestic violence, greed, irresponsible parenting, among others, are recurrent themes in Macheso's music. Using ChiChewa and unique Shona diction to broaden the scope of his reception, he invites

society to a conversational platform on which he stirs but never patronises debate on topical family issues. This study uses the hermeneutic textual analysis method to configure context referential nuances embossed in Macheso's music. Appreciation of text referentiality is a function of systematic interpretation of textual fodder and context from which the music is hewn. Music with family and marriage related issues is purposively sampled and analysed largely from an Afrocentric perspective, given the context of the work, the artsiste and the researcher. Afrocentricity regards expressive frameworks not as mere fictional stagings but live platforms that transact pertinent African existential issues.

Hedging in Academic Writing: The Case of Xitsonga

Dr Arnold Mushwana (University of South Africa)

Abstract

Hedging is a linguistic device and a face-saving strategy used in writing to argue and qualify a statement. In academic writing, hedging is used to ensure the credibility of the arguments that are presented. There is a rising advocacy and emergence of academic writing in African languages in journals that focus on African language, and in institutions of higher learning that are offering different African languages. Acknowledging these strides and this positive step towards the development of African languages, the study seeks to investigate the frequency of the usage of hedging in academic text written in Xitsonga. This is a corpus study which comprises of 15 randomly selected academic research written in Xitsonga. The analysis in the study reveals that hedging strategy is limited in Xitsonga academic texts. Where hedging strategy is evident, it is less used and that compromises the claim and argument put forward. The study therefore recommends lexical hedges in the form of modal verbs and adverbs and introductory phrases that can be used in academic writing to credibly make claims and arguments.

A Critique of Translated (Isixhosa to English) Sworn Statements by the South African Police Service.

Mr Aviwe Mvabaza (Rhodes University)

Abstract

The thesis provides a critique of sworn statement translations in the South African Police Service. According to the South African Translators' Institute (1956), "[a] sworn translation of a document is the legal equivalent of the original document for evidentiary purposes in a court of law" The study is a mixed method study, which is rooted in Translation and Forensic Linguistics. For Bassnet and Lefevere (1990) translation's key purpose is to transfer not only the language from one to another, but the culture and the other elements define the language as a whole. According to (Terrell 2012: 256) mixed method studies are "[s]tudies that are products of the pragmatist paradigm and that combine the qualitative and quantitative approaches within different phases of the research process" Furthermore, a partly located discipline on the study is forensic linguistics which is a new and growing discipline in South Africa, which "[i]s a sub-field of linguistics that is particularly engaged with professional and institutional interaction in legal contexts" (Coulthard, Johnson & Wright, 2017:13). The study focuses on the translations of two languages, IsiXhosa and English. In addition, the data collection strategies, among others, are interviews and questionnaires responded to by the Ndevana Police station officers and Ndevana Location's community members respectively. Furthermore, it used a method of consented interviews with the police officers. The main aim of these interviews was to unearth the police officers' views on whether they require Translators and Forensic Linguists to assist them. Moreover, the other data collection strategy used was the consented recordings of verbal statements made by complainants, facilitated by the capturing of translated written dockets after the reporting of an incident. The police officers involved and who were available in the precinct were Constables, Sergeants, Detectives, Warrant officers and the Captain. Moreover, the study area was Ndevana Police Station under the Buffalo City Municipality near King William's Town. The study period was 90 days, and the data presented in the form of graphs is contained in the relevant upcoming chapters. The findings of the study were that there was indeed a need for Translators and/or Forensic Linguists in the precinct, as the statistics revealed, by both the police officers and the community members. An analysis of the transcribed material, the interviews with the police and the verbal statements made by the complainants written by the police were evidence of the need for Translators and Forensic Linguists by the South African Police Services.

The Cultural Meaning of Personal Names among the Kikuyu of Central Kenya: A Historical and Socio-Linguistic Analysis

Dr Peter Kinyanjui Mwangi (Karatina University, Kenya)

Abstract

'Names' are words by which a person, animal, place or thing is known. Among the Kikuyu of Central Kenya, names and the naming process is a socio-cultural interpretation of cultural, social, economic and historical events. Although the more obvious function of names is identification and differentiation of individuals, Kikuyu personal names provides some structured perspectives of their culture, values, thoughts and real world experiences. They embody personal or communal social experiences, social norms and values, status roles and authority, as well as personality and individual attributes. It is, indeed, through the process of socialization and culture that these are inculcated to the individual. The concern here is what does it mean to the individual to have a name? How far can we relate the names of individuals with the socio-cultural, political and economic practices of a given society? This paper contends that personal names can be classified into types based on their semantic contents. These names are framed in the wider context of the relations between language and culture. The paper focuses on the cultural meaning of personal names and their relationship with cultural and historical events.

Keywords: Kikuyu, Personal names, Culture

The study of isiZulu medicines names as reflected in indigenous healing systems

Dr Mthokozisi C. Myeza (University of South Africa)

Abstract

Language is the expression of human communication through which knowledge, belief, and behavior can be experienced, explained and shared. This makes the language the most efficient means of transmitting knowledge of medicines for healing and culture among the Zulu traditional healers. This article proposes to investigate the meaning of IsiZulu natural medicines (imithi) names as reflected in indigenous healing systems within the Zulu society and its world view which forms what is known as Zulu cosmology. This article is conceptually based on the nature of the language as it is and has been used by traditional healers as a symbolic representation of reality and its role in the traditional healing systems. This article will discuss and critical analyze the meaning of the examples of IsiZulu natural medicines names with the intention of displaying the usage of language in society for healing purposes. Finally, it will also demonstrate the division of traditional medicines on the basis of colour and its symbolic functions in the healing of different illnesses. Insights on language management in the health sector: Reflecting on the COVID-19 pandemic in South Africa

Insights on language management in the health sector: Reflecting on the COVID-19 pandemic in South Africa

Dr Hloniphani Ndebele & Prof Nogwaja Zulu (University of the Free State & University of KwaZulu-Natal)

Abstract

This paper explores language management issues in South Africa's multilingual context during the Covid-19 pandemic. Understanding the critical role of language as both an enabler and impediment of access to healthcare is important for health care systems and governments that are characterised by linguistically and culturally diverse populations such as South Africa. While a lot of research in South Africa has focused on language management within the education domain, in general, little attention has been given to the language dynamics that characterise

health care delivery yet the provision of safe and high-quality health care for all citizens remains critical. What has been particularly concerning during the Covid-19 pandemic is the poor use of indigenous African languages as official languages of communicating important health care information. English has been used as the main language of communicating health care information during this period to the disadvantage of the majority of African language-speakers who are not fully competent in the English language. In this particular paper, we draw from the language management approach to argue that the sociolinguistic and cultural dynamics affecting language use in the health sector should be addressed through effective macro and micro level language management in order to achieve language management goals. We conclude by stating that while the disruption of everyday life caused by the COVID-19 was unprecedented, it was an essential transformative and adaptive challenge of which important insights could be gained on language management in the health sector.

Keywords: language management, healthcare, African languages, Covid-19 pandemic, language barriers

An evaluative case study of the implementation progress of the Ministry of Primary and Secondary Education Curriculum Framework for Primary and Secondary Education 2015 – 2022

Dr Eventhough Ndlovu (University of the Free State)

Abstract

In 2015, Zimbabwe officially adopted the Ministry of Primary and Secondary Education Curriculum Framework for Primary and Secondary Education 2015 – 2022 (henceforth: The Curriculum Framework). Among other things, the Curriculum Framework identifies the teaching of both indigenous and foreign languages as a key learning area for the primary and secondary school curriculum. Against this background, this study examines the implementation progress of the teaching and learning of both indigenous and foreign languages in classroom practice against the stated objectives and outcomes. The study adopts the seven areas of policy development for language-in-education policy implementation to examine the implementation progress of this Curriculum Framework. The seven areas of policy development for language-in-education policy implementation offer a coherent framework for explaining the dilemmas that bedevil multilingual language-in-education policy implementation. Data gathered through document analysis, disclosed non-participant classroom observations and semi-structured interviews with purposively sampled strategic participants in the education show that the Curriculum Framework is a case of declaration without implementation. The requisite seven areas of policy development for language-in- education policy implementation were not secured and deployed at an optimal level to support the implementation of the Curriculum Framework.

Access to justice for the Deaf and hard of hearing in Zimbabwe

Dr Eventhough Ndlovu (University of the Free State)

Abstract

In 2013, Zimbabwe officially adopted the 2013 Constitution of Zimbabwe Amendment (No.20) Act. Section 6 of the Constitution accords Zimbabwean Sign Language the status of an officially recognised language, and Section 70 enshrines the rights of accused persons and guarantees them the right to have the proceedings of their trial interpreted into a language that they understand and to be given information in a language that they understand. Against this background, this study examines the extent to which the Deaf and hard of hearing in Zimbabwe are guaranteed the right of access to justice in the language that they understand. The study adopts linguistic imperialism to examine the extent to which the group understudy enjoys access to justice. Data gathered through document analysis, disclosed non-participant courtroom observations and semi-structured interviews with purposively sampled strategic participants in the justice system, the Deaf and hard of hearing and organisations which represent the group understudy show that most cases involving the Deaf and hard of hearing are delayed due to lack of Sign Language interpreters. This constitutes justice delayed, which amounts to justice denied. Consequently, the Deaf and hard of hearing's right of access to justice is compromised because most Zimbabwean courts, detention centres, correctional service centres and police stations do not have resident Sign Language interpreters.

Access to justice for the Deaf and hard of hearing in South Africa

Dr Eventhough Ndlovu & Mr Pfunzo Lawrence Mashau (University of the Free State & North-West University, Private)

Abstract

This study examines the policy position, practice, milestones and challenges in South Africa in relation to access to justice for the Deaf and Hard of Hearing. In the 2020 State of the Nation Address, President Cyril Ramaphosa indicated that South African Sign Language (SASL) is recognised as a home language by the Department of Basic Education, and the Parliament Constitutional Review Committee has recommended that SASL be the 12th official language, and plans to accord it this status are at an advanced stage. Against this background, this article examines the extent to which the Deaf and Hard of Hearing in South Africa are guaranteed the right of access to justice in the language that they understand. The study adopts linguistic imperialism to examine the extent to which the group understudy enjoys access to justice. Data gathered through document analysis, disclosed non-participant courtroom observations and semi-structured interviews with purposively sampled strategic participants in the justice system, the Deaf, Hard of Hearing and organisations which represent the group understudy show that in the region, and continent, South Africa is a step ahead in promoting access to justice for the Deaf and Hard of Hearing in the language that they understand. The Language Policy of the Department of Justice and Constitutional Development guarantees access to justice for the Deaf and hard of hearing in the language that they understand.

Inqubomgomo yolimi yezikhungo zemfundo ephakeme: inselelo yokungafezekiswa kwezinqubomgomo yolimi yezikhungo zemfundo ephakeme KwaZulu-Natali/ Language Policy for Higher Education: The challenge of not achieving the objectives of the language policies of higher education institutions in KwaZulu-Natal

Mr Buyani Nene & Nobuhle Ndimande-Hlongwa (University of KwaZulu-Natal)

Iqoqa/Abstract

Ngemuva kokutholakala kwenkululeko yolimi ngonyaka we-1994, uMnyango wezeMfundo wasungula iNqubomgomo Yolimi Yezikhungo Zemfundo Ephakeme (LPHE) ngonyaka wezi-2002. Inhloso yale nqubomgomo kwakwukugququzela ubuliminingi ekusebenzeni kanye nakwizinqubomgomo zezikhungo zemfundo ephakeme. Le nqubomgomo ithathwa njengomhlahlandlela okumele ulandelwe yizo zonke izikhungo uma sezisungula izinqubomgomo zolimi zazo. Yaphinde yabuyekizwa ngonyaka wezi-2020 kulandela imizamo eminingi eyabe seyenziwe ukwenza le nqubomgomo isebenze. Inqubomgomo Yolimi Yezikhungo Zemfundo Ephakeme ithi isikhungo ngasinye kumele siqonke inqubomgomo yolimi yaso bese siyenza itholakale noma yinini uma idingeka. Zonke izikhungo zabe sezizokha izinqubomgomo zazo zakhetha nezilimi okuyizona ezizozisebenzisa njengokomlayelo wenqubomgomo kazwelonke. Leli phepha lizosebenzisa Injulalwazi Yokunganyelwa Kolimi (Language management theory) ukuhlaziya izinselelo ezibhekene nezikhungo zemfundo ephakeme KwaZulu-Natali ukufezekisa izinjongo zezinqubomgomo zolimi zazo. Umbonobufakazi waleli phepha uthi izinqubomgomo zolimi zalezi zikhungo eziqokiwe ziyaziveza izinjongo zazo kepha kwinqubomgomo akuveli ukuthi isikhungo sizosebenzisa maphi amasu ukufezekisa lezi zinjongo. Ngakho-ke kubalulekile ukuba izikhungo zemfundo ephakeme zisungule amacebo okufezekisa izinjongo zezinqubomgomo zolimi zazo azohambisana nenqubomgomo yolimi yezikhungo zemfundo ephakeme entsha. Lolu cwaningo lwenziwe ezikhungweni zemfundo ephakeme ezine esifundazweni saKwaZulu-Natali. Imininingo esetshenzisiwe itholakale ngokuhlaziya izinqubomgomo zalezi zikhungo.

Amagama amqoka: Inqubomgomo Yolimi Yezikhungo Zemfundo Ephakeme, inqubomgomo yolimi, ukwenganyelwa kolimi, izilimi zomdabu zase-Afrika.

Following the attainment of language freedom in 1994, the Department of Education developed the Language Policy for Higher Education (LPHE) in 2002. The aim of the policy was to promote multilingualism in institutional policies and practices. This policy is regarded as a framework that needs to be followed by all institutions when they develop their language policies. It was also reviewed in 2020 after many efforts had been done to implement this policy. The

Language Policy for Higher Education states that each institution must develop its own language policy and makes it available to the public whenever needed. All institutions then developed their language policies and selected the languages they will promote. The aim of this paper is to analyze the institutional challenges faced by KwaZulu-Natal institutions in achieving their language policy objectives. This paper will use the Language Management Theory as the backbone of this study. This paper argues that some statements in language policy documents of these institutions address objectives and fail to describe how institution is going to explore and implement ways in which these aims may be achieved. It is therefore important for institutions of higher education to develop strategic implementation plans that are aligned to the new language policy framework for HE. This research took place in four higher institutions in the province of KwaZulu-Natal. Data collected by analyzing language policies of these institutions.

Keywords: Language Policy framework for Higher Education, Language policy, language management, indigenous African languages.

Suprasegmental Features in Tshivenda

Dr Nthambeleni Charles Netshisaulu (University of Venda)

Abstract

Tshivenda is one of the African languages that uses suprasegmental features to differentiate two or more words which look alike but having different meanings. This article highlights the importance of suprasegmental features in determining the meanings of words in Tshivenda. Tshivenda, like many other African languages, is a tonal language, hence the meaning of words in Tshivenda is primarily determined by tone, stress, length and intonation. Suprasegmental features are signs which depict intermittence of sound (tone), stress (emphasis), length (duration) and pitch (intonation). It has become a common understanding that people in the broadcast industry particularly when reading the news, are found to disregard suprasegmental features. Ignoring these essential text features leads to the loss of the meaning of the particular words and confusion to readers. To achieve the aim of this article, the researcher will employ qualitative methodology. Data will be collected from published journal articles and Tshivenda grammar books. A Phonological Theoretical Framework will underpin this article. It is envisaged that this article will reveal the importance of taking suprasegmental features into cognizance in the Tshivenda text. This paper recommends that suprasegmental features be employed in all Tshivenda text to ensure the retention of the meaning.

Keywords: Suprasegmental features, tone, stress, length and pitch.

The identification and analysis of the grammatical case in Sesotho: The diachronic perspective

Dr Moselane Andrew Nhlapo (University of the Free State)

Abstract

Numerous scholars, including missionaries of various denominations of the past as well as other contemporary Sesotho linguists, have written on various grammatical aspects of the Sesotho language. The existence of case as a grammatical entity has been a much-debated syntactic phenomenon in African languages. Jacotett has identified the existence of case as a grammatical system in the early 19th century, and later its existence was disputed by Doke and Mofokeng (1985:55), where they state that case does not exist in the Bantu languages: the form of the noun or pronoun does not alter whether it is used as a subject or object of the sentence (i, e. there is no nominative case or accusative case). However later with the advent of more research being conducted in African languages regarding syntactic approaches, Doke and Mofokeng's assertions were disputed and nullified by other linguists at a later stage. The purpose of this study is to trace the historical treatment of the grammatical case in Sesotho, its distribution and classification. The historical analysis will only consider three developmental periods in Sesotho: Classical/Traditional period (pre-Dokean era): 1826, Functional period (Dokean era): 1927, and Modern period (the Chomskyan era): 1975. The study intends to support the idea that case does exist in Sesotho as an African language. The study will use Chomsky Government – Binding theory, where case as one of its sub-theories will be employed.

Reflections of misogynistic language in COVID-19 associated jokes on social media

Dr Raphael Nhongo & Prof Liqhwa Siziba (North-West University)

Abstract

Social media has become a platform on which different forms of popular culture including jokes are now shared. The year 2020 began with COVID-19 pandemic becoming popular across the world with some of the jokes shared on social media not spared from being associated with this pandemic. However, some of the jokes that are associated with COVID-19 have been observed to be containing misogynistic language. The paper is a critical discourse analysis of thematically categorised social media jokes that are associated with COVID-19 but also containing misogynistic language. A total of 20 such jokes were collected from two WhatsApp groups that are mainly focussed on relationships between men and women. Netnography was adopted as the methodology in the study. The results of the study indicate that like any other jokes dominating social media, these COVID-19 associated jokes that contain misogynistic language have not moved away from body shaming women, accusing them of being carriers of COVID-19 which is the case with HIV, commodifying them, justification for men to continue having multiple partners and generally caricaturing women. The paper concludes that misogynistic language has become part of everyday general discourse due to its extended manifestation in various forms of popular culture.

Keywords: COVID-19 associated jokes, misogynistic language, online communities, social media jokes, WhatsApp

Development of digital archive of multilingual journalistic texts for teaching, learning and research in higher education.

Dr Sisanda Nkoala (Cape Peninsula University of Technology)

Abstract

This action research study forms part of a longitudinal study aimed at developing a comprehensive multilingual digital archive of journalistic texts for use in teaching, learning and research. These texts are newspapers from the Early South African Black Press published between 1836 and 1960. The South African Early Black Press emerged in the 1830s, and were a sector of the print media in South Africa targeting the marginalised black, coloured and Indian communities under colonialism and apartheid. Scholars describe it as the oldest, most extensive (both in terms of the number and variety of publications) collection of [protest-cum-resistance press] in sub-Saharan Africa. Even though they are journalistic texts, they are relevant for historians, educators, linguists, political and social science, as well as a host of other fields where the contents of newspapers are used for teaching, learning and research. This project is aimed at enriching existing collections of humanities research materials by growing the content available in vernacular languages and making it more accessible. It also hopes to advance the use of this content in curricula by coming up with a model of how it can be used to promote multilingualism and decoloniality in higher education pedagogies. The widespread adoption of virtual teaching by South African universities, accelerated by the 2020 Covid-19 pandemic, has exposed the huge gap in online indigenous language resources for teaching, learning and research in higher education, and if this remains the status quo, the multilingual approaches that have been adopted in recent years, such as translanguaging, risk being side-lined because the resources needed to employ them have not been developed.

Reflecting on Pedagogical Translation: A Route to Study Materials Development

Mr Bambelihle Nkwentsha (University of Witwatersrand)

Abstract

This paper focuses on pedagogical translation and specifically on strategies used in pedagogical translation and hurdles encountered during translating materials for the University of Fort Hare's bi/multilingual B.Ed. programme. This abstract form part of my reflections on the strategies used for the production of study material in isiXhosa. The specific materials translated are learner guides for mathematics, literacy/language and life skills. The act of translating for the purpose of teaching and learning is known as pedagogical translation. Pedagogical translation is a mode of translation that is used to produce teaching and learning materials for indigenous African languages in South Africa, by using the expertise of translators. This act of translating for the purpose of education into the mother tongue is known as pedagogical translation. This type of translation can be viewed as one of a special kind, in that it has to deal with a limited availability of technical and scientific terms in the various indigenous languages it seeks to serve. African languages, such as isiXhosa, have limited technical and scientific vocabulary for concepts covered in the mathematics, language and life skills curriculum translation and making translations translators have a number of techniques available to them including borrowing, inversion, adaptation and dichotomies such as reinforcement vs condensation, explication vs implication, and amplification vs economy. This paper zooms in on the reinforcement vs condensation, dichotomy to illustrate the difficulties and solutions created in translating mathematical, language and life skills concepts.

Keywords: translation, isiXhosa, English, pedagogical translation, translation strategies, translation techniques.

Content analysis of Xitsonga school prescribed literary texts: A Case of South African Indigenous Languages

Dr Cordelia Nkwini (University of South Africa)

Abstract

After visiting some Department of Education Districts in Mpumalanga, Eastern Cape, and Gauteng provinces of South Africa during the period between 2014 and 2019, the University of South Africa's Department of African Languages' Community Engagement Team reported challenges faced by both the educators and the learners during literature lessons. This was mainly due to lack of interest in both the educators and the learners. The educators were not familiar with methods they could use to make their lessons interesting and fruitful in the overcrowded classes. Learners were also lazy to read literature books because they saw no reason for reading something in their mother tongue. Literature periods were therefore boring for both parties. Teachers would then ask learners to go and read the texts at home and the only time there would be any meaningful talk about literature would be during corrections after a test or an examination. Educators further complained that they were not adequately trained to deal with the high numbers of learners under the new rules involving corporal punishment as learners were taking advantage of the situation. All these challenges have had serious impact on both the teaching and learning of South African indigenous languages in many schools. This paper is aimed at using the Content Analysis approach to generate interest in the teaching and learning of literary texts in South African indigenous languages. The qualitative approach will be used, and data will be purposefully sampled. Solutions and recommendations will then be provided in the form of steps to be taken to address these challenges.

Keywords: Indigenous languages, educator, learner, teaching, literature.

Title: Discrepancies in the Xitsonga/English dictionaries and terminology lists: A case of quality assurance deficiency

Dr Cordelia Nkwinika (University of South Africa)

Abstract

This paper aims at addressing the discrepancies in the Xitsonga/English dictionaries and terminology lists from which data will be collected. Xitsonga orthography dates back to the late 1880s. The earliest people who have contributed to its orthography were mainly the White missionaries who depended mostly on their associates, namely the Vatsonga/Machangana among whom they lived as they performed their missionary duties. Some of the words spoken might have sounded differently because of the accent, dialects and borrowing from the neighbouring ethnic groups leading to their inconsistent entries in the dictionaries. The Content analysis research method will be used for this qualitative research. Solutions and recommendations will then be provided.

Keywords: discrepancies, Xitsonga orthography, dialects, borrowing, language contact, dictionaries.

Africanisation and translation of social media emojis: a textual analysis of selected posts.

Mr Sinoyolo Nokutywa (Walter Sisulu University)

Abstract

Social media is the kingpin in advancement and operation of the 4th Industrial Revolution (4IR). In social media, emojis play a key role as semiotic communication. Since emojis have their original and primary meaning based on the English language, this paper examines how emojis are interpreted and translated by South African speakers to suit the African context. Semiotics and Descriptive Translation Studies (DTS) theories are employed in this study. Semiotics is defined as a theory of how we produce, interpret and negotiate meaning through signs, and descriptive translation studies theory describes how translations have been done, and does not prescribe how they ought to be done. The method adopted is textual analysis. Some of the preliminary findings are the use of contextualised translation and coinage to meet African community needs.

Keywords: Social Media, Africanisation, Semiotics Translation, Emojis, Descriptive Translation Studies

Umlungiselelo wezimpendulo nokuhlola: Teachers' approach to teach reading comprehension in selected schools

Dr Sanele Nsele (University of KwaZulu-Natal)

Abstract

A body of research has been developed in the area of reading and reading comprehension. Body of literature shows that South Africa is facing reading crisis; learners cannot read and comprehend texts. Research has reported that reading comprehension is a crucial skill which learners require to learn all the subjects across the curriculum. As such, reading comprehension skills are only taught and developed in language subjects yet learners are expected to apply these skills in all subjects across the curriculum. On the contrary, teachers use approaches which are limited to understanding language structures, vocabulary and current text. In this paper, I present research findings of a study which was done in five selected schools in uMzinyathi District with senior phase teachers of isiZulu Home language. Research findings showed that teachers use comprehension texts to prepare learners to respond to questions and tests instead of teaching comprehension skills and strategies.

Keywords: reading comprehension, language teaching, comprehension strategies, teaching approach

Exploring Senior Secondary School SiSwati Teachers' Understanding of Education for Sustainable Development (ESD)

Mr Musa Siphon Nxumalo (University of Eswatini (UNESWA))

Abstract

Education for Sustainable Development (ESD) is the 21st Century emergent issue for realizing the Sustainable Development Goals (SDGs) including SDG 4 for quality education. It is therefore necessary that teachers have a clearer understanding of the concept of ESD in order to teach effectively resulting to the production of competent Swati students. The objective of the study was to determine senior secondary school siSwati teachers' understanding of ESD. A qualitative design was used in the study. The instrument utilised for data collection was a semi-structured online interview. Stratified random sampling was used to select a sample of (N=30) senior secondary school siSwati teachers from the Hhohho Region of Eswatini. Data collected were analysed using thematic content analysis. The results of the study revealed that senior secondary school siSwati teachers did not have a better understanding of ESD. Based on the findings of the study, it was concluded that senior secondary school siSwati teachers had to undergo ESD training at pre-service and in-service in order to boost their understanding of the concept in their teaching.

Keywords: education for sustainable development, sustainable development goals

A Visual Social Semiotic analysis of the 'dira rizare' social media posts

Prof Mika Nyoni (Great Zimbabwe University)

Abstract

April 2022 saw a viral invasion of the dira rizare catch phrase which literally took the Zimbabwe social media by storm. In most cases the posts were comprised of a cat in different postures and eliciting different emotions in addition to some statement that included the phrase or allusion to drinking. This paper employs the Visual Social Semiotic theory as postulated by Kress and van Leeuwen, to analyse a selection of posts shared on WhatsApp. The Kress and van Leeuwen framework for multimodal communication recognises that an image performs simultaneously three kinds of meta-semiotic tasks to create meaning, namely; the representational, interpersonal and compositional. This article makes a semiotic analysis of the social media posts. The analysis treats the posts in their totality that include the words, images, emojis and emoticons that constitute the sign. The article notes that the phrase 'dirarizare' that forms the motif in the signs analysed means 'fill up' which is in reference to pouring of beer into some glass or cup from a bottle or larger container. It is also significant that the 'catch phrase' is used when things are not going well for most Zimbabweans due to the economic meltdown a situation referred in street lingo as 'zvakahakwa' (the situation is drunk). The genesis of this state of inebriation is contested. The Zimbabwean government and its partners are currently seized with the fight against alcohol and substance abuse particularly among the youths. Both the 'drunken situation' and the abuse of alcohol and other substances resonate well with the escape metaphor that is embedded in the different mutations of the catch phrase. Alcohol provides temporary escape from life's unpleasantries that range from personal to the national hence the reference to filling up the glass with alcohol to provide the much needed respite as a coping mechanism to deal with the insurmountable challenges found. The escape into alcohol suggests that the imbiber is desperate and is unable to escape behind or beneath the veneer alcohol provides. A deeper analysis shows that the 'dira rizare' mantra is only but a metaphor for a temporary escape, a temporary cathartic mental valve. Its existence is an indicator that things are not going according to plan in the persona's life. It is ironical that there is use of a potential problem, alcohol, to solve another. The posts give a multiplicity of case studies that stress social media posters resulting in them seeking the solace of intoxicating beverages.

Keywords: Socially mediated posts, Visual Social Semiotic analysis, WhatsApp, Semiotics, dira rizare'

Motion events cognition and grammatical aspect in Dholuo

Dr Awino Ogelo (Stellenbosch University)

Abstract

The relationship between grammatical aspect and motion event construal has primarily been explored through von Steiner et al's (2012) grammatical aspect approach, which states that speakers of an aspect language are more prone to encoding the ongoing phase of motion events than are speakers of non-aspect languages. In this paper, this line of investigation is extended to Dholuo, a Western Nilotic language which marks aspectual contrast tonally as opposed to the previously researched on languages such as Spanish and English that mark aspect morphologically. The underlying principle between the 'tonal and morphological' aspect languages is that both sets of languages grammatically mark aspect though it remains to be seen whether a difference in the grammatical marking of aspectual contrasts could result in a difference in motion events cognition. Using a linguistic retelling task and a non-linguistic similarity judgement task, motion endpoint behaviour of 120 Dholuo English Kiswahili (DEK) multilingual speakers was tested and compared to English speakers. The results showed similar endpoint patterns between Dholuo and English in the linguistic task but contrasting patterns in the similarity judgement task. The contrasting pattern was attributed to conceptual convergence due to possibly a shared grammatical category of DEK at the non-linguistic level.

Discrepancies in Sesotho orthography; challenges in cross border collaborations

Dr Rethabile Possa-Mogoera (University of Cape Town)

Abstract

Sesotho is the official language in Lesotho and one of the official languages of South Africa. In the 1960s, SA chose to use a scientifically researched orthography, while Lesotho opted to continue with the one introduced by the Paris Evangelical Missionary Society in their quest to translate the Bible into Sesotho in the 19th century. Both Sesotho speakers from Lesotho and South Africa understand each other. However, the problem comes when writing. They are written differently, hence it is difficult for academics from either one of these countries to share their knowledge or at least use each other's literary works. This paper highlights challenges emanating from the cross-border project between Lesotho and South African scholars who teach Sesotho language in higher institutions. The main objective of this project is to produce Sesotho material that will be used in higher institutions. There were numerous challenges in this project that emanated from the discrepancies of orthography and lack of standardization and harmonization of certain words/letters/ etc. The lack of standardization and unified orthographies made the sharing of scholarly publications written in Sesotho from Lesotho and Sesotho from South Africa difficult. The study will focus on the review document that was used for this project. Interviews to both academics and students will be conducted. Textual analysis is part of participation observation which can be carried out within any community, culture or contest which is different to the community and/or culture of the researcher. The study proposes reconciliation of two orthography be merged to avoid further confusion.

Keywords: Sesotho, South Africa, Lesotho, Cross-border project, Orthography

The influence of the semi productive suffixes on the arguments of Setswana verbs

Prof Rigardt S. Pretorius & Dr Ansu Berg (North West University)

Abstract

The valency of a verb refers to the capacity of that verb to take or control a specific number and type of arguments. The valency of Setswana verbs results from the transitivity of the root of the verb and can also be influenced by the derivational suffixes added to it. The influence of the productive suffixes on the valency of the verb and thus the argument structure has been investigated.

This paper explores the valency changes brought about by semi-productive suffixes when Setswana verbs are inflected with them. Semi-productive suffixes are the reversive (simple and derived), the denominative, the neuter and the extensive/iterative. It investigates the influence that result from the inclusion of these suffixes in the verb on the arguments of the verb and on the theta roles of the arguments.

The investigation of these suffixes is based on descriptions obtained from grammars followed by a search of the NCHLT Setswana text corpus for examples of use. The corpus is hosted by SADILAR. Results are compared with descriptions in the grammars.

Neither Sepedi nor Northern Sotho/Sesotho sa Leboa is onomastically correct: A colonial casualty

Dr Tebogo Jacob Rakgogo (Tshwane University of Technology)

Abstract

This article is based on an onomastic-sociolinguistic study that concerned itself with the investigation of the onomastic principles that should be taken into consideration when name a language (official) with special reference to Sepedi and Northern Sotho/Sesotho sa Leboa language names. The main objective of the study was to consider the two names Sepedi and Northern Sotho Sesotho sa Leboa, and decide which one should be used and to also determine which name is supported by the investigated onomastic principles of naming a language (official). The study employed a mixed-methods research approach, including both quantitative and qualitative research methodologies. In this quest, survey questionnaires, interviews, observations and text analysis including constitutional documentation and also minutes of the Parliamentary Joint Constitutional Review Committee were mainly considered as methods of data collection. Participants for the article were purposively selected based on their proficiency and knowledge about the researched phenomenon (Creswell & Creswell, 2017). It is for this reason when the study employed a Quota sampling to select 267 participants from selected South African universities: University of Johannesburg, University of South Africa, University of Limpopo, University of Venda and Tshwane University of Technology. In addition, language experts (practitioners) at the Pan South African Language Board (PanSALB) and its sub-structures and the National Department of Arts and Culture, including Limpopo and Gauteng Department of Sport, Arts, Culture and Recreation, were also involved in the study. The article found that the language under scrutiny was not properly named in the first place, since both Sepedi and Sesotho sa Leboa were found to have strong ties with the Apartheid regime as a concomitant part of colonialism. In terms of this article, critics supported that neither Sepedi nor Northern Sotho/Sesotho sa Leboa is onomastically correct to be considered as the name of the official standard language.

Keywords: Sepedi, Northern Sotho, Sesotho sa Leboa, onomastics, dialect, official standard language, colonialism, Apartheid regime, Bantu Authorities Act, and decoloniality.

Police intralingual translations of complainants' statements in South Africa: From interviewing to collaborative record construction of legal text

Prof Monwabisi K. Ralarala & Ms Laurian T. Lesch (University of the Western Cape)

Abstract

Police or transpreters (T) translation of sworn statements, which is preceded by an investigative interviewing session or pre-statement sessions between the complainant (C) and the transpreter, remains critical because the collaborative and narrative exchange forms the basis of the construction of a legal text or sworn statement. In the South African context, such translational activities occur between African languages and English, or between Afrikaans and English, or vice versa (interlingual translation); or these translational activities take place between Afrikaans and Afrikaans, or between English and English (intralingual translation). Intralingual translation resonates with the South African model of police record construction and sworn statements, as translation activities concern these two languages (English and Afrikaans). It is common practice for there to be a rewording, retelling or rewriting of a narrative into a sworn statement in the same language, that is, from English into English, as illustrated in the case in this paper. In this paper, firstly, we closely examine intralingual translation as a form of translation. Secondly, we exemplify and consider characteristics of intralingual translation, as well as the extent to which it manifests in police intralingual translations of complainants' sworn statements in South Africa. Thirdly, we discuss the findings and thus highlighting critical factors that are inherent in instigating intralingual translation in police interviewing and record construction. And finally, we present a conclusion.

Keywords: intralingual translation; sworn statement; legal text; transpreters, complainants

Application of standardised method of authorship identification: a utility for linguistic evidence

Prof Monwabisi K. Ralarala, Dr Annalise de Vries & Ms Zahn-Mari Kotze

(Akademia & University of the Western Cape)

Abstract

Authorship identification is a method of revealing obscured or secret complicity to, or simply unknown involvement, of individuals in creating texts (Kotze, 2007: 385-399). The purpose of this study is both to test claims on authorship and to detect secret or anonymous authors. Yet, to the best of our knowledge, there is no standardized method for authorship identification. Carole Chaski (2007: 133-146) claims that there are three language elements that are usable for author identification: (i) end-of-sentence punctuation, (ii) internal structure of sentences, and (iii) average sentence length. This research is meant to explore the development of an authorship identification method with the aim to test as to whether T-units and cohesion markers, in collaboration with Chaski's (2007: 133-146) already existing language elements, can be used to establish authorship identification, and ultimately authorship profiling of first language (L1) and second language (L2) English speakers. The investigation analyses linguistic evidence employing said method to prove it successful or not. The qualitative study will not include participants, but instead will look at human linguistic behaviour in authentic evidentiary texts. Texts will be chosen by means of availability and purposefully sampled as examples of various genres, including ransom notes, Jack the Ripper's letters, the Father Punch letters, and more, written by L1 and L2 English speakers as to identify unique markers within each group. Texts will be analysed manually, utilizing said markers of the authorship identification method. The markers – (i) end-of-sentence punctuation, (ii) internal structure of sentences, (iii) average sentence length, (iv) T-units and (v) cohesion markers – will be identified within the texts, from which deductions will be made as to what said markers reveal about the authors linguistically. If it proves to be successful, it would be of great importance in the multilingual South African context.

Keywords: authorship identification, standardised method, end-of-sentence punctuation, internal structures of sentences, average sentence length, T-units, cohesion markers, linguistic evidence

Implementing Multilingual Higher Education: Reflections on the University of Fort Hare's bi/multilingual B.Ed degree programme

Dr Brian Ramadiro (University of Fort Hare)

Abstract

A central aim of this paper is to reflect on the design and implementation of a bi/multilingual Bachelor of Education (B. Ed) foundation phase programme offered at the University of Fort Hare from 2018. It reviews three major perspectives on bi/multilingualism: mother tongue-based bi/multilingual education (MTBBE), language and decoloniality, and translanguaging perspectives. It then proceeds to use these perspectives to discuss and illuminate various aspects of implementation including the genesis of the programme, challenges of implementation, and decisions about curriculum, language use and assessment. It concludes with a brief discussion of lessons learnt for design of bi/multilingual education programmes in higher education.

Keywords: Bi/multilingualism, bi/multilingual education, mother tongue-based bilingual education and translanguaging.

Exploring Grade 8 Khelobedu-speaking learners' writing challenges in Sepedi Home Language in Mopani District, South Africa.

Mr Tsebo Ramothwala (Tshwane University of Technology)

Abstract

In South Africa, Khelobedu-speaking learners learn Sepedi as their 'home language' at school because Khelobedu (sometimes referred to as 'Selobedu') is classified as a dialect of Sotho. This article draws on the challenges that Grade 8 Khelobedu-speaking learners experience when writing in Sepedi Home Language. This article will encourage teachers to reflect on their teaching and support the learners to write better. The study aimed to investigate the Khelobedu-speaking learners' writing experiences in Sepedi Home Language with reference to dialectal variations, exploring the strategies learners use to adapt and making recommendations to support them. A qualitative research study was conducted at two public high schools in Mopani District. Data were collected through semi-structured interviews with four Sepedi teachers, learner group interviews with 30 learners from two high schools (15 per school) and 60 learner essays (30 per school). The data were analysed through content analysis and error analysis. The study revealed that Khelobedu-speaking learners struggled to write in Sepedi; they made spelling mistakes, had limited Sepedi vocabulary and struggled with conjunctive and disjunctive writing. Finally, the findings revealed that the dialectal variations between Khelobedu and Sepedi interfered with the learners' writing instead of being additive.

Keywords: language learning; diglossic situations; dialect; language variation; Sepedi; Khelobedu; writing; home language.

The First Additional Language isiXhosa Teaching and Learning curriculum and practice crisis: A South African Eastern Cape Case Study.

Mrs Shelly Roodt & Dr Zakeera Docrat (Diocesan School for Girls and University of the Western Cape)

Abstract

The Eastern Cape (EC) Province of South Africa, comprises 78.8% isiXhosa speaking persons (Census, 2011). The EC province comprises of public and private schools. A further distinction can be sought within the public domain (rural and urban). The sociopolitical and economic landscapes of the province influence the teaching and learning curriculum and practices of African languages, in this case isiXhosa (Alexander, 2013). It is obligatory in South Africa to learn two of the official eleven languages, one at home language level and one at first additional language level. Against a theoretical backdrop of legislation, policy and authors' works, the presenters argue from a practical perspective of teaching, that the present crisis is five-fold, where there is a lack of: teacher training for isiXhosa FAL; relevant curriculum guiding documents (SAGS); FAL appropriate teaching and learning resources. The presenters argue further that FAL examination questions are phrased in a manner requiring mother tongue language proficiency that disadvantages FAL learners, who should rather be afforded the resources and teaching expertise separate to that of home language learners. These challenges have been identified based on the presenters' practical FAL teaching and learning experiences. The presentation will conclude with relevant recommendations.

Remediation of language and euphemisms in the Vagina Varsity Online Advertising Campaign

Dr Shanleigh Roux (University of the Western Cape)

Abstract

The topic of menstruation is normally avoided in conversation, and when it is talked about, it usually occurs in private, which relays the idea that menstruation is an embarrassing event and must be concealed from others (Johnston-Robledo & Chrisler, 2013). Vagina Varsity is a South African online advertising campaign on YouTube that markets a specific brand of sanitary products, while at the same time educating and breaking the social stigma around the female body. Using a social semiotic multimodal approach, this paper considers YouTube as a platform that enables the discussion of taboo topics, or topics which, for social, cultural, or religious reasons, would not be addressed in face-to-face conversations. In this paper, focus will be on how euphemisms and language generally, are used in Vagina Varsity's YouTube videos to make the seemingly taboo topics of vaginas and menstruation more palatable to the viewer. Furthermore, specific attention will also be paid to how the taboo topics are reframed as content in school/university curriculum on the YouTube platform in this advertising/educational campaign.

Translation of legally drafted wills into Indigenous African Languages: South African slant

Dr David Hlohlolo Sephiri (Central University of Technology)

Abstract

This study transverse the role Indigenous African Languages can play during the drafting of a legal will. Most, if not all legally drafted wills in South Africa are in either English or Afrikaans. These latter languages can only be properly processed by only a few citizens in the country (South Africa). As a result, translation of these legally drafted wills into Indigenous African Languages is of vital importance. Participants were randomly selected wherein a purposive sample of fifty (50) was chosen, Females 30; Males 20, with the age range of 18 to 60 years. Data on the Indigenous African Languages' role during the drafting of a legal will was collected using semi-structured individual interviews (within the Moqhaka Local Municipality, Free State Province, South Africa). The data were thematically analysed. The significance of the results is that IALs forms an integral part in helping South Africans (illiterate, semi-literate, literate) to understand the contents of the legally drafted wills. The reason the study was conducted was to help South Africans to understand and execute legally drafted wills properly, without any annoyance. This could be achieved if the legally drafted wills become available in the South African citizens Indigenous African Languages.

Keywords: Translation; Legally grafted wills; Indigenous African Languages; South Africa

The impact of English usage in charismatic churches, Black illiterate congregants talk: South African Perspective

Dr David Hlohlolo Sephiri (Central University of Technology)

Abstract

This study probes the impact of English usage within charismatic churches in South Africa. These churches are strange in that English is their predominant language in delivering sermons for Black congregants. This practice is in unpleasantly clear and obvious to the use of other languages, especially a regional African Indigenous Language/s within that environment (where the church is situated). The curiosity therefore arises concerning the reasons for the predominant use of English during church sermons. The objectives of this study are to find out the general views of Black illiterate congregants about English usage during sermons. Further-more, the other objective could be to get the feelings of Black illiterate congregants during the sermons delivered in English. Fifty (50) Black males and females of charismatic churches congregants, randomly selected were interviewed regarding the use of English only in their churches. Interviews were conducted with randomly selected participants within their church premises. The data were thematically analysed. The findings suggest that 20 interviewees (40%) believed that English is acceptable to them (receptive); and 30 interviewees (60%) believed that English is not receptive to them, especially during

the sermons, as they are illiterate and struggle to follow the sermons. Based on these findings, it is imperative that strategies for accommodating the diverse language concerns of other congregants (especially Black illiterate congregants) are espoused.

Keywords: English, charismatic church, Black illiterate congregants, sermons, Regional African Indigenous Language/s

A masculinist critique of the images of men in the novel *Izibi zaseThekwini* by N.S. Zulu

Mr Sicelo Cyril Shabalala (University of KwaZulu-Natal)

Abstract

This paper is about the critique of the images of men in the novel *Izibi zaseThekwini* by N.S. Zulu. The objective of the paper is to illustrate how male characters are portrayed in that novel. If one reads literary texts in general, one realises that men in over-all are portrayed as tough, authoritative, wealthy, heterosexual, homophobic, independent, uncaring, fearless, and oppressive of women and other weak men. They are often portrayed as characters who dislike being under the leadership of women. They habitually consume expensive alcohol and engage in extra-marital affairs - vectors in the spread of HIV and AIDS. The majority of them wear expensive clothes. The study aims to find out how males are cast as literary characters in *Izibi zaseThekwini*. The study will explore the following: the intersection between masculinity culture or tradition, the reaction of men to changes posed by democratic dispensation, whether it is defensive, accommodating, or progressive. The following research questions will be answered: how images of males are constructed and deconstructed? How does masculinity intersect with culture or tradition? How do males react to changes posed by the democratic dispensation? Is it defensive, accommodating, or progressive? This study adopts the masculinist literary approach.

Keywords: masculinist critique; masculinity; images of men

Publishing journal articles in indigenous South African: A scoping review of two South African databases 2000 -2020

Mr Sicelo Cyril Shabalala, Dr Hloniphani Ndebele & Dr Shamila Naidoo

(University of KwaZulu-Natal and University of Free State)

Abstract

The concept of an African Renaissance is credited to Cheik Anta Diop in the 1960s. From the dawn of the African Renaissance à la Thabo Mbeki, Africanisation, Decolonisation, and Indigenisation have become trending concepts. Research studies advance persuasive arguments for the promotion of Indigenous Knowledge Systems and the use of indigenous languages. Studies explain that the latter can make enormous contributions to cultural and knowledge enhancement and promote intellectual, socio-economic and political liberation. However, quantitative research into the use of indigenous languages in academic scholarships is limited. This study focuses on the higher education sector, where it is assumed that, in the context of the promotion of Africanisation, Decolonisation and Indigenisation, academic journals would encourage and promote the use of indigenous languages. This paper reports on a quantitative study, specifically a scoping review that investigated the use of isiZulu in academic journals. The scoping review quantified the number of accredited academic journals on the Sabinet database, which supports the use of indigenous South African languages. The scoping review is limited to the period 2000 to 2020. The study identified journals that publish in the indigenous languages, quantified the number of articles published in the indigenous languages for the twenty-one year period, and reported on the number of views these articles received. The findings identified nine journals with a clearly articulated language policy, which supports submitting articles written in official South African languages. Between 2000 and 2020, eighty-two articles, written in languages other than English, were published. Eighteen, or 22%, of those articles, were written in indigenous South African languages. Between 2014 and 2019, an average of two articles per year, written in indigenous South African languages, were published. The articles written in Nguni and Sesotho languages received an average of 138.6 and 39 views per article, respectively.

The usage of concord agreements in words that fall under different noun classes in Xitsonga **Mr Lebogang Steven Shirindzi, Dr Arnold Mushwana & Mr Ndzalama Maluleke**

(University of Limpopo & University of South Africa)

Abstract

There are several research that dealt with the use of concords and agreement markers in different Bantu languages. These studies have shown that agreement markers for nouns in Bantu languages are influenced by noun classes they belong under. However, little, if any, has been investigated focusing on what influences agreement markers in listed nouns which fall under different noun classes in Xitsonga. This paper aims to examine the researchers' hypothesis that in Xitsonga, there is a confusion and challenge in the use of the concord agreements where words fall under different noun classes are listed in a single sentence. Data for the study is gathered through a cloze test from 30 level three students who study Xitsonga as their major subjects at one of the universities in South Africa. Preliminary findings shows that the concord agreement *va* and *swi* of classes two and seven seem to be dominant and more accurate. The difficult part is that there is a challenge in drawing the line as to which concord agreement is grammatically appropriate.

Morphophonological Processes and Variations in the Verbal Morphology of ciLungu, ciMambwe and ciNamwanga Languages

Mr Pethias Siame & Prof Felix Banda (University of the Western Cape)

Abstract

CiLungu (M14), ciMambwe (M15) and ciNamwanga (M22) [henceforth, LuMaNa] are among the least researched languages in Zambia and have not been given official recognition as languages of education and business in the northern part of Zambia where they are widely spoken as home languages. The LuMaNa languages are said to be from the same ancestor language, Fipa in Southern Tanzania. The aim of this paper is to contribute to describing the verbal structure of LuMaNa languages, focusing on the morphophonological processes. Using insights from comparative Bantu morphophonology theory and descriptive linguistics, and elicitation data, the paper outlines the prominent morphophonological processes in the three languages to account for the similarities and differences in the verbal structures of the languages. The implications of morphophonological processes on the verbal structure of LuMaNa for shared orthographic design and curriculum development will thereafter be discussed.

Keywords: Syntax, morphophonology, verbal, ciLungu, ciMambwe, ciNamwanga, orthography.

Cognitive, affective and behavioural aspects of attitude in isiZulu L1 tertiary students towards discipline-specific terminology in isiZulu and isiZulu as an academic language

Ms Muhle Sibisi & Prof Heike Tappe (University of KwaZulu-Natal)

Abstract

This study extends existing research on language attitudes as it employs a tripartite model of attitude (e.g. Baker, 1992) to assess what isiZulu L1 students at the University of KwaZulu- Natal (UKZN) believe about, how they feel about, and what their intended actions are towards two attitude objects, i.e. discipline specific terminology in isiZulu and isiZulu as an academic language. As methods we employ questionnaire surveys and focus group interviews. The students who participated in this study were recruited from four different Colleges and eight different disciplines at the UKZN. Our findings show striking intra-personal disparities between the cognitive, affective, and behavioural aspects of attitude. In other words we find that some students have a strong emotional bond to their home language (affective) and wish to use it more extensively (behavioural) but still think that their home language is inferior to the hegemonic European languages, especially English (cognitive). Other students embrace the use of isiZulu and isiZulu terminology both cognitively and emotionally but neither of these attitude components translate to the actual use of either resources. In our talk we invite a discussion on the implications of our findings for the development of sustainable language policy implementation plans at institutions of tertiary learning.

The Nation in Devastation: Political, Ideological and Economic Issues in MJ Mngadi's Novels

Dr Dumisani E.M Sibiya (University of Johannesburg)

Abstract

African language literatures are generally perceived to be devoid of political and economic commitment. What informs this contention is largely these literatures' association with the school market and address to the ordinary people. This article intends to demonstrate that African language literatures addresses the social, political, economic and ideological issues with specific reference to Jabulani Mngadi's novels.

Keywords: politics, economics, ideology, isiZulu novel, Mngadi.

Democratizing the home language classroom for African languages in senior phase schools: a genre-based analysis of isiXhosa history texts in enhancing bi/multilingualism across the curriculum

Mr Thulani Simayile (Stellenbosch University)

Abstract

This presentation addresses the key dimensions relating to promoting bi/multilingual education including African languages (isiXhosa) in conjunction with English through genre-based teaching of content subject texts (history) in isiXhosa as Home Languages (HL) subject. The argument for genre-based academic literacy development within the use of content subject texts in the isiXhosa HL class in Senior Phase context is based on theoretical views from four research fields in applied linguistics, namely: linguistic justice and equality, language policy and planning, bi/multilingual academic literacy development, genre-based teaching and the relationship of knowledge of disciplinary language as basis for knowledge in the discipline. The focus is specifically on how genre-based teaching in the isiXhosa HL subject class can make a crucially important contribution to the goal of enhancing educational achievement across the curriculum through genre-based teaching of content-subject texts in isiXhosa. Views from research literature on bi/multilingual education in Senior Phase context explore academic literacy development in the home language (isiXhosa) as highly beneficial to enhancing educational achievement of non-English speakers' learners. A Senior Phase history text segment translated from English into isiXhosa is analysed with respect to the main properties of history discourse structure components and lexico-grammatical resources. It will particularly be demonstrated within the genre-based pedagogy model which has its underpinnings in Systemic Functional linguistics (SFL). Through acquiring this knowledge of the isiXhosa language use in the reading and writing of history texts, learners' academic literacy is developed and their knowledge of history as a discipline is accomplished. The presentation concludes with an outline of the requirements and challenges regarding the implementation of African languages (isiXhosa), more generally, in a genre-based teaching context.

The Social Semiotics of Mambwe Clan Names and Praises: Semiotic Assemblages of Ethnicity, Folklore and Spatial Repertoires

Mr Gabriel Simungala & Prof Felix Banda (The University of Zambia & University of the Western Cape)

Abstract

Framed within the broader theoretical context of Onomastics and Social Semiotic studies, we draw on the Mambwe-speaking people of Northern Zambia (South-Central Africa) to make a case for their clan names and praises as semiotic assemblages that bring into the spotlight the boundedness and symbiotic relationship of space, folklore and ethnicity. Drawing and starting with gender-sensitive prefixes, 'Si' for males and 'Na' for females, attached to stems of clan names (eg Si-mungala for Males and Na-mungala for females in which -mungala is the stem), and the praises that accompany these names, we analyse the multiple ways in which Mambwe names and discourses in the praises lead and associate with sociocultural narratives that induce a chain reaction with other materialities for contextual meaning-making. In turn, we attempt to unearth the meaning and wealth of information that relates to the name bearers, the society that gives them and their sociocultural environment. We end with a discussion of the implications of natural phenomena, living creatures, elements of special use or activities important to life for intergenerational continuance of folklore, ethnicity and self-asserting narratives, and for the social semiotics of names and spatial repertoires among the Mambwe people.

Keywords: Semiotics, Clan, Names, Semiotic Assemblages, Space, Folklore, Ethnicity, Sociocultural Narratives

The language policy review in higher education for peacebuilding, unity, and social cohesion

Dr Zakhile Somlata & Ms Pretty Magangxa (Nelson Mandela University)

Abstract

The dominance of one language over other languages in higher education creates unequal access to education, linguistic imbalances, and individual's internal linguistic conflicts. The institutions of higher learning in South Africa had been used to advance linguistic imperialism which favoured English and to a certain extent Afrikaans at the expense of African languages. This linguisticism was a planned structural violence perpetuated by colonisers to entrench the dominance of English. The universities under democratic epoch are still grappling with strategies of dismantling hegemony of colonial languages that were inherited and adopted from the colonial education system. Theoretically, this study is rooted in Novelli's 4R's (redistribution, representation, recognition, and reconciliation). The purpose of this paper is to assess language policy review in higher education for peacebuilding, unity, and social justice. The study employed a qualitative research approach with documentary research design. The existing legitimate language policies of the selected universities were analysed to pave the way for the language policy review, as the national language policy framework dictates. Recommendations from this study should be used to deconstruct structural violence existing in South African universities to reconstruct peaceful environments that foster unity and social cohesion. An enabling environment for change in higher education is embedded on the progressive and implementable language policies.

Keywords: Linguistic imbalances, structural violence, peacebuilding, unity and social cohesion.

The role of indigenous South African languages and culture in facilitating the progress towards an effective developmental state in South Africa

Ms Buhle Sondwana (University of the Western Cape)

Abstract

The use of indigenous language by the local people has proven to preserve culture and intellectual heritage, but also empower capabilities and skills in a befitting manner that acknowledges the context to which it serves. Hence, indigenous languages serve as an empowering tool if we speak of achieving a developmental state in South Africa. However, the changing economic and social dynamics in South Africa throughout the years have given rise to the use of English as a main medium of communication to represent upper stature and convey meaningful information while indigenous South African languages in the home, work and social setting are regarded inferior and primitive. This begs the question whether efforts of transformation are aligned to upskilling people through their own culture and language advancement, because adapting the Western culture and English language while advancing South African development may contradict the needs of the position of the South African context and society at large. A qualitative research methodology will be adapted in this paper in: examining the role of South African indigenous languages in achieving a developmental state, extracting lessons from China, USA and Europe on their paths in achieving developmental states using indigenous languages and culture, and analysing the barriers that exist in defeating South African indigenous languages in the expression and translation of developmental strategies. Lastly, I will discuss the findings, present a conclusion and draw recommendations.

Keywords: Indigenous languages, developmental state, transformation

One language, many tongues! The importance of dialect awareness in a classroom context with special reference to isiXhosa.

Dr Dumisani Spofana (University of Fort Hare)

Abstract

South Africa has a high degree of individual and societal multilingualism. The importance of multilingual competence seems appreciated by the research in language issues. Although multilingualism seems to be entrenched in our classrooms with so many dialects. One burning issue in language is whether to or not to use the learners' non-standard variety in a classroom context. IsiXhosa is a heterogeneous language in that a number of tribes use different speech patterns (for example, isiBhaca, isiBomvana, isiCele, isiGcaleka/isiNgqika/isiRharhabe, isiHlubi, isiMpondo, isiMpondomise, isiNtlangwini, isiThembu and isiXesibe). In educational settings, some of these speech forms are seen to be deviations from the norm, and are therefore stigmatised if not frowned upon. This means that learners come to a school setting with a win-lose situation depending on the dialect or variety they speak. The paper looks to explore variation that exists in the isiXhosa speech community and the challenges it brings educationally. Direct borrowing and semantic extension as strategies for localizing selected industries in Zimbabwe: An exploratory survey Dr Paul Svongoro University of the Western Cape One fast-growing area of applied language studies that has a huge potential of making a contribution to the industrialisation of the language industry is that of localization. Localization is broadly viewed as a systematic process of adapting a product or content to a specific market so as to give a product the look and feel of having been created specifically for a target market, no matter their language, culture, or location. However, while localization is fast being embraced as a viable language industry in some parts of the world, in Africa in general, and Zimbabwe in particular, research and application in this critical area still lags behind. In the context of this observation, this article attempts to explore the state of localization in Zimbabwe by attempting to provide answers for the key questions that emerge from the deficit of research and application of localization in Zimbabwe. One of the major questions the study attempts to answer is: How far do producers of pharmaceutical and agricultural products for the Zimbabwean market localize their products for the local consumers? By answering this and other related questions, the study hopes to make a contribution to the chosen industries so as to ensure that pharmaceutical and agricultural products are localised for the benefit of end-users. The study therefore, advocates a shift from the current situation in which agricultural and pharmaceutical product labels and packages appear in the English language even though the majority of the consumers of these products are not speakers of the English language for instance, in which most agricultural and pharmaceutical products appear. The conclusion the study makes is that time has come for language specialists and other specialists in the areas of medical, pharmaceutical and agricultural industries to work together so as to ensure that product packaging, instructions of use and other related product information for both locally produced and imported products are in the languages spoken by local communities in which these products are used.

Keywords: localization, direct borrowing, semantic extension, agriculture and pharmaceutical industries

Can indigenous languages be viable communication alternatives for the telecommunications and banking sectors in Zimbabwe?

Dr Paul Svongoro (University of the Western Cape)

Abstract

While the debate around the reconfiguration of African languages and language policies which address the problems associated with the dominance of English continues on the African continent, scholars generally agree on the need to promote indigenous languages as viable communication alternatives. The consensus revolves around the thinking that, once indigenous languages are placed on the same footing as English then indigenous language learning, indigenous language newspapers, indigenous language journalism, indigenous language advertisement, indigenous language labelling of critical products like medicines and agricultural chemicals will not be trivialized. However, there seems to be no consensus regarding how this reconfiguration could be achieved. This study explores the possibility of developing indigenous languages as alternative means of communication through localization in the banking and telecommunications sector in Zimbabwe. The study is motivated by the fact that all important bank documents (withdrawal and deposit slips, balance enquiry slips, change of address forms, loan application forms etc.) in Zimbabwe's banking sector appear in the English language although the majority of Zimbabweans speak English as their second or third language. Transactions on most automated teller machines (ATMs) and through mobile banking applications for all banks are performed in English as the machines and applications do not give the transacting public the option to complete their transactions in the other languages recognised as official languages by Zimbabwe's constitution. The same situation can also be said of the telecommunications sector where all services like the purchase of airtime credit, purchase of data bundles, credit transfer, balance enquiry and others are all performed in the English language. Yet, according to the researcher's thinking, citizens in a democratic society which respects the pronouncements of Zimbabwe's Constitution, should have the option to conduct business in the language of their choice. For this study, a corpus-based approach will be applied for collecting and analysing data from the banking and telecommunications sector. The collected data will be localised through translation and presented to language professionals for review regarding accuracy and consistency of the translations. From the reviews, the researcher will then make deductions on the possibility of using indigenous languages as viable means of communication in the chosen industries.

Keywords: localization, indigenous languages, telecommunications, banking sector

Zimbabwe and South Africa's constitutional safeguards for persons with communication disabilities: Implications for access to justice

Dr Paul Svongoro & Professor Monwabisi Ralarala (University of the Western Cape)

Abstract

This paper adopts the transformative justice approach to examine access to justice by the persons with communication disabilities (PWCDs) in Zimbabwe and South Africa's justice delivery systems. This objective is achieved by analysis of local and international legal provisions for PWCDs, observation of open court proceedings and in-depth interviews with court officials and PWCDs in the two countries to ascertain the guarantees that constitutional provisions make for PWCDs during court trials. The motivation for this investigation is to examine whether: (i) Zimbabwe and South Africa's constitutional and statutory provisions promote or impede access to justice by PWCDs; (ii) Zimbabwe and South Africa's constitutional and statutory provisions are fully implemented in practice within the justice delivery system and (iii) suggest, where possible, how the justice delivery systems in the two countries could be transformed to reduce any identifiable barriers to justice for PWCDs. The rationale for this investigation emanates from the general belief among the generality of Zimbabweans and South Africans that many subtle barriers to access to justice still exist in the countries' justice systems. These beliefs make some sections of the society perceive the justice delivery systems of the two countries as being unfair to persons living with various forms of communication and other disabilities.

Keywords: disabilities, justice, human rights, transformative equality

Some limitations of CAT tools when translating medical English into African languages: The case of Zimbabwe's chiShona and isiNdebele

Dr Paul Svongoro & Professor Monwabisi K Ralarala (University of the Western Cape)

Abstract

Technological advances in different spheres of human life have become an essential element of human existence. In the language profession for instance, computer-assisted (aided) translation (CAT) tools are extensively used by translators to enhance their productivity while maintaining high-quality translation services. While CAT tools have gained prominence in the developed world given that they accelerate the translation process and make translations more consistent, little research has been conducted to investigate the usability of these tools, especially among translators working with English and African languages such as Zimbabwe's chiShona and isiNdebele. In this study, the researchers evaluate the usability of two CAT tools namely Google translate and Trados Studio from the translators' perspective. The software usability measurement inventory survey is used to evaluate the tools based on their efficiency, usefulness, control, and learnability attributes. A total of 30 practising freelance translators will participate in the study by completing an online survey. By conducting this investigation, the researchers hope to make suggestions on (i) the areas that translators need to bear in mind when reviewing translations completed through the use CAT tools, (ii) the areas that CAT tool developers need to further develop to improve the usefulness of the tools and (iii) the kind of support (e.g. terminology) that translators working between English and African languages need.

Keywords: computer-assisted translation, chiShona, isiNdebele, Zimbabwe

Semantic relations in the medical terminology of Sesotho sa Leboa and English

Dr Seleka Maria Tembane (University of South Africa)

Abstract

Medical terminology of any language is not only the collection of terms and phrases but to identify and analyse its semantic relations. Semantic relations are linguistic phenomena by which meanings between terms, phrases and sentences are compared. The objective of this article is to analyse types of semantic relations which occur in medical terminology of Sesotho sa Leboa and English. The nature and the types of semantic relations in medical terminology are discussed from the linguistics perspective. The phenomena of synonymy, antonymy, polysemy, homonymy and hyponymy of terms of human diseases and disorders in medical terminology are the subject matter of analysis of this article. Discourse analysis forms the framework of this article, supported by semantic theory. The qualitative approach is used to explain concepts in the collection, interpretation and analysis of data that was collected from existing documents and interviews. The study found that there are different types of semantic relations in medical terminology of the two languages studied.

Keywords: terms, medical terminology, semantic relations, synonymy, antonymy, polysemy, homonymy, hyponymy.

Tliahlobo ya diphoso tsa ngolo mesebetsing ya baithuti ba Sesotho puo ya lapeng sekolong sa thuto sa junifesithing ya Witwatersrand

Dr Madira Thetso (Junifesithi ya Witwatersrand/University of the Witwaterstand)

Kakaretso/Abstract

Boithuto ba puo ya Sesotho ditsing tsa thuto e phahameng bo kenyeletsa boithuto bo akaretsang ba puo le boithuto ba ho ruta puo dikolong. Tsena di fihlelwa ka ho tjhorisa bokgoni ba ho bua, ho mamela, ho bala le ho ngola. E le hore baithuti ba atlehe ho bala le ho ngola, ba hlahlellwa ka tsebo ya sebopeho le melao ya tshebediso ya puo. Leha ho le jwalo baithuti ba bonahala ba tobana le diphephetso ngolong ya Sesotho puo ya lapeng. Bo sebedisa mokgwakatamelo wa manollo ya diphoso '*Error analysis approach*', boithuto bona bo shebana le diphoso tse bonahalang di etswa ke baithuti ba Sesotho puo ya lapeng ngolong ya bona. Boithuto bo boetse bo fuputsa dintlha tse susumetsang ho etsahala ha diphoso tse jwalo, le ho fana ka mekgwa ya tharollo/mehato e ka nkwang ho rarolla mathata a diphoso tsa ngolo. Diphoso tse bonahalang di hlahella ke tsa ngolo ya mantswe (mofoloji), sebopeho sa dipolelo '*syntax*', le tsa mekgwa wa ngolo (ofokerafi). Diphoso tsena ho latela diphetho tsa phuputso, di tswalwa ke ho phela tikolohong ya tshebediso ya dipuo tse ngata tse fapaneng, kgaello ya tsebo, ho se tlwaele ho bala, esita le kgaello ya dingolwa tsa Sesotho. Kgothaleto ya tlwaelo ya ho bala, ho sebedisa mekgwakatamelo ya ho ruta e shebanang le ho ithuta ha baithuti '*learner-centered approaches*', ho hlahisa ka bongata dingolwa tsa Sesotho, le ho etsa kharikhulamo e lokelang ya tsebo ya ho ngola bakeng sa baithuti ba ikwetlisetsang botitjhere, ke e meng ya mehato e ka nkwang ho tlisa tharollo ditabeng tsa ngolo e fosahetseng ya Sesotho.

Mantswe a bohlokwa: Ho ruta Sesotho, manollo ya diphoso '*error analysis*', puo e ngotsweng, puo ya lapeng, mehato ya tharollo

Ukusetyenziswa kweempawu ezimiselle ngokusemngangathweni ukunika ingxelo elungisayo ebhaliweyo kufundo lolwimi isiXhosa: Kungakho impucuko ethile

Dr Nonzolo Titi & Prof Monwabisi K. Ralarala (Cape Peninsula University of Technology & University of the Western Cape)

Intyilaphando/Abstract

Ukunika ingxelo elungisayo ngenkqubo yabafundi kwizifundo sesinye sezixhobo ezisetyenziswa kakhulu kwimfundo. Izifundo zolwimi isiXhosa zingqongwe yimingeni emininzi nequka ukwenziwa kweziphene zobhalo ngabafundi xa bebhala ngolwimi isiXhosa. Xa zingena kunikwa ngqalelo ezi ziphene zingalutshabalalisa olu lwimi. Iyaxhalabisa kakhulu ke eyokutshabalala kolwimi isiXhosa okubonakala kungenzeka ingakumbi kula maxesha ngokuba isiXhosa sele zisetyenziswa njengolwimi lokufunda nokufundisa kwisiGaba esisisiSeko, ukwenza uphandonzulu, kananjalo sinakho ukusetyenziswa njengolwimi lokufunda nokufundisa kumaziko emfundo ephakamileyo. Kukholeleka ukuba ukunikwa kwengxelo elungisayo ebhaliweyo kungasisombululo esisiso kwiziphene zobhalo ezenziwa ngabafundi xa bebhala ngesiXhosa. Ukunikwa kwengxelo kufuneka kwenziwe ngononophelo nangendlela eya kuthi iphuhlise indlela abafundi abaqhuba ngayo kwizifundo ukuze babe nakho ukuphumelela kuba kukwayenye injongo ephambili yokufunda ekufuneka beyifezekisile. Eli phepha lixoxa likwaphakamisa ukusetyenziswa kweempawu ezimiselle ngokusemngangathweni ekunikeni ingxelo elungisayo kwisiGaba esiPhezulu neseMfundo noQeqesho oluQhubekela Phambili, (amaBanga 8, 9, 10, 11 & 12). Oku kunikwa kwengxelo kunganefuthe elimandla xa kusenziwa ngokusebenzisa iisimboli ezifanayo ngootitshala bonke ababandakanyekayo ekufundiseni olu lwimi. Idata esetyenziswe kweli phepha ithatyathwe kuphandolwazi lwakutshanje lweziFundo zobuGqirhalwazi oluhlalutya imibhalo yabafundi beBanga le11 besiXhosa uLwimi lokuQala kwiPhondo iNtshona Koloni oluquka ukuveza ukunikwa kwengxelo kubafundi ngootitshala. Ngokubhekiselele kwengxelozimvo ezisisiseko sophandolwazi, eli phepha licaphula kwingcingane kaCarless and Boud's (2018) yeempawu ezalamananayo ezixhasa ingxelo yabafundi neziquka ukuxabisa ingxelo, ukunika izimvo ngengxelo, ukulawula imvakalelo nokuthatha amanyathelo ngengxelo.

The influence of English on Sesotho animal colours

Mr Phenyane Geremiah Tlali and Dr Rethabile Possa-Mogoera (Durban University of Technology & University of Cape Town)

Abstract

Lesotho got its independence from the British rule in 1966 with approximately 2.1 million population. As a result, it uses English as a medium of instruction at all levels of education except in grades 1, 2 and 3 in all government schools. This language situation results in a number of pedagogical challenges pertaining to the use of English as second language (ESL) in Lesotho. This study, therefore, investigates the influence of English on Sesotho animal colours at Lesotho General Certificate of Secondary Education (LGCSE) as Sesotho animal colours form part of learners' assessment at this level. To achieve this purpose, the study qualitatively used Opponent Process Theory of colours and Attribution Theory of Success and Failure to study any influence resulting from the use of English in Lesotho. Data was collected from grade 11 learners through Sesotho descriptive essay writing and focus groups for learners as well as individual interviews for their Sesotho teachers. Among others, linguistic-relativity and lexical-variations were revealed as possible influences emanating from the use of English at LGCSE. The study then recommends team-teaching and regular teacher-workshops for effective teaching and learning of Sesotho animal colours at LGCSE.

Keywords: English, Sesotho animal colours, influence, Sesotho and Lesotho General Certificate of Secondary Education.

Evaluating the usefulness of isiXhosa online translation tools in language practice.

Ms Phiwokuhle Zinathi Tom (Rhodes University)

Abstract

The Era of modern machine translation (MT) started in the 1940s up to the 1960s and much of the work undertaken in this field was to advance linguistics. Although much work has been undertaken internationally, to date, few works have been done in African languages, especially in isiXhosa. This paper aims to evaluate the quality of two isiXhosa online translation tools, namely, Xhosa on the Web and Google Translate, with particular focus on specialised and cultural terms. Recommendations will also be offered to show on how best to improve the machine translations in the language. This study was guided by the Functionalism theory which focuses on the purpose of the translation and the evaluation theory which focuses on determining the effectiveness of existing machine translation systems and optimising the performance of machine translation systems. Data was collected by feeding selected source texts onto the two translation tools. Thereafter, the generated target texts were compared with the source texts using comparative analysis in order to determine the quality, accuracy, and reliability of results. This study will hopefully contribute to the improvement of the quality of isiXhosa online translation tools which will be beneficial to translators, language practitioners and second language speakers.

Who is Who: Establishing the Relationship Models among Named Entities from Literary Texts

Dr Sree Ganesh Thottempudi & Mr Benito Trollip (SADiLaR-North West University)

Abstract

Model the relationship among named entities plays a significant role in Digital Humanities. It helps to analyze the stylistics and topic modeling from a literary text. There are many ways to model relationships from any kind of text. Creating statements with RDF triples is one of them. To generate the triples, we must annotate all the named entities with metadata. The digital representation of named entities with metadata from any literary texts and libraries is curated by two distinct communities: the TEI consortium for literary texts and the CIDOC conceptual reference model (CRM) group for cultural heritage terms (Goerz et.al., 2009). We are trying to implement these two methods in our African literature. This paper is prototype research from 'Charl-Pierre Naudé's debut novel *Die Ongeloolike Onskuld van Dirkie Verwey* (2018)', we endeavor to discover and render visible the innate connections of named entities with metadata from the novel "Die Ongeloolike Onskuld van Dirkie Verwey" is a challenging task. Different timelines with the same characters are presented. It is an intricate narrative, where different names or nicknames refer are used to refer to possible different versions of the same character, as told by a narrator that could be seen as untrustworthy. The challenge to named entity recognition is therefore evident when considering the different ways in which names of characters change or are augmented to fit the different settings. After a careful evaluation of existing frameworks for recognizing the named entities from the novel, we decided to test the Scientific Communication Infrastructure (WissKI) for the visualization of named entity relations from the novel. The data modeling, ingest workflow, and project evaluation in the context of the ongoing discussion about Linking TEI and CIDOC are subjects of this paper.

Keywords: Named Entities, Meta Data, RDFS, TEI, CIDOC

Non-politic strategies in political trolling: A case study from the Zimbabwean *Twitter* sphere

Mr Peter Tshetu & Prof Heike Tappe (University of KwaZulu-Natal)

Abstract

Digital platforms like Twitter afford an ideal setting for political trolling (Antoci, Delfino, Paglieri, Panebianco & Sabatini, 2016: 2). Trolls aim to disrupt conversations and trigger conflict. Hence, the growing number of trolls leads to a significant decline of social capital. Little is known about how trolling varies linguistically and how natural speakers may respond to trolling practices in a Face preserving way. The current research closes this research gap. It undertakes an innovative analysis of discursive relational work by applying well introduced theories to a new data, i.e. political, digital discourse from a subsection of an African sub-domain of the Twitter sphere. It furthermore challenges well-established aspects of politeness and Face theory from an African perspective. We present a qualitative analysis of a purposefully sampled corpus of eight specific Twitter handles and sixteen Tweets (i.e. two Tweets per handle). In our result section we present non-politic discourse strategies and discuss these from a discourse analytical standpoint with the aim to establish and formulating Face-saving strategies (Brown & Levinson, 1987) which may be utilised by political actors to redress non-politic/inappropriate attacks from political trolls.

Ukwanyiselela abafundi ulwazi ngolwimi lwabo isiXhosa: Abafundi bonyaka wokuqala

Mr Xolisa Tshongolo (IBhodi yeeLwimi zoMzantsi Afrika-PanSALB)

Ucaphulo ngophando/Abstract

Kukho uluvo lophando oluthi uninzi lwabafundi nabazali abathetha iilwimi zabantsundu eMzantsi Afrika abafundi kufundiswa ngeelwimi zabo. Nangona lubonisa njalo ke uphando olo, indlela olwenziwe ngayo idinga ingqwalasela, ngakumbi ngokubhekisele kwizimvo zabafundi. Umzekelo, lugxila kwizimvo zabafundi kuphela, zimvo ezo zingasekelwanga kulwazi lobungcali. Izimvo zabafundi zizodwa azinako ukusetyenziselwa ukuthatha izigqibo ezizizo ngolona lwimi lufanelekileyo ukufunda nokufundisa. Zidinga ukulandelelwa ngophando njengoko enzile uAntia noDyers (2015) ukulinga imfundo engeelwimi ezininzi nalapho baguqulela esiXhoseni nasesiBhulwini imathiriyeli yokufunda nokufundisa ukulungiselela abafundi kwiziko lemfundo enomsila eNtshona Koloni.

Olu phando ke lakhele kuphando esele lwenziwe ngemfundo engolwimi lwebele nelwimimbini kumazikomfundo enomsila. Kuchwechwele abafundi bonyaka wokuqala abathetha isiXhosa abaqeqeshelwa ubufundisintsapho kwimfundo elwimimbini esekelwe kulwimi lwebele, abaza kufundisa kumabanga asezantsi, beqeqeshwa kwizikomfundo enomsila eMpuma Koloni. Abafundi banikwe imathiriyeli yokufunda nokufundisa engesiXhosa nesiNgesi, bahlohlwa ze baviwa ngesiXhosa nangesiNgesi kukhangelwa ukuba abafundi abangamaXhosa kubanceda luhlobo luni na ukufundiswa nokuviwa nangolwimi lwabo. Olu phando lunika umkhombandlela ngokukhuliswa kweelitherasi zabafundi kwiilwimi ezimbini nangaphezulu nokusetyenziswa kweelwimi ezininzi ukunceda abafundi ukufunxa ulwazi kuqeqesho lobufundisintsapho obulwimimbini ngokusekelwe kulwimi lwebele isiXhosa.

Iilwimi zabantsundu kwezoqoqosho nophuhliso eKapa: imingeni namathuba (African languages in economic and development activities in Cape Town: challenges and prospects)

Mr Xolisa Tshongolo (IBhodi yeeLwimi zoMzantsi Afrika -PanSALB)

Ucaphulo ngophando-Abstract

Ngokuphangeleleyo, olu luphando olubhentsisa imingeni yokungasebenzisi iilwimi zabantsundu kwiinkalo zoqoqosho nophuhliso eMzantsi Afrika nangona izilwimi zesininzi. Isampuli ibe kukusetyenziswa kwesiNgesi (nesiBhulu kwezinye iimeko) liSebe leMfundo leNtshona Koloni (WCED) xa liqhuba imicimbi yalo esesikweni kwizikolo zamabanga aphakamileyo eKhayelitsha nangona phantse bonke abantu baseKhayelitsha (99%) bethetha isiXhosa njengolwimi lwebele.

Lubeka elubala imingeni yokungasetyenziswa kweelwimi zabantsundu zeli lizwe kwezoqoqosho ngokubanzi, kugxilwe ikakhulu kumba wokuba oku kuthintela intathoxaxheba epheleleyo yabazali kwimicimbi esesikweni yezikolo ezininzi zaseKhayelitsha ezilwimi lwazo lwebele isisiXhosa. Lwenza iziphakamiso ngokona kungcono kunokwenziwa nokunoba yindlela yokwenza izinto kwizikolo zeNtshona Koloni iphela nokunothi kuphethe kuba sisibonelo sendlela ezinokusetyenziswa ngayo iilwimi zabantsundu zeli lizwe kwimicimbi yezoqoqosho nophuhliso eMzantsi Afrika. Lushenxisa uluvo olubambezela iilwimi zabantsundu kwezophuhliso oluthi ezi lwimi zidinga isigama noncwadi olwaneleyo kwezi nkalo ukuze zibe nokusetyenziswa nto leyo izisengele phantsi iilwimi ezi kule minyaka ingaphezulu kwama25 yolawulo lwentando yesininzi idlulileyo.

Iinkcukacha ziqokelelwe ngokuthumela imibuzo yemfunalwazi kwiSebe lezeMfundo leNtshona Koloni, kwiSebe leNkulumbuso yeNtshona Koloni nakwizigqeba zolawulo lwezikolo (SGB) zamabanga aphakamileyo zaseKhayelitsha.

Proposal for the need for undergraduate students to learn an African indigenous language as additional language: A case of isiXhosa at the University of Cape Town

Ms Nolubabalo Tyam (University of Cape Town)

Abstract

This research on a proposing a need for students to learn Africa Indigenous Languages (AILs) with special reference to isiXhosa at the University of Cape Town (UCT). Primarily, about eighty percent of the South African population speaks an African language. However, over eighty percent of the professionals who graduate in any South African university, including UCT, receive their training in English or, to a lesser extent, in Afrikaans. It is therefore proposed and argued by this research that students at universities ought to learn African Indigenous language (AIL) as part of their vocational training. The need for learning AIL is based on the following aims:

- To give non-mother tongue students at the Universities language skills, specific to their vocation, to be able to cope during professional-client interactions in contexts where isiXhosa has to be spoken.
- To provide students with knowledge and skills which will be necessary for them to understand and interpret cultural issues embedded in isiXhosa communication, especially those specific to the professional context; and
- To provide students with isiXhosa foundation they can build on when they leave the university.

University of Cape Town is offering isiXhosa classes, but it is on voluntary basis. However, citing an example, the University of KwaZulu-Natal (UKZN) introduced isiZulu for all undergraduate students, the University of Cape Town (UCT) should consider introducing isiXhosa in small phases in the undergraduate degree.

This is a qualitative study, and interviews will be conducted to students and lecturers in different faculties. The theories considered for this study presentation are Instructed Second Language Acquisition (ISLA) and other second language teaching and learning theories.

Investigating learning challenges encountered by non-Xitsonga speaking students at a University of Technology In Gauteng: A Case of Practical Xitsonga

Mr Brian Valoyi (Tshwane University of Technology)

Abstract

In the South African context, the practical language programme at University is meant to equip students with functional useful reading, and writing skills, as well as an understanding of the relevant culture. Based on a communicative approach, this programme start at the beginner's level by the end of the third year students should have a fair command of the language. This article aims to investigate the challenges experienced by Xitsonga Practical students at one institution of higher learning in South Africa. Due to the multilingual nature of the institution where the study will be conducted, Xitsonga language happens to be one of the languages offered at the practical level. The study will utilise a qualitative research approach and a case study design will be followed. A total of 30 students from level 1 and 2 will be randomly selected. The researcher will use the questionnaire and interviewing methods to collect data from different students. Content analysis will be used to analyze the data.

Developing bilingual/multilingual academic literacies in African languages, in addition to English, across the secondary school curriculum: Home language subject teaching and learning for advancing learners' achievement.

Prof Marianna Visser (Stellenbosch University)

Abstract

The issue concerning the optimal use of the African languages, in addition to English, in school education in South Africa, in enhancing cognition and achievement of learners who have an African language as dominant home language, has emerged prominently in official discussions of Education departments at both national and provincial levels. For this goal to be optimally realised there is, however, still a considerable need for research-based policy and implementation strategies, informed by language-in-education research, both locally and internationally. Such a research-based approach is essential for providing a linguistically principled rationale to school communities for advancing bilingual literacy development across the curriculum, including in the content subjects. This rationale needs to form the basis for teacher training, including teachers' theoretical knowledge of language and related knowledge of pedagogy. This presentation analyses these key considerations relating to the optimal design and implementation of language teaching and learning in the home language class for African languages, including grammar teaching in the context of the development of academic literacies at secondary school, with reference to examples from isiXhosa. For this purpose, an analysis of successful bilingual literacy development is presented, informed by the systemic functional linguistics (SFL) genre pedagogy approach to academic literacy development at secondary school. It is argued that the SFL genre-based grammar approach to the teaching and learning of a variety of texts, including segments of content subject texts in the home language class, advances cognition across the curriculum. It is concluded that ample space is provided in the Curriculum and Assessment Policy Statement (CAPS) for the implementation of genre pedagogy in the home language subject, and that, provided challenges of implementation are addressed, bilingual literacy development in South Africa can be realised successfully.

Dictionaries as pedagogic tools: A case study of selected schools in Makhanda, Eastern Cape Department of Education.

Mr Zola Wababa (Eastern Cape Department of Education)

Abstract

The importance of dictionaries in society has been confirmed in relevant literature and particular their specific role in supporting learning. The Curriculum and Assessment Policy Statement (CAPS) states that dictionaries are essential tools for both language and content subjects. In language subjects, dictionaries offer support regarding vocabulary, meaning, spelling, pronunciation, and grammar, as well as providing other types of information that are essential for language acquisition and learning. In content areas dictionaries promote access to unfamiliar and abstract concepts and discourses specific to school subjects/ disciplines. Access and effective use dictionaries in the home languages of learners and in a dominant second/ additional language such as English, may promote language and content learning. The paper discusses findings from an intervention programme that had the aim of both providing access to dictionaries and improving learner and teacher dictionary user skills in two primary schools in Makhanda township, Eastern Cape Province.

Keywords: Curriculum, teaching, pedagogic, dictionary, dictionary user research, dictionary criticism.

The unfinished revolution of language policy implementation in education: Perspectives on mother language implementation in the Eastern Cape Province.

Mr Zola Wababa (Eastern Cape Department of Education)

Abstract

Over the last 25 years since the promulgation of the Language in Education Policy (1997) several initiatives in both Basic and Higher education have been undertaken to promote the use, development and preservation of African languages. These initiatives have sought to re-intellectualise African languages and decolonise the curriculum by rethinking, reimagining and conducting learning, teaching, and assessment through African languages at all levels of the schooling system.

This paper highlights and reflects on practical steps the Eastern Cape Provincial Department of Education has undertaken over the past several to implement LiEP. As part of the reflection and of mapping a way forward towards expanded implementation, the paper will identify areas around which the department would like to collaborate with researchers, teacher educators and trainers, bi/multilingual education specialists and materials developers.

Keywords: Re-intellectualisation, decoloniality, mother tongue-based bi-multilingual education, bi/multilingual pedagogy, bi-multilingual assessment strategy, vertical & horizontal dimensional on language implementation.

The Evolution of isiZulu Language through Social Media: a morphological and phonological colloquy

Dr Beryl Babsy Bonile Xaba (University of South Africa)

Abstract

Language, just as culture, evolves in a bid to adapt to changing times. Historically, linguists were largely concerned with the grammatical entities such as morphology and phonology. However, the present generation goes contrary to such partially known and static grammatical rules by deviating from the standard norm. This paper aims to acquaint isiZulu scholarly grammarians and the general linguistic society by delving into the debates of social media and the isiZulu language. The reality is that language in social media domains differs from the standardized language. IsiZulu is among those languages that are experiencing these grammatical conversions, which are morphological and phonological in process. The morphological and phonological theories are employed to operate in a symbiotic relationship. The research method used is by extracting messages from these social media platforms and identifying those grammatical changes made by the respondents, thereby, qualifying the paper as a qualitative research scholarly discourse. Among other notable and observable findings, it became clear then that the isiZulu slang language is at the crossroads of endorsement or rejection bearing in mind the debates of language purists and/or linguistic protectionists. The only hope is for linguists and other involved scholars to begin and continue the discourse.

Ukubaluleka kwemidlalo yeqonga njengesixhobo sokufunda ulwimi nokuhlalutya uncwadi lwesiXhosa

Dr Simthembele Xeketwana (Stellenbosch University)

Intyilaphando /Abstract

Ngumngeni kakhulu ukuthetha nokubhala kubafundi abathetha isiXhosa nabaqeqeshelwa ukusifundisa isiXhosa. Ixesha elininzi ulwimi olusulungekileyo luyalahleka ngenxa yefuthe lasekuhlaleni. Eli futhe libonakala kakhulu xa abafundi besenza iintetho zabo kwaye befunda/befundisa ulwimi. Imidlalo yeqonga njengesixhobo sokufundisa abafundi ukuhlalutya uncwadi nokuthetha zisetyenzisiwe ukwenzela bafunde nzulu ngale miba. Abafundi babhale imidlalo yabo yeqonga enezigaba zonke zesakhiwo sebali, baze emva koko belenze njengomdlalo weqonga. Njengezixhobo zophando kusetyenziswa imisebenzi yabafundi abayibhalileyo, iindlela abaluthatha ngazo ulwimi xa besenza umdlalo weqonga. Iingxoxo ezithatha indawo ngobume bebali elo ziyalandela ukunceda abafundi baqonde uncwadi nzulu. Iziphumo zikwabonakalisa ukuba abafundi bangakuqonda ukuhlalutya koncwadi xa besenza imidlalo yeqonga ngamabali abawabhale ngokwabo. Kananjalo, ukwenza loo midlalo kungalola ukuphulaphula nokuthetha kubafundi abaqeqeshelwa ubutitshala.

Ukuhlaziya ukubaluleka kokulondolozwa kolimi lwesiZulu emculweni kaXimba/ Analysing the importance of preserving the Zulu language in Ximba's music

Ms Nonjabulo Ximba & Prof Nobuhle Hlongwa (University of KwaZulu-Natal)

Iqoqa

Ulimi luyinqolobane yamasiko lokhu kubandakanya ubuciko nobugugu bokulusebenzisa. Abaculi abanengi bamaskandi basebenzisa ulimi lwesiZulu ukudlulisa ubuciko babo lokhu kwenza ulimi lu londolozeke. Leli phepha libheka ukulondolozwa kolimi okwenziwa uXimba emculweni wakhe. Lokhu kwenziwe ngoba kunenkolelo yokuthi uXimba ungomunye wezingqalabutho ebucikweni oveze ikhono elikhulu emculweni esebenzisa ulimi lwesiZulu ekwethuleni umsebenzi wakhe kubantu. Izinjongo zaleli phepha yilezi, ukubheka ulimi olusetshenziswe uXimba, Ukuhlola ukusetshenziswa kwezifeno ezahlukene, kanye nokubheka ukushebanisa ulimi lwesiNgisi kanye nesiZulu. Konke lokhu kuzobe kulekelela ekubhekeni indlela uXimba ayisebenzisile eba negalelo olimini lwesiZulu. Kusetshenziswe indlela yekhwalithethivu ukuqoqa imininingo ngoba isetshenziswa ukwazi kabanzi izizathu, imibono nezisusa zocwaningo. Kuhlaziye imininingo kusetshenziswa inaretholoji (narratology). Kwaphindwa kwasetshenziswa indlelakubuka ehumushayo ukuhlaziya ulwazi oseluloqoqiwe. Kuqoqwe amaculo kaXimba athile ngenhloso nokuyiwo asetshenzisiwe kulolu cwaningo, abe eselalelwa, abhalwa phansi ukuze ezoba ulwazi olutholakala kalula. Kufundwe izincwadi ezahlukene ukuze kusekelwe konke esikuthola ngalolu cwaningo. Izinjulalwazi ezisetshenziswe kube injulalwazi elandayo "narratology" kanye nenjulalwazi yesakhiwo "structuralism". Lezi injulalwazi ezilufanele lolu cwaningo ngoba ucwaningo olubheka ukubaluleka kokulondolozwa ko limi lwesiZulu. Imiphumela yalolu cwaningo iyasivezela ukuthi nakuba uXimba engatholanga ukubungazwa njenga banye abaculi kanye nomculo wakhe kepha likhona igalelo esilitholayo abenalo ekulondolozweni kolimi lwesiZulu. Kuningi okungafundwa ngomculo wakhe nangekhono lakhe ekusebenziseni ulimi lwesiZulu nokuxoxa indaba esebenzisa umculo.

The expression of a woman's role in some of the Zulu poems

Dr Celani Lucky Zwane (University of KwaZulu-Natal)

Abstract

There are many researchers who have written about the importance of women in many researches, but there are few who have written about the importance of women found in Zulu poetry. It is because of the lack of the information written in praise of the good role of women expressed by poetry that made the researcher stand up to write a research paper on this topic. Here the researcher used a qualitative method to conduct this research paper. Books, theses and articles are used. The researcher also points out that some writers and researchers, even if they are women, they ignore the good things done by women in Zulu literature and research although they supposed to lead when it comes to this topic. The researcher chose to analyze poems that highlight the importance of women since the Zulu nation would die without women. The researcher felt it was important to expand on the information written by women since a woman is the offspring of people and has the ability to be a high-level leader without assistance. The result of the study shows that a woman has the power to shine where there is no light, she has the power to give hope where there is none, she has the power to do other things that men do such as leading the nation and she has the power to fight for freedom and human rights successfully. Another thing that can be found in Zulu poetry is that women are important in other nations as the same as in the Zulu nation for doing some things in the past that were known to be done by men such as leading the struggle for freedom alone. A woman is able to raise a child alone even if she is financially unstable and eventually succeeds and that child becomes a big thing in the country, this is said by some of the poems quoted by the researcher. The difference between this research and the ones that have been done is that this research focuses on poetry about women and most of the research that has been done focuses on literature such as novels and short stories about women. The researcher concludes with that the role of women in written poetry and in new researches must be highlighted at all times since even today there are many good things that are done by women that will always be seen today and in the future.

A contemporary and practical approach to understanding forensic linguistics

Dr Zakeera Docrat, Dr Annelise De Vries & Prof Russell Kaschula

(University of the Western Cape & Akamedia)

Abstract

The use of language in courtroom discourse and other legal settings casts the spotlight on the discipline of forensic and legal linguistics. Forensic linguistics is defined as follows:

In its broadest sense we may say that forensic linguistics is the interface between languages, crime, law, where law includes law enforcement, judicial matters, legislation, disputes or proceedings in law, and even disputes which only potentially involve some infraction of the law or some necessity to seek legal remedy (Olsson, 2008: 3).

Forensic linguistics is an emerging discipline on the African continent, where South African scholars continue to contribute to the development of the discipline. The focus thus far has been on language usage within courtroom discourse and other legal settings and documents (legislation, policies and case law). Building on the theoretical developments in this workshop, we aim to provide practical examples of the employment of forensic linguistic techniques and approaches to solving crimes and identifying plagiarism/authorship. This proposed workshop is concerned with language as evidence. Language in evidence, broadly concerns textual status and analysis of documents, text messages and other legal sources; plagiarism detection; authorship attribution and identification; forensic stylistics, forensic phonetics and speaker identification; linguistic dialectology; trademark disputes; product liability; and deception and fraud.

The presenters/facilitators of this workshop will provide a brief introduction on forensic linguistics in relation to language in evidence against a theoretical backdrop. Various examples in the form of case law, text messages (including use of emojis), documents, policies, legislation and sound recordings will be identified and presented to the participants. Participants will have the opportunity to engage with each example by employing forensic linguistic techniques or approaches guided by the presenters/facilitators.

As part of the analysis, participants will be guided through the application of the techniques and approaches to the relevant South African examples. We will explain fundamental differences in the analysis process relating to computational stylometry where author attribution is distinguished from author profiling. Techniques and approaches will include and are not limited detecting stylistic differences; cluster analysis (unigrams/ bigrams); parataxis (particular features); and logical connectors.

Adding to the wealth of knowledge by engaging with digital humanities: The Multilingual Linguistic Terminology project as example for practical e-lexicography

Mrs Marissa Griesel & Prof Mampaka Lydia Mojapelo (University of South Africa)

Abstract

Professor Ylva Rodny-Gumede writes: “We need to be conscious of integrating technology in ways that improve and empower, and that mitigate against barriers that prevent us from living better lives” (The future is with us. Rethink it; Mail & Guardian Online; 31 August 2018). The Fourth Industrial Revolution (4IR) invites us all to find new and innovative ways to engage with the world around us and in answer to that call the goal of the workshop will be to show how existing resources such as wordlists and basic glossaries can be transformed into e-resources. Easily shareable, editable and expandable linguistic resources are vitally important in digital humanities (DH) research and development for our multilingual South African and African environment and this workshop will give delegates hands-on guidance in using and creating such resources.

UNISA’s Department of African Languages as a node of the South African Centre for Digital Language Resources (SADiLaR; www.sadilar.org.za) aims at creating language resources to bolster the growing South African DH domain. One of the node’s projects, the Multilingual Linguistic Terminology project (see <https://linguisticterminology.wordpress.com/> for more information on the project), has provided a platform where multilingual research leads to the creation of specialised linguistic termbanks in nine of South Africa’s official languages. The node also hopes to ultimately foster the application of these resources to find solutions for a technology driven environment. During this workshop, the project management team will give a step-by-step overview on the creation of such resources, including some remarks on lessons learnt and practical guidance for any similar endeavours. We will show the termbank in various stages of development and discuss potential uses of all of the different components in further DH research and development. Delegates will also have the opportunity to engage with the resulting termbank in the Lexonomy platform, a freely available tool for easy creation and dissemination of e-resources of this nature. We further invite all delegates to use this workshop as their first introduction to the projects at UNISA and to become more involved in the exciting field of DH in South Africa.

Keywords: language resources; digital humanities; African languages; e-lexicography; Lexonomy; multilingualism

Twenty years of the dual-medium undergraduate degree, BA in Contemporary English and Multilingual Studies (BA CEMS) at the University of Limpopo: what have we learnt?

Prof Michael Joseph, Dr Pamla Letsoalo, Dr Mapelo Mangammbi, Mr Abram Mashatole, Prof Esther Ramani

(Rhodes University, University of Limpopo & Indigenous Languages Action Forum)

Abstract

Low visibility still haunts South Africa's first fully dual-medium undergraduate degree in Sesotho sa Leboa (SsL) and English, launched 20 years ago at the University of Limpopo. The curriculum has two strands, with different knowledge content, taught and assessed in SsL and English respectively. Neither in government nor in academic circles, has this unique programme received recognition for its transformative possibilities. However, despite several challenges, the degree has continued to attract growing enrolments, enviable pass rates, postgraduate possibilities and future employment.

The proposed workshop seeks to give visibility to the three-year dual-medium degree programme, BA in Contemporary English and Multilingual Studies (BA CEMS). Workshop participants may choose to discuss and debate some of the questions below or raise their own concerns:

1. Why should students have access to scholarly texts in SsL and what are the challenges of translating key texts from English to SsL?
2. Is terminology development a pre-requisite for using SsL as a medium of higher-order cognition and epistemic access?
3. Why is translanguaging, on its own, insufficient to ensure transformation? What is the transformative potential of BA CEMS?
4. What value is there in students using SsL in formal, planned ways (through power point presentations and academic essays and exams)?
5. What is the classroom language policy for teachers and students in the BA CEMS programme?
6. What funding is needed for curriculum design in two languages?
7. How are students attracted to enroll in BA CEMS?
8. What model of replication do we prefer and why?

This workshop, jointly presented by past and current staff of BA CEMS and the Indigenous Languages Action Forum (ILAF) will also consider how activist and popular formations like ILAF can mobilise citizens, scholars, state institutions and the public, around the value of multilingualism. The projects that ILAF has initiated and promoted will be briefly presented. As co-sponsor of events leading to the BA CEMS' 20th anniversary celebration, ILAF will address its role as a facilitator of debate and discussion, as well as action on the ground for maintaining and promoting indigenous languages in all arenas of public life as well as in basic and higher education.

Submitting articles to the South African Journal of African Languages: a road map to success

Dr Thulani Mkhize & Prof Gibson Ncube

(University of KwaZulu-Natal & University of Stellenbosch)

Abstract

The workshop aims to equip existing and especially prospective authors on how to submit their manuscripts to the South African Journal of African Languages and ensure a smooth review process. Some authors often do not know what is required of them in the submission process and as a result, a lot of time is lost requesting them to include certain particulars, and to format and language edit their manuscripts. Only once the manuscript has completed this process can it undergo a double-blind peer review process. Attendees will be taken through the review process: how reviewers are selected, the duration of the review process, and common hurdles experienced during this time. The workshop will also outline some of the main concerns that are raised by peer reviewers. Once the manuscript is returned to the author, the review reports outline one of four outcomes which indicate to the author what is required of them to move the process forward. Depending on the outcome of the review process, authors often get stuck at this stage, taking months to respond to the concerns raised in the reports or ignoring some and only attending to technical comments. This further delays the process if the concerns raised are not addressed satisfactorily, and the manuscript is returned to the author/s for further engagement and revision. Attendees will be taken through the checks and balances of the publication process from submission to acceptance and finally, publication in an esteemed peer reviewed journal such as SAJAL that ensures quality control and that cutting-edge research is published in the journal.

Framework for Evaluating African Language Curricula for the NASCA Qualification

Ms Shilela Nkadimeng

(UMALUSI)

Abstract

Umalusi is the Quality Council for General and Further Education and Training (GENFET) by virtue of the National Qualifications Framework (NQF) Act No. 67 of 2008 and the act that established the Council in 2001, the General and Further Education and Training Quality Assurance Act no 58 of 2001 as amended in 2008. As one of three Quality Councils, the others being the Council on Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO), Umalusi is required to develop and manage the quality of a sub-framework of qualifications for general and further education and training as part of the greater integrated National Qualifications Framework. It must also ensure that the attendant quality assurance policies exist and are implemented and advise the Ministers responsible for basic and higher education on matters relating to the qualifications it certifies.

In taking up this mandate Umalusi carries out the following responsibilities:

- Develops and evaluates qualifications and ensures that these are registered on the National Qualifications Framework (NQF) through the South African Qualifications Authority (SAQA);
 - Assures curricula and makes recommendations for review;
 - Assures exit point assessments of qualifications for which it is responsible;
 - Assures and accredits private providers of education and training and assessment to offer the qualifications it certifies;
 - Certificates learner achievements and verifies the authenticity of certificates; and
 - Conducts research on matters relating to the sub-framework of qualifications it is responsible for to ensure educational quality.
-

Consistent with periodic reviews of quality assurance processes that underpin the operationalization of standard setting, Umalusi is refining its evaluative tools for curricula underpinning qualifications that it is registering on its sub framework. While quality assurance processes are currently in place for curricula underpinning existing qualifications, incoming qualifications provide an opportunity to critically interrogate existing quality assurance tools and their associated design frameworks.

Understanding the NASCA

The National Senior Certificate for Adults (NASCA) is registered as an NQF Level 4 qualification on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Sub-framework. The qualification endeavours to provide a general educational pathway for adults. Its focus, through broad, discipline-based curricula, is to build a reliable general education underpinned by the necessary cognitive proficiencies to support further study. The qualification purports to cultivate specialist learning and enhance likelihood of employment for adult learners. It is on the strength of this that this concept paper conceptualizes on a differentiated approach for the curriculum evaluation of African language for the NASCA.

While the content subjects for the NASCA have been developed and are awaiting quality assurance, African languages remain outstanding. In the interim and anticipation of submission by the Department of Higher Education and Training, Science and Innovation as the provider and assessment body; Umalusi endeavors to set the standard for the NASCA African language curricula through a differentiated quality assurance model. The model of which must be justified by a framework. The curriculum evaluation tool was used as starting point to framing a differential quality assurance model and set an appropriate language standard through African languages.

The main questions that guided the concept framework thus far are:

Research Questions

What are the appropriate theories and approaches that should underpin the evaluation of African language curricula in the NASCA and how can these guide the framing of constructs to evaluate the NASCA?

What are the appropriate and relevant taxonomies to adopt in framing the NASCA African language curricula for evaluation and how can these be operationalized within the parameters of a curriculum evaluation instrument?

Given current standards of language curricula framework at Umalusi, how can these be appropriately and fairly utilized for an adult qualification?

How can assessment be evaluated for the NASCA?

Considering the framework developed, what would the analysis of the curricula underpinning the National Senior Certificate for Adults (NASCA) African languages reveal about the below elements normally used in evaluating the quality of a curriculum:

- The broad curriculum design
- The relative depth and breadth of the content and skills covered in the respective curricula
- The level of specification of topics and various aspects of the curricula, and
- The coherence of the curricula.

**ABAXHASI BENKOMFA / BATSHEHETSI KA DIJHELETE BA SEBOKA /
WADHAMINI WA KONGAMANO/ CONFERENCE SPONSORS:**

