<u>WELCOME</u>

The department of English Language and Linguistics is delighted to be hosting this conference on behalf of LSSA, SAALA, SAALT and EPIP, and we welcome you to Rhodes University. We hope you will enjoy your stay in Grahamstown and that the conference will be stimulating and rewarding, providing many opportunities for exploring the diverse interactions and interfaces between various aspects of linguistics, different languages and people. This booklet supplies all the practical information you need to make the most of the papers, panels and workshops on offer. Please do ask if there is anything else we can do to enhance your time here.

The Organising Committee:

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Dr Mark de Vos
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* University of the North West
** Conference Office, Rhodes University

Instructions for Presenters

As the programme is very full and time is limited, we request that the following be taken into consideration when presenting:
- PowerPoint presentations should be loaded onto the computer in the relevant venue prior to the presentation. This can be done early in the morning or at tea/lunch times. Technical assistants have been assigned to venues to assist with equipment and the loading of presentations.
- Arrive at the venue at least 30 minutes before the presentation is due.
- All presenters will be introduced by the session chair as per the programme. Please make yourself known to your chair where possible.
- Presentation slots are 30 minutes – please allow for question time after your presentation. It is suggested that presentations be 20 minutes with 10 minutes for questions.

Instructions for Chairs

To ensure that all presenters receive a fair opportunity to present their work, please note the following:
- Familiarise yourself with the given time constraints for speakers and signal the time remaining with the cards provided.
- To encourage interaction between delegates, make sure that there is enough time between presentations for questions.
- Please introduce yourself to the student who is assisting with technical requirements in your venue. Should any concerns arise they will then know who to contact.

Internet/Email access during the conference

A wireless network is available in the Eden Grove Complex. Delegates who wish to connect to the Internet using their own laptops need to obtain a user name and password to connect through the wireless network. In order to obtain a user name and password, delegates are required to provide a copy of either a South African identity document or a passport at the registration desks. Student helpers will be available throughout the conference to assist delegates who wish to connect to the wireless network. Delegates are requested to familiarise themselves with the policies before logging on.

What to do in Grahamstown

For those who have spouses or partners accompanying them and those interested in getting to know our city a bit better, take a stroll down high Street past the Cathedral where you will find Makana Tourism – our local tourism office – on your left. They will be able to provide you with information about museums and places of interest in and around Grahamstown. Ask about the following:

- The Observatory
- Cathedral
- Albany Museum
- 1820 Settlers National Monument
- Guided Tours

Contact names and numbers of importance

Technical Support
Danai T. Chikukwa -	083 996 4934
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MAP OF CAMPUS
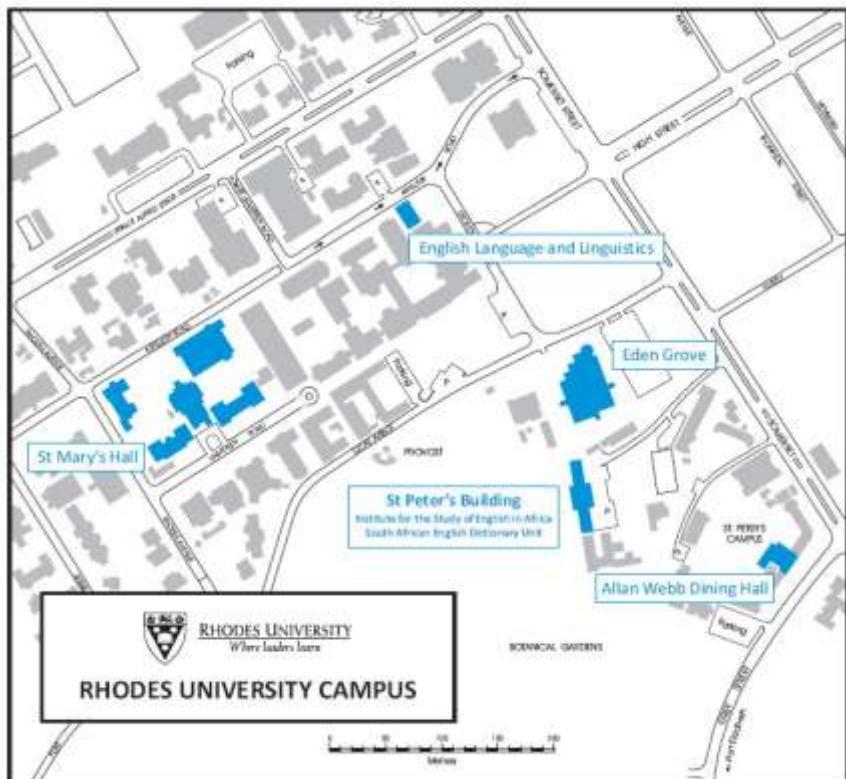
KEYNOTE SPEAKERS

Language learning success: Multiple narrative perspectives

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In this presentation, I examine what success means for migrant/refugee English learners in New Zealand. I draw on data collected from various research projects I have been involved in over the past few years. Some of the learners receive one-on-one home tutoring for an hour a week. In this particular study, the learners, in collaboration with their tutors, completed written narrative frames in which they tell stories of the problems they encounter using English, as well as stories of their successes, both experienced and imagined. Their tutors took part in narrative interviews. Another migrant is an Afrikaans-speaker from Pretoria now living in Auckland. He is an advanced English speaker and has been living in New Zealand for about eight years. My approaches to analyzing the data were all narrative based, narrative being a particularly useful way of making meaning of language learning experiences. I demonstrate at least three different narrative analytical approaches, including paradigmatic and narrative analysis traditions and small story positioning analysis. These will be interrogated during the presentation.

The Role of Interaction in L2 Pronunciation and Comprehensibility: The Real Social Network

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Although they are often unable to identify specific accents, people are extremely sensitive to accented speech in general; many can even detect a foreign accent in a single word played backwards. Accent can have major social consequences, as people make judgments about speakers they encounter, and it is also implicated in how understandable an individual's speech is to interlocutors. These two phenomena are not unrelated. Recently my colleagues and I have been conducting research in the workplace, in one study we worked with teams of engineers, some of whom were native speakers and others spoke English as their second language. The nature of their projects required them to work together closely; we examined their views on their communicative success. We have also been working in a window-making factory, with individuals from Vietnam who supervise diverse teams from a wide range of first language backgrounds. Communication and safety are highly valued in this setting, but mutual intelligibility is often a problem. I will be discussing these studies and the relationship of L2 pronunciation to comprehensibility.

Individual variability in English pronunciation: applications in the forensic domain

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This presentation provides an overview of forensic applications of phonetics. Analysis of voice, speech and language is carried out for forensic purposes with rapidly increasing regularity across the globe, especially with the rapid increase in mobile phone technology. Well known cases that have involved forensic speech analysis include Watergate, the Yorkshire Ripper enquiry, the UN war crimes tribunal of former President Milosevic, and the 'Who wants to be a millionaire?' fraud trial.

In this talk I'll focus on two types of casework:

[1] Speaker profiling may be requested in cases such as kidnappings, where there may be a recording of a criminal's voice but as yet no suspect identified. The aim of the analysis is to provide as much information as possible about the talker in order to narrow the field of suspects. A combination of phonetic and linguistic analysis of the voice can establish information (to varying degrees of confidence) on factors such as the speaker's regional and social background, the presence of L2 or ethnic influences, and speech pathology. A developing strand of speaker profiling is found in the domain of testing the authenticity of asylum claims.

[2] Speaker comparison cases (sometimes referred to as speaker identification) are the mainstay of forensic speech analysis. Comparative analysis is made of the voice in a criminal recording with that of a suspect accused of having committed the crime. Typical materials include recordings from covert monitoring devices (e.g. of drugs gangs), voicemail messages, and hoax calls to the emergency services. Analysis is made of segmental, suprasegmental, grammatical and pragmatic features. Observed features in the case materials are then, ideally, compared with background information to assess their degree of typicality/unusualness relative to the speaker's dialect community.

Examples from real cases are used throughout, including a focus on a particularly complex case from Ghana (Republic of Ghana v. K. Amaning & I. Abass). The overall aim of the talk is to highlight the importance of background

information on variation in speech and language. The availability of detailed descriptive records, especially of non-standard dialects, is a crucial component of robust and reliable forensic casework.

Roots of Ethnolects

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In this paper I give an overview of current research on the emerging ethnic Dutch-related varieties in multilingual Netherlands, against the background of the larger European and global context. I will sketch the various ethnic varieties that have emerged in the Netherlands over the past centuries, outline a larger theoretical framework in which to place the study of ethnolects within language contact research, describe our current research project 'Roots of Ethnolect' carried out conjointly with the Meertens Institute (Amsterdam), and present some of the results from this in the PhD projects of Linda van Meel (phonology) and Arien van Wijngaarden (morphosyntax).

PANEL PRESENTATIONS

On the development and use of a questionnaire as data-collecting instrument for investigation of grammatical features of oral language use

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This paper will report on methodological lessons learnt in collecting data on dialectal variation in a community with relatively low levels of literacy. Various projects interested in documenting specific markers of dialects have made use of questionnaires to collect data that will allow the checking of selected syntactic features (cf. projects that have developed elaborate records of syntactic variation, such as the Syntactic Atlas of the Dutch Dialects (SAND) and Syntactic Atlas of Swiss German dialects (Syntaktischer Atlas der Deutschen Schweiz, SADS). In collecting data on syntactic variation in Afrikaans in rural communities among speakers older than 55 years, a number of interesting linguistic and extra-linguistic circumstances pertinent to the scope and reliability of the data, became apparent.

This paper will refer briefly to data-collection issues related to interesting aspects of dialectal variety in Afrikaans (Den Besten & Hinskens, 2005; Deumert, 2001; Roberge, 2003), such as uses of the demonstrative pronoun *hierdie/dié* (= this), uses of *is* (= to be) as a tense auxiliary and verb topicalisation as in *Kom sal hy kom* (= come will he come > he will certainly come). More elaborately, the paper will report on the experience of a number of researchers trying to document rural dialectal variation in Afrikaans in the Western Cape. It will relate these experiences and the insights they developed, to reports of others on oral and/or written elicitation methods for collecting information on syntactic microvariation (see e.g. Cornips & Jongenburger, 2001 and Bucheli and Glaser, 2001).

Exploring language variation in an underdeveloped context: experiences from the Northern and Eastern Cape

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This paper is a qualitative and quantitative evaluation of a particular methodology for uncovering dialectal morpho-syntactic variation. It outlines the challenges facing linguists on a project to document morpho-syntactic variation in Afrikaans in the Cape Provinces of South Africa as well as some novel data on the typology of expletives in Afrikaans. South Africa's linguistic situation is precarious, rapidly changing and driven by underdevelopment. This poses particular challenges to the organization of a comparative dialectological survey at practical and methodological levels that are perhaps slightly different to the issues faced in European contexts where the methodology was developed. The preliminary results have uncovered previously unknown variation with respect to expletives

The European Dialect Syntax project: past and future

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The European Dialect Syntax project (Edisyn) is a large-scale dialect syntax network project, funded by the European Science Foundation and running at the Meertens Institute since September 2005. The aim of the project has been two-fold: the construction and maintenance of a network of dialect syntacticians, and the investigation of phenomena of morpho-syntactic doubling. After presenting the context in which the project arose, I will outline the various kinds of results that have been achieved, in terms of the network and the different projects within it, the research and the infrastructure. The empirical focus of the project has, demonstrably, great relevance for linguistic theory, and the input from dialect research has proven invaluable. Methodological and other problems will be discussed. I will end by highlighting future prospects for the network.

Grammatical feature distribution in the Benin-Surinam Transatlantic Sprachbund

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In a project carried out some time ago by the present authors in collaboration with, among others, Enoch Aboh, Adrienne Bruyn, and James Essegbey, we systematically compared patterns in the Surinam Creole languages Sranan and Saramaccan with the superstrate patterns of English, Portuguese, and Dutch, and the substrate patterns of Akan and Gungbe. Our original work took the form of a number of case studies of individual phenomena. Here we will try to summarize these studies and present our results in the form of a single feature matrix which can then of course also be represented with analytic techniques like Neighbournet. The present paper will focus on our basic findings, but in future work we hope to contrast the set of features chosen within the APiCs database, the Holm/Patrick database, and a selection from the WALS database.

Syntactic microvariation in Bantu: Theoretical and descriptive issues

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This paper discusses syntactic microvariation in Bantu, based on the example of Fipa, a largely undescribed Bantu language of Tanzania. Fipa has three major dialects, each of which allows a different degree of freedom of word order for objects and adverbial modifiers in the post-verbal position, some of which have not been described for other Bantu languages in the literature. The Fipa data is contrasted with the patterns described for other Bantu languages in the literature and for other Bantu languages, as described and analysed by the author. Two key issues considered are the potential implications on the analysis of the underlying structure, as well as the methodological issues related to fieldwork on dialect-syntax in poorly described, understudied Bantu languages.

South African Informal Urban Varieties: the National Picture. Some methodological and theoretical problems associated with a SANPAD research project in South Africa

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This presentation seeks to outline some anticipated and some emergent issues in a current research project being undertaken in South Africa. The research intends to document some of the informal language practices and varieties within African language speaking townships in urban centres in South Africa (varieties that broadly go by the name tsotsitaal).

Challenges that are identified are grouped into two categories: methodological; and theoretical (or conceptual). On the methodological side, issues include the following:
- Difficulties of collecting naturalistic data
- Participants self-reporting language practices
- Access to speakers (particularly 'subcultures' in their authentic contexts)
- Confusion around naming of varieties by participants

On the theoretical or conceptual side, problems include:
- Naming of varieties in the literature
- The standard vs informal spectrum of use
- Lexicon v syntax as the unit of analysis
- Issues around definitions of codeswitching, multilingualism etc.

These issues will be expanded upon, and our own perspective and approach will be justified. The overarching approach we are taking is related to Nikolas Coupland's approach to style and styling in contexts, the argument being that the complex contexts we are researching require us to discard the notions of discrete languages and look instead at practices. This allows us to challenge simplistic views of standard languages which conflict with the realities of the super-diverse language contexts that we are faced with when researching in South Africa.

Object markers markers in Ikalanga

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Objects, unlike subjects, do not display any obligatory morphological agreement with the verb in Ikalanga. (1a) does not show any agreement between the verb and the object while (1b) has the morpheme *m* which is associated with the NP *mbisana* (boy). Notice however, that with subjects, the subject marker is required (ex. 2a) otherwise the resulting sentence is ungrammatical (2b). There are three questions that arise from the data in (1), namely (a) Does the *m* in (1b) bring about any difference in meaning between (1a) and (1b)? (b) What is the status of the object marker in Ikalanga? and (c) What is the status of the lexical object when a co-referential object marker is present? In relation to question (a), I show that the presence of the object marker brings about 'specificity' to the object. Regarding question (b), I argue that object markers in Ikalanga are pronominal clitics rather than agreement markers (See Labelle 2007, Mchombo 2001, 2002 for similar arguments in Chichewa). This conclusion is based on semantic, morphosyntactic as well as syntactic observations. For example, object markers have no referential index by themselves. In addition they need a host, a verb to cliticize to and unlike subject markers, they are not influenced by changes in tense/aspect but only adapt to the phonological environment of the verb they adjoin to. To address question (c) I argue using evidence from i) tonal marking, ii) word order, temporal adverbial placement and passivazation that when an object marker is used in a sentence, the co-occurring object NP is dislocated (see Bresnan & Mchombo 1987, Demuth and Johnson 1990, Mchombo 2004, Zerbian 2006 for similar arguments).

(1)   a.   Nchidzi wa ka bon-a _ mbisana.
       $Nchidzi_{1a}$ SA_1 past see-FV boy_1
        Nchidzi saw a boy.

b.   Nchidzi wa ka *m*-bon-a, mbisana.
      $Nchidzi_{1a}$ SA_1 past OM-see-FV boy_1
      Nchidzi saw him, the boy.

(2)   a.   Chibululu   cha-ka-bona   mbisana.
             $Lizard_7$ SM_7-past-see boy_1
             The lizard saw a/the boy.

b.* Chibululu   -ka-bona   mbisana.
    Lizard$_7$ past-see boy$_1$
           The lizard saw a/the boy.

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Bantu subject and object marking

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Subject and object marking in Bantu have attracted considerable attention in the linguistics literature in the last two decades. Questions addressed include the distinction between pronominal incorporation and agreement, co-occurrence restrictions between DP subjects and objects and subject and object markers, animacy effects, and the behaviour of subject and object markers in specific syntactic environments such as questions, relative clauses, and inversion constructions. Empirical evidence from Bantu languages has contributed to the development of different theoretical analyses of clausal relations between verbs and their arguments, and the agreement relations holding between them, from a wide range of different theoretical perspectives (e.g. in LFG, OT, GB and Minimalism and Dynamic Syntax).The panel provides an opportunity to further investigate subject and object marking in a wide range of Bantu languages by bringing together researchers from Africa and Europe to exchange results of current research and to encourage networking and collaboration.

Locative object marking and the argument-adjunct distinction

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Verbal agreement marking in Bantu is often taken to reflect the status of the co-referential NP as syntactic argument, and hence object marking as reflecting the status of the co-referential NP as a grammatical object (e.g. Hyman and Duranti 1982, Bresnan and Mchombo 1993, but see Schadeberg 1995). However, locative nouns are typically not good objects, probably due to their low topicality (Duranti 1979, Hopper and Thompson 1980), and are thus often ambiguous between argument and adjunct, both cross-linguistically and within a given language. In this paper, we will discuss locative object marking in Bantu, drawing primarily on evidence from Swahili, Sambaa, Haya, and Nguni, and show that object marking reflects the indeterminate status of locative nouns. We will focus on three domains where verbal agreement marking of locative complements differs from the corresponding marking of non-locative complements: 1) Object marking paradigms without locative markers, for example in Lozi (1), 2) contexts in which locative object markers may be used, but where other, non-locative object markers are disallowed, including intransitive verbs in Swahili (2) and object relatives in Haya (3), and 3) locative complements marked by post-verbal locative clitics rather than, or in addition to, locative object markers, such as in Bemba (4).The evidence from these domains shows the particular behaviour of locative object marking, reflecting the ambiguous status of locatives as arguments of adjuncts. We will also show how variation in locative object marking is related more generally to corresponding variation in locative marking in Bantu on one hand (Grégoire 1975), and on the other hand to several processes of grammaticalization for which locative markers serve as a starting point, including as markers of applicatives (Zeller & Ngoboka 2006, Peterson 2006), negation, subordination, and relative clauses (Güldemann 1996).

Examples:
(1) na-(*ku-)zib-a kwa-Lealui [Lozi]
SM1SG.PRES-know-FV 17-Lealui
'I know (*it) Lealui'
(2) a. Ni-li-pa-fika [Swahili]
SM1SG-PAST-OM16-arrive
'I arrived there'
b. Ni-li-(*i)-fika
SM1SG-PAST-OM9-arrive

'I arrived (*it)'
(3) a. O-mu-nju omwo n- ka-ha-bona [Haya]
AUG-LOC18-9house 18REL.DEM SM1S-PAST3-OM16-see
'The house which I saw the inside of …'
b. O-muntu owo n-a-(*mu)-letela e-shokolate
AUG-1person 1REL SM1S-PAST1-OM1-bring.APPL AUG-9choc
'The person who I gave chocolate . . . '
(4) n-ali-mon-a-mo [Bemba]
SM1SG-PAST-see-FV-LOC18
'I looked inside'

Subject marking and gender resolution in ciNsenga

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It is a well-established fact that Bantu verbs always appear with a subject agreement prefix when they occur in finite clauses. The subject prefix shares number and grammatical gender features (i.e. noun class) with the subject NP. The encoding of subject agreement on the verb is quite straightforward when there is a simple NP subject as only one number and gender feature needs to be encoded on the verb. However, when the subject NP is a coordinate structure the encoding of subject agreement becomes more complicated. This paper examines facts from ciNsenga (N.41, under Guthrie's (1967) classification) which shows that the subject prefix on the verb need not agree with the subject NP with respect to gender. Consider the data in (1) – (3):

(1) li-doda ili l-e-fwik -a mailo
5-man 5.this 5-pst-arrive-fv yesterday
'This man arrived yesterday'

(2) tu-temo tu-ka-nol-ew-e mazo
13-axe 13-fut-sharpen-pass-fv day.after.tomorrow
'The axes will be sharpened the day after tomorrow'

(3) ma-swazi na tu-temo vi-ka-tay-iw-e ku-sanga
6-whip and 13-axe 8-fut-throw.away-pass-fv 17-bush
'The whips and the axes will be thrown in the bush'

Note that in (1) and (2) the subject prefix on the verb agrees with the subject NP in noun class – class 5 in (1) and class 13 in (2). In (3) on the other hand, the subject NP is a coordinate structure consisting of class 6 and class 13 nominals, and this coordinate structure triggers class 8 subject prefix on the verb. This paper explores the patterns of subject verb agreement in ciNsenga and seeks to account for gender resolution in the language.

Agreement across categories

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I want to show that the structural relations and operations underlying subject-agreement patterns at the clause level are replicated inside the syntactic structures associated with noun class prefixes on nouns.

The class-invariant sc I Du Plessis (no date) takes the i in Xhosa participial copulatives like (1) to be a class-invariant subject concord (sc). That this i should be analysed as a sc rather than a copula, is supported by a variety of facts, e.g. it behaves like a "weak" sc in the compound tenses: i-b-i. It is class-invariant, because its features are valued by default, which ultimately will be because only Spec/head agreement is involved, and the subject cannot raise to the Spec of the head B hosting i in participial environments. Taking i as I specified only for [+high] coalescing with a preceding V, but spelling out as i otherwise, this account extends to participial clauses with scs e and be replacing a and ba as in (2): These have a second agreeing head A above B, and the subject raises to Spec-A without passing through Spec-B.

Prefix-internal class-invariant I The paradigm for noun class prefixes in Swati (see (3)) shows two puzzling irregularities: (a) the initial vowel is always identical to the vowel of the CV-part in those classes that have initial vowels, except that class 6 has ema- rather than *ama-., and (b) class 2 has eba- as a variant, although no other "strong" class (with a CV-shaped sc) has an initial vowel at all. Assuming that class 2 can group with the "weak" classes (independently needed for the N-based copulatives in Xhosa), the paradigm becomes exceptionless if the structural template for all class prefixes is [A V [B I [Γ CV, where the two Vs are identical, and I is just [+high] coalescing with the preceding V: u and i will not be affected, but a shifts to e.

This analysis leads to an account of prepositional a, na and nga shifting to e, ne, nge in Swati when followed by a common noun: In a way similar to Cardinaletti & Starke (1999) for Romance, a etc embed just B rather than A giving a [B I [C CV … → /e CV/ in all classes. Since I is in the pre-CV layer, this also correctly predicts that a, na and nga will not change to a, ne, nge in the scope of negation, since this is a context for "initial vowel drop" where the structure is stripped down to Γ.

To account for the fact that the full prefix is not V-initial in the non-reduced form (=A) in the strong classes (modulo class 2), we then take it that CV (=Γ)

raises to Spec-A in the strong classes whenever A is present, e.g. [A u [B I [Γ lu → [A [Γ lu] u [B I [Γ lu]]] → /lu/ (by elision and coalescence). This approach is strikingly supported by the existence of the variant class 2 form be-, which now simply reflects the option for class 2 to also behave like the other strong classes: [A a [B I [Γ ba → [A [Γ ba] a [B I [Γ ba]]] → /be/, with the corollary that be- can't occur under a, na, nga or in the scope of negation.

I is exceptional in that it is the only class-invariant ingredient in the Swati noun class prefixes. To account for its being class-invariant, I take it to be valued by default, like the clause-level default sc i discussed above. Within the prefix all heads spell out as the same V to the extent that they inherit feature-values from the same element. This element must be Γ, the locus of initially valued features, and B can only agree by Spec/head agreement. But Γ raises to Spec-A in Swati without passing through Spec-B. Bonus:The lack of prefix-internal I in Xhosa/Zulu now correlates with the emergence of initial vowels in all class prefixes: Γ raises to Spec-B instead of Spec-A, triggering agrement on B.

From this perspective, the Swati prefix-internal I is the same morpheme as the clause-level default sc i, and its occurrence is determined by the same laws of syntax.
(1)a Xa i-ngu-unina, ndi-za-ku-m-xelela (Xhosa, from du Plessis (no date)) if scX-cop-her.mother, I-fut-15-oc1-tell "If it is her mother, I will tell her." b Abantu aba i-b-i-ng-abantu abanjani? 2-man this2 scX-be-scX-cop-2-man rc2-how "These people were what kind of people?"
(2)a W-a-ye Zola i-ng-umntu o-thuleyo sc1-past-sc1 Zola scX-cop-man rc1-silent "Zola was a silent person." b w [a [a [I … sc1-past-sc1-scX… c Xa elixelegu, makagxothwe if sc1-cop-sloven let-sc1-be.driven.away "If she is sloven, let her be driven away." d xa a [I [li … if sc1-scX-cop … e Umama u-pheka ukutya abantwana be-dlala phandle 1-my.mother sc1-cook 15-food 2-child sc2-play outside "My mother is cooking food while the children are playing outside." f .. ba [I … .. sc2 scX –
(3) cl 1 umu cl 2 eba, be, ba (Swati prefixes, based on Ziervogel & Mabuza (1976)) 3 umu 4 imi 5 li 6 ema 7 si 8 ti 9 iN 10 tiN 11 lu 14 bu 15 ku

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Resumption in Relative clauses in Nguni, Sotho, Tshivenda and Xitsonga: Demonstrative and agreement features on the relative complementiser

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The paper has three interrelated goals. First it will present a typology of the relative clause (RC) complementiser (also referred to as relativiser) in Nguni, Sotho, Tshivenda and Xitsonga, the four main groups of Southern African languages. The two distinguishing features invoked for positing this typology is [+Agreement] and [+Demonstrative (root)]. Second, the paper will present an analysis of the optionality of the object resumptive pronoun in relative clauses in various languages from these four main groups, where the object resumptive pronominal in the relative clause (realized as either an object agreement affix in the relative clause verb morphology, or as a postverbal emphatic pronoun) is coreferential with the relative clause antecedent/head, as demonstrated in the following examples:

(1) a. Ndi vhidza hoyu mufumakadzi ane vhana vha khou (mu)thusa (Tshivenda)
b. Ndzi vitana wansati loyi loyi vana va mu pfunaka (Xitsonga)
c. Ke bitša mosadi yo yo bana ba mo thušago (Sepedi)
d. Ndibiza lo mfazi bamncedayo abantwana (isiXhosa)
e. Ngibita lona umfati labanfwana labamsitako (Siswati)
f. Ngibiza umfazi lo izingane zimsizayo (isiZulu)
(I call this woman who the children are helping)

Thirdly, the question of the optionality of the occurrence of an overt subject pronominal, coreferential with the relative clause antecedent/head (modified by a demonstrative) is examined in Sotho and Xitsonga, as illustrated in the following examples:

(2) a. I vavasati lava lava (va) pfunaka n'wana (Xitsonga)
(It is these women who help the child)
b. Ke basadi ba (ba) thušago ngwana (Sesotho)

It is shown that the RC complementiser in Tshivenda, with an internal deficient verb clause structure exhibiting agreement with the RC head, permits omission of the object resumptive pronominal. By contrast, in relative clauses in the

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Sotho languages and in Xitsonga, where the RC complementiser corresponds to a demonstrative pronoun form, the overt realization of the object resumptive pronominal is obligatory. Similarly, in the Nguni languages, in which the RC complementiser corresponds to the demonstrative root morpheme (-l)a (-a- in isiXhosa and isiZulu, and –la- in Siswati), thus lacking agreement morphology with RC head, the overt realization of the object resumptive pronominal is obligatorily. It is concluded that the relevant feature of the RC complementiser that governs optional object resumption is [-demonstrative] and that object resumption is obligatory in relative clauses which have a demonstrative (element) as complementiser which exhibits either agreement, or not. It is furthermore shown that object resumption is also required in isiXhosa in the absence of a RC complementiser, although within the scope of a demonstrative modifier of the RC antecedent.

Lastly the paper explores the optionality of the subject agreement affix in RCs where a subject coreferential with the RC antecedent and in which the RC complementiser corresponds to a demonstrative pronoun, hence exhibits agreement with the RC head. It is shown that Sotho and Xitsonga RCs allow the omission of the subject agreement marker, as in (2) above.

Object marking in Zulu in a phase-based derivational syntax

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In this paper, I examine object marking in the Bantu language Zulu (Nguni; S 42), which I analyse as object agreement with an overt object DP or pro (Buell 2005). I first discuss the syntactic contexts in which object marking is possible in Zulu (e.g. transitive sentences with SVO-word order, (1)), or even obligatory (e.g. left dislocation constructions; object relative clauses, (2), (3)). I then focus on constructions in which object marking is systematically excluded in Zulu, viz. transitive expletive, instrument and (semantic) locative inversion constructions, (4)-(6).

Following Van der Spuy (1993) and Buell (2005), I assume that object marking in Zulu is only possible when the co-referential object (pro or DP) has moved out of the IP. Furthermore, given Minimalist principles, object agreement requires an Agree-relation between the object and grammatical features of the light verb v. My explanation for the ungrammaticality of data such as (4)-(6) is based on the insight that these two requirements cannot be met in expletive or inversion constructions. I argue that these constructions involve the projection of a functional category Pr (for predication) between v and Infl (cf. Bowers 1993), and I show that object extraction and agreement are not possible in the syntactic environment of Pr. The key idea that I explore is that Pr, which is itself a phase head, obliterates the status of v as a phase head. Pr therefore prevents the object from entering an Agree-relation with v and from moving out of the IP via [Spec, v].

Focus and Diffusion in 'Cape Flats' English: A Sociophonetic Study of Three Vowels

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This paper reports on MA research which is close to completion. The study concerns focussing and diffusion in the accents of 'Coloured' English speakers in Cape Town based on the socio-phonetic analysis of twenty speakers. I analyse three vowels; GOOSE, BATH and BIT. The study falls within a larger project on the social dialectology of English in South Africa. Research on the variety of English spoken by people classified as Coloured during apartheid has been relatively scarce. This paper argues for a re-engagement with this community with the aim of shedding fresh light on issues of language and identity.

The patterns which emerge reveal an interesting picture, one which challenges several received notions within variationist sociolinguistics. As we shall see, linguistic variation is ultimately explicable only at the level of the individual speaker. The speakers I interview have been specifically chosen and my knowledge of this 'community' has played an important role during the analysis. The results of the socio-phonetic analysis show a high degree of so-called dialect loyalty among the speakers involved. In addition, accommodation to the 'prestige' variety of White South African English is not as widespread as some scholars believe. Instead, a complex picture emerges whereby we need to explain linguistic behaviour in terms of a whole range of factors. These include educational background, current occupation as well as social networks and possibly sociolinguistic ideology.

The results will show that linguistic variation, while certainly present, is not an easy or straightforward matter. It is neither possible nor, I think, desirable to rigidly separate groups in South Africa. While it may be necessary to talk about linguistic features which are typically 'Coloured', it is less clear whether we can talk about linguistic exclusivity. To do the latter, would run the risk of indulging in a type of essentialism which is not supported by the evidence for the sample of three vowels.

Middle Class vs Working Class NURSE: class bifurcation in SAIE

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Since Mesthrie's (1992) pioneering work on South African Indian English (SAIE), very little work has been done on SAIE exclusively. Therefore enough time has passed to test his findings and postulations with current data, new variables, and new techniques. The study draws on progress in acoustic sociophonetics in the description of the vowels of the GOOSE, NURSE and THOUGHT sets, and basic statistics.

During apartheid, various legislations (e.g. the Group Areas act of 1950) dictated that the four racial groups within South Africa lived in separate areas and attended separate schools and universities. Since the end of apartheid in 1994, we have seen a change in community structures and interaction as a result of the abolition of apartheid and its legislations. This has resulted in all South Africans attending schools together, and sometimes living in the same neighbourhoods and speaking to each other at a social level daily. What seems to have emerged is what Mesthrie (2010) terms a 'deracialisation' of certain vowels within the English phonetic system by speakers across racial lines, with a 'neutral' accent starting to emerge. This accent is neutral in terms of becoming a feature of class as opposed to race. What I am investigating in this paper is the extent to which the accent 'deracialisation' is occurring in the Durban Indian community in terms of social class, focussing specifically on the levels of class bifurcation within the speech community.

In gathering data for this study, 24 speakers were interviewed following Labov's (1972) well known sociolinguistic method. The study is situated in Durban, KwaZulu Natal (the birthplace of SAIE). There are twelve SAIE speakers each of middle class and working class, and 4 speakers of WSAE as a control group. The speakers are between the age of 16 and 24, since this age group represents the first generation experiencing non-racial schooling. Sociophonetic and basic statistical analysis of the data reveals a complex relationship between the Middle and Working Class speakers. The results show considerably less class bifurcation than expected, with a large degree of diffusion in the MC data. The results for NURSE form the basis of this paper, since this vowel's results were clearer than those for THOUGHT or GOOSE.

Towards a regional dialectology of South African Englishes: three variables, two ethnicities, five cities

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The study is based on ongoing work in five cities (Cape Town, Durban, Johannesburg, Port Elizabeth and Kimberly) on variation in South African Englishes. The project aims to characterise regional and social differentiation (amidst considerable overlaps) in South Africa and to ascertain directions of influence and change. The paper uses traditional Labovian methods and more modern acoustic sociophonetics in pursuing matters of social history and cultural geography via language in South Africa. It also attempts a rigorous statistical analysis of a fairly large data set (via VARBRUL and t-tests as appropriate). An initial aspect of this work was reported at the LSSA conference in Pretoria in September 2010. The present paper completing the sample for this sub-project (from 50 to 80 speakers) and presenting final results of the study of the variables (t), (th) and BATH.

I present the results on three variables amongst 40 Indian and 40 Coloured people in the five cities: the consonant /t/, the consonant /θ/ and the BATH vowel. Relations between these two "interior" groups are particularly interesting in terms of the demographics of these cities. It is suggested that the /t/ variable (whether alveolar or dentalised) unites the communities (as an "indicator" in Labovian terms) whereas the BATH vowel is a "marker" which differentiates groups and cities. Durban and Cape Town turn out to be the polar cities for /t/, having a near-categorical alveolar and a variable dental norm respectively. Port Elizabeth and Cape Town fall on the Cape side of this divide, and Kimberley slightly less so. Johannesburg appears to be intermediate for /t/.

The results for (th) or /θ/ are in agreement with those for (t) and shed light on the structural differentiation of English in the five cities. Finally BATH is not dissimilar, except that Johannesburg has evolved its own norms, from which Kimberlites try to extricate themselves. Whereas there is little ethnic differentiation over (t), there is some over (th), and in the Durban area considerable differentiation over BATH.

The broader argument of the research is that linguistic variables and dialect studies afford us sensitive insights into local communities, their sense of "place" and ways of relating to each other.

An exploration into the efficacy of Automatic Vowel Analysis techniques on Cape Flats English

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The aim of this paper is to comment on the extent to which methods of Automatic Vowel Analysis (henceforth AVA) are suitable for the analysis of the vowel system of the variety of English spoken on the Cape Flats (henceforth CFE). To date, most acoustic vowel analysis has been done manually, which is a laborious process, especially when working with large datasets. AVA entails the use of free software packages, developed at the University of Pennsylvania, which perform the following processes on interview data: a) forced alignment of an audio file and a transcript of a given interview, and b) extraction of formant values at a specified point of time in each vowel. Manual inspection is then required at this point to correct potential errors in formant prediction, after which parameters of the software are altered until reliable results are produced. Once formant values have been obtained in this way, Plotnik allows in-depth analysis of the patterns which exist in the dataset. This paper presents the results of AVA on two interviews with working-class speakers of English from the Cape Flats. It will do so by presenting the full vowel charts of the two interviews, which are intended as the first steps of a closer analysis of variation in CFE, and in particular the issue of social class variation in post-apartheid society. It includes a summary of the challenges involved in employing such new techniques of analysis, an outline of the adjustments required to the software in order to analyse CFE successfully and a discussion of the possibilities which AVA opens up for analysing phonetic data in CFE and other varieties of English.

Regional Variation in South African English

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This paper is designed to investigate regional differences in South African English between the White communities of Durban and Cape Town respectively. The research is sociophonetic in its focus and therefore three variables, the vowels of PRICE, NURSE and KIT using Wells' (1982) lexical sets, were selected for acoustic analysis, which was guided partly by the researcher's own intuitions and partly on observed correlations in the impressionistic literature between certain variants of these vowels and the Cape and KwaZulu-Natal regions.

Twenty-four subjects, twelve from each city, were sampled, with each regional subsample further divided into six male and six female subjects. All subjects were between the ages of 18 and 28, with a mean age of 21 for the sample. The subjects participated in 'Labovian' sociolinguistic interviews, including the reading of a wordlist at the end.

Tokens of the three variables were then extracted from the interviews for instrumental acoustic analysis using the computer programme PRAAT. The formant measurements for these tokens provided by PRAAT were then grouped according to phonetic environment and t-tests were performed in order to discover statistically significant correlations. T-tests were also performed for possible correlations with gender. In order to test for significant interactions, multivariate statistical analysis was also performed.

A preliminary analysis of the data suggests that there are relatively minor differences between the two cities for the three variables. For example, complete monophthongisation for the PRICE vowel is minimal for the entire sample, although there is quantitatively slightly more monophthongisation in the Durban sample than in the Cape Town sample. However, the data analysed so far suggest that glide-weakening is extensive in both Cape Town and Durban. For each of the three variables, full statistical findings will be reported in the paper.

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You know you go to Rome you do as the Romans do: Understanding socio-cultural and phonetic change in formerly whites-only schools.

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This paper discusses the findings of a Sociophonetic study, which investigated socio-cultural change in an independent and former Model-C girls' school in Grahamstown. The research focuses on four factors which are seen as contributing to social change: social class; the persisting hegemony of English in the South African context; the construction of multiple identities, and the acquisition of a specific accent.

Data were gathered through sociolinguistic interviews with selected black Xhosa mother tongue (MT) and white English MT speakers. The research adopts a mixed methods (Dörnyei, 2007) methodology, which included the gathering of both qualitative and quantitative data. The former focussed on investigating language attitudes and the construction of multiple identities by female Xhosa mother tongue school learners, whereas the latter focussed on the analysis of the TRAP, DRESS and GOOSE vowels, using the acoustic programme Praat.

The analysis of the qualitative data revealed positive attitudes towards English and a shift in language dominance by black Xhosa MT speakers. Positive attitudes towards the mother-tongue remain, suggesting the language is valued, and is seen as necessary to access and navigate social networks in homes and communities. The findings suggest that the participants use both Xhosa and English comfortably and with relative ease, to construct different identities according to their immediate social context.

The preliminary analysis of the quantitative data shows a trend towards a similar pronunciation of certain vowels, notably the GOOSE vowel appears to be the most similar amongst all participants. Xhosa MT speakers at the former Model-C school appear to be less similar to those at the Xhosa MT speakers from the independent school and the majority of the English speakers for both the TRAP and DRESS vowels. The findings indicate firstly that some vowel pronunciation may be easier to target and/or acquire for Xhosa MT speakers than others, since there is variation in the two vowels in the 'target group'. Secondly, the analysis indicates that phonetic changes are prevalent in Xhosa MT speakers in English school environments. Furthermore, the findings

indicate that phonetic changes are heightened in more affluent school environments, where the majority of the student body consists of white English MT speakers.

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Dörnyei, Z. 2007. Research Methods in Applied Linguistics. Oxford: Oxford University Press.

WORKSHOPS

How plain language is changing business and legal writing in South Africa: Towards a dialogue between plain language practitioners and the academy

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It has been noted by various academics and practitioners (for example: Schriver, Gordon 2010) that plain language practice should be founded on research. A first step towards meeting this goal is building a dialogue between language academics and plain language practitioners. This seminar tackles this need.

The seminar gives delegates a concept of what constitutes plain language from the perspectives of a professional practitioner and international and local legislation. The session will be lively and interactive as delegates will have the opportunity to do short exercises and debate various points to build a dialogue between the multi-disciplinary field of plain language as it currently stands and the Linguistics academy.

The following content will be included:

WHAT IS PLAIN LANGUAGE PRACTICE
Who are plain language practitioners: multi-disciplinary skills and backgrounds
Skills and knowledge drawn on when rewriting a document in plain language
What else practitioners do: organisational training programmes and other initiatives
How practitioners typically research their work: qualitative and quantitative approaches

WHAT IS PLAIN LANGUAGE
Various accepted international definitions
Local legislative definitions
Progress towards an international standard for plain language - what has been agreed so far

CURRENT GAPS IN PLAIN LANGUAGE RESEARCH

Plain language research is currently scattered and fragmented across varied disciplines. There are little formal reviews synthesising research findings. There is also a focus on English only, and a lack of research outside of Europe, the US and Australia.

OPPORTUNITIES FOR FURTHER RESEARCH IN PLAIN LANGUAGE
In the seminar, we will identify specific areas that require more research.

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Schriver, K A & Gordon, F: 'Grounding plain language in research', Draft options paper: Professionalising plain language, International Plain Language Working Group, 2010
Schriver, K. A., Cheek, A., & Mercer, M. (in press). The research basis for plain language techniques: Implications for establishing standards. Clarity, 62. (Plenary presentation from the Clarity Conference held in Mexico City, Nov. 20, 2008)
Skopal, D: Thesis summary: Making a complex message accessible, Macquarie University, 2010

Werkswinkel oor 'n nuwe "Inleiding tot die Afrikaanse taalkunde"

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Die jongste inleidende werk oor die spektrum van die Afrikaanse taalkunde, is reeds in 1989 gepubliseer:, nl. TJR Botha e.a. (reds.) se "Inleiding tot die Afrikaanse taalkunde" (Pretoria: JL van Schaik). Daar is 'n geïdentifiseerde behoefte aan 'n bygewerkte werk vir Afrikaans, ook om voorsiening te maak vir nuwe ontwikkelinge in die taalkunde sedertdien (soos ten opsigte van rekenaarlinguistiek, kognitiewe linguistiek, tekslinguistiek, toegepaste linguistiek, ens.).

Hiermee versoek die bogenoemde twee persone (wat beplan om as redakteurs vir die nuwe uitgawe op te tree) dat daar op die program voorsiening gemaak word vir 'n besprekingsessie van minstens 'n uur (60 minute) waartydens die saak met belangstellende Afrikaanse taalkundiges bespreek kan word en daar op 'n werksplan en tydskema ooreengekom kan word.

Afrikaans Linguistics at South African universities- the state of the (he)art

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The future existence of departments of Afrikaans at South African universities is under constant pressure. To survive, some departments have cut their courses in Afrikaans linguistics completely, others have reduced the number of Afrikaans linguistic courses they offer, and others have instituted all kinds of new (service) courses to increase their student numbers. Our survey of the courses currently on offer at universities under the banner of "Afrikaans Linguistics" clearly indicates that most universities deviate from what could be considered the traditional under- and postgraduate Afrikaans Linguistics syllabus. As a result, it is difficult to determine whether South African Departments of Afrikaans still meet the professional and academic criteria for undergraduate and postgraduate training in Afrikaans Linguistics.

We would therefore like to request a special 4 hour panel/workshop session (as part of the main program) to offer representatives of the Afrikaans Departments from all the South African universities to make short presentations of what courses in Afrikaans Linguistics they currently have on offer, to deliberate on what professional and academic criteria these courses should adhere to, how to optimise current offerings given the restrictions departments have to operate under, and what future collaboration between departments is possible.

Program proposal
1. A 15 minute introduction of the goals of the panel and workshop (Dr. Elvis Saal)
2. Nine 15-20 min presentations of representatives from SA universities of current courses in Afrikaans Linguistics on offer (Unisa, UP, US, NWU, FU, KZNU, UJ, NMMU, UWC, (UCT))
Invitations have been sent to lecturers in Afrikaans Linguistics at these universities to take part in the panel-workshop pending the outcome of the decision of the conference organisers on this proposal.
3. 60 min discussion/workshop of key topics identified in the proposal .

Die voortbestaan van Afrikaansdepartemente aan Suid-Afrikaanse universiteite staan voortdurend en toenemend onder druk van besnoeiing. In sommige gevalle het van die departemente met die Afrikaanse taalkunde weggedoen,

ander het eenvoudig die aanbieding van sommige taalkundekursusse opgeskort en ander het allerlei nuwe (diens)kursusse ingevoer ter wille van groter studentegetalle. Ons eie opname oor wat daar tans onder die vaandel van "Afrikaanse Taalkunde" aan universiteite aangebied word, toon duidelik dat die meeste departemente van die tradisionele Afrikaanse voor- en nagraadse taalkundsillabus afwyk. Dit is dus allermins duidelik of ons nog wel aan die akademiese en beroepsvereistes van 'n voorgraadse en nagraadse opleiding in Afrikaanse Taalkunde voldoen.

Ons versoek dus 'n spesiale vieruurpaneel-en-werkswinkelsessie(as deel van die hoofprogram van die kongres) om verteenwoordigers van al die Afrikaansdepartemente van Suid-Afrikaanse universiteite die geleentheid te gee om aan te dui watter kursusse in Afrikaanse Taalkunde hulle tans aanbied, om te besin oor die professionele en akademiese kriteria waaraan hierdie kursusse moet voldoen, hoe om bestaande aanbieding van kursusse te optimaliseer gegee die beperkinge waaronder departemente bedryf moet word en watter samewerking in die toekoms moontlik sal wees.

Programvoorstel
1. 'n Inleiding van 15 minute oor die doelstellings met die paneelbespreking en werkswinkel (dr. Elvis Saal)
2. Nege aanbiedinge van 15-20 minute lank deur verteenwoordigers van SA universiteite oor hulle huidige aanbod in Afrikaanse Taalkunde (Unisa, UP, US, NWU, VU, KZNU, UJ, NMMU, UWK, (UCT))
Uitnodigings is reeds aan lektore in Afrikaanse Taalkunde aan hierdie universiteite gestuur om deel te neem aan die paneel-werkswinkel, afhangende van die goedkeuring van hierdie voorstel.
3. 'n Bespreking /werkswinkel van 60 minute lank oor die hooftemas soos uiteengesit in die voorstel.

African languages and syntactic theory

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Data from African languages has made a great and very visible contribution to main stream phonological theory, but in the field of syntax this has not been the case to the same extent. This is slowly beginning to change as, in recent years, more high quality research on the syntax of African languages has been produced and several conferences and research networks have focussed on this area. Sadly, however, this has largely been limited to European universities so far. It is important to empower local scholars to consider carrying out linguistic research that combines local languages and syntactic theory. Most African languages are inadequately described in terms of their structure and syntax. This means there are ample publishing opportunities in this field and African universities are ideally situated to meet this need.

This one-day workshop aims to introduce approximately 15 scholars and postgraduate students to the state of the art in syntactic theory with reference to sub-Saharan languages in general and Bantu languages in particular and to show how this kind of research can be applied further. Some familiarity with syntactic theory is desirable but not essential. No prior knowledge of sub-Saharan languages is required.

During the morning 4 seminars will cover (a) Introduction to the Bantu language family and Minimalist Syntax (b) the Noun Phrase (c) Clausal syntax and (d) Topic/Focus constructions. These will be presented by Dr Riedel (ZAS), Dr De Vos (Rhodes) and Prof Simango (Rhodes). The afternoon session will consist of a data-elicitation session with a speaker of an indigenous language where participants get the opportunity to explore an unfamiliar language and compare it with their own. Participants will be given data tasks to elicit, analyse and briefly present to the group.

Finally, the workshop will provide an opportunity for linguists with an interest in indigenous languages to interact and set up longer-term contacts.

RESEARCH PRESENTATIONS

The Role of Linguistic Factors in ELLs' College Engagement

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In multiple method dissertation research on English language learners (ELLs) at a U.S. community college, it was found that ELLs presented a risk of dropping out even though they performed well compared to the rest of the college. Student engagement has been used to explain college dropout using categories from a national survey: academic challenge, student effort, support for learners, active and collaborative learning, and student/faculty interaction. However, for ELLs, linguistic challenges can inhibit all of these areas of engagement in ways that have not been captured on the survey or in retention literature. In interviews, language appeared to be a silent factor that affected ELLs' engagement even as they discussed other factors for dropping out. This factor as it contributes to engagement theory is the focus of this paper.

The academic challenge benchmark purports that students must be challenged by their work using higher order thinking skills such as analysing, synthesizing, or applying new concepts. However, the challenges ELLs expressed in interviews seldom resembled these skills but rather as the linguistic demands of writing, test-taking, and learning new vocabulary, perceiving that they invested twice the effort they would if working in their mother tongue. At times the quality of instruction in both ESL and content courses also seemed to have an effect on engaging students. Further, perceptions surrounding the linguistic competence of ELLs presented psychological and social barriers that affected the interactive benchmarks of their engagement.

The paper concludes by discussing ways instructors and administrators can address linguistic demands of ELLs in their college experience. Given the amount of effort and time ELLs must invest in college, ELLs need to be aware of placement options and perceive English instruction as useful. In addition, ELLs would benefit from their multilingual competence to be viewed as a resource rather than a deficit by their college peers, instructors, and staff.

The Rephonologization of Portuguese Loanwords in Kipombo: A Generative CV Phonology Model of Syllable Structure Account

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This paper looks at the rephonologization of Portuguese words in Kipombo - a variety of Kikongo spoken in Sanza Pombo which is one of the seventeen municipalities of the northern Angolan province of Uíge. Like most Bantu languages spoken in Angola, Kipombo has not received significant linguistic investigation. The acceptable syllable structure of Kipombo is of the CV shape – suggesting that, like most Bantu languages, it does not allow complex onsets (consonant clusters), syllable codas and complex syllable nuclei (diphthongs and triphthongs). This paper seeks to examine how phonological processes such as vowel and glide epenthesis conspire to maintain the intrinsic Bantu CV syllable structure underlying the receiving language – Kipombo. Since this paper focuses on syllable structure related processes, the generative CV-phonology model of syllable structure (Clements & Keyser, 1983) is used to analyse data. The findings of the study reveal that Kipombo uses vowel epenthesis to break up complex onsets and to 'repair' syllable codas and glide epenthesis and vowel deletion to simplify complex peaks. It is hoped that the study will lay a strong foundation for further investigation of the phonological structures Kipombo loanwords which will inevitably give us an insight into the phonological structure of Kipombo native phonology.

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The Determinants of New-Dialect Formation: Evidence from South African English

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According to Trudgill (2004), new-dialect formation in a tabula rasa context proceeds in a completely deterministic fashion i.e. indexicality does not enter into the determination of which features become fixed as an end-result of the koinéization process. Schneider (2003, 2007), however, disagrees and places indexicality at the centre of his model, which while focused on the development of postcolonial Englishes, has implications for new-dialect formation more generally. This paper is focused on the historical reconstruction of the MOUTH vowel in South African English (SAE) as a way towards resolving the above-mentioned issue. Drawing on a three-stage koinéization model of the formation of SAE, as originally proposed in Bekker (2009; in press), it shows that the adoption of a relatively-backed MOUTH in General SAE cannot be accounted for in terms of simple demographics or endogenous development, but perhaps solely in terms of an indexicality-based need to avoid stigmatized alternatives. The history of MOUTH in SAE provides, therefore, compelling evidence for the inadequacy of Trudgill's (2004) model.

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Negotiating a new centre: Multilingualism and identities in a Cape Flats primary school

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This paper uses a small set of data drawn from a broader study on multilingual learners in a primary school on the Cape Flats. The study investigated the ways in which communicative interaction in and outside the classroom was influenced by patterns of distribution of linguistic resources as well as by the identities forged by learners as they negotiated the school terrain. The natural interactional data selected for this paper was collected using radio-microphone recordings during class activity. The interaction in three languages is analysed using the ethnography of communication, and Systemic Functional Linguistics (SFL), with particular emphasis on the encoding of interpersonal meaning. Engaging with Rampton's (1995, 2003) categories of language affiliation, expertise, and inheritance, the paper suggests the need for a complementary concept and proposes a revised understanding of 'appellation' as the agentive construction of 'self' using all the elements in one's linguistic repertoire.

Language, processing and memory

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This paper highlights the relation between language and other cognitive components such as memory and processing. The paper reports on an eye-tracking experiment that tested subjects' recall of elements in multimodal texts in their search for information relating to the theme Go Green. Three groups of students (6 MBA students enrolled in a marketing module and two control groups totalling 15 senior students) viewed texts shown individually on an eye-tracker and thereafter completed related questionnaires. The 30 text pages used represented five categories: green text information, green colour use, the word 'green' shown prominently, green graphics, and green issues with non-green colours. The subjects were requested to name as many brands or products as they could recall; whether they recognised any theme(s) in the text; and to describe the missing elements for each of the texts shown to them a second time. Subjects also had to rank the five categories in terms of preference and potential for a successful Go green! campaign. The results revealed poor recall of missing elements. The analysis of the data focuses on reference relationships (cf. Bergh, Beelders & van Zyl 2011; 2010; i.p., Pribbenow 1993, Schirra 1993), negative priority (Schirra 1993:466) and the expressiveness, novelty and complexity of images (Hochberg:1978) in spatial perception and recall.

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'Just do it' – The *Nike* approach to Terminology Planning in South Africa

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Organized language planning and management usually take place at the level of the nation-state, more often than not through the centralized activities of government authorized agencies. However, important language management activities also take place through non-governmental decision-making at the individual or micro level when a language problem of some sorts is identified and addressed. Language planning activities are no longer the exclusive responsibility of government agencies, but also of a variety of non-governmental agencies. However, contrary to wide-spread assumption, Spolsky (2009: 259) argues that there are fewer designated language planners/managers and terminology committees than would be expected since governments often tend "to leave language alone". His argument echoes that of Fishman's (2006) regarding ideological agendas and challenges that terminological planning and management face. Hence, while terminology committees dedicated to government language academies or bodies are traditionally viewed as pivotal to language elaboration or cultivation, Spolsky (2009: 259) points out that the impact of their work is largely "with unknown effect". He also refers to "a second kind of agency", i.e. those concerned with "not leaving your language alone".

The aim of this paper is to explore some of the issues related to corpus planning in contemporary South Africa against the background of widespread dissatisfaction with government language policy and planning. The focus is on language development and the manner in which government's terminology planning and management have failed to address the need for specialised discourses for functional purposes. The paper subsequently reports on a case of elaboration planning that was initiated by individuals in the South African higher education domain in response to recent changes in the range of functions of the Afrikaans language and lack of access to information and knowledge in the other indigenous languages. The result of this initiative was published as *Veeltalige Vertaalterminologie / Multilingual Translation Terminology* in 2010.

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Error analysis in business correspondence texts of diploma students

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Business writing depends on sound knowledge of language proficiency. The ability to write well is not a naturally acquired skill and second language (L2) students writing in any first language (L1) have to acquire proficiency in the language as well as writing strategies, techniques and skills (Myles, 2002).

Van Tonder (2008) states that a connection exists between home language loss and the educational difficulties experienced by many learners using another language for learning. The students of business diploma courses at the Nelson Mandela Metropolitan University are required to write in L1 but are predominantly from L2 backgrounds. The result is often writing that contains fundamental errors. This paper examines two common errors in the writing of L2 students writing in L1 and proposes a shift towards a critical approach to teaching writing where the student's writing determines the teaching practice.

Cybersocialising and the language of intimacy: emerging genres among young South African students

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This paper explores how first year students at the University of the Western Cape are using the social network application of MXit (and to a lesser extent, SMS) to communicate with each other and style 'cool' virtual identities for themselves and their social networks. Our analysis explores the emerging styles and genres used by our students when chatting on these social networking media. When we began our research journey, we were interested in exploring the highly affective/evaluative language students were using and we wondered to what extent these new social media were opening new spaces for intimacy among young South Africans. As our journey continued, we realized that this 'language of intimacy' is part of a conventionalized genre of cybersocialising. So while many of our data are about the affirmation of intimate friendship bonds, is seems as though the use of this affective language is rather/also the result of students drawing on a language of intimacy as part of an appropriate register and genre of social media chatting. In exploring this argument, we draw on theories of genre and discourse analysis to analyse the data collected by 140 students in our first year programme at the University of the Western Cape. Our analysis shows that the cybersocialising genres and appropriately affective register are used by all participants, irrespective of their gender or the nature of their relationship, although the 'degree' of intimacy is affected to some degree by the gender of the participants as well as the nature of their relationship.

Sourcing quotations for the second edition of the Dictionary of South African English on historical principles: a preliminary appraisal of the use of some online tools

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This paper presents an overview of recent research using online resources – in the main provided by Google – for the purposes of finding new supporting quotations (termed 'intake') for the second edition of the Dictionary of South African English on historical principles (DSAEHist). DSAEHist is the premier product of research at the Dictionary Unit for South African English (DSAE). Like the Oxford English Dictionary it uses quotations which show how a word or phrase has been used over time.

The motivation for the research is both to achieve substantive results, e.g. finding quotations for new words entering South African English (SAE) and for existing SAE words; and to generate methodological guidelines for further research practices.

The paper begins by situating the current work of the DSAE in the context of the production of DSAEHist – i.e. getting the first edition of DSAEHist online and establishing a rolling programme of updates to create the second edition. It describes what intake is; the development of an intake programme and procedures; an intake database review; and the concerted application of intake research procedures, etc. It discusses a number of criteria for intake as these form the operational parameters for the intake project as a whole.

The paper then goes on to discuss why this is a preliminary appraisal – a matter of the novelty and functionality of the tools themselves combined with the progressive development and refinement of more sophisticated search techniques; what the purpose is of using online tools for intake – effectively a matter of finding shortcuts to speed up and partially automate the process of intake; and why the process works for some words in SAE.

It then moves on to discuss the research procedures themselves and gives examples of successful and unsuccessful results.

The first is the process of editorial reading of online texts followed by the use of Google searches to test the frequency, duration and dispersal of dictionary

headwords, which is described and analysed. This is effectively an online reading programme that usefully incorporates a means of near instantaneously checking on the relevance of the certain items (new words and quotations) for intake.

The second procedure is broken down into two phases: the use of Google Ngram as a guide to finding the earliest quotation for certain new potential headwords and existing headwords (largely automated); and the use of Google Books to access the texts containing the quotations in which these words are found (largely manual).

The third procedure is effectively a repetition of the previous one, this time however using Google Scholar to access potentially relevant quotations in academic and other journals.

Moving to a close the paper discusses in summary the potential of these tools for the task of intake – that they work in specifiable cases, and that the method is generalizable; the limitations and restrictions of their use; and concludes with an appraisal of the tools and the procedures used.

Die meerduidigheid van aspek in Afrikaans - 'n grammatikaliseringsondersoek

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Hierdie referaat handel oor 'n gedeelte van my PhD-studie oor tempus en aspek in Afrikaans, beskou vanuit die grammatikaliseringsteorie.

Afrikaans is 'n taal wat morfologiese verarming toon, onder andere ten opsigte van tempus- en aspekmarkering. Byvoorbeeld, waar verwante tale soos Engels en Nederlands verskille in verledetydsaspek morfologies markeer, gebruik Afrikaans 'n enkele konstruksie, naamlik die "het ge-"-konstruksie om alle aspektuele verskille uit te druk. Dié konstruksie blyk, soos in Engels en Nederlands, 'n gegrammatikaliseerde konstruksie te wees (vgl. Bybee *et al*¸1994). Waar die konstruksie in Engels en Nederlands hoofsaaklik verledetydsaspek merk, het die konstruksie in Afrikaans selfs verder gegrammatikaliseer na 'n suiwer tempusmerker. Hierdie evolusie blyk tipologies 'n algemene ontwikkeling (of "path") in die grammatikalisering van tempus en aspek te wees (Hengeveld, 2011).

Die "het ge-"-konstruksie in Afrikaans is dus meerduidig ten opsigte van aspekmarkering. Vergelyk die volgende sinne:

Engels:
V: What were you doing while the others were working?
A: I was eating. (Imperfektief)
V: What did you do two hours ago?
A: I ate an apple. (Perfektief)
V: Are you hungry?
A: I have already eaten. (Perfektum)

Nederlands:
V: Wat was je aan het doen terwijl de anderen aan het werken waren?
A: I was aan het eten. (Imperfektief)
V: Wat heb je twee uren geleden gedaan?
A: Ik at een appel. (Perfektief)
V: Heb je honger?
A: Ik heb gegeten. (Perfektum)

Afrikaans:

V: Wat het jy gedoen terwyl die ander aan die werk was?
A: Ek het geëet. (Imperfektief)
V: Wat het jy twee ure gelede gedoen?
A: Ek het 'n appel geëet. (Perfektief)
V: Is jy honger?
A: Nee, ek het geëet. (Perfektum)

Dit is egter moontlik om 'n handeling of aksie só uit te druk, dat daar geen onduidelikheid of meerduidigheid bestaan ten opsigte van die aspektuele betekenis wat bedoel word nie. Die Afrikaanssprekende kan gebruik maak van (i) kontekstuele of pragmatiese aanduiding, (ii) adverbia, (iii) reduplikasiekonstruksies of (iv) perifrastiese konstruksies om bepaalde aspektuele betekenis aan te toon.

Die fokus van hierdie studie is die wyse waarop Afrikaanssprekendes van perifrastiese konstruksies gebruik maak om imperfektiwiteit uit te druk, en in hierdie referaat sal die werkswyse, sowel as enkele van die bevindinge uit 'n korpusondersoek aangetoon word.

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Using CMC to help learners reflect on their perceptions of academic (pre)writing in English: A computer-mediated discourse analytic perspective

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The aim of this paper is to report on how two e-learning platforms, namely, synchronous and asynchronous modes of communication in Blackboard, were employed at tertiary level to (a) sensitise third-year students majoring in education to their perceptions of their own (pre)writing and (b) heighten their awareness of the academic writing process itself. Perceptions of writing are regarded as particularly important when it comes to the training of pre-service language teachers (Hammann 2005: 17), while awareness of the academic writing process appears to shed some light on the misconceptions students may have about academic writing (Curry & Hewings 2003: 34). It is shown that the teaching of writing through synchronous and asynchronous modes yields pedagogical benefits that may not emerge so easily in a traditional, face-to-face classroom environment.

The anatomy of the English metrical foot: acoustics and structure

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There are few concepts in the history of modern phonology that have been so widely –though to some extent apriorically– accepted as the metrical foot. Most of the definitions available so far (e.g. Giegerich 1992) refer to the traditional, acoustically non-definable, notion of the syllable and the idea of an interstress interval. Despite the definitional problems, however, the concept has been used in metrical stress theory (Hayes 1995) optimality theory (Prince and Smolensky 1993) or government phonology (Harris 1994). Its acoustic foundations, however, remain largely unexplored.

This paper aims at deriving an acoustically grounded definition of the foot. Our assumption is that feet are 'vocalic' rather than 'syllabic' structures. The idea that vowels constitute a fundamental plane of phonological expressions, on which consonants are in a way projected, is not new and it harks back to Öhman (1966). The innovation of our approach consists in the hypothesis according to which metrical feet are not interstress intervals but networks of stable intervocalic relations holding between different acoustic correlates of stress. These interdependencies constitute an interface between the variable acoustic manifestation of stress and its non-variable cognitive representation.

The experimental design was as follows. Four male native speakers of Southern British English read 162 mono-, di- and trisyllabic words made of CV sequences. The target items were presented in four contexts: (i) isolated, (ii) phrase-final, (iii) phrase-medial followed by one unstressed syllable and (iv) by two unstressed syllables. The stressed syllables contained all RP vowels and diphthongs, followed by a voiced obstruent, a voiceless obstruent and a sonorant. Vowels were then extracted from target words and their duration, pitch and intensity were measured with PRAAT. Pitch and intensity measurements included four parameters: mean/max./min. values and the intravocalic slope. The total number of observations was 17.496.

The results do point at a network of intervocalic relations involving duration, pitch and intensity which cannot be accounted for without recourse to a higher-

level constituent. In particular, (i) there exists a negative correlation between V1 and V2 durations in di- and trisyllables, (ii) word-final vowels in trisyllables are significantly shorter than those in disyllables (p<0.001) and (iii) pre-fortis clipping effects are insignificant in trisyllables. The analysis of variation in total vowel duration has shown that in di- and trisyllabic words the differences are minimal (<30 ms) which suggests that they may be perceptually insignificant (cf. Lehiste 1970). The average total vowel duration has been found to oscillate around 300 ms. This result provides arguments in favour of isochrony hypothesis, which has been refuted for interstress intervals (Roach 1982). Vowels in monosyllables proved to be significantly shorter than the total vowel duration in polysyllables. However, they are systematically longer than corresponding stressed vowels in di-/trisyllables and their duration exceeds the minimal execution time (Klatt 1976). Contrary to stressed vowels in polysyllables, though, they carry a complex contour tone. Thus, they must undergo a tonally-driven monosyllabic lengthening which we interpret to be an acoustic manifestation of minimal foot binarity requirement.

In further research the intervocalic relations which point at acoustic reality of metrical feet and the minimal differences in total vowel duration must be independently tested for their perceptual salience.

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Ek kan nie op 'n blikkie Mixit nie! ("I can't MXit on a tin!) The multilingual literacy practices of a Coloured Afrikaans-dominant urban community in the City of Cape Town – A sociolinguistic study.

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The research investigates the literacy practices of residents living in a multilingual, Afrikaans-dominant, Coloured neighbourhood in the Cape Town, called Maitland Garden Village. In accordance with the framework that has been called New Literacy Studies, the research approaches literacy as a set of situated social practices and describe the everyday literacy activities of participants and the role texts play in their lives.

The neighbourhood is relatively homogenous in terms of ethnicity, language use and educational history and lends itself to an ethnographic case study of family literacy practices situated within the wider literacy activities of their community. In-depth ethnographic fieldwork was conducted determining how participants draw on their multilingual habitus when they produce texts.

A survey was conducted with 100 residents providing a general birds-eye view of literacy activity in the neighbourhood. The questionnaire was mostly completed in the presence of by-standers who often commented on and contradicted each other's literacy proficiency and activities. In this paper I will discuss the observations I made whilst conducting the survey as well as the survey results – focusing on the types of literacy activities, language choice in literacy activities and examples of technologically mediated writing.

Perceptions of English proficiency: A review of our current understanding

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In this paper empirical data about the discrepancy between perceptions of English proficiency and measures of English proficiency among students over a period of 10 years in South Africa will be reviewed. A discrepancy between perceptions of English proficiency and scores on English proficiency tests hold important implications for academic and language development courses at universities in South Africa. If a person believes that she is proficient in English, while her scores on a test indicate that she is not, she might not be motivated enough to engage actively in academic and language development courses. Ten years ago, the discrepancy between perceptions of English proficiency and students' scores in a reading test of English proficiency were explained in three ways. First of all, it was argued that the multilingual identities of the respondents provide some understanding of the discrepancy. It was reasoned that when multilingual respondents have to gauge their proficiency in English, they inadvertently are aware of the fact that they know many languages, which they do not all use, for example, to read and write. They therefore measure their proficiency in English against their everyday practices in all the languages they know. If one asks a person who is multilingual in Sesotho, Setswana, IsiZulu, English and Afrikaans how good they think they are at writing English, it is plausible that they argue as follows: "I know many languages. English is the only language in which I write. Compared to my proficiency in the writing of the other languages I know, I am GOOD at writing English". A second explanation for the discrepancy between perceptions of English proficiency and scores on English proficiency tests was that there are different conceptions of proficiency at work. If one accepts the distinction between basic interpersonal communication skills and cognitive academic language proficiency in a language, it is possible that perceptions of English proficiency are based on a person's evaluation of her abilities to communicate in English in general, and not on abilities to use English as an academic language. A third explanation was embedded in the context that these students were "first generation post-school" students in South Africa. In a country with a long history of educational discrimination, these students gained high status in their communities where the majority of people often did not complete high school education. If they therefore evaluate their own English proficiency against that of the people in their communities, they come to the

conclusion that they are good at English. In this paper, two new developments will be investigated that could provide an even deeper understanding of the persevering discrepancy between perceptions of English proficiency and scores in English proficiency tests over the past 10 years in South Africa. The first development is that of the theory of the ideal L2 self-posited by Dornyei and associates. The second development is the acknowledgement of the presence of resilience among African youth in South Africa. Using insights from these two new developments, the persisting discrepancy between perceptions of English proficiency of South African students and scores on English proficiency tests will be revisited. Ultimately, the aim of the paper is to understand this phenomenon better, and to tease out the implications for academic and language development courses at university in South Africa.

The 2010 FIFA World Cup as a commercial platform in print advertising

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This article investigates the manner in which advertisers may exploit the 2010 FIFA World Cup, by attempting to establish positive associations between the event and the advertised product. To do this, pragmatic (phoric reference) and discourse analytic (propositional assumptions) methods are combined in order to provide a relevance theoretic elucidation of the manner in which advertisers 1) refer to the 2010 FIFA World Cup as an intertext and 2) attempt to guide interpretations of the relationship between the product and intertext, in order to construct a coherent marketing message. The findings for three case studies – extracted from a more comprehensive project – are contrasted with two adverts that employ the global economic meltdown and Nelson Mandela as intertexts, respectively. The results highlight the importance of supporting readers' search for relevance, by providing evidence to guide the inferencing process.

(Poster) The interaction between ESL students' self-efficacy beliefs, anxiety and public speaking

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Affective variables in language learning have been identified as possibly the strongest link to language learning success (Gardner & Lambert, 1972). Yang (1999) proposes a model in which beliefs are composed of two dimensions: the motivational and the meta-cognitive The components of the motivational dimension, which will be addressed in this poster, are learners' self-efficacy and their emotional reactions or affect in relation to a public speaking activity in the English classroom.

Self-efficacy refers to a student's perception of his/her own ability to complete a specific task (Pajares, 2003). If students do not believe that they will be successful, they will have no real incentive to engage in an activity (Bandura, Barbaranelli, Caprara, and Pastorelli, 1996).These beliefs have an impact on student aspirations, and their level of commitment to goals. It also impacts on: their level of motivation; the extent to which they persevere in the face of adversity and to what they attribute success and failure (Bandura et al, 1996). Students' sense of self-efficacy holds the key to student choices, effort, perseverance, thought patterns and emotional reactions (Pajares, 2003). From observations thus far of student presentations, it would seem that their lack of belief in their ability to make a successful presentation negatively impacts on their performance.

Self-efficacy perceptions are formed by the interpretation of information from four sources (Pajares, 2003):
1. Perceptions regarding the success or failure of the individual's performance (mastery experience)
2. Social comparisons with other individuals in the group
3. Input and feedback from others
4. Anxiety and stress

Bandura (1995, 1997 in Pajares, 2003) provides guidelines for measuring the self-efficacy beliefs of students:
1. Assess student confidence that they possess the required skills
2. Assess student confidence that they can complete a specific task
3. Ask students to assess their potential to obtain an A, B, C or D grade for English and compare it to their actual grade

Anxiety is a factor included by many motivation researchers (Clément, 1980; Gardner, 1985 and Dörnyei, 1994) in their discussions of how motivation and anxiety interact with each other in English language learning. Horwitz and Cope (1986 in Khan and Zafar, 2010 p. 199) define language anxiety as 'a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process'. The question therefore becomes whether poor performance is caused by anxiety or whether anxiety is caused by poor performance (McIntyre, 2002). The most dramatic effect of anxiety, however, is a reluctance on the part of the student to communicate (McIntyre, 2002).

The aim of this poster is to show the results of a small-scale qualitative study of the interaction between NC(V) students' self-efficacy beliefs and the anxiety experienced while doing a formal speech in English. The participants' English proficiency varies considerably and included in the study are students who speak English as their mother-tongue as well as those whose mother-tongue is isiXhosa.

Students' presentations are video-recorded and stimulated recall interviews conducted. In addition to this, participants will complete a two-part questionnaire to determine firstly their sense of self-efficacy with regard to their English proficiency and secondly their level of anxiety while making the speech. The relationship between these will be discussed and graphically represented in the poster.

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Assessing oral English language oral skills for non-EL1 speaking Grade 6 learners in South Africa

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This paper is concerned with bench-marking the oral English skills of a small sample of learners in schools where English is not the first language for either teachers or learners, but, at the level tested, is the language of learning and teaching (LoLT). It is a preliminary study for an area of research to be expanded. The past effects of LiEP and curriculum changes on the teaching of English in primary schools will form a background to the paper.

Data is analysed from recorded classroom interactions in some typical KZN primary schools, where English is not the mother tongue, in order to gauge the level of productive (spoken) English language used in class by both teachers and learners. Further to this, a more structured assessment is made of learners' oral skills based on the Common European Framework of Reference (CEFR) for assessing language skills across the languages of Europe, using material available online from the series of tests developed by the Cambridge Board. This enables students to be assessed for fluency, interaction, range, coherence, and accuracy at the A2 level of the CEFR. The results of this testing conducted with South African learners at the parallel age level of Grade 6 will be presented.

Findings are to be discussed with reference to the Common European Framework of Reference (CEFR) and within the context of previous language policy and practice in South African schools set out through the South African Language in Education Policy (LiEP) and subsequent curriculum policies including Curriculum 2005 and the Revised National Curriculum Statement (RNCS). Further changes will be considered in the primary school language curriculum soon to be introduced when the new Curriculum and Assessment Policy Statement (CAPS) is implemented. In addition some questions will be asked about the historic procedures for assessing the spoken language competency of teachers for a LoLT compared to the current process.

Studying diachronic changes in the linguistic landscape from a synchronic perspective. Findings from a case study in the Xhariep

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Large-scale changes in the linguistic landscape that coincide with the establishment of a new language regime are registered as visible concretisations, on public signs, of changed language priorities. We can classify these in terms of moderate and drastic changes, depending on whether languages are added to or removed from the linguistic landscape. Typical changes may involve the introduction of an additional language to the language environment, leading to changed language visibility profiles. This has happened in countries like Israel, where Arabic has been added to public signs in recent times. Changes may also involve the complete replacement of a former established language by removing it from public signs, as has happened in the Baltic states with the removal of Russian. Both instances of change usually result from top-down interventions by means of new language policy decisions, directives, etc. But the linguistic landscape may also register bottom-up changes, as is actually happening on a global scale with the introduction of a language such as English on public signs, where the actual top-down language policy dictates something else. From a research point of view, one of the challenges regarding changing linguistic landscapes is that of how to actually study such changes when one does not have adequate comparative historical data at one's disposal, rendering a diachronic study or a study of change in time almost impossible. This is a problem that is peculiar to this new field of research in sociolinguistics, as scholars have only recently started to record and study language use on public signs. In this paper, we shall consider the different approaches to the problem. We shall argue that one can adopt a synchronic approach to studying linguistic landscape change, provided that adequate contemporary data are available. This can be done by analysing contemporary linguistic landscape data in terms of three core variables, namely functionality, locality and agency. We shall explore this approach by offering an analysis of results from a linguistic landscape study that we carried out in three towns in the Xhariep District of the Free State Province – Philippolis, Springfontein and Trompsburg. The data were collected during the second half of 2010, and the database consists of a total of 1 549 recorded public signs. We shall demonstrate why an adequate database can allow the researcher to make valid deductions regarding linguistic landscape changes.

The acquisition of grammatical gender in L2 German by learners with Afrikaans, English or Italian as their L1

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The acquisition of morphological aspects of the target second language (L2) has received a lot of attention in recent years, specifically there have been a number of studies on the acquisition of grammatical gender in the L2 – see, for example, Blom, Polišenská & Unsworth 2008; Blom, Polišenská & Weerman 2007; Cornips & Hulk 2008; Cornips, van der Hoek & Verwer 2006; Franceschina 2005; Hawkins & Franceschina 2004; Hulk & Cornips 2006; Sabourin 2001; Sabourin, Stowe & De Haan 2006; Unsworth 2008; White, Valenzuela, Kozlowska-MacGregor & Leung 2004. This paper reports on an investigation into the acquisition of grammatical gender in L2 German by learners with Afrikaans, English and Italian, respectively, as their first language (L1). The aim of the study was to determine how similarities and differences between the L1 and L2 in terms of grammatical gender affect the acquisition of this aspect of the target L2. The specific research questions were (i) whether Italian-speaking learners of German acquire grammatical gender more successfully than Afrikaans- and English-speaking learners, given that Italian and German display overt grammatical gender (cf. (1) and (2)), whereas Afrikaans and English do not (cf. (3) and (4)), even though grammatical gender is (taxonomically and phonetically) represented differently in Italian than in German (compare (1) and (2)), and (ii) whether Afrikaans-speaking learners of German acquire grammatical gender more successfully than English-speaking learners, given that even though neither English nor Afrikaans has grammatical gender, Afrikaans is very similar to German in terms of vocabulary and syntax.

(1) German
FEMININE die (schöne) Frau 'the (beautiful) woman'; eine (schöne) Frau 'a (beautiful) woman'
MASCULINE der (schöne) Regenschirm 'the (beautiful) umbrella'; ein (schöner)Regenschirm 'a (beautiful) umbrella'
NEUTER das (schöne) Auto 'the (beautiful) car'; ein (schönes) Auto 'a (beautiful) car'

(2) Italian
FEMININE la (bella) macchina 'the (beautiful) car'; una (bella) macchina 'a (beautiful) car'

MASCULINE il (bell') ombrello 'the (beautiful) umbrella'; un (bell') ombrello 'a (beautiful) umbrella'

(3) English
ALL NOUNS the (beautiful/beautiful) woman, man, umbrella, car, etc.
a (beautiful/beautiful) woman, man, umbrella, car, etc.

(4) Afrikaans
ALL NOUNS die (mooi) vrou, man, sambreel, kar, etc. 'the (beautiful) woman, man, umbrella, car, etc.'
'n (mooi) vrou, man, sambreel, kar, etc. 'a (beautiful) woman, man, umbrella, car, etc.'

Two experimental tasks – a picture naming task and a sentence completion task – were designed to determine to which extent the grammatical gender of nouns is accurately reflected on determiners and adjectives in the written L2 production of learners with Afrikaans, English and Italian, respectively, as their L1. The picture naming task consisted of 18 items (5 masculine nouns, 5 feminine nouns, 5 neutral nouns, and 3 plural nouns), placed in random order. The participants were asked to write the appropriate determiner (der/die/das) in the space provided – see example (5) below, for which the participant had to fill in das, given that Haus is a neuter noun.

(5) [Picture of house]
____ Haus

The sentence completion task consisted of 16 sentences, for which the participant was asked to fill in the appropriate form of the determiner and adjective based on the preceding German sentence as well as the Afrikaans and English translations of the determiner and adjective, given in brackets. See example (6) below, for which the participant had to fill in ein schönes because Mädchen is a neuter noun, ein is the appropriate form of an indefinite determiner preceding a neuter noun, and schönes is the appropriate form of this particular adjective when it precedes a neuter noun.

(6) Das Mädchen ist schön. 'The girl is beautiful.'
Ich liebe ('n mooi / a beautiful) _____ Mädchen. 'I love (a beautiful) _____ girl.'

A total of 38 learners completed the tasks: 23 with L1 Afrikaans, nine with L1 English and six with L1 Italian (the different sizes of the different L1 groups is

not ideal but was due to practical problems with recruiting participants). All of the participants had been receiving exposure to and instruction in L2 German for maximum one year. The L1 Italian group outperformed the other two groups on all of the item types in the two tasks and the L1 Afrikaans group outperformed the L1 English group on almost all of the item types in the two tasks. This indicates that (i) it is indeed easier for learners to acquire overtly expressed grammatical gender in their L2 if grammatical gender is overtly expressed in their L1, and (ii) other similarities (in terms of vocabulary and syntax) between the L1 and the L2 might indeed "lighten" the L2 learner's "burden" in terms of the acquisition of grammatical gender, even when grammatical gender is not overtly expressed in the learner's L1.

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Interface between the printed media and xenophobia: a critical discourse analysis approach

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The dichotomy between rich and poor, and even poor and abjectly poor, is conspicuously omnipresent in the South African context. Harber (2008) refers to this distinction in his "Two newspapers, two nations" and asks the question whether the two South African newspapers; one broadsheet and one tabloid do not indeed constitute a microcosm of our unequal society. The researcher, working within the frame of Critical Discourse Analysis, draws a parallel, although not necessarily a causal link, between the xenophobic pogroms of May 2008 and the inflammatory and sensationalist methods of reporting of some newspapers during this period, more specifically the "Daily Sun". This parallel implies an inclusion of these inflammatory "discoursal events" (after Fairclough, 1993) within the matrix of causal factors which contributed towards these xenophobic outbreaks.

When equivalence goes beyond syntax and lexicon: What strategies are employed in translating subtitles?

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This article outlines strategies employed to convey colloquial and culture bound expressions from Persian to English in subtitling movies. The goal has been to identify the problematic cases that require a strategy for rendering the cultural concepts. The data analysed were gathered from Persian movies subtitled for the English audience. The question is which strategies are preferred to transfer culture bound elements and how the translation quality is affected by the choice of strategies. The data examination revealed that, among seven strategy types, adaptation is the most frequent strategy; in the cases that no decision is possible to make due to the non-existence of the cultural concept in the TL culture, the translator would have to create a functionally equivalent situation as close as possible with the original message.

The articulatory~acoustic interface of Norwegian retroflexes

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The interface between articulatory configuration and acoustic cues in the case of rhotics and retroflexes is curious. While F1-F3 generally correlate with one articulatory configuration in non-rhotics, F3 lowering in rhotics can be produced through several different articulatory configurations (Epsy-Wilson & Boyce 1999, Hamann 2008). Similarly, Norwegian retroflexes (derived from r+coronal sequences) also demonstrate variation in articulation and it is therefore contested whether or not these segments are true retroflexes (Simonsen et al. 2008). Feizollahi (2009), however, finds significant lowering of both F3 and F4 into the closure of a coalesced segment and thus argues that these segments are indeed retroflex consonants. This paper further investigates the role of F4 in rhotics and finds that F4 lowering is consistent with cross-linguistic findings that different rhotic articulations can be identified through F4 (Epsy-Wilson & Boyce 1999). Epsy-Wilson & Boyce (1999) found that the retroflex vs. bunch articulation of the American English /r/ do manifest as differences in F4 and F5. Zhou et al. (2008) demonstrate through MRI imaging and vocal tract acoustic modeling that these F4/5 differences are the result of different vocal tract shapes in the cavity behind the palatal constriction and pharynx (the back cavity). Thus, different rhotic articulations can be identified through the difference between F4 and F5. I argue that F4 lowering in Norwegian is due to a large back cavity similar to the shape that occurs in the American English retroflex articulation of /r/. While Simonsen et al. (2008) present an EPG and EMA study on Norwegian retroflexes and do not find a post-alveolar place of articulation, which is generally considered the canonical place of location for retroflexes. However, Hamann (2003) argues that a curled back tongue articulated in a post-alveolar region is not a consistent feature of retroflexes across languages. Instead, Hamann proposes a set of articulatory criteria that constitutes the class "retroflex" and argues that all of these configurations contribute to F3 lowering. Feizollahi (2009) points out that the apical articulation, flat tongue shape, and flapping out found by Simonsen et al (2008), all meet Hamann's criteria for retroflex consonants. Thus, this paper follows Feizollahi (2009) in that Norwegian coalesced segments are indeed retroflex consonants as these segments demonstrate both the acoustic cues and articulatory configuration of retroflexes across languages. The case of Norwegian retroflexes, then, demonstrates that the acoustic~articulatory interface is a crucial facet for identifying retroflexion.

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Contrastive Pragmatic Cognitive Modeling (CPCM)

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Modeling as a vicarious form of learning has been considered as effective in learning numerous skills. Cognitive modeling involves verbalization and demonstration of thoughts and reasons for conducting particular actions by a model. In this study I have tried to show how a Contrastive Pragmatic Cognitive Modeling (CPCM) can be effective in teaching pragmatic aspects of English. Through modeling English language and comparing it with other languages, teachers can explain the reasons for their using certain English language forms in order to achieve particular goals in a given context (pragmalinguistics), and the reasons underlying behaviours in certain ways in a given situation (sociopragmatics). Contrastive pragmatic cognitive modeling can also provide learners with explanations about pragmalinguistic and sociopragmatic failures as they occur and the alternative language forms or behaviours for coping with such difficulties in using English language.

The interface between student and professional writing: Metadiscoursal choice in student health science writing

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Students entering a new discourse community have to take on a new social identity and this identity is expressed by means of familiarity with the appropriate discourse conventions, including genre, the most overt expression of rhetorical purposes a, and metadiscourse, the choices used by writers to guide their reader's understanding of text and to construct interaction between then (Hyland 2005).

Drawing on a study (Goodier 2008) of two corpora of medical case reports, one produced by radiography students and the other published in South African professional journals by radiographers and radiologists, this paper has as its focus the way purpose and identity are realized through metadiscoursal choices in the student reports as the moves of the case report genre unfold. A comparison is made between the patterns found in the professional reports and those used by the students in terms of both the frequency of various types of metadiscourse and also the types of strategies employed. Interview data from the student writers and their lecturer are analysed to explore the ways in which the student writers understand their purposes in producing these texts.

The paper demonstrates how differences in metadiscourse can provide a means of exploring the interface between writing as a student and a professional and indicate clearly to what extent the students whose texts are analysed here have taken on the purpose and identity of a professional practitioner in their field as they write within a particular genre.

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Literacy engineering discourse collaboration: Practice implications

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Research and South African Higher Education (HE) experiences over the last 20 years confirm that no student has acquired literacy naturally. As literacy acquisition depends on literacy practices that students have acquired in the past and those that are specifically extended to them in the present, the teaching and learning of literacies like writing also need to be facilitated into disciplinary discourses (Jacobs, 2007: 870b). Content lecturers, however, tend to treat content as bodies of knowledge and often pay little attention to how students know, process or apply that knowledge. Instead, they are often "so immersed in their disciplines that they are unaware of the specificity of the cognitive and lingual demands they are making" (Kapp 1998:28). This practice is exacerbated with discourse problems being construed as "language problems" (Gee 1990:73) and academic writing viewed as "an invisible dimension of the curriculum". As the rules or writing conventions of what constitutes academic writing are often thought to be common-sense knowledge, they are not "explicitly taught within disciplinary courses" (Coffin, Curry, Goodman, Hewings, Lillis & Swann 2003: 3). Consequently, to gain access to academic literacy, students often have to "invent" the expectations within the lecturer's mind as these expectations are seldom made overt and often act as gatekeepers for success in HE (McKenna 2004: 279). However, from the early nineties in South Africa with the great diversity in the discourses that students brought with them to HE, the issue of discourse and how to teach it has become a concern to lecturers outside the language class (Van Heerden 2000).

This paper describes the situated engineering project at Nelson Mandela Metropolitan University (NMMU) which is underpinned by close collaboration between Applied Language Studies (DALS) and Mechanical Engineering. The collaboration requires language and engineering experts to negotiate on academic literacies practices, discourse understandings, reports as genres and literacy concerns so that students can acquire the necessary academic literacies to be successful in Higher Education (HE) and in the workplace. As literacy acquisition often depends on literacy practices that students have acquired in the past and those that are specifically extended to them in the present, language practitioners need to collaborate interactively with Mechanical Engineering lecturers as discipline experts in sustained ways to situate the teaching and learning of literacy, especially the writing of different genres (kinds of text) in mainstream curricula. Although the collaboration is intended

to facilitate the embedding of teaching and learning of literacies into disciplinary discourses enacted in genres (Jacobs 2007b:870), the collaboration process is complex and lengthy and requires systematic and sustained collaboration with discourse teachers (Jacobs 2007a) in engineering "communities of practice" (Lave & Wenger 1991). The paper focuses on social practices and organisational circumstances that generate or delimit specific discursive practices.

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(Poster) Developing emergent literacy in a multilingual classroom: the interface between language teaching and literacy development

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The revision of the Languages curriculum in South Africa in 2001 introduced a new approach to literacy in the early years of the Foundation Phase (Grade R – 3), which has a strong emphasis on emergent literacy. The National Curriculum Statement (NCS) for English – Home Language describes this approach as balanced "because it begins with children's emergent literacy, it involves them in reading real books and writing for genuine purposes, and it gives attention to phonics." For many teachers in South Africa, this has meant moving away from the "reading readiness approach" which held that children were not ready to read and write until they were able to perform sub-skills such as auditory discrimination and visual discrimination, and had developed their fine and large motor skills to a certain level.

When the revised curriculum was introduced, I was a Grade R teacher in a multilingual primary school in the Eastern Cape. Shortly thereafter, as part of the requirements of an MEd in English language teaching, I carried out a small scale research project on this topic. The purpose of the study was to trace and document children's emergent literacy development in a Grade R class over a period of 2 months. More specifically, the intention was to investigate whether it was possible for trained, motivated teachers who have access to everyday resources in otherwise ordinary South African schools, to achieve the assessment standards set out in the NCS for Home Language in Grade R.

In this school-based case study, the sample consisted of 4 children. The participants were selected according to gender and language because these appear to be significant factors in literacy development. I wanted to find out and compare 1) how home language and additional language speakers of English, and 2) girls and boys, engage with emergent literacy and if there is a difference in their development.

My presentation will take the form of a poster. The purpose of the poster is firstly, to illustrate my experience of being a Foundation Phase teacher doing research in emergent literacy in a Grade R class and, secondly, to show the progress children can make in emergent literacy if they have a text-rich

environment and an informed, motivated teacher. The findings of the research will be reported in the poster.

Hyphenated validity: comparability of assessment protocols in English language between two examination boards

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This paper reports the discrepancies in assessment protocols between Cambridge International Examinations and the South African Umalusi in the 2010 exit English language examinations. The longitudinal study commenced in 2007 when twenty purposively selected learners were sponsored by a South African benefactor and enrolled at a private school that offered them a CIE-oriented curriculum in place of the OBE one that they would have pursued in government schools. Based on their entry competencies in English, the learners participated in the design and implementation of a task-based syllabus out of which suitable teaching and learning materials were developed. Through recursive formative, summative and other internal assessment strategies, in particular the quantitative measure called the hypotaxis index, the learners' performance in the final CIE examinations was relatively reliably predicted. The predicted grades, CIE final assessment papers, grades and marks are presented in this study and compared to the final grading scale(s) used by Umalusi in order to demonstrate the underlying ideological patents and paradigmatic shifts from one examining board to the other. Other validity and reliability issues are also analysed to highlight the (in)comparability of assessment protocols between examination boards.

Keywords:
Validity, reliability, validity-as-language; validity-as-culture; hypotaxis index; task-based syllabus; standards comparability

The use of g'n ('no') in newspaper headlines

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In colloquial Afrikaans the negative quantifier g'n ("no") can occur in place of the sentential negator nie ("not"), in non-argument binding positions, as a way of reinforcing the negation. Following Biberauer (2009) and Biberauer & Cyrino (2009), Huddlestone (2010) has shown that constructions which contain g'n in place of sentence-medial nie are highly sensitive to the informational properties of discourse, proposing an information structural analysis to account for the fact that g'n can only be used felicitously in place of sentence-medial nie when negating an activated, discourse-old proposition, similar to Schwenter's (2005) account of non-canonical negation in certain Romance languages. Interestingly, the use of g'n in place of nie is also a very popular headline-writing device in Afrikaans newspapers, as illustrated in (1).

(1) Man G'n Geskiet, Getuig Arts
"Man Not Shot, Testifies Doctor" (Beeld 1996-12-03)

In the example in (1), g'n replaces the sentence-medial nie in order to deny a proposition that appears to be part of the common ground, but which, at first glance, is not explicitly activated or discourse-old, as the context is that of a newspaper headline which has no preceding linguistic or discourse context. This is not surprising as headlines commonly draw part of their meaning from "what is assumed to be the readers' shared cultural, political and general knowledge" (MacRitchie and Seedat 2008). Schwenter (2005) argues against an analysis that accounts for non-canonical negation used as a response to a proposition that is entailed by the common ground (Zanuttini 1997:61). He maintains that it is the manner in which the proposition becomes part of the common ground that is crucial to the felicitous use of non-canonical negation, that is, the proposition must be discourse-old and salient in the discourse context. The use of g'n in headlines, however, seems to contradict Schwenter's objection to an idea of "entailed by the common ground" as sufficient for the felicitous use of non-canonical negation.

In this paper I will examine the use of g'n in newspaper headlines, arguing that the use of g'n in headlines to overtly index a negated proposition is an example of an exophoric device (Van Dijk 1985: 77), as it refers to the immediate context of the discourse, to something which is not present in the text but only in the situation the text describes. As such the use of g'n in newspaper headlines can be analysed as a specialised instance of the occurrence of g'n as a marker of sentential negation.

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South African Informal Urban Varieties: super-diversity and the interactions and interfaces evident in a lexical analysis of urban language

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Urban varieties in South Africa are developing rapidly in the multilingual townships of major cities such as Durban, Cape Town, and Johannesburg. They are characterized by a high incidence of innovation, code switching and style variation impacting on both lexicon and syntax. These patterns can be viewed as the interaction and interface between different local languages (both African and colonial) with additional influences arising from the penetration of global phenomena into these complex urban contexts.

The lexicon in urban language forms is responsive to a number of influences – inter alia: globalization, multilingualism, youth slang and the media. This paper is based on an on-going analysis of the lexical content of the urban language phenomenon broadly termed 'tsotsitaal'. A number of data sets are examined to determine a 'core' lexicon for the phenomenon. This lexicon is then considered in terms of the influences upon it, and what can (and cannot) be said about the urban form tsotsitaal on the basis of existing research into its lexical content.

The analysis highlights some ambiguities; for example, what can usefully be said about any variety on the basis of lexical identification by researchers? To what extent can claims be made about lexical items 'belonging' to particular varieties? It is shown that lexical contributions 'bleed' into different language contexts in an urban situation (for example a term considered to be 'tsotsitaal' can actually be commonly used in international media as well as by speakers of a 'non-tsotsitaal' urban variety in a South African township). This can complicate our picture of the reality and status of urban languages, and make it difficult for linguists to identify and describe these phenomena, particularly if we are not careful in our theorisation of language itself.

The research ultimately leads towards the complexity of language practices in an age of super-diversity. Work by theorists such as Blommaert, Pennycook and Makoni provides a framework by which to begin to approach such phenomena.

A comparative analysis of hiatus resolution in Karanga and Nambya

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Hiatus (i.e. a heterosyllabic sequencing of vowels) is not permissible in many languages of the world. This paper seeks to compare three hiatus resolution strategies, viz., glide formation, secondary articulation and vowel elision in Karanga and Nambya, two southern Bantu languages spoken in Zimbabwe. Both languages are characterized by the Bantu syllable structure which is typically of the CV shape. The study employs the constriction-based Feature Geometry model (Clements &Hume, 1995) and Optimality Theory (Prince & Smolensky, 2004) frameworks to analyse data. The findings show that the strategies operate across a prefix and a stem as well as across a nominal stem and a diminutive suffix. In both languages, glide formation is the default strategy and when blocked by the phonotactic constraints, secondary articulation kicks in. In turn, when secondary articulation is blocked by syllable structure constraints, V1 elision occurs. The main inter-language difference occurs when V1 is a coronal vowel and is preceded by a consonant; Karanga deletes V1 regardless of the quality of the preceding consonant because it does not allow palatalized consonants. In contrast, Nambya which allows some palatalized consonants employs secondary articulation with all other consonants except when the preceding consonant is palatal–where V1 is elided. In sum, in Karanga and Nambya, the quality of V1 and whether it is preceded by a consonant or not as well as the type of consonant preceding it determine which strategy between glide formation, secondary articulation and elision repairs the dispreferred configuration—hiatus.

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Connections in undergraduate writing needs across cultures: Examples from the Universities of Botswana and Papua New Guinea

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Needs analysis has been described by Dudley-Evans and St John (1998:122) as "the corner stone of English for Specific Purposes (ESP), which leads to a focused course." Extending the idea of a focused course in English language teaching, Jordan (1997:20) defines needs analysis as "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities." These views emphasise the centrality of needs analysis in course and syllabus design, material, and methodology in English for Academic Purposes (EAP). Unfortunately, the content of the EAP programmes of the Universities of Botswana and Papua New Guinea is not a product of any coherent analysis of learner needs. EAP lecturers in both institutions do not reach out to their colleagues from content disciplines by way of collaboration in needs survey, selection and sequencing of content, material and methodology, for example. The failure of EAP practitioners in the two universities to form strategic academic partnerships with specialist disciplines is at variance with Dudley-Evans and St John's (1998, p.42) and Kalu's (2007, p.35) suggestions that EAP lecturers who are involved in discipline-based language teaching should engage with the disciplines at the levels of "cooperation, collaboration and team-teaching'.

The writing needs profile of a group of learners can be compiled either through a survey, using questionnaire and interviews, or through a product-based analysis in which the learners' written products are analysed and the critical learning needs highlighted, or both. Hutchinson and Waters (1987) describe this type of needs analysis as *present situation analysis (PSA)*, and the goal is to determine what learners already know so that their deficiencies or lacks can be deduced

This paper reports on a study that aimed to achieve two goals:

1. Demonstrate the use of product-based analysis in determining aspects of the writing needs of science undergraduates of the Universities of Botswana and Papua New Guinea

2. Compare the writing performance of science undergraduates of the two universities and account for significant similarities and differences.

One hundred first year science undergraduates (fifty each from the universities of Botswana and Papua New Guinea) wrote an essay entitled **"It has been suggested that science does not contribute anything to the development of your country. Do you agree?"** The scripts were graded, focusing on seven categories, namely:

1. Background information and thesis statement in the introductory paragraph
2. Claims and substantiations in subsequent paragraphs
3. Structure of the concluding paragraph
4. Wordiness
5. Grammar
6. Transitions
7. Lexical choice

The results show that a product-based analysis of students' texts gives a reliable picture of students' critical learning needs, which the EAP lecturer can exploit for a more focused course delivery. It also shows striking similarities in the writing difficulties of science undergraduates of the Universities of Botswana and Papua New Guinea. What factors could be responsible for similarities in the writing challenges of science undergraduates in an African and a Pacific Island universities

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Strategies to introduce South Africa's new African language dictionaries in classrooms

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Although all official South African languages have, theoretically, the same status, most members of the African language speech communities still live in a pre-dictionary-culture environment. As dictionaries are valuable means to empower people, teaching about dictionaries and their use for the people is one way to change this situation. Although the teaching should start as early as possible and be continued throughout the whole education system, the first challenge is that not only pupils but also teachers need to become confident and competent users of dictionaries at the same time. This implies that a threefold approach is needed. The first step would be informing people about dictionaries. This is essential, as most of them do not know which dictionaries exist for their language and often have the feeling that their language is not "good enough" to have all kinds of dictionaries. The information phase could be done through dictionary awareness campaigns which aim to reach as many people as possible and familiarize the broad public with the concept of dictionaries. They should be carried out in the respective African languages. The second phase would be teaching the teachers, with the aim of familiarizing them with the different dictionary types and their different usages. This could be done through compulsory modules during teacher training or through compulsory training courses for teachers who are already in the job. Such courses should include basic information about dictionaries and dictionary types, look-up strategies, strategies to decode the information as well as showing possibilities to include dictionaries as tools in the language classroom. Teaching pupils would concentrate more on the actual usage of dictionaries in the language classroom. This includes curriculum based dictionary activities, like for example introducing dictionary skills. Other activities will include working with the dictionary, i.e. using the dictionary to produce texts and to understand texts.

Bilingual language tests in a mother tongue based bilingual (English and isiXhosa) education project

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In this paper we will discuss the initial aims of the mother tongue based bilingual (English and isiXhosa) education project , and how it relates to the language testing conducted during the first six years and the need to have language tests in two languages. As a result the project team adapted a language test consisting of four subscales, vocabulary, verbal reasoning, letter word identification and dictation, from English into isiXhosa. We will highlight some of the challenges in this process, such as the issue of translation versus adaptation, the equivalence of different language versions of tests, and the effect of dialect differences between urban and rural isiXhosa on test scores. We will present some of the results of a six-year-long project on two of the subtests, namely the vocabulary and verbal reasoning subtests. The implications for bi- and multilingual assessment in education will be discussed.

A corpus-based study of the mediation effect in translated and edited language

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This paper investigates similarities between translated and edited language, with the aim of contributing to current research on the nature of translated language. In the mid-1990s Baker (1993, 1995, 1996) proposed four "universals" of translated language: explicitation, simplification, normalisation/conservatism, and levelling out (see Olohan, 2004). These universals are defined as characteristics that all translated texts share, regardless of the language pair involved, the text type, or the context in which the translation takes place. Baker also suggested a new method for investigating these universals, namely the analysis of comparable corpora of translated and non-translated texts in the same language.

In the two decades since the original hypotheses, numerous corpus-based studies investigating these proposed universals have been done. While there has been some variation in findings, and the method itself has been questioned, findings have indicated support for at least some of the hypotheses. A next step is to reflect on possible reasons for the greater incidence of features relating to explicitation, simplification, conservatism and levelling out in translated language. Baker (1995) has proposed that such features are the result of translators' attempt to make texts more accessible to the new readership, while Pym (2005) and Becher (2010) have argued that features associated with explicitation are the consequence of translators' risk-avoidance strategies. Halverson (2003) has explored the idea that the features of translated language are the consequence of the bilingual processing involved in translation.

Ulrych and Murphy (2008) have put forward a case for these universals as resulting from the mediation involved in translation, and have argued that these universals should therefore also be visible in other varieties of mediated language. Mediated language is here understood as instances of language use that have undergone some kind of revision or rewriting after the original production, either by a person other than the original text producer, or the text producer herself, and include translation, editing, interpreting, subtitling and rewriting.

This paper aims to investigate the hypothesis that the features of translated language are primarily the result of the mediation process (viewed both cognitively and socially), rather than the particularities of bilingual language processing. This is accomplished by comparing the frequency and distribution of linguistic features associated with the universals of translated language in a corpus of English texts translated primarily from Afrikaans, a corpus of comparable edited English texts, and a corpus of comparable unedited (and also untranslated) English texts. The three corpora consist of texts from various registers, all produced in South Africa since 1998. It is hypothesised that the frequency and distribution of these features will demonstrate similarities in the two corpora of mediated text, as compared to the corpus of unmediated text. However, it is also foreseen that the features investigated will be more frequent in the translation corpus, largely due to the textual constraints of editing (which involves amending an existing text rather than creating a new text) and the fact that translated texts are frequently doubly mediated, through translation as well as post-editing.

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Optimising subtitling: an eye-tracking experiment

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Same-language subtitling or SLS has been shown to have a variety of educational benefits in addition to its primary role in subtitling for the deaf and hard of hearing. In particular, it has been shown that subtitling could be beneficial in terms of aspects related to academic literacy such as reading and listening comprehension as well as general comprehension (cf. Bird & Williams, 2002; Garza, 1991; Ayonghe, 2010; Huang & Eskey, 2000; Newman & Koskinen, 1992; Vanderplank, 1988, 1990). In particular, Spanos and Smith (1990) found that SLS has the potential to increase access to teaching material since it caters for a variety of learning styles.

At the Vaal Triangle Campus of NWU in Vanderbijlpark, a project was launched in 2010 by Fanny Lacroix to investigate the impact of live subtitling of lectures on academic literacy and comprehension. This research formed the basis for a project currently running in Economics I to test the impact of post-production subtitling on the comprehension and academic literacy levels of students. The proposed paper takes as point of departure that SLS has the potential to enhance teaching and learning, and aims to present the results of an eye-tracking study investigating the difference in comprehension of a recorded lecture in this project between three groups of students viewing the material with subtitles created at three different levels of comprehensiveness that also impact on the presentation speed. These levels are verbatim subtitles, subtitles at the standard level of comprehensiveness (reduced by approximately 30% and presented at a rate of approximately 160 – 180 words per minute), and drastically reduced subtitles containing little more than the core concepts in the lecture (although still in comprehensible semantic units in full sentences, at a presentation rate of under 120 words per minute).

The impact of each set will be determined by means of a measurement of latency to first fixation on subtitles, by means of the attention distribution between subtitles and screen, and finally by means of a brief comprehension test on the lecture. The experiment will be conducted using established eye-tracking protocols for testing the reading behaviour of viewers in terms of subtitling (Cf. d'Ydewalle, Van Rensbergen & Pollet, 1987; d'Ydewalle & Gielen, 1992 and forthcoming).

The goal with this experiment is to determine the optimal presentation rate and level of comprehensiveness for SLS to render it a useful teaching and learning aid in higher education. In the words of Moral (forthcoming), "if the effort required to understand is not proportionate with what is understood, a spectator is unnecessarily expending cognitive effort which might be otherwise used in gathering information from visual [and other] cues beyond the subtitled text".

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The effect of culture on bimodal narrative speech acts

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The present study focuses on the role of culture in monologue discourse performed by typically developing French and Zulu children aged between 5 and 12 years as well as adults. This study is based on a bimodal perspective in which we examine speech and co-speech gesture narrative behaviour. On the one hand, discourse development is similar, irrespective of language; age has an effect on language complexity, discourse construction and gesture behaviour. Age has an effect on discourse complexity clues; such as the use of narrative, meta-narrative and para-narrative cues. Gesture use also becomes complex with age with the increasing use of pragmatic gestures. Culture, on the other hand, has a strong influence on discourse construction and gestural behaviour.

The present study presents the results of an empirical investigation that compares 82 narratives produced by 46 Zulu and 36 French participants. French participants were recorded in Grenoble, France (Colletta et al., 2010) and Zulu participants were recorded in Kwa-Zulu Natal, South Africa (Kunene, 2010). Participants watched a speechless short cartoon and then were asked to retell the story they had seen to the interviewer. All narratives were filmed and transcribed on the ELAN software. Narratives were annotated for language complexity; length and type of clause, syntax, as well as memory recall across the ages. Narratives were also annotated for gesture; type of gesture, function of gesture, temporal synchrony to speech and the form of gesture.

Our analyses revealed a difference in the perception of the task by the two language groups, which in turn influenced the type of pragmatic clauses used by the speakers. Zulu narratives were longer and accompanied with more referential co-speech gestures than the French. The French narratives were brief, synthetic accounts and accompanied by more pragmatic gestures than the Zulu narratives. We aim to show that this difference is linked to culture; each language group perceived the task differently.

When children use language specific gestures: A cross-linguistic comparison of isiZulu and French

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As in all forms of speech acts and spoken discourse, narratives involve the use of both auditory (linguistic and prosodic) and visual (gesture) communication means. How is this manifest in children? A previous study on spontaneous narratives of events experienced by 6- to 11-years old children in the francophone context (Colletta, 2004) showed an evolution of multimodal narrative performance with age. From 9 years onwards, narratives gain in linguistic complexity and children make more frequent use of gesture to represent the narrated events and characters, to maintain the internal coherence of the narrative, and to mark the transitions between the account of events and the commentaries.

In order to study in detail the multimodal (speech and gesture) of narrative development and investigate its underlying linguistic, cognitive and social factors, we asked three groups of French and Zulu subjects: 24 six-year olds, 24 ten-year olds and 24 adults, to narrate from a short cartoon that was previously showed to them. We opted for a speechless video clip as the stimulus.

The 72 video files were transcribed and annotated using *ELAN* software and a coding manual aimed at studying language and gesture relations (Kunene, 2010; Colletta et al. 2009). Linguistic annotations were controlled and gesture annotations were done by independent coders. Our analysis include the examination of linguistic data (words, clauses, type of clauses, subordination cues), discourse (connectives, anaphora), narration activity (episodes, background and foreground, commentaries) and gesture (function, relation to speech, coding of narrative voice, representation of space, marking of cohesion).

Results showed a significant age effect on the length of narratives with an inversed V shape: 10 year-olds give more detailed accounts than 6 years old, whereas adults tend to summarise the narrative frame and give less detailed narratives than 10 years old. They also show a significant and linear age effect on syntactic complexity, the pragmatics of narration activity, and gesture: six-year-old's narratives contain significantly less subordinate clauses, commentary

clauses and co-speech gestures than ten years old's, and ten years old's narratives contain significantly less of these clauses and gestures than adult's.

This presentation will focus on the way gesture use changes with age and language group. Recent studies by Gullberg et al. (2008) and Özyürek et al. (2008) indicate an effect of age on the gesture representation of spatial movement. However these changes might go along with other uses of gesture, like representing actions and movements from an observer *vs* character viewpoint (McNeill, 1992). Furthermore, the use of gesture in narrative activity is not restricted to representational aspects and covers cohesion marking, and the pragmatics of meta- and para-narrative activity. To study age related changes in the way children and adults gesture while narrating thus leads to better estimate the relative weight of social and cognitive factors in narrative development.

Pitfalls and potholes in testing reading across languages: problems thrown up in a KwaZulu-Natal study

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This paper focuses on the difficulties that exist in comparing reading skills across the languages of English and isiZulu. It draws on a current study of bilingual readers in KwaZulu-Natal who consider themselves competent readers in both languages.

The paper explores difficulties in comparison of reading skills across languages that relate to:
• using each reader as his or her own control for purposes of comparison across languages,
• the conflation of features used to judge the extent of reading competence with reading behaviour of competent readers of languages that have a "deep" orthography such as English,
• the lack of direct applicability of units of measurement of competent reading to reading in a language other than English, and
• the effects of observation.

Managing large classes by implementing technology

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The comprehensive University of Johannesburg has once more become oversubscribed with student numbers. Amongst various issues, the ramifications of large classes have impacted our ways of teaching and learning. Small classroom sizes are increasingly proving to be a challenge as the intake of students grows rapidly.

Subsequently, we question the efficacy of teaching and learning by investigating solutions for modern teaching and learning by using technology as conduit for large audiences (Sample, 2011). This stance has brought about the blended learning approach to alleviate overflowing classroom challenges. Consequently, we have investigated various approaches which integrate the use of online and face-to-face (F2F) interaction with a group of extended degree students where numbers have escalated from 160 to 682 students in the past two years (Marsh, 2005).

The extended degree course is offered in the Faculty of Science for students who did not achieve at least 50% for Mathematics and Science in grade 12. These students are offered a four year undergraduate programme to better their skills and to provide an opportunity for obtaining a qualification. Furthermore, students of this LSS (Language and Skills for Science) programme's language and literacy skills component, obtain access to the course after completing a National Benchmarking Test. Subsequently, we make these students the focus of our research. Moreover, because of the successful pass rate of these students, this has become a popular choice for new intakes and resulted in a rapid annual increase in numbers. However, these students do not all have access to computers or the Internet off campus and are required to utilise the available computers to full capacity.

This paper explores and reports on the use of blended learning as a means to alleviate the overcrowded classroom challenge (Faculty Focus, 2011(a); 2011(b). Furthermore, we executed the use of technology with large classes, used examples of accessibility for all extended degree students in the Science Faculty as well as considered pedagogical effectiveness within course interaction. By using a synergised approach, DVD recording of F2F lecturing as well as learning management system (Edulink) activities, we elaborate on the design, development and implementation of this approach. Moreover, we

base our findings and conclusions on the engagement and interaction of these students as accumulated as a qualitative learning experience.

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Afrikaans Scrambling

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Afrikaans grammar exhibits a great degree of word order flexibility. Languages that allow flexibility in the way constituents may be ordered in a sentence are called 'scrambling' languages. Scrambling is observed, to a greater or lesser extent, in other related West Germanic languages such as German, Dutch, Yiddish and West Flemish, but research into Afrikaans scrambling remains limited (Molnárfi, 2002; Biberauer & Richards, 2006; Huddlestone, 2010). A scrambling grammar allows a variety of ordering options for a given sentence using the exact same set of lexical items. If we assume a maximally constrained grammatical system, as modern syntactic theory does (Chomsky, 1995, 2000), apparent optionality in the system poses a theoretical problem. Why do constituents scramble and what might be the drive behind it, if there is a drive at all? A well-established assumption is that a prerequisite for scrambling is a rich (overt) case morphology: Grammatical relations need to be overtly marked on arguments in order for them to freely permute (Mahajan, 2003: 193). But Afrikaans appears to challenge this assumption: Afrikaans, like other West Germanic languages, shows great flexibility, but Afrikaans is also the most morphologically 'impoverished' of all the West Germanic languages (Molnárfi, 2002; Biberauer, 2006; Huddlestone, 2010). A thorough analysis of scrambling in Afrikaans constitutes an important gap in the literature that needs to be filled. This paper attempts to (1.) contribute original empirical research on Afrikaans scrambling to the field, (2.) place these findings in context, against a rich body of work done on other West Germanic languages, and (3.) analyse these findings with the tools developed by modern syntactic theory.

Scaffolding Interpersonal Relationships in Correspondence writing

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This article reports from a linguistic perspective, the construction and maintenance of interaction in documents in which directives are conveyed in business communication correspondence. The linguistic construal of interpersonal scaffolding is investigated drawing on the model of APPRAISAL (Martin, 2000). The analysis focuses on the linguistic systems that appropriately serve the interactive function of language and addresses issues such as kinds of semantic values that are conveyed. The objective is not to make generalizations about how writers of documents manage interaction and persuade their recipients to carry out the actions they desire. Rather the aim is to develop a theoretical framework to explain the evaluative strategies that are encoded in the texts and the implications of choosing amongst different strategies.

The article therefore contributes a theoretically motivated and dynamic explanation of the ways in which interaction is managed in the context of texts in which directives are communicated especially amongst Batswana writing in the English language. From a pedagogic perspective the explanations of managing interaction developed in the study provide insights and resources for teachers of business communication writing to assist them in modelling evaluative strategies in business correspondence writing and helping their students to develop effective written communication strategies.

The data for the study includes letters, memoranda and savingrams in which directives are conveyed written by writers of English as a second language and following various channels of communication. Two methods are used to extract the relevant data in which evaluative meanings are conveyed. These are Wordsmith to extract evaluative lexis and patterns and a manual analysis to identify the evaluative structures of the texts.

Interactive methods in listening assessment and their effect on internal validity

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Listening is often referred to in the literature as the 'forgotten' or 'neglected' skill and this, coupled with the fact that effective listening in lectures must be fundamental to any student's success at university, prompted the design and development of an academic listening test (ALT). The test was designed potentially as an added dimension to tests of academic literacy, currently implemented at Stellenbosch University. In this way, the level of preparedness for academic study of incoming students can be measured and more informed decisions made, to determine the type of support that may be required to facilitate this.

Much has been written on how a test method may influence the performance of a test-taker. According to Bachman and Palmer (1996:46), 'the characteristics of the tasks used are always likely to affect test scores to some degree'. This is known as the 'method effect' and test developers generally strive to minimise its influence on tests, as it contributes to measurement error, resulting in lower levels of reliability and reduced internal validity. Thus, it is important to pinpoint likely causes of error in test design and then estimate the effects on the test scores using suitable empirical strategies. This paper describes some of the considerations that were required in the selection of task material used in the development of ALT. The test environment, including the type of equipment used and the conditions under which a test is taken, is also important when considering method effects. Since ALT is a computerised test, care had to be taken to ensure that test performance would not be significantly affected by the level of a candidate's computer skills. The conclusions of this paper are based on quantitative and qualitative data which emerged from a validation study of ALT, where issues of reliability and validity were statistically analysed.

Translating development: Conceptualising as agent in a developing context

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The newest developments in translation studies globally have one thing in common: the agency of translations/translators. Testimony to this is the work of leading scholars such as Anthony Pym on translation history, Paul Bandia on translation as reparation in postcolonial contexts, Mona Baker on the narrative nature of translation in contested situations, Theo Hermans on translation as reported speech, Maria Tymoczko on the internationalisation of translation studies, and Edwin Gentzler on translation as an agent in the creation of identities. The developments referred to above have brought geopolitical notions into the centre of translation studies as an interdisciplinary/cluster field of study. This includes a strong drive to deconstruct "Europe"/"the West" as the only context to be theorised in translation studies. In my view, the next turn in translation studies has to be an understanding of "development" or "developmental contexts" as they pertain to translation.

In light of the above, this paper will address the following question:
How is one to conceptualise the relationship between "development" and "developing societies", on the one hand, and translation and translators, on the other hand?

Related questions entail the following:
• How does the notion of development relate to translation, i.e. is a development context a factor in translation. If so, how is this difference to be conceptualised, and what are the implications for translation theory and for the education of translators in such contexts?
• How does the notion of translation relate to notions of development, i.e. what role does, can, or should translation and translation studies play in development as a social ideal?
• Can the same claims about the construction of identity through literary translation by e.g. Gentzler and Bandia be made for the construction of identity through communicative texts in developing contexts? The translation of communicative texts comprises a much larger corpus than literary texts and also relates to the informal economy, never before studied in translation studies.

This paper will make use of complexity theory, and emergence in particular, to conceptualise the above. To this, it will add data from a study on translation in the informal sector of the economy to argue the case for focussing on development in translation studies.

Are queers really queer? Language, identity and same-sex desire in a South African online community

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Over fifteen years ago, Mark Gevisser and Edwin Cameron powerfully argued that, in post-apartheid South Africa, asserting a lesbian or gay identity is more than a necessary act of self-expression. It is a defiance of the fixed identities – of race, ethnicity, class, gender and sexuality – that the apartheid system attempted to impose on us (1995: 5).

Without downplaying the importance of the historical euphoria in which these statements were made, a question that still remains to be answered is whether asserting a gay or lesbian identity is an act of defiance of fixed identities as Gevisser and Cameron suggest, or is itself a constraining identity performance that fails to account for the complexity of sexuality and sexual identification. In order to answer this question, the paper will investigate mambaonline Meet Market (http://www.meetmarket.co.za/login.asp) – a South African-based online community that constitutes a meeting point for men who are seeking other men.

Bringing together corpus linguistic and queer theory, the main objective of the paper is to map the "libidinal economy" (Lyotard 1974) of this online community. In brief, the paper will illustrate the ways in which the participants in this community use language in order to valorize, and thereby make more desirable, certain identities at the expense of others by exploiting the intersections between several dimensions of social categorization: gender roles, sexual roles, physical appearance, generational and racial differences, etc. In this way, the paper will show to what extent racial boundaries and hegemonic forms of masculinities are (re)produced or contested and overturned in the linguistic manifestation of same-sex desire on Meet Market.

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How corrective is implicit error correction in spoken language? Assessing the developmental role of recasts in the learner's interlanguage

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Feedback on the learner's language is a crucial aspect in the development of their interlanguage. However, this important aspect is often not adequately exploited in terms of how it could be effectively utilised in leaner-teacher interactions taking place in a classroom.

In South African schools particularly, the corrective mechanisms adopted in the teaching of English tend to be more formal, and mostly along the lines of explicit error correction - characterized by lengthy, rule-based explanations.

Seldom is 'recasting' - a more implicit error correcting strategy - applied to optimize learning opportunities in a classroom setting. This descriptive, interpretive study, explored possibilities of using recasting as an acquisitional tool alongside explicit forms in an ESL classroom to take full advantage of learner mistakes to get them to learn the correct forms.

The study was mainly a qualitative process which took the route of both phenomenological and grounded theory approaches to research. The data collection process involved in-depth, semi structured interviews and classroom observations. Teachers were interrogated on their choices of corrective strategies and learners on how they experience the use of recasts.

The findings, confirmed the need to actively advocate the use of implicit error correction mechanisms; particularly the use of recasts in a language teaching and learning environment.

The study concludes that development of the learner's interlanguage could be sped up if implicit error correcting mechanisms could be incorporated into teacher-learner interactions in a language teaching classroom.

Exploring academic literacy assessment interaction: a case study in multilingual, Free State primary schools

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How do the national curriculum and assessment policy statements promote interactions between the development of academic literacy skills and assessment? How do teachers then understand and apply this interaction in their multilingual classrooms? Which aspects of these interactions could be relevant and useful in secondary and in tertiary education?

This paper explores explicit and implicit interactions that emerge from responses to the above questions. It discusses baseline survey findings of an academic literacy programme as part of a case study conducted in hundred Free State primary schools. The baseline survey took place in ten schools across the Free State province in 2010. Its findings informed the design and development of a programme for Grades 1 - 6 teachers. The purpose of this intervention programme is to develop Foundation and Intermediate Phase learners' academic literacy skills through formative assessment. It forms part of the Flemish-funded Academic Literacy Support (ALS) Project (2010 - 2012).

Teachers' responses to the piloted programme in 2010 and to its full scale implementation since January 2011, have led to some unexpected interactions in addition to those presented in the baseline survey findings. The paper explores these in more detail. It concludes by reflecting on general features in academic literacy and assessment interactions which could be applicable to the development of students' academic literacy skills at secondary and at tertiary level.

Research imperatives in language/literacy education: Implications for applied linguistics

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I work in the field of language and literacy in an Education Faculty, where I am responsible for teacher education at primary and secondary level. Over a number of years, I have also been involved in language curriculum development for schools, nationally. I was part of the team that developed the National Curriculum Statement for Languages, and in the past few months I have been involved with the Curriculum Assessment Policy Statements (CAPS), which will be implemented next year. I have also participated in comparative curriculum research for Umalusi, the council which sets and monitors standards for education and training in South Africa.

In all these endeavours, I come up against aspects of language/literacy development that we simply don't know enough about in the South African context, to be able to make well informed curriculum decisions. It is my belief, based on this experience, that there are key areas of language/literacy research that we are not addressing. Furthermore, much of this research cannot be carried out independently by educational researchers. It requires the particular kinds of knowledge, tools and skills acquired by applied linguists as part of their undergraduate and postgraduate education. In fact, to carry out this research effectively requires the combined efforts of researchers in the field of language/literacy education, applied linguistics, languages (especially African languages), psycholinguistics and cognitive psychology.

In my paper, I will outline some of the key areas of research required in the interface between education and applied linguistics. Ultimately, it is an argument for a stronger emphasis in South Africa on educational linguistics.

Investigation of conceptual metaphors in vedic texts

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This article investigates the use of conceptual metaphors in Vedic texts. The concept of conceptual integration or blending has been previously proposed as a cognitive mechanism to account for creativity in thought and language and has been used to explain semantic and grammatical changes in intercategorical polysemy. Combining linguistic and extra-linguistic conceptual elements, conceptual metaphors may therefore be viewed as an interface between extra linguistic knowledge and imagery and linguistic expression.

This study affirms previous studies that the elements of conceptual metaphors, arising as they do from the extensive extra-linguistic background knowledge of their creators, are not necessarily associated with particular syntactic categories or word classes, but inherit their status as a result of their projection into a particular construction of the blended space. It therefore corroborates previous findings, as well as expanding and developing a model that accounts for the origin of conceptual metaphors found in religious texts as well as exploring the various elements that make up the composition of these metaphors. Although the primary focus is the examination of the rich metaphorical repository of Vedic texts, the application of and implications for conceptual metaphors in other religious texts is also briefly discussed.

Language planning in an open distance learning (ODL) environment: aspirations, constraints and functional multilingualism

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This paper discusses the process of language planning in a proximal circumstance. In such planning circumstance a language planner is faced with a dilemma of aspiration from various stakeholders. Taking as its point of reference the experience of open distance learning at the University of South Africa (UNISA), the paper examines aspects of language policy planning in higher education setting. The focus is on how the policy pertaining to language use in a particular higher education institution is produced and accepted by the target group. The language management framework allows one to look at the language policy planning as involving distal circumstance (planning by government), proximal circumstance (planning by a particular institution) and immediate circumstance (the use of language by people or educators in class) especially in a multilingual environment. In the latter two circumstances the planner is constrained by the ideological and legislative frameworks that are inferred from distal circumstance. It is suggested in this paper that the concept of functional multilingualism can play a crucial role in managing language use in an open distance learning institution such as UNISA. The case of an ODL institution is very pivotal since such an environment is quite different from contact universities.

Multilingual education (MLE) in South Africa

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The recognition of the multilingual nature of societies, in particular the importance of indigenous languages in developing countries, has led to the increased attention on multilingual education (MLE). This paper discusses the notion of multilingual education as reflected in the new language-in-education policy of 1997 in South Africa. Its focus is on how MLE is conceptualised in the policy and the implications of such conceptualisation in South African context. Central to the concept of MLE is Cummins' theory on transitional bilingual education and the various bilingual implementation models. In this paper we argue that this theory and accompanying models are usually applied blindly to the South African situation and contradict the perceived meaning of multilingual education in South Africa.

English as a lingua franca: the case of teaching homographs and word-stress in an ESL environment

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In recorded history, the current spread and use of English is unparalleled. This growth has resulted in, among other things, the question of what yardstick to employ in the teaching of English in an ESL environment. Views are mostly polarized: On the one hand, some scholars hold that with the spread of English as robustly as has happened, speakers of different varieties of English will soon be unintelligible to one another if deviation from the native-speaker norm continues. Others, on the other hand, maintain that because language variation is inevitable, it is futile to try to control the differences in the many Englishes that exist. This paper is based on English pronunciation and addresses the teaching of homographs and word stress in an ESL environment. The study used quantitative research design. After observations were made of the problems first-year students had with homographs and word-stress, a convenience sampling of fifty-five students was used to teach these language areas. Thereafter, a stratified selection of eighteen students from the sample took a read-out pre-test while the scores of the levels of their correctness were being recorded. Thereafter, all the fifty-five participants received remedial teaching. For the post-test, the same problem areas which had featured in the pre-test texts were used. Like in the pre-test, the texts for the post-test were short and discrete. The same stratified selection of eighteen students of the pre-test took the post-test. However, the subject matter of each post-test text was different from its pre-test equivalent. A comparison of the pre-test and post-test scores was made to determine the effectiveness of intervention. The results suggested that although some items remained problematic at the end of the study, generally, students' pronunciation in meaning-carrying areas like homographs and word stress can improve if appropriate intervention is employed.

Translating Conceptual Metaphor in Mandela's Long Walk to Freedom (1994)

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Cognitive linguistics emerged as broad interdisciplinary field of study and it offered another way of looking at metaphor. Traditionally metaphor was viewed as a decorative or poetic device. Cognitive linguists view metaphor as a way of understanding abstract concepts in terms of concrete concepts. In this paper I explore the cognitive linguistic approach to translating conceptual metaphors. The data is taken from Mandela's Long Walk to Freedom (1994) and its Xhosa and Zulu translations Indlela ende eya enkululekweni and Uhambo olude oluya enkululekweni respectively. Using the framework provided by Lakoff (1993), I examine how LIFE IS A JOURNEY metaphor is translated into Xhosa and Zulu. I then compare these translations with each other to determine what might have influenced the translators' decisions or choices. From the sample of metaphors that are studied it appears that most of them are cognitively motivated and a few are culturally motivated. The fact that I could apply cognitive approach to describing translation process and product strengthens the link between cognitive linguistics and translation by enhancing methodological tools in translation studies.

Accommodating and promoting multilingualism through blended learning

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Multilingualism is a reality in South African classrooms. The Constitution of South Africa (Act 108 of 1996) and the national language policy recognize language rights and aims at supporting, promoting and developing the official languages. However, despite the advantages of mother tongue education, English is often chosen in schools as language of learning and teaching at the cost of the African official languages. This study proposes the accommodation and promotion of multilingualism through blended learning.

Blended learning refers to the blending of traditional instruction methods, such as face-to-face instruction, with other forms of instruction such as online learning and teaching. Through a discussion of asynchronous and synchronous learning tools it was established that wikis would be used for this study. In terms of blended learning and learning theories the main emphasis in this study is on socio-constructivism as well as communal constructivism.

The empirical research in this study focused on the establishment and testing of a conceptual model for the accommodation and promotion of multilingualism through blended learning in the subject IT. The research took the form of a sequential embedded mixed methods design. Both quantitative and qualitative approaches were used. A questionnaire was used with teachers to investigate the language and blended learning context. This was followed up with qualitative research in the form of interviews aimed at provincial and national experts in terms of the subject IT and e-learning. Based on the literature and these two investigations, a conceptual model was developed. The conceptual model's effectiveness was tested through a quasi-experimental study. A questionnaire was also completed by the respondents at the schools after the completion of the study. Through the testing of the effectiveness of the conceptual model it was found that multilingualism could potentially be accommodated and promoted through this conceptual model.

This paper will focus on providing the findings that to language in education in the aforementioned study. This is based on a PhD thesis completed by the presenter.

Don Juan de Zuma: Constructing Jacob Zuma through prior texts, prior discourses and multiple modes.

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This paper explores how South African President, Jacob Zuma is constructed in the South African media through the use of prior texts and discourses, by analysing a selection of media texts from January/February 2010. The texts used for the purposes of this paper are all from the period when the furore around Zuma fathering his alleged 20th child was at its height. This paper works specifically with Iedema's (2003:40) notion of 'resemiotization', which refers to "how meaning making shifts from context to context, from practice to practice, or from one stage of a practice to the next." The analysis of the texts shows that meanings move from the verbal to the visual mode (and vice versa), and across the political- , popular-, cultural- and moral discursive spaces. Further, the paper will discuss this resemiotization against the notion of 'linguistic citizenship' and participation in public discourse (Stroud 2001). A specific question asked here is whether a move towards more popular entertainment oriented discourse increases citizen participation in political debates, or whether it defocuses from the real issues and instead creates sensationalism and entertainment. This paper argues that in fact resemiotization and the intertextuality it entails, brings in alternative voices, and allows for a wider range of South Africans to engage in public debates. However, the extent to which these voices can fully participate in these debates is questioned. It is argued that full, critical participation in public debates requires knowing the history and contexts of all the texts that contributes toward the meaning, knowledge which are not always equally accessible to all.

The semantics of communication verbs used to convey information in BSAE and L1 English

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In recent research the researcher found that there tend to be more levels of specificity and more lexical diversity in the communication verbs employed by L1 English users than in the communication verbs employed by BSAE users. Although some attempts have been made to explain this phenomenon, more research needs to be done at a deeper semantic level to try and determine to what extent (if at all) semantics plays a role in this state of affairs.

In order to achieve this aim, the purpose of this paper is to investigate the semantic attributes of the communication verbs with specific reference to the communication verbs in the semantic category [to say something in order to convey information]. The communication verbs in this semantic category were obtained from two corpora: the Tswana Learner English Corpus (also known as the TLE) that consists of texts written by a subpopulation of BSAE users and the Louvain Corpus of Native English Essays (also known as LOCNESS) that consists of texts written by a subpopulation of L1 English users.

Until now the verbs have only been analysed semantically in the sense that the meanings of the words were obtained from the context in which they appeared in the respective corpora and entries found for the words in various dictionaries. Now the communication verbs will be analysed at a deeper level using labels such as "epistemic", "attitude" and "manner". This will enable the researcher to determine whether verbs containing specific semantic attributes are used more frequently by L1 English users or BSAE users or both. It will also enable the researcher to determine the extent to which semantics contribute to the levels of specificity and lexical diversity found in the communication verbs of L1 English users and BSAE users respectively.

The realization of tense in copulatives with particular reference to Zulu

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This paper sets out to answer the research question, 'How and to what extent is tense marked in copulatives?'

The morphological and phonological marking and semantic significance of the five absolute tense forms and the sixteen relative tense forms of Zulu as they apply to main verbs, have been described in some detail. Consider Posthumus (1982; 1983; 1988; 1999; 2008). However, the description of the marking of tense in copulatives is virtually non-existent.

Tense as a category of copulatives is interdependent on the other three copulative verbal categories, namely mood, implication, and polarity (positive and negative). These verbal categories are interdependent and one category cannot be discussed without reflecting on the others.

The verbal part of a Zulu copulative contains either the inchoative copulative verb stem –ba (or a derivation thereof) or an underlying stative copulative verb stem *-li (or a derivation thereof). The copulative verb stem –ba is morphologically regular while the copulative verb stem -*li is morphologically defective.

The difference between the two tense paradigms, namely the absolute and relative tense is that the absolute tenses mark the relationship between coding time and event time while the relative tenses mark the relationship between coding time, reference time and event time. The number of individual tenses distinguished within each of these tense paradigms varies between languages. Five absolute tenses and sixteen relative tenses are distinguished for Zulu. Incidentally the relative tenses of Zulu are characterized by the use of the copulative verb stem –ba as auxiliary verb stem to mark the position of reference time (in relation to coding time) from where the event is then interpreted. It is thus obvious that the use of the copulative verb stem –ba and the use of this copulative verb stem in the same verbal construction may lead to confusion.

Furthermore, tense cannot be marked by morphological derivation in stative copulatives due to the defectiveness of the stative copulative verb stem *-li. What typically occurs, is that in these copulatives the relative tense forms are employed to express both absolute and relative tense meanings to express tenses other than the present.

In this paper an analysis is made of the marking of tense in stative and inchoative copulatives to determine the extent to which the relative tense forms are employed to express absolute tense relations as well. It is clear that the semantic distinction between the two tense paradigms is abrogated in copulatives under certain conditions.

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The language learning strategy use of isiXhosa-speaking adolescents in the L2 acquisition of English

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The general move in second language (L2) teaching toward a greater focus on the learner has prompted an interest in individual learner differences. The focus on one dependent learner variable in particular, language learning strategies (LLSs), originated in the mid-1970s with research on what is known as the "good language learner" (Ellis 1994). Since then a number of studies have investigated the relationship between LLS use and L2 proficiency – see, for example, Chen 2009; Dreyer 1992, 1996; Griffiths 2003; Magogwe & Oliver 2007; Mahlobo 1999; Oxford & Ehrman 1995; and Oxford & Nyikos 1989.

The study reported here investigated the relationship between the LLS use and English L2 proficiency of isiXhosa-speaking adolescents. The two objectives that guided this investigation were (i) to determine whether there is a correlation between participants' frequency of strategy use and their English proficiency, and (ii) to determine whether there is a correlation between the preferred use of a specific type of strategy – memory, cognitive or compensation – and participants' English proficiency. Data were collected from 75 isiXhosa-speaking Grade 10 pupils in two secondary schools in the Western Cape Province. A number of different questionnaires exist for determining the frequency with which learners use different types of LLSs. Oxford's (1990) Strategy Inventory for Language Learning (SILL) has been used in more than 50 major studies and has been translated into various languages (see Oxford & Burry-Stock 1995 for an overview of these studies). The participants in the current study completed a version of the SILL which we had translated into their L1, isiXhosa, and modified slightly based on their specific language learning context.

No significant correlation was found between participants' frequency of LLS use and their English proficiency or between learners' preferred type of LLS and their English proficiency. Importantly, though, learners' English mid-year marks were used as a measure of their English proficiency and, upon closer inspection, these marks turned out not to provide a reliable measure of learners' English proficiency. The discrepancy between the marks at the two schools was significant and unexpected since the learners had grown up and lived in the same area and had similar backgrounds. Furthermore, six of the learners were

asked to complete Van der Schyff's (1991) standardised proficiency test and the results of this proficiency test did not match the marks that they had received for English at school. It follows that the ideal would be to administer a standardised proficiency test to all participants, and to correlate the results with their frequency of LLS use and their preference for specific strategy types (something which was not possible in this study due to time constraints and practical considerations).

Besides the measure of English proficiency, the data collection instrument also most likely had a significant influence on the results of this study. The SILL is undoubtedly a valuable instrument for profiling learners' LLS use. Because of its clear structure and easy administration, the SILL is a good point of departure for a study of this nature; however, it does need to be adapted to suit participants' age, cultural and educational contexts, and level of L2 proficiency, otherwise the data may become unreliable and consequently unusable.

Following Kamper et al.'s (2003) view that the SILL gives an over-optimistic result of LLS use, and that interviews can help to give a more realistic result, individual interviews were conducted with the six participants who completed the standardised proficiency test. These interviews were highly informative as significant discrepancies were found between learners' responses on the SILL and their statements during interviews. We conclude by discussing the implications of this study for future investigations into LLS use as well as for L2 English teaching and learning, specifically in the South African context and in cases where the learners are mother tongue speakers of isiXhosa.

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Masekitlana: the pedagogic implications of children's oral fantasy play

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Private speech plays a self-regulative function in the development of cognition in the young child according to Vygotsky. This hypothesis provides an entry point for students to access the wider relation between language and thought in a final year module CELS 302 Language and Cognition. Students replicate Piaget and Vygotsky's differences on private speech (originally egocentric speech) by carrying out a small-scale research where they record the private speech of Sepedi-speaking children. However their attempts show very little recorded Sepedi private speech under experimental conditions, a finding supported in the scholarly literature of the last thirty years (Fuson 1979). Successive cohorts of students from 2006 to date have hypothesised that an oral fantasy game called Masekitlana played by young Pedi children, and themselves in their childhood, is a natural African form of private speech. They argued that including Masekitlana as part of the repertoire of private speech would lead to better success in their research.

This paper seeks to theorise the students' ethnographic data on Masekitlana in terms of Vygotsky's central concepts of self-regulation in the Zone of Proximal Development (ZPD). Students' data and their interpretations form the basis of the ethnographic and auto-ethnographic interactions between two of the authors who are outsiders (Ramani and Joseph) to the Bapedi culture, and the other two authors who are Pedi speakers, bilingual teachers and insiders of their culture (Tlowane and Mashatole). A richer picture of private speech and fantasy speech emerges with the inclusion of culturally-located ethnographic studies of such genres as Masekitlana.

The paper concludes with some pedagogic implications of fantasy play.

'Moetie rai gammattaal gebrykie': Die gebruik van Kaapse Afrikaanse tienertaal in gedrukte advertensies

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Adam Small het met sy gebruik van Kaaps in sy dramas en digbundels daarin geslaag om Kaapse Afrikaans as literêre skryftaal te vestig. In hierdie studie word ondersoek ingestel of 'n Kaapse Afrikaanse tienertaal ook suksesvol as skryftaal ingespan kan word in die gedrukte media. Kaapse Afrikaanssprekende tieners se persepsies oor die gebruik van hul Kaapse tienertaal in die gedrukte media word ondersoek aan die hand van twee tipes advertensies: 'n produkadvertensie en 'n advertensie oor MIV-toetsing. Twee afsonderlike eksperimente is uitgevoer vir die twee advertensies. Die bevindinge van die studie dui daarop dat die gebruik van 'n Kaapse tienertaal in gedrukte advertensies positiewe reaksies ontlok by (veral bruin) Kaapse Afrikaanse tieners, ongeag die aard van die boodskap. Nie net beskou dié tieners die gebruik van hul tienertaal in die gedrukte advertensies as "gevaarlik", "duidelik" ("cool") nie, maar hulle identifiseer ook beter met die spreker van die tienertaal. Die tienertaal in die advertensie dien ook as stimulus vir verdere gesprekvoering oor die advertensie.

The interface between managerial and political literacies in the South African Parliament

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Parliaments are places in which people representing a diverse array of backgrounds meet together for the express purpose of making collective decisions affecting their country's future. Due to this diversity of backgrounds, participants in parliamentary meetings are versed in a variety of different literacy practices (Street 1984). These interact within the sphere of parliament in complex ways. In this paper presentation, I investigate the interface between managerial and political literacies in two committee meetings in the Parliament of the Republic of South Africa. In these meetings, the meanings of information on written PowerPoint slides and paper handouts are contested by representatives of government departments and members of Parliament (MPs). I pay particular attention to the ways in which these two groups of participants recontextualize (Iedema 1999) the information on the slides and handouts in different ways according to their divergent schemata (Widdowson 1983) and the literacy practices they have acquired. I view the slides, handouts and the spoken debate concerning them as forming part of longer genre chains (Fairclough 2003) of texts in which meanings are recontextualized through the parliamentary process. This paper presents an analysis of some of the data collected in a linguistic ethnography (Rampton et al 2004) of literacy, orality and recontextualization in the genre chains comprising the South African parliament's committee process. The study seeks to identify aspects of the process in which communication difficulties commonly take place. This analysis demonstrates that the interface between the literacy practices of MPs and representatives of government departments is a site which affords plenty of opportunities for both communication difficulties and struggles for political power to take place.

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Specific language impairment as a problem at the syntax-(morpho)phonology interface: Evidence from doubling in Afrikaans

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Based on a selection of spontaneous and elicited utterances of 15 Afrikaans-speaking children with specific language impairment (SLI), I propose that the locus of this impairment lies at the interface between the syntax and the phonology, thus at Spell-Out at Phonetic Form (PF). On this account for SLI, children with SLI have normal computational systems which render adult-like derivations up to point of Spell-Out. Based on the selection of utterances, it appears that at Spell-Out either
(i) no copy in the chain receives sound form, leading to an apparent omission of a constituent (as in hulle stout 'they naughty' instead of hulle is stout 'they BE naughty');
(ii) the wrong copy receives sound form, resulting in utterances with incorrect word orders (as in vryf hy die been en 'n pappa 'rub(s) he the leg and a daddy' instead of hy vryf die been van die pappa 'he rub(s) the leg of the daddy'); or
(iii) all (or multiple) copies of a chain are spelled out, resulting in doubling of constituents (as in nou reën hulle nat reën 'now rain they wet rain' instead of nou reën hulle nat 'now rain they wet').

The proposed account can explain, in a unified manner, incorrect word order as well as the omission (that are frequently made by children with SLI) and also the doubling of certain constituents – the latter which I have not before seen discussed in the SLI literature

Perceptions of the relative seriousness of 'error': An intersection between World Englishes, BSAE and pedagogy

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This paper falls in the intersection between World Englishes theory, Black South African English (BSAfE) as a variety of English, and pedagogy. Discrepancies in teacher trainees' perceptions of 'error' impact on their response to student writing and this needs to be taken into account in teacher training programmes.

The paper evaluates the response to a questionnaire based on a list of 'errors', characteristic of Black South African English (BSAfE). The questionnaire was administered on my behalf to trainee teachers at the University of Pretoria by Dr Ronelle Evans. The list of errors was adapted from De Klerk and Gough in Mestrie 2000: 6-8 and trainee students were required to tick the errors they would mark as incorrect in formal, academic writing and to circle the error which they regarded as the most in need of remediation. Discrepancies between students have far-reaching implications in all three intersections under discussion in this paper.

The findings were still in the process of being evaluated when this abstract was submitted.

'Can you dig up the hatchet?' On the Semantic Transparency of Idioms in English and Zulu.

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In this paper I focus on the compositional nature of idioms in English and Zulu. English idioms have been categorised into two groups, namely non-compositional and compositional idioms. (Pitt & Katz 2000) Non-compositional idioms are those where the idiom functions as a single unit and can only be interpreted as a whole, while its parts cannot be interpreted individually. One example is kick the bucket. The constituents of this VP-idiom do not have special meanings on their own. Rather, the idiom can only be interpreted as one phrasal lexical item meaning 'die'. The idiomatic meaning of compositional idioms, however, seems to be construed in a different way. Compositional idioms are able to be broken up into constituent parts which can be given special meanings individually, within the syntactic context defined by the other parts of the idiom. For example, the idiom bury the hatchet can be understood as: bury meaning "reconciling" and the hatchet meaning "an argument". In this paper, I examine under what conditions the special meanings of particular idioms in English and Zulu can be mapped onto single constituents or words. Importantly, I explore the compositionality of an idiom with respect to two characteristics, viz mobility and transferability. Mobility refers to the ability of individual parts of an idiom to undergo syntactic movement operations. Transferability means that, if a syntactic constituent of the idiom is replaced with a constituent of the same category, an idiomatic meaning is retained, or a potentially new, but related, idiomatic meaning can result. Consider the example they dug up the hatchet. According to my judgment, the object the hatchet in the above example can still retain its idiomatic meaning, so the idiom can now be interpreted as meaning "They revisited an old argument". While the mobility of syntactic parts of idioms has been studied by various linguists (Jackendoff, 1997 & 2003; McGinnis, 2003; Nunberg, Sag & Wasow, 1994) little research (if any) has been done on the property of transferability. My study aims to fill this gap, thereby throwing a new light on the mechanisms that determine the construction of special meanings in idiomatic expressions in natural language. By examining syntactically mobile and transferable idioms, my study will also analyse the role that syntactic structure plays for the semantic licensing of special meanings. Marantz (1984 & 1997) also addresses the question of how the syntactic properties of idioms are related to their interpretation. According to Marantz, an idiom such as kick

the bucket is typical in that it consists of a fixed object (the NP the bucket, which on the literal interpretation would be an internal argument of the verb kick) and variable subjects (external arguments). For example, in an idiom like he kicked the bucket , the NP he is a variable part, as it can be replaced with any other NP. Interestingly, Marantz (1984) predicts that one never find idioms with "fixed agents", where the idiom consits of a verb plus an external subject argument, and the variable part is the object. However, one finds that in Zulu, there exist idioms that seem to have fixed subjects and variable objects. Showing that a significant number of Zulu idioms do not fit into Marantz's framework would illustrate that idioms in Zulu display a property which was previously thought not to be attested with idioms in any language.

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Contextualisation features in an African English corpus

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Contextualisation refers to the anchoring of a text in a specific time and place. Deictic reference to time and space are lexically expressed by means of time adverbials and place adverbials. The use of tense and aspect also relate to contextualisation in time.

The study analyses five linguistic features that are associated with spatio-temporal contextualisation: present tense verbs, past tense verbs, perfect aspect, time adverbials and place adverbials. Twenty-two spoken and written registers of the International Corpus of East African English (ICE-EA) were analysed using corpus-based analyses. ICE-EA is the largest corpus of African Englishes currently available and it comprises 1,4 million words.

Results indicate that on the one hand, social letters have the highest standardised score for the contextualisation features of all the registers. On the other hand, instructional writing such as administrative texts has the lowest standardised score for these features. The results indicate that social letters rely heavily on the linguistic expression of contextualisation, whereas instructional writing does not denote context using the features analysed. Overall, the different needs and uses for contextualisation are reflected in the total standardised scores across registers.

Approach to English pronunciation teaching in Finland: Broad, narrow or laissez-faire?

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The focus of pronunciation teaching has changed from practising individual sounds to concentrating on prosodic features (intonation, rhythm, stress) – at least in pronunciation teaching literature (e.g. Seidlhofer 2001). This approach has been referred to as broad as opposed to the narrow that focuses on segments (Derwing, Munro & Wiebe 1998). This paper takes up the issue of English pronunciation teaching in the context of Finland, where English and many other foreign languages are widely studied and language skills are highly valued. Contrastive Finnish-English studies have been conducted substantially, and the pronunciation problem areas of L1 Finnish-speakers of English are well mapped. Unfortunately, researchers have not taken much interest in finding out how the actual pronunciation teaching in Finnish schools is. However, there has been speculation about teachers neglecting pronunciation teaching (Lintunen 2004).

The present study aims at finding out how English pronunciation teaching actually is in the context of Finnish schools (from primary to upper secondary level). The study was carried out as focussed observations (Hopkins 2008, 89), since classroom observations were considered the best way to achieve the aim of this study. Four EFL teachers were observed for 6–9 lessons within a period of one week. A pre-prepared observation form was used as a tool, and the form was developed into a categorisation of the teaching methods used by the observed teachers. The data was analysed considering both teaching methods and contents of the teaching. In my presentation, I shall concentrate on the contents and conclude about the approach (broad, narrow, laissez-faire) of English pronunciation teaching as demonstrated by these four cases from Finland.

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(Poster) Student experiences of learning Mathematical Literacy in English: the interface between mathematical literacy and English literacy

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This poster will reflect the results and insights gained from a series of interviews conducted with FET college students who are studying either Tourism or Hospitality and Catering in English, where this is not their mother tongue. The purpose of the poster presentation will be to shed light on the interface between mathematical literacy and English literacy as experienced by those who have to navigate it. Their perspectives of the challenges associated with this status, particularly in the Mathematical Literacy classroom, will be explored. The student body reflects a wide range of educational experiences as well as ability levels with regard to these two subjects, providing a picture of both the high achieving student and the student who is performing poorly.

Basic demographic information will be gathered, as well as the students' educational histories, particularly with regard to mathematics and English. This will include when they were first exposed to English as the language of learning and teaching. Open-ended questions will then be posed, which will require the students to reflect on what facilitates and hinders their learning and their emotional experience of learning in a language other than their mother tongue.

National statistics reveal that only 8.6% of the population have English as their home language (Statistics South Africa, 2000). However, the official language of learning and teaching is English in the majority of schools (Probyn, 2004). These demographics imply that most learners will have little contact with English speakers and numerous national surveys also reveal that they have little exposure to written language outside of the classroom (Probyn, 2004). The English proficiency of many of the learners, therefore, "frequently does not meet the demands of learning through the medium of English" (Probyn, 2004:50). These learners' performance in other subjects is confounded by the fact that their language skills are not sufficient to adequately comprehend lessons, texts and assessments. In Mathematical Literacy, a compulsory subject for students doing any of the National Certificate (Vocational) courses at Further Education and Training colleges in South Africa, written inscription and language are used to "create, record and justify [mathematical] knowledge"

(Anthony & Setati, 2007: 218). Mathematical Literacy is defined by the Department of Education (2007:1) as: an attribute of individuals who are prepared and able to participate effectively in the modern world – a world characterised by numbers and numerically based arguments and data represented (and misrepresented) in a large variety of ways. According to this definition, learners are not only faced with "technical terms, but also phrases and characteristic modes of arguing that are consistent with the mathematics register" (Pimm, 1987 in Setati, 2002:9). This mathematical speech and writing requires that students become proficient in both ordinary and mathematical English (Setati, 2002). For learners whose mother tongue is not English, the movement from informal spoken to formal written mathematical language needs to occur at three levels: "from spoken to written language, from main language to English, and from informal to formal language" (Setati, 2002:10). The challenge for these learners, therefore, becomes a complex and multi-layered one. It is hoped that the interviews with these students will help to shed light on how they navigate this challenge.

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Figurative Language Comprehension and Production in Afrikaans: Specific Language Impairment and Child Second Language Speakers

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Children experiencing language disorders have often been noted to have difficulty in comprehending figurative language, to a greater or lesser degree (Nippold 1991:100; Botting and Adams 2005; Bishop and Adams 1989; Norbury 2004). The present study examined and compared the comprehension of figurative language, namely idioms and similes, in three groups of boys between the ages of 8 and 10. These three groups included (i) typically developing Afrikaans first language speakers, (ii) typically developing Afrikaans second language speakers (L2) and (iii) Afrikaans first language speakers with specific language impairment (SLI). A total of 18 participants were studied. The participants were interviewed individually and tests were conducted verbally. 25 idioms and 25 similes obtained from *Die Afrikaanse Semantiese Taalevaluering* (AST) were used (Pretorius 1989). No contexts were provided for the idioms initially, but if the participant produced an incorrect or literal answer for the idiom, the idiom was placed in context. The use of context proved to be beneficial to all groups. Similes were read to the participant, who had to provide the final word as a response. The similes proved easier for all groups to comprehend, possibly due to their greater explicitness. The data were analysed statistically, but due to the small sample size, the participants were also examined individually as case studies, which provided further insight into the results obtained. The performance of the SLI group proved to be slightly inferior to that of the other two groups, but no statistically significant differences were found among the three groups. The L2 participants were asked to translate the idioms and similes into English. It was found that the Afrikaans idioms and similes were seldom likened to their English equivalents. Incorrect phonological transfers also appeared to create confusion and obscure meaning. The L2 speakers' difficulties possibly arose from (i) a lack of familiarity with figurative language, (ii) an inability to grasp figurative language, and/or (iii) a lack of proficiency in Afrikaans.

Reading the word and reading the world: literacy learning in a Grade 1 class

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Grade One classrooms are the site where many children first encounter socially dominant forms of literacy. Negotiating the social world of the Grade One classroom is crucial to learner success. This paper examines one aspect of that social world: the way in which teachers construct group and individual identities for children as learners and readers.

Research (Norton 2009) suggests that negotiation of identity is particularly important for individuals entering new communities, such as a Grade One classroom, and learning its practices.

The identities or positions teachers offer to children in these classrooms may impact on the opportunities for literacy learning children are able to take up, and therefore the success they have in the school environment. Children may also oppose or negotiate the identities they are offered by the teacher. The focus of the study is on identity co-construction as children negotiate positions in relation to those supplied by the teacher.

The paper draws on doctoral research in Grahamstown Grade One classrooms. It focuses on the literacy event known in those classrooms as "Reading on the Mat," which is the main reading event. In it, teachers interact closely with individuals and small groups.

This paper offers an analysis of the classroom discourses teachers generate as part of literacy teaching and suggests how these discourses offer identities to children in terms of literacy. It suggests that the identity co-construction done by teachers and children is a powerful engine of literacy learning.

Word-internal structure in Zulu

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Anderson (1992) presents arguments to show that inflectional morphology is not hierarchical. Stump (2001:11) states that 'Lexical theories [of morphology] entail that… the morphological representation of an inflected word is a branching structure of hierarchically organized constituents.' He references Anderson's arguments as evidence against such lexical theories. However, in the morphology of Zulu and certain other Bantu languages there are a number of constructions which suggest that the morphology is indeed hierarchically arranged. Anderson states (1992:262): 'A rule in any part of the grammar…which required reference to a structure internal to a word representing its morphological form would constitute prima facie evidence that such structure might be present.' In other words, if a rule refers to morphological structure, then such structure may well exist. The Zulu imperative suffix has two allomorphs, whose distribution is determined by whether or not the stem of the verb to which they are attached incorporates an object marker or not. The rule for this distribution refers to the internal structure of the word, and thus by Anderson's criterion is evidence for hierarchical structure in Zulu verb morphology. Another indication of the existence of hierarchical structure would be if a language has a form X, consisting of an affix Y and an inflected stem Z, where Z has internal structure and can stand alone as a word in its own right. Such words would be analysed as in the following diagrams (where a, b, c represent internal elements of Z): Several structures of this kind occur in Zulu. They include non-verbal predicates, which are formed by adding predicate morphology (agreement, polarity, tense and aspect) to adjectives, quantifiers and prepositions; the past tense forms of verbs and non-verbal predicates; quantifiers based on numerals; demonstratives and presentatives incorporating positional suffixes; the pronominal forms of possessives; and the relative forms of predicates. This paper will describe the structure of each of these word-types, showing how they constitute evidence of hierarchical structure in the morphology. Hierarchical structure can also be assumed if the inflectional morphology that is added to a word has its own structure. Examples of this can also arguably be found in Zulu. The quantifier and possessive prefixes can be divided into two parts, an agreement morpheme and a morpheme signifying 'quantifier' or 'possessive'. The paper will examine the implication of the existence of hierarchical structures in morphology for morphological theory, especially for lexical theories versus inferential theories (in terms of Stump's 2001 classification of

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morphological theories). It will be argued that if, as the evidence suggests, morphological hierarchies do exist, then this is evidence in favour of lexical theories of morphology.

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Reliability: consistently made to measure

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A number of factors have a negative influence on student throughput, especially at first-year level. Some of these factors are beyond the control of the higher education sector. Those that are within its sphere of influence need to be investigated continuously, in order to provide the appropriate support for students in need of them. In this regard, various international and local investigations indicate that academic language ability is a controllable factor which has a significant influence on the academic success of first-year students – it is calculated that approximately ten percent of academic success can be ascribed to linguistic ability. It is therefore common nowadays to carry out measurements of these students' linguistic abilities prior to assigning them to appropriate language courses. In order to make informed and reliable decisions regarding language placement concerns, universities rely heavily on so called large scale interactive measuring instruments, such as the Test of Academic Literacy Levels (TALL) and its Afrikaans counterpart, the Toets van Akademiese Geletterdheidsvlakke (TAG). According to Bachman and Palmer (1996:25), interactiveness concerns the degree and kind of interaction that occurs between the test-taker and the task. This is especially important in the assessment of candidates' language ability, background knowledge of the topic and their thinking strategies (or a combination of the three). Moreover, interactiveness is a significant quality of test tasks that should be reckoned with because of its link to construct validity. However, this is largely dependent upon how the construct is defined as well as the individual characteristics of the test candidates and it can never be precisely defined since all individuals' process information in different ways. Because uncertainty is not an unfamiliar concept in the area of language testing, coupled with the fact that tests like TAG and TALL can have a far-reaching impact, it is necessary to adopt a responsible and transparent approach, both in the design and implementation of such tests, as well as in the interpretation of its results. This is usually done by scrutinizing the two most important traits of any test, reliability and validity. This paper will discuss the former, firstly by contextualising the concept, and secondly by focusing on why it is crucial that a test, or any applied linguistic artefact for that matter, should not be judged purely on its constitutive or underlying qualities. Empirical data are then drawn upon to determine the test-retest reliability, the equivalent form reliability, and the internal consistency of TAG. The paper concludes with preliminary findings in terms of the reliability

of the above mentioned academic literacy tests, and a discussion regarding the particular purposes for which they should be used.

The necessity modals and negation in Englishes

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This paper is a corpus-based investigation into the modal verbs of necessity and the ways in which they interact with negation in different varieties of English (cf. ICE Canada and ICE Jamaica, inter alia). It complements previous work in this domain by, among others, Collins (2009) on the Englishes in Oceania and van der Auwera, Noël & De Wit (forthc.) on the Englishes in Asia.

We take the following steps. First, the relative frequencies of the (quasi-)modals 'must', 'have (got) to', 'should', 'need (to)' and 'ought to', with and without negation, are examined. Second, we determine whether the negated modals end up in the E corner ('necessary not') or in the O corner ('not necessary') of the square of opposition. Third, their meanings are described in terms of participant-interiority, participant-exteriority, deonticity and epistemicity (cf. van der Auwera & Plungian 1998).

Our findings include, inter alia, that, in several varieties of English, the negation can have scope over the main predication (i.e. E) as well as over the modal predication (i.e. O) with the same verb. Modal suppletion (cf. De Haan 1997), the phenomenon that the E corner or the O corner takes a possibility form instead ('not possible' and 'possible not' respectively), need not take place. In this respect, these Englishes are dissimilar to British and American English but similar to, for instance, Southern Dutch. The explanation for the tolerance of this ambiguity lies in the fact that different scopes are associated with different types of modality. Another finding concerns 'need (to)'. The data confirm the tendency attested for other Englishes (and in, for instance, Northern Dutch), that this modal exhibits some degree of dedication to the O-corner: need to is typical of positive contexts and need of negative contexts. Due to O-to-E drift (cf. Horn 1989), this is a rare phenomenon in language. It appears to be on its way out, though.

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The impact of quality control on translated university examination papers

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It is usually accepted that a better product is created when two translators interact with each other about a translation, but is this necessarily the case with quality control (also known as revision) being done on a target text? Does revision, that is, when the translation of one translator is revised by a second translator, necessarily result in a better end product? While many resources, such as time and money, are spent on revision (e.g. a senior translator in a company revising a junior translator's work), there are very few empirical studies about the cost effectiveness of this practice. In other words, does revision by a second translator have a big enough impact on the quality of the translation to justify the resources spent on it?

This paper will describe an empirical study conducted to determine the impact of revision on the quality of two translated university examination papers. In the first phase an examination paper (MPhil Rehabilitation) was translated by an inexperienced translator, after which the translation was revised by four revisers. The unrevised translation as well as the revised target texts were evaluated by three language practitioners using the same assessment instrument. Subsequently, the researcher compared the evaluation mark given to the unrevised, original translation with the marks allocated to the revised documents. This comparison indicated the impact of each reviser's changes on the quality of the original translation by the inexperienced translator.

In the second phase only two variables were changed: an examination paper of a more technical field of study, namely Environmental Engineering, was translated – this time by an experienced translator. The same procedure was followed as in the first phase, after which the researcher determined the impact of each reviser's changes on the quality of the translation by the experienced translator.

The results of the two phases of this study were compared and will be discussed in this paper. Subsequently, conclusions will be drawn about the cost effectiveness of revision and its value in the creation of translation products of a high quality.

Deaf TV audience comprehension of signed news interpretation

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This paper investigates the extent to which South African Deaf viewers comprehend the signed interpretations of SABC and eTV news broadcasts, as reflected in analysis of questionnaire responses. The sign language interpreter can be regarded both as a communicative interface between two messages, as well as the primary interface between two communities, namely hearing and deaf. Unlike their translator counterpart, the immediate physical human presence of the interpreter colours their message, initiating interaction between himself and the community for which they interpret.

This study reports on the results of questionnaires sent to various Deaf communities throughout South Africa that investigated the experience and expectations of Deaf TV viewers in terms of interpreted news broadcasts. The study revealed that the majority of deaf respondents do not always understand the interpreters and attempts to explore and explain the reasons for this lack of understanding, as well as providing suggestions for improved comprehension. Apart from investigating various aspects of interpreting quality, the study also suggests the existence of group dialects and addresses the thorny issue of standardizing South African Sign Language. The research is based on a grounded theory model which draws from reception-oriented translation models.

Quantifying linguistic proficiency: a model for language learning

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This paper proposes a model that quantifies language proficiency based on expected phonological, syntactical and lexical levels of advancement at various ages for mother tongue speakers (L1 users). The model involves the development of measurement instruments and standards used to quantify proficiency in these three areas and attempts to fit mathematical equations to the empirically derived data. Implications for language learning that can be derived from the equations are discussed.

The model is further extended to explore linguistic proficiencies for second/ additional language (L2) learners. Adaptations of the original equations are discussed in terms of initial age of learning the other language, as well as in terms of optimizing learning conditions. The paper concludes with suggestions for mastering other languages based on variable implications derived from the fitted equations.

Academic literacy tests: design, development, piloting and refinement

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Though there are many conditions for drafting language tests responsibly, this presentation will focus on how to operationalize a set of three critically important design principles for such tests. For the last thirty years or so, developers of language tests have agreed that the most important design principle emanates from our ability to give a theoretical justification for what it is that we are measuring. Without this, we eventually have very little ground for a responsible interpretation of test results, which is a second, though not secondary, principle for language test design. There is a third principle involved, which is that the measuring instrument must be consistent and stable.

The presentation will involve participants in how a blueprint (construct/ definition of academic literacy) can be conceptualised, so as to begin to satisfy the first design requirement; considering how to select productive task types that could operationalize the components of this blueprint; demonstrating how results of pilot tests are analysed (with a program like Iteman), to ensure test consistency (reliability) and item functioning in order to satisfy the third design principle mentioned above; and illustrating how these results are subsequently used to refine the final draft of a test, before considering under which conditions we start to make valid and appropriate interpretations of test results.

The presentation will conclude with a discussion of some of the remaining design principles for language testing, cast in a new philosophical design framework.

Deaf Children and the Development of Language and Literacy in South Africa: Challenges and Solutions

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The difficulty that deaf children have, in the past, experienced learning to read and write has been well documented (Kretschmer, 1989; Lewis, 1998). Recent developments, namely new-born hearing screening for infants, followed by early intervention and the options of digital hearing aids and cochlear implants, have transformed the prospects of children who have access to such technology and support: For these children, developing age-appropriate reading/writing can now be a reality, rather than being a near impossibility, as it was for many before: Cochlear implants combined with oral education in very young children and the realistic expectation of spoken language development in these children at equivalent levels to hearing children (Nicholas & Geers, 2007) mean that reading/writing skills on a par with hearing learners are obtainable (Luterman, 2007).

In South Africa, however, countrywide new-born hearing screening, the first step in order to put in motion early intervention, does not exist. Hearing screening of infants is vital: A study by Yoshinaga-Itano, Sedey, Coulter and Mehl (1998) showed "significantly better receptive and expressive language skills" (p. 1169) in children identified by the age of six months as opposed to those whose hearing loss is identified later. It is also important that all babies, not just those known to be at risk of hearing loss, are tested: In America, high-risk screening took place for decades yet "failed to identify a large cohort of children in the first year of life" (Yoshinaga-Itano, 2003, p. 265) as, of those children who are deaf, only 50% are known to be at risk (Yoshinaga-Itano, 2003, p. 265).

While South Africa needs to implement new-born hearing screening, even those few deaf children whose hearing loss is identified early enough may struggle, because of inadequate audiology support. Swanepoel (2006) noted that there are too few professionals with the necessary training to serve the high number of people with hearing loss, particularly those dependent on public healthcare. In addition, some children, such as those with a severe-to-profound hearing loss, may not benefit from hearing aids and may instead require a cochlear implant. In South Africa, the state usually does not pay for cochlear

implantation, and the excessive cost means that "many children are excluded from access to this service" (Noorbhai, 2002, p. 71).

Because of the lack of early screening and intervention in South Africa, it seemed likely to the researchers that deaf children would still experience many challenges in learning to read and write, particularly those in the Eastern Cape, where the education system has consistently come under fire. To verify whether deaf learners did in fact struggle with reading and writing, the researchers carried out a quantitative comparative analysis that investigated the difference between the written English of deaf children and the written English of hearing children in the Nelson Mandela Metropole. The children were in Grades 4 to 7 in 2008. The results indicated a significant difference between the writing abilities of hearing children and the writing abilities of deaf learners, with some deaf learners not even able capable of writing a two-word sentence.

Thus, in order for deaf children in South Africa to develop their writing, immediate government assistance is necessary in order to implement countrywide new-born hearing screening, followed by medical and/or language-based intervention and government-subsidised cochlear implants, to minimise the impact of deafness on the language and writing abilities of deaf children. This is an essential foundation from which parents and teachers can build and play a key role in helping their children reach age-appropriate levels of written English.

The Secret Languages of Soweto: A Phonological Analysis of IsiLista and IsiJambula

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This paper documents IsiLista and IsiJambula – two "secret languages" or "backwards languages" (known technically as "ludlings") spoken in Soweto and possibly originating in prisons. It provides a brief socio-historical background of these ludlings and then describes their structure in detail, analysing their phonologies, paying particular attention to their prosodic structure regarding wordhood. The ludlings are classified according to the typologies outlined by Laycock (1969) and Bagemihl (1989). IsiJambula and IsiLista, though closely associated, are found to be largely the inverse of each other in their operation. IsiJambula is found to effect a prosodic form like that found in the ordinary Zulu enclitic constructions of the kind that behave as separate words (mentioned by Doke, 1927), retaining standard length and stress patterns (as per Khumalo, 1987), whereas IsiLista creates forms that resemble more unusual patterns as found in ideophones, interjectives and certain demonstratives (exemplified in Poulos, 2007). Then, derived from the analysis of IsiLista and IsiJambula data, there are some theoretical notes concerning the phonology of the host languages to these ludlings, Zulu and IsCamtho. They confirm findings like those of Downing (2004) about the pervasive nature of morphology as conditioner of the prosody of Bantu languages. They also show the autonomous nature of certain demonstratives sometimes considered to be prefixal. Finally, this paper provides evidence form IsiLista and IsiJambula data that IsCamtho as an urban hybrid variety of Zulu is not only lexically and pragmatically divergent from that of standard Zulu, but phonologically as well.

From worksite to classroom: cathartic discourse as a bridge to academic discourse

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At the Foundation Phase, oral work is necessary for elementary reading and writing (eg. the `news' circle). We argue in this paper that the same applies to the inclusion of oral presentations in the form of report-backs at tertiary level, especially in the preparation of postgraduate students for the caring professions such as Nursing, Counselling, Social Work and Pastoral work. These disciplines require fieldwork which brings the student into close personal contact with the people in their care. Often these experiences are traumatic and intense and students need to come to terms with and transform the experiences through scaffolded reflection.

This paper reports on a case study involving non-English-speaking students in a postgraduate theology module who were preparing to become pastors. The module was based on the principle of `situated learning', which required fieldwork. This involved pastoral counselling, for conditions such as Aids, other terminal illnesses, dysfunctional marriages and death, among other traumas. The module required students to report back on their fieldwork experiences in the form of an oral presentation for which they received feedback, before submitting their final written report. This paper examines the role and function of `cathartic' discourse in an academic context where subjectivities, feelings and emotions are actively encouraged in oral presentations in order to allow full involvement in the reflections on the pastoral experience before transforming the presentation into the more detached and uninvolved academic genre of a written report. Students needed to invest in the experience through reflection, which involved personal attachment and analysis and integration of feelings.

The paper describes how one lecturer used oral presentations to scaffold students along the continuum from personal, subjective involvement towards a more objective, detached and theoretical perspective on the experience. In his feedback on their presentations - also oral – he insisted that they express the full extent of their feelings verbally and reflect deeply on their personal involvement in the cases they were describing. These discussions led them into deeper theological reflections concerning the significance of the experience,

thus enabling students to reach a level of reflexivity and criticality in their academic discourse.

The theory underpinning the study is drawn from a poststructuralist perspective with regard to the notions of investment and subjectivity, and also draws on theories of discourse, genre and academic literacy. Also, the notion of oral feedback being far more effective than the more removed form of written feedback, is a key theory in investigating the development of the critical reflexive skills in students. The research methodology included lecturer and student questionnaires, classroom observations and elite and focus group interviews. The data were analysed qualitatively in terms of patterns which were revealed in the feedback and which indicated various difficulties students were experiencing in relation to the construction of a more academic type of discourse.

Findings identified several challenges in the development of students' theological discourse the focus of this paper being on one of them only – the encouragement of the open articulation of feelings and emotions caused by the caring experience, especially in an additional language. The paper concludes that if sufficient oral discussion and reflection-work takes place, with expert guidance, criticality/ reflexivity will develop.

Interdisciplinary partnerships between language and disciplinary specialists

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This paper focuses on four case studies of collaborations between language/academic literacy (AL) and applied science, engineering and technology (SET) disciplinary specialists at a university of technology in South Africa. The purpose of these collaborations was to facilitate students' access to disciplinary literacies. The case studies identify instances of resistance to the teaching of disciplinary literacies within academic departments, as well as of emerging interdisciplinary teaching practices. The case studies draw on our understandings of disciplinary literacies as social practices that require language practitioners and discipline-based colleagues to negotiate disciplinary barriers in order to enable innovative, collaborative teaching.

The Discourse of Arabic Language Policies in Israel ? Is there a chance for a change?

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Arabic, the language of Israeli Arabs who make up a fifth of the population in Israel, shares an official status with Hebrew, the language of the Jewish majority. The legal status of the languages adopted by the State of Israel in 1948 from the British Mandate regulations has not been clarified by law since the establishment of the state. While no general statute gives Hebrew priority over Arabic, in practice Hebrew functions as the dominant language in all public contexts. In the past decade this situation has begun to be challenged, mainly by organizations in the Arab sector advocating a change in the political status of Israeli Arabs and by sociolinguistic changes in the status of Arabic. The proposed talk analyses the points of tension which emerge when exploring the discourses related to changes in policies towards Arabic in Israel.

The talk is based on a macro-level empirical study which examined attitudes and perspectives towards the use of Arabic in several public spheres in Israel. The language policy issues dealt with touch upon a range of public domains, including: the use of Arabic in Israeli government offices; on road signs; on national television; and in the Israeli parliament. Positions are explored on two levels: (1) state officials and representatives of the Arab sector as revealed through legal and policy documents; (2) 'layman speakers' as examined specifically for the current study through focus groups and questionnaires.

Inversion constructions in Zulu

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In this paper, I discuss different types of inversion constructions which are attested in the Bantu language Zulu (Nguni; S 42). In these constructions, the logical subject appears in a postverbal position, while the preverbal subject position is occupied by an NP which refers to the *location* of, or an *instrument* used in, the event expressed by the VP ((1) = semantic locative inversion, cf. Buell (2007); (2) = instrument inversion). The locative or instrumental subject NP triggers noun class agreement with the verb. Semantic locative and instrument inversion are similar to expletive constructions in Zulu in which the logical subject also appears postverbally, while the verb shows default (= noun class 17) agreement with a null expletive in the preverbal subject position, (3).

In the first part of the paper I provide empirical evidence that the post-verbal subjects in the examples (1)-(3) are located in their base positions, i.e. inside the VP/P. I also show that expletive and inversion constructions in Zulu are never possible with non-verbal predicates (compare (1) to the ungrammatical "inverted" (4b), which is based on a nominal predicate, or (3) to the ungrammatical expletive construction in (5b), which is based on an adjectival predicate).

In the second part of the paper, I provide a theoretical analysis of the constructions in (1)-(3). I argue that the syntax of these constructions includes the functional category Pr (for *predication*; Bowers 1993) which is selected by Infl in Zulu. Pr takes the VP/□P as its complement and attracts the verb, which therefore precedes the VP-internal logical subject. The instrument, locative or expletive NP is introduced as the syntactic subject in [Spec, Pr], (6). Moreover, I suggest that non-verbal predication in Zulu also involves the category Pr. In these constructions, Pr selects the NP, AP or PP-predicate as its complement; the thematic subject again originates in [Spec, Pr], (7). Arguments of non-verbal predicates thus never appear predicate-internally, which explains why inversion and expletive constructions such as (1)-(3) are impossible with non-verbal predicates.

As for the semantics, I adopt the theory presented in Chierchia (1985, 2004) in which properties are analysed as basic types π. I argue that the complement of Pr in non-verbal predicate constructions and in semantic locative inversion is of type π and that the semantic function of Pr is to translate this property into a

propositional function which combines with the referential NP in [Spec, Pr] (type e) to yield a proposition (type p) (cf. Bowers 1993). In contrast, the complement of VP/□P in instrument inversion and expletive constructions is of type p. Based on Chierchia's (2004) rule of "Expletivization", I show how the expletive or instrument NP is semantically combined with a propositional VP/□P-complement of Pr to yield a presentational focus or adjunct-modifier reading.

(1) Lesi sitolo si-sebenz-el-a la madoda.
Dᴇᴍ7 store7 Sᴍ7-work-Aᴘᴘʟ-Fᴠ Dᴇᴍ6 men6
'This store is where the men work.' (Lit. 'The store is working for the men.')
(2) Isipuni si-dl-a uJohn.
spoon7 Sᴍ7-eat-Fᴠ John1a
'The spoon is what John uses to eat.' (Lit. 'The spoon is eating John.')
(3) Ku-hlal-a abantu aba-ningi lapha.
Eхᴘʟ17-live-Fᴠ person2 Aᴅᴊ2-many here
'There are many people living here.'
(4) a. Izingane zi-ng-abafana ku-lesi sikole.
child10 Sᴍ10-Cᴏᴘ-boy2 in-Dᴇᴍ7 school7
'The children are boys at this school.'
b. *Lesi sikole si-ng-abafana izingane.
Dᴇᴍ7 school7 Sᴍ7-Cᴏᴘ-boy2 child10
intended: 'This school is where the children are boys.'
(5) a. Amaphela a-wa-ma-hle.
cockroach6 Nᴇɢ-Sᴍ6-Bᴘ6-pretty
'Cockroaches aren't pretty.'
b. *A-ku-ku-hle amaphela.
Nᴇɢ-Eхᴘʟ17-Bᴘ17-pretty cockroach6
Intended: 'Cockroaches aren't pretty.'
(6) [ᵢₙfl [ᴘᵣᴘ **NP**ₗₒ𝒸/ᵢₙₛₜᵣ/ᴇхᴘʟ [ᴘᵣ' Pr+**Verb** [ᵥᴘ **SUBJ** Verb (**OBJ**)]]]]
(7) [ᵢₙfl [ᴘᵣᴘ **NP**ₜₕₑₘₑ [ᴘᵣ' Pr [ɴᴘ/ᴀᴘ/ᴘᴘ]]]]

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Subject/object asymmetry & prosodic focus marking in contact varieties of SA English

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The South African Bantu languages display a well-known syntactic asymmetry in the focusing/questioning of grammatical subjects and objects (Sabel & Zeller 2006, Zerbian 2007a): logical subjects cannot be focused/questioned in their canonical preverbal position but are focused/questioned either postverbally in a so-called impersonal construction (Demuth & Mmusi 1997, Zerbian 2006) or by means of a cleft sentence. Moreover, focused constituents do not seem to be marked prosodically (Zerbian 2007b, Swerts & Zerbian 2010). English, on the other hand, does not show such an asymmetry. Logical subjects can be focused in their canonical preverbal position (the occurrence of postverbal subjects is more restricted in this language) and are then marked by prosody, such as pitch accents, duration and/or intensity. In English, cleft sentences are associated with extra semantic content, such as contrast and exhaustivity.

The study: An elicited-production study was carried out to investigate the syntactic and/or prosodic expression of subject and object focus in three South African varieties of English that are in close contact with both these systems, namely the mesolect of Black South African English, the acrolect and the post-acrolect. The experimental set-up ANIMA from the questionnaire on information structure (Skopeteas et al. 2006) was administered to 25 speakers of these varieties of South African English (with monolingual English as a control) in which participants answered questions about the content of pictures which would elicit focus on either the subject or the object. The answers were analysed as to three possible realizations: (1) consistent use of SVO-structures with additional prosodic marking of the focused constituent as expected for General South African English, (2) the consistent use of cleft sentences for subject focus as expected under a full transfer hypothesis, or (3) consistent SVO word order without prosodic focus marking as expected under partial transfer. The paper will present and discuss the results.

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