

**LSSA/SAALA/SAALT
JOINT ANNUAL CONFERENCE 2015
24-26 June 2015
Potchefstroom Campus, North-West University,
Potchefstroom**

**KHONFERENSE YA NGWAGA LE NGWAGA E E
KOPANETSWENG YA LSSA/SAALA/SAALT YA 2015
24-26 Seetebosigo 2015
Khamphase ya Potchefstroom,
Yunibesiti ya Bokone-Bophirima, Potchefstroom**

**LVSA/SAVTL/SAVTO
GESAMENTLIKE JAARLIKSE KONFERENSIE 2015
24-26 Junie 2015
Potchefstroomkampus, Noordwes-Universiteit,
Potchefstroom**

CONTENT / DITENG / INHOUD

Content / Diteng / Inhoud	1
Word of welcome from the Conference Co-ordinator.....	11
Mafoko a kamogelo a Mookamedi wa Khonferense	11
Verwelkomingswoord van die kongresorganiseerder	12
Acknowledgments / DITEBOGO / Bedankings	12
The research Unit and the School of Languages.....	13
The Research Unit: Language and Literature in the South African Context.....	13
The School of Languages.....	14
Yuniti ya patlisiso le Sekolo sa Dipuo	15
Yuniti ya Patlisiso: Dipuo le Puisokwalo mo Aforikaborwa.....	15
Sekolo sa Dipuo.....	16
Die Navorsingseenheid en die Skool vir Tale	17
Die navorsingseenheid: Tale en Literatuur in die Suid-Afrikaanse Konteks.....	17
Die Skool vir Tale.....	19
The Vice-Chancellor: Prof Ntate Dan Kgwadi	20
Motlatsa-Mokhanseliri: Mop Ntate Dan Kgwadi	20
Die Visekanselier: Prof Ntate Dan Kgwadi	20
The Campus Rector: Prof Herman Van Schalkwyk	21
Moreketoro wa Khampase: Mop Herman van Schalkwyk.....	21
Die kampusrektor: Prof Herman Van Schalkwyk	22
Organising committee / Khomiti ya borulaganyi /Organiseringskomitee	23
Emergency numbers / Dinomore tsa maemo a tshoganyetso / Noodnommers.....	24
General information	25
Tshedimosetso-Kakaretso	26
Algemene inligting.....	27
Instructions for presenters and chairs	29
Presenters	29
Chairpersons	29
Ditaelo go banei ba dipuo le baduladitulo	29
Ba ba neelang dipuo.....	29
Baduladitulo	29

Riglyne vir aanbieders en voorsitters	30
Aanbieders	30
Voorsitters.....	30
Maps / Dimmapa / Kaarte	32
Potchefstroom	32
NWU Potchefstroom – Campus map / Mmepa wa khamphase / Kampuskaart	33
Keynotes	34
Bertus van Rooy	34
Kris van de Poel	34
Adelia Carstens.....	35
Dibui tse Botlhokwa	35
Bertus van Rooy	35
Kris Van de Poel.....	36
Adelia Carstens.....	36
Hoofsprekers	37
Bertus van Rooy	37
Kris Van de Poel.....	37
Adelia Carstens.....	38
Tourist information	39
Potchefstroom – zooming in – the archaeological history	39
The name of the city: Two different etymologies.....	39
Listed monuments	40
Grade I: National Heritage Sites	40
Grade II: Provincial Heritage Sites	40
Grade III: Local Heritage Sites.....	43
Other places of interest	43
Tshedimosetso ka bojanala.....	44
Potchefstroom – go sekaseka ka kelotlhoko – hisitori ya boithutamarope	44
Leina la toropo: Ditshimologo tse pedi tse di farologaneng tsa leina la yone.....	44
Difikantswe tse di mo lenaaneng.....	44
Kereiti 1: Mafelo-Boswa a Bosetšhaba	44
Kereiti II: Mafelo-Boswa a Porofense	45

Kereiti III: Mafelo-Boswa a mo Setheong sa Rona.....	47
Mafelo a mangwe a a kgatlang	48
Inligting vir toeriste	48
Potchefstroom – fokus op die argeologiese geskiedenis	48
Die naam van die stad – twee verskillende etimologieë	49
Erfenismonumente in die stad.....	49
Graad I: Nasionale Erfenisplekke	49
Graad II: Provinsiale Erfenisplekke	49
Graad III: Plaaslike erfenisplekke.....	52
Ander interessantheide	53
Abstracts / Ditlhagiso / Opsommings.....	55
Abstracts of keynotes.....	57
Van Rooy, Bertus.....	57
Van de Poel, Kris.....	57
Carstens, Adelia.....	58
Ditlhagiso tsa dibui tse di Botlhokwa	58
Van Rooy, Bertus.....	58
Van de Poel, Kris.....	59
Carstens, Adelia.....	60
Opsommings van hoofsprekers.....	61
Van Rooy, Bertus.....	61
Van de Poel, Kris.....	61
Carstens, Adelia.....	62
Abstracts / Ditlhagiso / Opsommings.....	63
Adams, Thabisile	64
Amiroodeen, Raheema	64
Assam, Blanche	65
Ndinga-Koumba-Binza, H Steve.....	65
Awung, Felix.....	65
Rapeane-Mathonsi, Maleshoane.....	65
Bekker, Ian.....	66
Bekker, Ian.....	66

Bergh, Luna	67
Cawood, Stephanie	67
Beukes, Anne-Marié.....	67
Biscombe, Monique	68
Bock, Zannie	68
Botha, Lande	69
Breed, Adri	69
Brink, Nina.....	70
Butler, Anneke	71
Schutte, Nicole.....	71
Butler, Gustav.....	71
Mahlasela, Johannes.....	71
Caroline, Mangerel.....	72
Carstens, WAM	72
Chevalier, Alida	73
Coetzee, Andries	73
Beddor, Patrice	73
Wissing, Daan	73
Coetzee, Andries	74
García-Amaya, Lorenzo.....	74
Henriksen, Nicholas	74
Wissing, Daan	74
Coetzee-Van Rooy, Susan	75
Conduah, Aloysius.....	75
Conradie, Jac	76
Cornelius, Eleanor	76
De Jager, Gwendolynn	77
Slater, Sanchia	77
De Scally, Christelle	77
De Wit, Anne-Louise	78
Diemer, Maxine.....	78
Ditsele, Thabo	79

Du Plessis, Colleen.....	79
Els, Carla.....	79
Du Plessis, Theodorus	80
Dyers, Charlyn	80
Edwards, Megan.....	81
Evans, Rinelle	81
Ferris, Fiona.....	82
Banda, Felix.....	82
Fourie, Christine	82
Grundlingh, Lezandra	83
Gxowa-Dlayedwa, Ntombizodwa.....	83
Hara, Agness.....	84
Tappe, Heike	84
Hlatshwayo, Abigail.....	85
Hove, Muchativugwaa Liberty	85
Huddlestone, Kate.....	86
Oosthuizen, Johan	86
Huddlestone, Kate.....	86
Radzilani, Thifhelimbilu Emmanuel	86
Hunt, Sally	87
Hurst, Ellen	87
Jakaza, Ernest.....	88
Gondwe, Mirriam	88
Jimaima, Hambaba.....	88
Jones, Tamiryn	89
Oostendorp, Marcelyn.....	89
Jordaan, Adéle.....	89
Jordan, Linda	90
Kerford, Justine	90
Kotzé, Gideon.....	91
Wolff, Friedel	91
Kriel, Ansie.....	91

Kruger, Jan-Louis	92
Ibrahim, Ronny	92
Doherty, Stephen.....	92
Soto-Sanfiel, María T.	92
Kula, Nancy C.....	93
Kunene Nicolas, Ramona	93
Amiroodeen, Raheema.....	93
Ntuli, Nonhlanhla.....	93
Le Roux, Annemarie	94
Stander, Marga	94
Linnegar, John	94
Lourens, Amanda	95
Louw, Henk.....	95
Steyn, Juan.....	95
Ma, Xiujie	96
Mafofo, Lynn	97
Maimane, Chichi	97
Makalela, Leketi	98
Makgamatha, Matthews.....	98
Prinsloo, Cas.....	98
Sobane, Konosoang	98
Heugh, Kathleen	98
Makwanya, Peter	99
Malan, Michelle.....	99
Marais, Elri	100
Van Rooyen, Marlie	100
Marais, Kobus.....	100
Marten, Lutz.....	101
Gibson, Hannah	101
Martin, Marieke	102
Meihuizen, Elsa	102
Meintjes, Zanétte.....	103

Olivier, Louise	103
Mesthrie, Rajend.....	103
Mkochi, Winfred	104
Monnapula, Molefe	104
Morule, Nomasomi	105
Motlhankane, Kedumetse.....	105
Motlhodi, Keabetswe	106
Hefer-Jordaan, Esté	106
Naicker, Suren	106
Ndinga-Koumba-Binza, H Steve	106
Ndlangamandla, Sibusiso	107
Nel, Carisma	107
Adam, Aninda	107
Nel, Joanine.....	108
Southwood, Frenette.....	108
Conradie, Simone.....	108
Ngwenya, Themba	109
Niyibizi, Epimaque.....	109
Makalela, Leketi.....	109
Nizonkiza, Deogratias.....	110
Nkamta, Paul Nepapleh	110
Nokele, Amanda.....	111
Moropa, Koliswa.....	111
Nomdebevana, Nozibele.....	111
Ntuli, Nonhlanhla	112
Olivier, Jako	112
Olivier, Jako	113
Olivier, Louise	113
Oshodi, Boluwaji	113
Osuri, Stafford Osuri	114
Peeters, Ward	114
Pienaar, Wikus	115

Wissing, Daan	115
Posel, Dorrit	116
Zeller, Jochen.....	116
Pretorius, Marilize.....	116
Probert, Tracy.....	117
Rambiritch, Avasha	117
Rautenbach, Eunice.....	118
Roets, Carla	118
Roux, Shanleigh.....	119
Saal, Elvis.....	119
Savić, Stefan	120
Schultz, Kara.....	120
Simango, Silvester Ron.....	120
Simelane, Lindiwe	121
Siziba, Gugulethu	122
Siziba, Liqhwa.....	122
Smit, Vonette	122
Kotzé, Herculene.....	123
Sobane, Konosoang.....	123
Steyn, Juan	124
Steyn, Juan	124
Louw, Henk	124
Steyn, Juan	125
Louw, Henk	125
Janse van Rensburg, Zander	125
Steyn, Sanet	125
Janse Van Rensburg, Zander.....	125
Du Toit, Jean	126
Steyn, Sanet	126
Weideman, Albert.....	126
Strydom, Louise.....	127
Swart, Marius	127

Du Plessis, André	127
Taljard, Marlies	128
Tappe, Heike	128
Muhle, Sibisi.....	128
Toefy, Tracey.....	129
Van de Poel, Kris.....	130
Van der Walt, Christa	130
Kese, Phumla	130
Van Dyk, Tobie	130
Van de Poel, Kris	131
Van Niekerk, Angelique.....	131
Conradie, Marthinus.....	131
Van Rooy, Bertus.....	132
Kruger, Haidee.....	132
Van Tonder, Simoné.....	132
Van Zyl, Maryka.....	133
Venter, Lientjie.....	133
Vivian, Brenda	134
Fourie, Reinhardt.....	134
Vos, Elize	135
Wasserman, Ronel	135
Weideman, Albert	136
Du Plessis, Colleen	136
Steyn, Sanet	136
Welch, NRH Pule	136
Welch, NRH Pule	137
Wileman, Bruce.....	137
Williams, Quentin.....	138
Wilsenach, Carien.....	138
Wissing, Daan.....	138
Pienaar, Wikus	138
Van den Bergh, Liané.....	139

Programme / Lenaane / Program..... 143

WORD OF WELCOME FROM THE CONFERENCE CO-ORDINATOR



*Prof. Annette Combrink
Conference Co-ordinator*

The School of Languages and the Research Unit for South African Languages and Literature are pleased and proud to be hosting the Conference on behalf of LSSA, SAALA and SAALT and trust that this is going to be a really memorable event for all concerned. A conference like this offers the unique opportunity for language scholars to interact, to exchange ideas, to test new theories and simply to enjoy sharing all this with like-minded people.

Apart from a very substantial intellectual offering, the programme also contains social events – an opening cocktail party, a musical event which promises to be highly entertaining (with drinks and snacks afterwards) and a conference dinner. We also provide, in the booklet, the relevant information that visitors to Potchefstroom would require to have a comfortable and memorable stay. There will also be conference assistants to provide support and help where needed.

Potchefstroom is the oldest city (yes, city!) north of the Vaal River, and has a large number of heritage sites that can be visited. Information is provided about these. And please be warned – there is an old saying that once you have drunk of the water of the Mooi River (yes, it is clean – we have Blue Drop status!) you will always return. We trust that this will be the case for all of you.

Mafoko a kamogelo a Mookamedi wa Khonferense

Sekolo sa Dipuo le Yuniti ya Patlisiso ya Dipuo tsa Seaforika le ya Puisokwalo di itumetse e bile di motlotlo go bo di tlile go tshwara Khonferense mo boemong jwa LSSA, SAALA le SAALT e bile di solofela gore ruri eno e tlile go nna tiragalo e e sa lebalesegeng mo go botlhe ba ba tla nnang teng mo go yone. Khonferense e e tshwanang le eno e naya baithuta-puo tšhono e e tlhomologileng ya gore ba kopane mmogo le go naana dikgopolo, go lekeletsa dikgopolo tse diša le go itumelela go di abelana le batho ba ba akanyang jaaka bone.

Mo godimo ga go bo lenaneo leno e le le le rutang fela thata, gape le tla nna le ditiragalo tsa go tsalana mmogo – jaaka go simolola ka moletlonyana wa dijo tse di motlhofo, tiragalo ya mmimo e e solofetsang go nna e e itumedisang fela thata (e morago ga yone go tla nnang le dino le diseneke) le dijo tsa maitseboa tsa khonferense. Gape, mo bukaneng eno, re tlamela ka tshedimosetso e e maleba e e tla tlhokwang ke baeng ba ba tla bong ba tlile mo Potchefstroom gore bonno jwa bone fano e nne jo bo senang matsapa ape le jo bo sa lebalesegeng. Gape go tla bo go na le bathusi ba khonferense gore ba tlamele ke tshegetso le thuso moo di tlhokegang gone.

Potchefstroom ke toropo ya bogologolo (ee, toropo!) e e ka fa bokone jwa Noka ya Lekwa, e bile e na le mafelo-boswa a mantsi a a ka etelwang. Go tlametswe ka tshedimosetso e e amanang le seno. E bile ela tlhoko – go na le polelo ya bogologolo e e reng fa o sena go nwa metsi a Mooi River (ee, a phepa – re na le Blue Drop) o tla batla go boa o tla go a nwa gape. Re solofela gore go tla nna jalo ka lona lotlhe.

Verwelkomingswoord van die kongresorganiseerder

Die Skool vir Tale en die Navorsingseenheid vir Suid-Afrikaanse Taal- en Letterkunde is trots daarop om die kongres namens **LVSA/SAVTL/SAVTO** aan te bied en vertrou dat dit vir almal werklik 'n baie besondere geleentheid gaan wees. 'n Konferensie soos hierdie een bied aan taalkundiges die unieke geleentheid om interaksie te bewerkstellig, om idees uit te ruil, om nuwe teorieë te toets en om sommer te gesels met mense wat in dieselfde dinge belangstel.

Afgesien van 'n baie stewige akademiese aanbod sluit die program ook ruim geleentheid in vir sosiale funksies. Daar is die skemerkelkfunksie as openingsgeleentheid, 'n musiekkonsert wat beloop om in almal se smaak te val (met eet- en drinkgoed agterna) en die kongresdinee. Ons verskaf ook, as deel van die boekie, die relevante inligting wat besoekers aan Potchefstroom nodig het om die beste van die besoek te maak. Daar sal ook deurentyd kongresassistente beskikbaar wees om hulp te bied om enige probleme mee op te los.

Potchefstroom is die oudste stad (ja, stad!) noord van die Vaalrivier, en daar is heelwat historiese gedenkwaardighede wat besoek kan word – inligting hieroor is ook in die boekie vervat. En wees gewaarsku – daar is 'n ou gesegde wat lui dat as mens eers eenmaal van die water van die Mooirivier gedrink het, jy altyd weer sal terugkom (en ja, die water is skoon – ons het bloustatus!). Ons hoop julle sal almal weer terugkeer – en ons weer besoek.

Annette Combrink

ACKNOWLEDGMENTS / DITEBOGO / BEDANKINGS

The conference organisers would like to thank the following organisations for their contribution to the success of the conference:

Baokamedi ba Khonferense ba ka rata go leboga ditheo tse di latelang ka dikabelo tsa bone go ka netefatsa katlego ya Khonferense:

Die kongresorganiseerders wil graag die volgende instansies bedank vir hul bydrae tot die sukses van die kongres:



THE RESEARCH UNIT AND THE SCHOOL OF LANGUAGES

The Research Unit: Language and Literature in the South African Context



Prof. Attie de Lange
Research Director

The Research Unit, Language and Literature in the South African Context, is located on the Potchefstroom Campus of the NWU. Apart from the research programmes outlined below, the use of Digital Humanities (DH) as a shared technological platform for interaction between the groups has been identified as the main focus for the next few years. The Unit is also in the forefront of developments in South Africa with regard to DH (<http://www.nwu.ac.za/digital-humanities>).

The Unit and its partners were also successful in becoming the first research group from the humanities to receive long-term funding from the Department of Science and Technology for the development of a national platform, the “National Centre for Digital Language Resources”. This award was made possible through the pioneering work done over ten years by CText (Centre for Text Technology) (<http://www.nwu.ac.za/af/ctext>)

The research programmes are:

Language Technology

This programme is run in collaboration with the Centre for Text Technology (Ctext) and focuses on:

- Machine translation aimed at the official languages of South Africa
- Natural language processing
- Resource development

Literature

This programme has as its overarching theme *Literary textuality: products and processes*. The programme includes the following sections:

- Thematic research: identity, space, borders, hibridity, liminality and cultural aspects of literary texts.
- Theoretical research: postclassical narratology, poetry theory, cognitive poetics, iconicity, semiotics, literature and media, transmedial textuality, practice-based research/creativity.
- Historical research: Trends, South African literature, history of the book, literary figures: ideolectic studies, children's and youth literature.

Linguistics

This programme focuses on the following themes:

- Grammatical description of the Southern African languages

- Phonetics and phonology of the Southern African languages
- Language variation and Language planning

Applied Linguistics sub-programme

The focus of the sub-programme in Applied Linguistics is on projects and research that are locally relevant and internationally germane. The overarching aim of this sub-programme is to investigate and design solutions to social problems associated with language. It includes theoretical and empirical investigations of actual and contemporary matters in which language is a central issue. These form the basis for responsibly designed solutions to enhance reciprocity between theory and practice.

In keeping with the above aim of responsible, appropriate and adequate designs, relevant to the South African context, the title for the sub-programme is: Applied linguistics: Designs for language in use. This then leads to three nodes of focus: (i) Educational linguistics, (ii) Language management, and (iii) Language practice. Each one of these again sub-divides into specific projects.

More information:

The Director

Prof Attie de Lange

Attie.deLange@nwu.ac.za

+27 (0)18 2991485

The School of Languages



Prof. Wannie Carstens
School Director

The School of Languages is located in the Frans du Toit Building (E9), and strives to offer quality education in language and literature of different languages – in this process we aim to equip students for the challenges and demands of the outside world. The following languages are taught in this School: *Afrikaans and Dutch, German, English, French and Setswana* (both as mother tongue and second or third language). Apart from these offerings, the School also offers courses in Creative Writing (the first University to have offered this at undergraduate level in South Africa), Language Technology (the only university in the country that offers comprehensive training and qualifications at both the undergraduate and post-graduate levels), *Translation and Interpreting Studies* (including interpreting and text editing) as well as South African Sign Language. As from 2017 it is planned to introduce Mandarin as a subject in the School of Languages.

The offerings are thus wide-ranging and comprehensive. **Multilingualism** is an important focus – the motto of the School, after all, is ‘*My language, your language, our languages*’.

Apart from this the School is also home to the programme in *Academic Literacy (AGLA/AGLE)* – these modules have the purpose of better equipping students to become integrated into the demands of tertiary study.

Teaching does not happen in isolation, and for that reason a large part of our daily tasks involves **research** (within the framework of the Research Unit for Languages and Literature in the South African context) and involvement in research and **community engagement activities**. The staff are considered to be experts in their fields, and do not shrink from making a valued contribution to the knowledge and skills shortages experienced in the country.

Yuniti ya patlisiso le Sekolo sa Dipuo

Yuniti ya Patlisiso: Dipuo le Puisokwalo mo Aforikaborwa

Yuniti ya Patlisiso, Puo le Puiso-kwalo mo Aforikaborwa, e mo Khamphaseng ya Potchefstroom ya YBB. Kwantle ga mananeo a patlisiso a a thathamisitsweng fa tlase, tiriso ya Dirutwa tsa Dijethale kgotsa Digital Humanities (DH) jaaka polatefomo e e tlhakanelwang ya thekenoloji ya tirisano-mmogo fa gare ga ditlhophha e kailwe jaaka e e tlileng dirisiwa thata mo dingwageng di le mmalwa tse di tlang. Yiniti le yone e di goga kwa pele mo ditlhabololong tsa mo Aforikaborwa malebana le DH (<http://www.nwu.ac.za/digital-humanities>).

Yuniti le balekane-nayo le yone e ne ya atlega mo go nneng setlhophha sa ntlha sa patlisiso sa dirutwa tseno go newa tshegetso ya madi e e tla tsayang lobaka lo lo leele e e tswang go Lefapha la Saense le Thekenoloji ya go tlhabolola polatefomo ya bosetšhaba, ya ?Senthara ya Bosetšhaba ya Ditsompelo tsa Dijethale tsa Puo?. Kabo ya madi ano e kgontshitswe ke tiro ya tekeletso e e dirilweng dingwaga di le lesome ke CText (Centre for Text Technology) (<http://www.nwu.ac.za/af/ctext>)

Mananeo a patlisiso ke:

Thekenoloji ya Puo

Lenaneo leno le tsamaisiwa ka go dirisana mmogo le Centre for Text Technology (Ctext) mme le tsepa mogopolo go:

- Go fetolela dipuo tsa semmuso tsa Aforikaborwa ka thuso ya motšhini
- Go berekana le puo ya tlhago
- Tlhabololo ya ditsompelo

Puiso-kwalo

Lenaneothuto leno le na le setlhogo-kakaretso sa mokwalo o go ithutwang one wa Puisokwalo: dilo tse go ithutwang tsone le mekgwa-tsamaiso. Lenaneothuto le akaretisa dikarolo tse di latelang:

- Patlisiso ka setlhogo: boitshupo, sebaka, melelwane, maadingwa, phetogomedumo le dikarolo tse di tlwaelegileng tsa mekwalo ya puisokwalo.
- Patlisiso ka kgopolo: mekgwa wa segompieno wa go anela, kgopolo ka poko, go tlhaloganya mekgwa ya poko e e tlhagisang maikutlo, go tlhaloganya letshwao le bokao jwa lone, go ithuta matshwao le ditshwantsho, puisokwalo le mekgwa e e farologaneng ya yone, mokwalo o go

ithutwang ka one o o kwalwang ka mekgwa e e farologaneng, patlisiso e e ikatisediwang/bokgoni jwa go tlhama.

- Patlisiso ka hisitori: Mekgwa, puisokwalo ya mo Aforikaborwa, hisitori ya buka, dipalopalo tsa puisokwalo: dipatlisiso ka mofuta wa puo e e buiwang ke batho ba ba rileng fela, puisokwalo ya bana le baša.

Badira ka puo

Lenaneothuto leno le tlhoma mogopolo mo ditlhogong tse di latelang:

- Tlhaloso ya thutapuo ya dipuo tsa Aforikaborwa
- Sefonitiki le medumo-puo ya dipuo tsa Aforikaborwa
- Dipharologano tsa puo le leano-puo

Lenaneo-potlana la go dirisa puo

Se lenaneo-potlana leno le tlhomileng mogopolo mo go sone malebana le Go Tsenngwa ga Puo Tirisong ke diporojeke le patlisiso tse di tsamaisanang le maemo a lefelo le puo eo e dirisiwang mo go lone le go nna bothokwa ga diporojeke tseo kwa dinageng di sele. Boikaelelo-bogolo jwa lenaneo-potlana leno ke go sekaseka le go tlhama ditharabololo tsa mathata a loago a a amanang le puo. E akaretsa go dira patlisiso ka dikgopolo le ka maitemogelo a sebele ka dilo tsa mmatota tse di diregang ga jaanong tse puo e leng kgang ya tsone ya konokono. Dilo tseno ke tsone tse di dirang gore go dirwe ditharabololo tse di tlhamilweng ka tsela e e nang le maikarabelo go tokafatsa tirisano-mmogo fa gare ga kgopolo le tiriso ya ka tlhamalalo.

Go tsamaisana le boikaelelo jo bo fa godimo jwa ditlhamo tse di dirilweng ka tsela e e nang le maikarabelo, tse di tshwanelegang le tse di lekaneng, tse di tsamaisanang le maemo a mo Aforikaborwa, setlhogo sa lenaneo-potlana ke: Go tsenngwa tirisong ga puo Maanopuo a puo e e dirisiwang. Seno se felela ka dilo tse tharo tse go tla tlhomiwang mogopolo mo go tsone: (i) Go ithuta ka dipuo, (ii) Go laola puo, le (iii) Go dira ka puo. Nngwe le nngwe ya tseno e nna la dikarolo tse e kgaoganngwang ka tsone tse di farologaneng mo diporojekeng tse di kgethegileng.

Go bona tshedimosetso go ya pele:

Mokaedi

Mop Attie de Lange

Attie.deLange@nwu.ac.za

Sekolo sa Dipuo

Sekolo sa Dipuo se kwa Kagong ya Frans du Toit (E9), mme se kgaratlhela go aba thuto ya boleng jo bo kwa godimo ka puo le ka puisokwalo ya dipuo tse di farologaneng - mo thulaganyong eno maikemisetso a rona ke go tlhomelela baithuti gore ba kgone le lebana le dikgwetlho tse ba tlieng lebana le tsone kwa ntle. Go rutwa dipuo tse di latelang mo Sekolong seno: Seaforikanse le Se-Dutch, Sejeremane, Seesemane, Sefora le Setswana (jaaka puo ya leleme la ga mme le puo ya bobedi kgotsa

puo ya boraro). Mo godimo ga go ruta dipuo tseno, gape Sekolo se ruta khoso ya Tsela ya go Kwala e e Nang le Bokgoni jwa go Tlhama (Yunibesiti ya ntlha go ruta thuto eno ya pele ga kalogo mo Aforikaborwa), Thekenoloji ya Puo (yunibesiti e le nngwe fela mo nageng ya rona e e nang le katiso e e tseneletseng le dithutego tse di ithutelwang pele ga kalogo le morago ga kalogo), Dithuto tsa bofetoledi le tsa go toloka (go akaretsa le go toloka le go tseleganya puo) mmogo le Puo ya Diatla ya Aforikaborwa. Go simolola ka 2017, go ikaeletswe gore se rute Madarin jaaka serutwa mo Sekolong se se Rutang Dipuo.

Ka jalo dirutwa ke tsa mefuta e e farolgoaneng e bile di tseneletse. Tiriso ya dipuo tse di farologaneng ke selo sa botlhokwa se go tlhomilweng mogopolo mo go sone - go ntse jalo ka gonne moano wa sekolo ke ?Puo ya me, puo ya gago, puo ya rona?.

Mo godimo ga seno gape Sekolo se na le lenaneothuto la Puisokwalo ya Akatemi (AGLA/AGLE) - boikaelelo jwa dimmojule tseno ke go tlhomelela baithuti botoka gore ba tlwaediwe tiro ya ka natla e ba tla kopanang le yone fa ba ithuta kwa thešiarang.

Tiro ya go ruta ga e dirwe kwantle ga go kopanyeletsatsa ba bangwe, mme ka ntlha ya moo, bontsi jwa ditiro tsa rona tsa letsatsi le letsatsi di akaretsa patlisiso (ka go latela thulaganyo ya Yuniti ya Dipuo ya Puisokwalo mo Aforikaborwa) le go nna le seabe mo patlisisong le ditiro tsa go nna le seabe ga baagi. Badiri ba lejwa e le bomankge mo tirong ya bone, e bile ga ba ipone tsapa go thusa ka tsela e e mosola ka kitso le bokgoni tse di tlhaelang mo nageng ya rona.

Die Navorsingseenheid en die Skool vir Tale

Die navorsingseenheid: Tale en Literatuur in die Suid-Afrikaanse Konteks

Die Navorsingseenheid Tale en Literatuur in die Suid-Afrikaanse Konteks is gesetel op die Potchefstroomkampus van die NWU. Benewens die onderstaande navorsingsprogramme is die gebruik van die Digitale Humaniora (DH) as gedeelde tegnologiese platform vir interaksie tussen die groepe die hooffokus van die volgende paar jaar. Die eenheid is ook aan die voerpunt van ontwikkelinge in SA m.b.t DH (<http://www.nwu.ac.za/digital-humanities>).

Die eenheid en vennote was ook suksesvol om die eerste navorsingsgroep uit die geesteswetenskappe te word wat langtermynbefondsing van die Dept Wetenskap en Tegnologie onvang vir die ontwikkeling van 'n nasionale platform, die "National Centre for Digital Language Resources". Hierdie toekenning is moontlik gemaak deur die baanbrekerswerk oor tien jaar deur CText (Centre for Text Technology) (<http://www.nwu.ac.za/af/ctext>)

Die navorsingsprogramme is:

Taaltegnologie

Hierdie program word bedryf in samewerking met die Centre for Text Technology (Ctext) en fokus op:

- Masjienvertaling gemik op die amptelike tale van Suid-Afrika
- Natuurlike taalverwerking
- Hulpbronontwikkeling

Letterkunde

Hierdie program se oorkoepelende tema is *Literêre tekstualiteit: Produkte en prosesse*. Die program sluit die volgende afdelings in:

- Tematiese navorsing: Identiteit, ruimte, grense, hibriditeit, liminaliteit en kulturele aspekte van tekste.
- Teoretiese navorsing: Post-klassieke narratologie, poësiëteorie, kognitiewe literatuurteorie, ikoniteit, semiotiek, literatuur en die media, transmediale tekstualiteit, praktykgebaseerde navorsing/kreatiwiteit.
- Historiese navorsing: Tendense, Suid-Afrikaanse letterkunde, die geskiedenis van die boek, literêre figure: ideolektiese studies, kinder- en jeugliteratuur.

Linguistiek

Hierdie program fokus op die volgende temas:

- Grammatikale beskrywing van die Suider-Afrikaanse tale
- Fonetiek en fonologie van die Suider-Afrikaanse tale
- Taalvariasie en taalbeplanning

Toegepaste taalkunde: sub-program

Die fokus van die sub-program in Toegepaste Taalkunde is op projekte en navorsing wat plaaslik relevant en internasionaal van belang is. Die oorkoepelende doel van hierdie sub-program is om navorsing te doen en oplossings voor te stel vir sosiale probleme wat met taal te doen het. Dit sluit in teoretiese en empiriese ondersoeke van werklike en kontemporêre sake waar taal sentraal staan. Dit vorm die basis vir verantwoordelik-ontwerpte oplossings om wisselwerking tussen teorie en praktyk te bewerkstellig.

In samehang met die doel hierbo uiteengesit om verantwoordelike, toepaslike en werkbare oplossings te ontwerp, wat relevant is vir die Suid-Afrikaanse konteks, is die titel van die sub-program: Toegepaste linguistiek: Ontwerpe vir taal in gebruik. Dit lei dan tot drie fokuspunte: (i) Opvoedkundige taalkunde, (ii) Taalbestuur, en (iii) Taalpraktyk. Elk van hierdie sub-afdelings word verder onderverdeel in spesifieke projekte.

Vir meer inligting:

Die Direkteur

Prof Attie de Lange

Attie.deLange@nwu.ac.za

+27 (0)18 2991485

Die Skool vir Tale

Die Skool vir Tale, wat gehuisves word in die Frans du Toitgebou (E9), strewende daarna om kwaliteit onderrig in die taal- en letterkundes van verskeie tale te gee en in hierdie proses ons studente op te lei vir die eise van die wêreld buite die universiteit. Die volgende tale is hier ter sprake: Afrikaans en Nederlands, Duits, Engels, Frans en Setswana (as moedertaal en as vreemde taal). Afgesien hiervan word daar ook kursusse aangebied in Skryfkuns (die eerste universiteit wat dit op voorgraadse vlak in SA aangebied het), Taaltegnologie (die enigste universiteit in die land wat omvattende opleiding en kwalifikasies in taaltegnologie op voor- en nagraadse vlak aanbied), Vertaal- en Tolkstudie (waarby ook tolking en teksredigering betrek word) asook SA Gebaretaal. Daar word beplan om vanaf 2017 ook Mandaryns as taal en vak in die tale-aanbod in die Skool in te sluit.

Die aanbod is dus veelsydig en uitgebreid. Veeltaligheid is 'n belangrike fokuspunt – die Skool se leuse is nie verniet 'My taal, jou taal, ons tale' nie.

Afgesien hiervan is die Skool ook die tuiste vir die aanbied van modules in Akademiese Geletterdheid (AGLA/AGLE) – hierdie modules het naamlik ten doel om studente voor te berei om op akademiese vlak by die universiteit in te skakel.

Onderrig geskied wel nie in isolasie nie en daarom bestaan 'n groot deel van ons dagtaak uit navorsing (binne die raamwerk van die navorsingseenheid Tale en literatuur in die SA konteks) en die betrokke wees by navorsings- en gemeenskapsdiensaktiwiteite. Die personeel is gerekende kundiges op hulle gebiede en skroom nie om 'n bydrae tot die land se kennis- en vaardigheidstekorte te lewer nie.

THE VICE-CHANCELLOR: PROF NTATE DAN KGWADI



*Prof. Ntate Dan Kgwadi
Vice-Chancellor*

Prior to his position as campus rector, Prof Kgwadi served as senior manager/assessment co-ordinator at the National Nuclear Regulator; as the head of the Physics Department at the Vaal University of Technology; as lecturer and head of the Physics Department at the University of North-West (in Mafikeng, prior to the merger); as research and teaching assistant at Ball State University.

He was appointed to the UMALUSI Council and serves as chairperson of the Assessment Standards Committee. He holds the following degrees: BSc (Physics and Chemistry, University of Bophuthatswana, RSA); MSc (Physics, Ball State University, USA); MPhil (Environmental Law and Management, University of the North, RSA); PhD (Physics Ed., PU for CHE, RSA); PhD (Management, honoris causa, Hanseo University, South Korea).

As a crowning achievement and a measure of the esteem he is regarded with, the North-West University Council on 22 November 2013 appointed Prof Kgwadi as the next vice-chancellor of the North-West University.

Motlatsa-Mokhanseliri: Mop Ntate Dan Kgwadi

Pele a tlhomiwa go nna moreketoro wa khamphase, Mop Kgwadi o ne a le mmenejara-mogolo/mookamedi wa tekolo wa Lefapha la Balaodi ba Bosetšhaba ba Metšhini e e Fetlhang Maatla a Nyutlelia; tlhogo ya lefapha la Fisika kwa Yunibesiting ya Lekwa ya Thekenoloji; motlhatlhedli le tlhogo ya lefapha la Fisika kwa Yunibesiting ya Bokone-Bophirima (kwa Mafikeng, pele dikhamphase di kopangwa); le mothusi wa tsa patlisiso le go ruta kwa Ball State University.

O ne a tlhomiwa go nna leloko la Lekgotla la UMALUSI mme ke modulasetulo wa Khomiti ya Ditekanyetso tsa Tekolo. O na le didikirii tse di latelang: BSc (Fisika le Khemeseteri, Yunibesiti ya Bophuthatswana, RSA); MSc (Fisika, Ball State University, USA); MPhil (Molao wa tsa Tikologo le Botsamaisi jwa Yone, Yunibesiti ya Bokone, RSA); PhD (Thuto ya Fisika, PU ya CHE, RSA); PhD (Botsamaisi, honoris causa– Hanseo University, Korea Borwa).

Ka di 22 Ngwanaatsele 2013, Lekgotla la Yunibesiti ya Bokone-Bophirima le ne la gorosa diphitlhelelo tsa lone kwa mankaleng-kaleng ka go dira kitsiso ya gore Mop Kgwadi ke motlatsa-mokhanseliri yo o latelang wa Yunibesiti ya Bokone-Bophirima.

Die Visekanselier: Prof Ntate Dan Kgwadi

Voor sy aanstelling van kampusrektor van die Mafikeng-kampus, het prof Kgwadi gedien as senior bestuurder/assesseringskoördineerder van die Nasionale Kernreguleerder; as die hoof van die Fisikadepartement by die Vaal Universiteit van Tegnologie, as dosent en hoof van die

Fisikadepartement by die Universiteit van die Noordweste (in Mafikeng, voor die samesmelting) en as navorser en onderrigassistent by Ball State Universiteit.

Hy is ook benoem op die raad van Umalusi, en dien as voorsitter van die Assesseringsstandaardekomitee. Hy het die volgende grade verwerf: BSc (Fisika en Chemie, Universiteit van Bophuthatswana, RSA); MSc (Fisika, Ball State University, USA); MPhil (Omgewingsreg en -Bestuur, Universiteit van die Noorde, RSA); PhD (Fisika-Onderrig, PU vir CHO, RSA); PhD (Bestuur, honoris causa, Hanseo Universiteit, Suid-Korea).

As die kroon op sy prestasie en as bewys van die hoë agting vir hom, het die Raad van die Noordwes-Universiteit hom op 22 November 2013 aangestel as die volgende visekanselier van die Noordwes-Universiteit.

THE CAMPUS RECTOR: PROF HERMAN VAN SCHALKWYK



Prof. Herman van
Schalkwyk

Prof. HD van Schalkwyk was born in Johannesburg and grew up in Warden in the Eastern Free State where he matriculated in 1984. Since 1 February 2010 he has held the position of Rector of the Potchefstroom Campus of the North-West University. Prior to his appointment as rector, he was Dean of the Faculty of Natural and Agriculture Sciences at the University of the Free State.

In 1990 he obtained his BCom degree at the University of Pretoria, after which he obtained his Honours degree and MCom cum laude (1992). In 1995 he also obtained his PhD in Agricultural Economics at the UP. In 2003 he was appointed as the Dean of the Faculty of Natural and Agriculture Sciences.

Prof. Van Schalkwyk is a well-known and highly esteemed academic and prominent agricultural economist who has distinguished himself in several fields. He has delivered more than 90 papers at local conferences and 47 internationally. Prof Van Schalkwyk is also the editor and co-author of a book called: *Unlocking markets to smallholders: The case of South Africa*, which was published by the University of Wageningen in the Netherlands.

He was a member of the National Agriculture Marketing Council by the Minister of Agriculture in 2007 and in 2008 as deputy chairperson of the Board of the Land Bank until last year. He also acted as chairperson of the Board of the Land Bank for a period of 18 months. Prof Van Schalkwyk has acted as a consultant for the World Bank and other South African institutions as well as being called as a specialist in Agricultural and related court cases.

Moreketoro wa Khampase: Mop Herman van Schalkwyk

Mop HD van Schalkwyk o belegetswe mo Johannesburg mme a golela kwa Waren kwa Foreisetata Botlhaba koo a weditseng materiki wa gagwe teng ka 1984. Fa e sa le ka di 1 Tlhakole 2010, o ntse a le Moreketoro wa Khampase ya Potchefstroom ya Yunibesiti ya Bokone-Bophirima. Pele ga a tlhomiwa

go nna moreketoro, o ne a le Modini wa Legoro la Disaense tsa Tlhago le Temothuo kwa Yunibesiting ya Foreisetata.

Ka 1990 o ne a bona dikirii ya gagwe ya BCom kwa Yunibesiting ya Pretoria, morago ga yone a bona dikirii ya gagwe ya Onase le MCom cum laude (1992). Ka 1995 o ne a nna ke PhD ya Dithuto tsa Ikonomi tsa Temothuo kwa UP. Ka 2003 o ne a tlhomiwa go nna modini wa Legoro la Disaense tsa Tlhago le tsa Temothuo.

Mop Van Schalkwyk ke moakatemi yo o itsegeng thata le yo o tlotlwang e bile ke moikonomi yo o tlhomogileng wa temothuo yo o bontshitseng bokgon jwa gagwe mo dirutweng di le mmalwa. O neetse dipuo tse di fetang 90 kwa dikhonferenseng tsa naga ya rona le tse 47 kwa dinageng di sele. Gape Mop Van Schalkwyk ke motseleganyi le mokwadi-mmogo wa buka e e bidiwang: *Unlocking markets to smallholders: The case of South Africa*, e e neng ya gatsiwa ke Yunibesiti ya Wageningen kwa Netherlands.

Tona ya Temothuo e na ya mo tlhoma go nna leloko la Lekgotla la Bosetšhaba la go Maketa la la Temothuo ka 2007 mme ka 2008 a nna motlatsa-modulasetulo wa Boto ya Land Bank go fitlha mo ngwageng o o fetileng. Gape o ne a nna modulasetulo wa Boto ya Land Bank dikgwedi di le 18. Mop Van Schalkwyk o ne a nna mogakolodi wa World Bank le wa ditheo tse dingwe tsa Aforikaborwa le go nna mankge wa dikgetsi tsa Temothuo le tse dingwe tse di amanang le tsone.

Die kampusrektor: Prof Herman Van Schalkwyk

Prof. HD van Schalkwyk is in Johannesburg gebore en het in Warden in die Oos-Vrystaat grootgeword, waar hy in 1984 gematrikuleer het. Sedert 1 Februarie 2010 bekleer hy die pos as rektor van die Potchefstroomkampus van die Noordwes-Universiteit. Voor sy aanstelling as rektor was hy dekaan van die Fakulteit Natuur- en Landbouwetenskappe by die Universiteit van die Vrystaat.

In 1990 het hy die BCom degree aan die Universiteit van Pretoria behaal, waarna hy sy honneursgraad en MCom (cum laude)(1992) behaal het. In 1995 het hy die PhD in Landbou-ekonomie behaal aan die UP. In 2003 is hy aangewys as die dekaan van die Fakulteit Natuur- en Landbouwetenskappe.

Prof. Van Schalkwyk is 'n bekende en hooggeagte akademikus en prominente landboukundige wat homself in verskeie velde onderskei het. Hy het meer as 90 referate by nasionale en 47 referate by internasionale konferensies gelewer. Prof Van Schalkwyk is ook die redakteur en medeskrywer van 'n boek met die titel: *Unlocking markets to smallholders: The case of South Africa*, wat gepubliseer is deur die Universiteit van Wageningen in Nederland.

Hy is aangewys as a lid van die Nasionale Landboubemarkingsraad deur die Minister van Landbou in 2007 en is in 2008 aangewys as adjunk-voorsitter van die Raad van die Landbank, tot en met verlede jaar (vir 'n tydperk van 18 maande). Prof Van Schalkwyk het ook gedien as konsultant vir die Wêreldbank en ander Suid-Afrikaanse instellings sowel as 'n spesialis in landbou- en verwante hofgedinge.

ORGANISING COMMITTEE / KHOMITI YA BORULAGANYI /ORGANISERINGSKOMITEE

Name / Name / Naam	E-mail / I-meili / E-pos	Tel / Mog / Tel	Portfolio / Photefolio / Portefeulje
Annette Combrink	Annette.Combrink@nwu.ac.za	082 551 9840	Conference coordinator Mookamedi wa khonferense Kongresorganiseerder
Adèle Jordaan	20398786@nwu.ac.za	018 299 1039 082 555 5159	Registration Go Ikwadisa Registrasie
Adri Breed	Adri.breed@nwu.ac.za	018 299 1563 082 569 7724	General enquiries; Programme Dipotso ka kakaretso; Lenaneo Algemene navrae; Program
Elsa Meihuizen	Elsa.Meihuizen@nwu.ac.za	018 299 1041 082 338 7996	Catering Kapeo Spyseniering
Henk Louw	Henk.Louw@nwu.ac.za	018 299 1049 082 895 2106	Registration Go Ikwadisa Registrasie
Herculene Kotzé	Herculene.Kotze@nwu.ac.za	018 299 1502 073 185 8446	Exhibitors Badira-Dipontsho Uitstalruimtes
Jako Olivier	Jako.Olivier@nwu.ac.za	018 299 1486 076 377 1424	Website; Programme Webosaete; Lenaneo Webblad; Program
Juan Steyn	Juan.Steyn@nwu.ac.za	018 299 1483 082 455 2662	Technical support; Website Tshegetso ya setegeniki; Webosaete Tegniese ondersteuning; webblad
Lande Botha	Lande.Botha@nwu.ac.za	018 299 1561 082 718 6381	Organisers Barulaganyi Organiseerders
Louise Olivier	Louise.Olivier@nwu.ac.za	018 285 2210 072 602 0548	Catering Kapeo Spyseniering
Marlies Taljard	Marlies.Taljard@nwu.ac.za	018 299 1046 082 963 2646	Catering Kapeo Spyseniering
Nicolene Gerber	Nicolene.Gerber@nwu.ac.za	018 299 1485 071 863 4701	Logistics Tsamaiso-kakaretso Logistiek
Ria van den Berg	Ria.VanDenBerg@nwu.ac.za	018 299 4724	Education representative Moemedi wa thuto Verteenwoordiger van Opvoedkunde
Tobie van Dyk	Tobie.Vandyk@nwu.ac.za	018 299 1048	Keynotes Dintlhakgolo Hoofsprekers
Zanette Meintjies	Zanette.Meintjies@nwu.ac.za	018 299 1043 082 711 1682	Catering Kapeo Spyseniering

Throughout the conference there will be a committed band of conference assistants available to help with any problem or query. They will stand out because they will be wearing maroon jackets with the University logo. They will also stand out because they will look bright and energetic!

Thanks to the members of the various sub-committees who worked very hard and with great commitment and enthusiasm.

Ka nako yotlhe ya khonferense eno, go nna le setlhopha sa bathusi ba khonferense ba ba tla thusang ka mathata ape kgotsa ka dipotso. Ba tla bo ba tlhomologile ka gonne ba tla bo ba apere dibaki tsa mmala o o merune tse di nang le letshwaoina la yunibesiti. Gape ba tla bo ba tlhomologile ka gonne ba tla bo ba tlhageletse ka mmala o o galotseng e bile ba le matlhagatlhaga!

Re leboga maloko a dikhomiti-potlana tse di farologaneng a a dirileng ka natla le ka boineelo jo bogolo

Tydsens die konferensie sal 'n toegewyde groep assistente beskikbaar wees om te help met enige probleem of navraag. Mens sal hul goed kan raaksien, want hulle dra almal maroen baadjies met die Universiteit se logo op. En natuurlik sal hulle ook altyd herkenbaar wees, want hulle is altyd vriendelik en vrolik!

Dankie vir al die lede van die onderskeie subkomitees wat baie hard en met baie toewyding en entoesiasme gewerk het.

EMERGENCY NUMBERS / DINOMORE TSA MAEMO A TSHOGANYETSO / NOODNOMMERS

Campus Security Tshireletsego mo Khamphaseng Kampussekuriteit (Beskermingsdienste)	018 299 2114
Police Mapodisi Polisie	10111 018 299 7477
Potchefstroom Medi-Clinic	018 293 7000
Medical Practice on Cachet Park Phaposi ya Ngaka mo Cachet Park Mediese praktyk by Cachet Park	018 293 0472
Campus Clinic for smaller emergencies Tliliniiki ya Khamphase ya maemo a tshoganyetso a mannye Kampuskliniek vir kleiner noodgevalle	018 299 4345
Ambulance	10177

Emelense Ambulans	
Fire Department Lefapha la Ditima-Molelo Brandweer	018 293 111

GENERAL INFORMATION

The **venue for the Conference** is the Frans du Toit Building, which houses all the language departments. It is situated close to the main entrance of the University in Hoffman Street (Building E9). Parking is provided opposite the Frans du Toit Building, behind Building E11, the International Office.

Name tags will be provided and must be worn at all times, as this will provide access to venues and meals. Tea and lunch will be served in the quad of the Frans du Toit Building.

The **cocktail function** on the Tuesday evening will be held in the roof garden of the Administration Building, Building F1, just across from the Frans du Toit Building.

The **Conference dinner** will be hosted at Crista Galli, a venue in Thabo Mbeki Road, which is situated just across the railway bridge on the Carletonville Road (R501 – the extension of Thabo Mbeki Road).

As you can see, we are **catering** for morning and afternoon tea/coffee with snacks, lunch and evening functions. Breakfast would be available at the guest house/hotel/Sports Village where you will be staying.

Banks and shops are close to the University. There is a shopping centre right across from the main entrance, called Cachet Park. There is a gym (Virgin Active), a grocery store, a pharmacy (there is also a medical practice located in the Cachet Shopping Centre) and various restaurants as well as hairdressers. There is also a Van Schaik's bookstore. The centre is also home to the Fishmonger and Beefboys Restaurants, as well as Fine Things, which is great for a drink or two (or three). There is also a Standard Bank, with the other banks some way further down the street, although all the major banks now have ATMs on the campus. There are a number of pubs along Steve Biko Street (on the Bult) where one can end the evening!

There is a **post office** in Esselen Street (around the corner from Steve Biko Street).

The **Students' Centre** also has a clothing store and a coffee shop (Die Jonge Akker), as well as take-away meals. The Drakenstein Steakhouse is a great favourite with students, and there is usually quite a buzz there.

Internet access is being arranged for all participants.

Off-campus, the following amenities are available:

The Mooirivier Mall

This is the largest shopping centre in town and it is 3km from campus. It has shops, restaurants, coffee shops, banks, a cinema complex (the only one in town), and two grocery stores, Checkers and Woolworths.

The Canal Crossing Mall – to some extent it supplements the MooiRivier Mall – it is right opposite the MooiRivier Mall on the N12.

The River Walk Mall

This is opposite the Mooirivier Mall, with a smaller range of shops and restaurants, but not as crowded. There is also a post office in this mall and a Shoprite grocery store.

West Acres

Corner Retief Street and Walter Sisulu Streets – a wide range of shops can be found here, as well as a large Pick 'n Pay supermarket.

Tshedimosetso-Kakaretso

Lefelo la Khonferense e tla nna la Kago ya Frans du Toit, e e nang le mafapha otlhe a dipuo. E gaufi le botseno jo botlhe ba tsenang ka jone jwa Yunibesiti mo Mmileng wa Hoffman (Kago E9). Lefelo la go emisa dikoloi le lebagane le Kago ya Frans du Toit, ka fa morago ga Kago E11, Ofisi ya Boditšhabatšhaba.

Botlhe ba tla newa Dipelete tsa maina mme re kopa gore di tsengwe ka dinako tsotlhe, ka gonne di tla dira gore go kgonege go tsena mo lefelong la rona le go jelwang kwa go lone. Tee le dijo tsa motshegare di tla jelwa mo patlelong ya Kago ya Frans du Toit

Moletlo wa dijo tse di motlhoswana mo maitseboeng a Labobedi o tla tshwarelwa kwa borulelong jo bo nang le tshingwana jwa Kago ya Tsamaiso, Kago ya F1, go lebagana le Kago ya Frans du Toit.

Dijo tsa maitseboa tsa khonferense di tla jelwa kwa Crista Galli, kwa Mmileng wa Thabo Mbeki, go lebagana le borogo jwa seporo fa thoko tsa Carletonville Road (R501 – tsela e e atolositsweng ya Thabo Mbeki Road).

Jaaka fa o kgona go bona, malebana le tsa **go buga legaba**, go tla nna le tee/kofu ya mo mosong le ya thapama le diseneke, dijo tsa motshegare le dijo tsa nako ya maitiso mo maitseboeng. Sefitlholo se tla jelwa kwa ntlong ya baeng/hoteleng/Motseng wa Metshameko o lo tla bong lo nna kwa go one.

Go na le dibanka le mabenkele gaufi le Yunibesiti. Go na le tikatikwe ya marekelo go lebagana le botseno jo botlhe ba tsenang ka jone, jo bo bidiwang Cachet Park. Go na le lefelo la itshidilo mmele (Virgin Active), lebenkele la dikorousara, khemisi (gape go na le phaposi ya ngaka mo teng ga Tikatikwe ya Marekelo ya Cachet) le diresetšhurente tse di farologaneng mmogo le mafelo a go ipaakanya moriri. Gape go na le lebenkele la dibuka la Van Schaik. Tikatikwe eno gape e na le Diresetšhurente tsa Fishmonger le Beefboys le Fine Things, e leng lefelo la go ya go tshwara dino tse

pedi (kgotsa tse tharo). Gape go na le Standard Bank, le dibanka tse dingwe sekgalanyana go tswa mo go yone go fologa le mmila, le fa gone dibanka tsotlhe tse dikgolo di na le metšhini ya di ATM mo khamphaseng. Go na le mafelo a dijo le dino mo Mmileng wa Steve Biko koo motho a ka digelang maitseboa a gagwe gone!

Go na le **kantoro ya poso** mo Mmileng wa Esselen (fa sekhutlong se Mmila wa Steve Biko).

Gape **Tikatikwe ya Baithuti** e na le lebenkele la diaparo le lebenkele la go nwa kofi (Die Jonge Akker), le la go reka dijo tsa ka bonako. Die Drakenstein Steakhouse e ratwa thata ke baithuti, e bile e nna e tlhanasela ka dinako tsotlhe.

Go sa ntse go rulaganyediwa gore batsayakarolo botlhe **ba kgone go dirisa inthanete fa ba fitlha fano.**

Ka kwantle ga khamphase, go na le mafelo a a latelang a ditirelo tsa botlhokwa:

Mmolo wa The Mooirivier

Ano ke marekelo a magolo go a gaisa otlhe mo toropong mme a bokgakala jwa 3km go tswa mo khamphaseng. A na le mabenkele, diresetšhurente, mabenkele a kofi, dibanka, kago ya sinema (yone fela mo toropong), le mabenkele a mabedi a dikorousara, Checkers le Woolworths.

The Canal Crossing Mall – e tlaletsa Mmolo wa Mooi River ka tsela nngwe – e lebagane ka tlhamalalo le Mmolo wa Mooi River go bapa le N12.

The River Walk Mall

One o lebagane le Mmolo wa Mooirivier, o na le mabenkelenyana a mannye le diresetšhurente, mme ga a tlhanasele thata. Gape go na le kantoro ya poso mo mmolong ono le lebenkele la dikorousara la Shoprite.

West Acres

Sekhutlo sa Mmila wa Retief le Walter Sisulu – go na le mabenkele a mantsi a a farologaneng koo, le suphamakete e kgolo ya Pick 'n Pay.

Algemene inligting

Die kongres word aangebied in die Frans du Toit-gebou, waar al die taaldepartemente gehuisves word. Dit is naby die hoofingang van die Universiteit in Hoffmanstraat (Gebou E9). Parkering word voorsien oorkant die Frans du Toit-gebou, agter Gebou E11, die Internasionale Kantoor.

Naamkaartjies sal verskaf word en moet asseblief ten alle tye gedra word, aangesien dit vir u toegang verseker by lokale en etes. Te/koffie en middagete word in die vierkant van die Frans du Toit-gebou bedien.

Die **skemerkelkonthaal** op die Dinsdagaand word gehou in the daktuin van die Administrasiegebou, die Joon van Rooy-gebou, F1, net oorkant die Frans du Toit-gebou.

Die kongresdinee word aangebied by Crista Galli, 'n venue in Thabo Mbeki-laan, wat net oor die treinbrug op die Carletonville-pad (R501) geleë is.

Die konsert word aangebied in die Konservatorium in Thabo Mbeki-weg, en daar word ruim verversings aangebied na afloop van die uurlange program.

Soos u kan aflei, maak ons voorsiening vir oggend- en middagtee met versnaperinge, middagetes en aandfunksies. Ontbyt sal beskikbaar wees by die gastehuis/hotel/Sports Village, ens. waar u tuisgaan.

Banke en winkels is naby die Universiteit beskikbaar. Daar is 'n inkopiesentrum reg oorkant die kampus (Cachet Park). Daar is 'n gimnasium (Virgin Active), 'n kruidenierswinkel, 'n apteek en 'n mediese praktyk, sowel as haarkappers en verskeie goeie restaurante. Daar is ook 'n Van Schaiks-boekwinkel. Die sentrum is die tuiste van die Fishmonger en Beefboys Restaurante, sowel as Fine Things, waar mens 'n lekker drankie (of twee of drie) kan geniet. Daar is ook 'n Standard Bank, en al die ander banke is verder straataf, hoewel al die groot banke nou al ATM's op die kampus het. Daar is 'n hele aantal lekker kuierplekke op die Bult (Steve Bikostraat) waar mens die aand gesellig kan afsluit.

Daar is 'n **poskantoor** in Esselenstraat (net om die hoek van Steve Bikostraat).

Die **Studentesentrum** het ook 'n klerewinkel, en daar is 'n lekker koffiewinkel (Die Jonge Akker) op die kampus, waar mens ook lekker wegneemetes kan koop. Die Drakenstein-restaurant is 'n gunstelingkuierplek en die dak dreun soms soos hulle kuier.

Internettoegang is beskikbaar vir alle deelnemers.

Afkampus is die volgende dalk bruikbaar:

Die Mooirivier Mall

Dit is die grootste inkopiesentrum in die stad en is drie kilometer van die kampus af. Dit het al die gewone winkels, restaurante, koffiedrinkplekke, banke, die enige fliet in die dorp en winkels soos Checkers en Woolworths.

Die Canal Crossing Mall – wat tot 'n mate aanvullend is tot die groot Mall - is reg oorkant die Mooirivier Mall op die N12.

Die River Walk Mall

Dit is oorkant die Mooirivier Mall, met minder verskeidenheid en restaurante, maar is nie so besig nie. Daar is ook 'n PostNet en 'n Shoprite.

West Acres-sentrum

Op die hoek van Retiefstraat en Walter Sisulu-laan – 'n wye reeks winkels is beskikbaar, sowel as 'n groot Pick 'n Pay supermark.

INSTRUCTIONS FOR PRESENTERS AND CHAIRS

Presenters

- Please bring your PowerPoint presentations to the relevant venue as indicated in the programme during the break prior to your presentation – before the programme starts in the morning, during tea-time or during lunch. Please make sure that your USB is free of viruses;
- Please arrive at the venue at least 30 minutes prior to your presentation, and introduce yourself to your chairperson;
- Please be considerate to the other speakers and the audience by keeping strictly to your time-slot. There is a five-minute allowance for questions INCLUDED in your time slot.

Chairpersons

- Please be at your venue at least 15 minutes prior to the beginning of the session.
- Please ensure that the presentation has been loaded. There will be an assistant present in each of the venues to help facilitate all these details.
- Introduce the speaker briefly – name, title and affiliation – at the start of the presentation. No long introductions please – this will eat up the time the speaker has.
- Please familiarize yourself with the time constraints – and communicate your tactics to the speaker, such as flashing a notice when there are ten minutes left, etc. Leave no doubt in the mind of the speaker that he/she WILL be cut off when the time is up.
- Facilitate the discussion after the presentation – if no questions are forthcoming from the floor, be ready to ask at least one question to see whether discussion will develop.
- Please note that five minutes have been allocated to allow speakers and attendees to move from one venue to another.
- If a paper is withdrawn or cancelled without prior notice, either allow more discussion time on the previous one (where appropriate) or simply call a recess – do not start the next paper until the time indicated in the programme.

Ditaelo go banei ba dipuo le baduladitulo

Ba ba neelang dipuo

- Tsweetswee, ka nako ya boikhutso, tlang ka dipuo tsa lona tse di tllileng go neelwa ka PowerPoint kwa lefelong le le tshwanetseng jaaka go supilwe mo lenaneong pele ga lo neela dipuo tsa lona – lo dire jalo pele lenaneo le simolola mo mosong, ka nako ya go nwa tee le ka nako ya dijo tsa motshegare. Tsweetswee tlhomamisang gore di USB tsa lona ga di na megare;
- Tsweetswee gogogang metsotso e le 30 pele lo neela dipuo tsa lona, mme lo ikitsise modulasetulo wa lona;
- Tsweetswee akanyetsa dibui tse dingwe le bareetsi ka go sa je nako e o e neilweng. Go na le metsotso e le tlhano ya go botsa dipotso E E AKAREDISWENG mo nakong ya puo ya gago.

Baduladitulo

- Tsweetswee gogogang metsotso e le 15 pele lenaneo le simolola.

- Tsweetswee tlhomamisang gore puo e laisitswe mo teng ga PowerPoint. Go tla bo go na le mothusi mo go lengwe le lengwe la mafelo a go tshwerweng lenaneo mo go one go thusa ka dilo tseno tsotlhe.
- Itsise bareetsi sebui ka bokhutshwane – leina, maemo a gagwe le gore ke leloko la mokgatlho ofe – pele a simolola puo ya gagwe. Lo se ye lolololo tsweetswee – seno se tla ja nako ya sebui.
- Tsweetswee nnang lo lepe nako – mme lo itsise dibui gore lo tlile go ba tsibosa jang ka tsa nako, jaaka go tsholetsa pampiri e e bontshang gore go setse metsotso e le some, jj. Itsiseng dibui ka tsela e e utlwalang sentle gore BA TLA KGAOSEDIWA fa nako ya bone e fedile.
- Dira gore go tshwarwe motlotlo morago ga puo – fa go sena dipotso dipe go tswa go bareetsi, iketleeletse go botsa potso e le nngwe fela go bona gore a seno se tla tsosa motlotlo.,
- Tsweetswee ela tlhoko gore go beetswe metsotso e le tlhano kwa thoko ya go letla dibui le bareetsi gore ba tswe mo lefelong le lengwe mme ba ye kwa go le lengwe.
- Fa puo nngwe e gogelwa morago kgotsa e khanselwa kwantle ga kitsiso go sa le gale, dira gore go tshwarwe motlotlo o mo leelenyana ka puo e e sa tswang go feta (fa go tshwanela) kgotsa dira gore nako ya yone e nne ya boikhutso – o se ka wa simolola puo e e latelang e ise e nne nako ya go simolola ga yone.

Riglyne vir aanbieders en voorsitters

Aanbieders

- Bring asseblief julle PowerPoint aanbiedings na die relevante lokaal soos op die program aangedui – voor die dag se program begin of tydens teetyd of middagete, voor jou aanbieding. Maak asseblief seker dat die geheuestokkie geen virusse op het nie.
- Daag asseblief ten minste 30 minute voor jou aanbieding by die lokaal op, en stel jouself voor aan die voorsitter;
- Konsidereer asseblief die ander sprekers en die gehoor deur by jou tydsbeperking te hou. Daar word vyf minute toegelaat vir vrae – dis INGESLUIT in jou tyd.

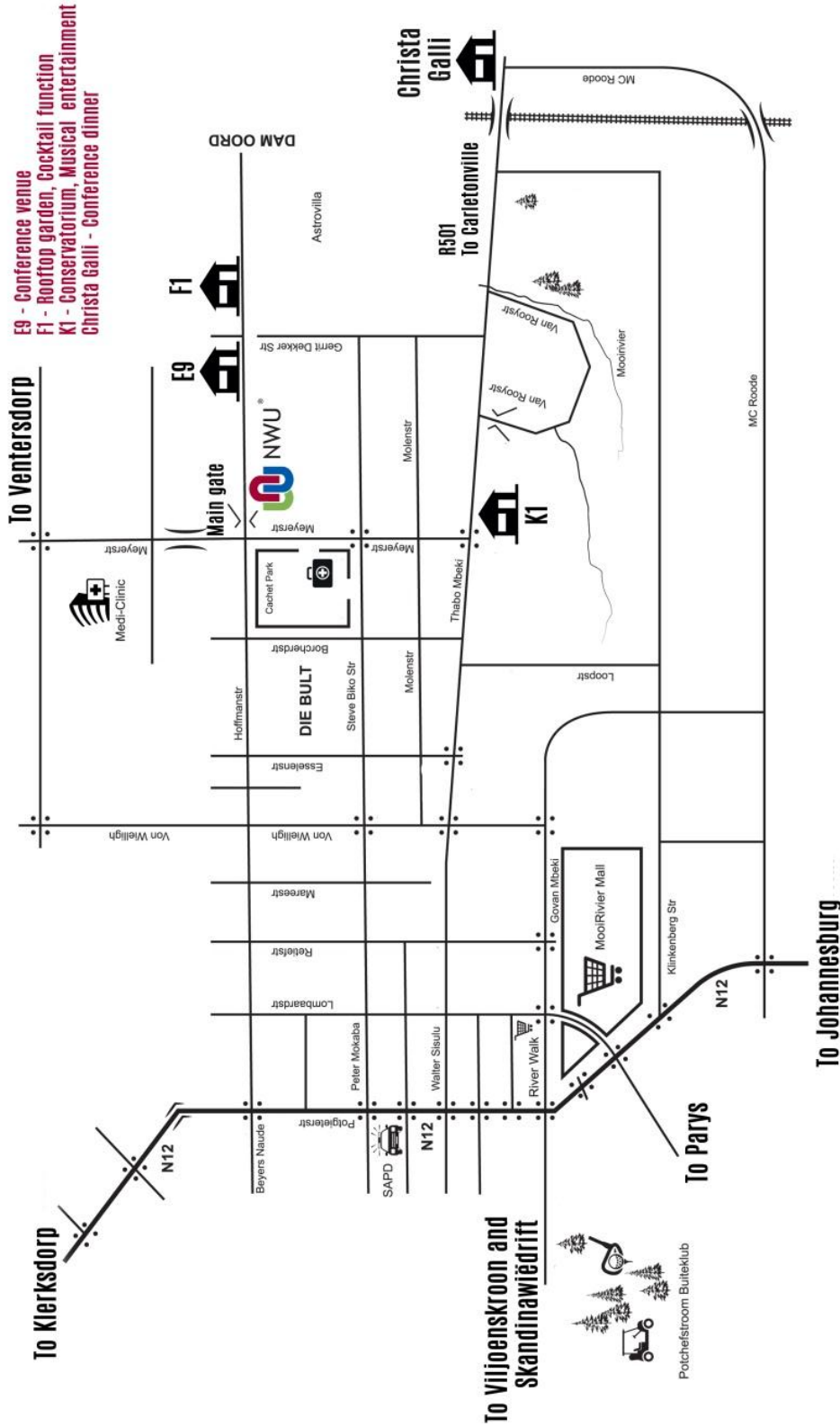
Voorsitters

- Wees asseblief ten minste 15 minute voor die tyd by die lokaal voordat die sessie begin.
- Maak asseblief seker dat die aanbieding gelaai is op die rekenaar. Daar sal 'n assistent beskikbaar wees in elke lokaal om te help met enige reëlings of problem.
- Stel die spreker kortliks voor aan die begin van die aanbieding – slegs naam, titel en organisasie. Moet asseblief nie lang inleidings doen nie – dit neem die spreker se tyd in beslag.
- Maak seker dat u by tydsbepalings bly – en kommunikeer u taktiek met die spreker – byvoorbeeld die vertoon van 'n kaartjie met die aantal oorblywende minute. Maak seker dat die spreker weet dat hy/sy kortgeknip SAL WORD as die tyd oorskry word.
- Fasiliteer die bespreking na afloop van die aanbieding – as daar geen vrae uit die gehoor kom nie, wees asseblief voorbereid om ten minste een vraag te vra ter aanmoediging van die bespreking.
- Neem asseblief kennis dat vyf minute toegelaat word vir sprekers en luisteraars om te beweeg tussen lokale (wat almal in dieselfde gebou is).

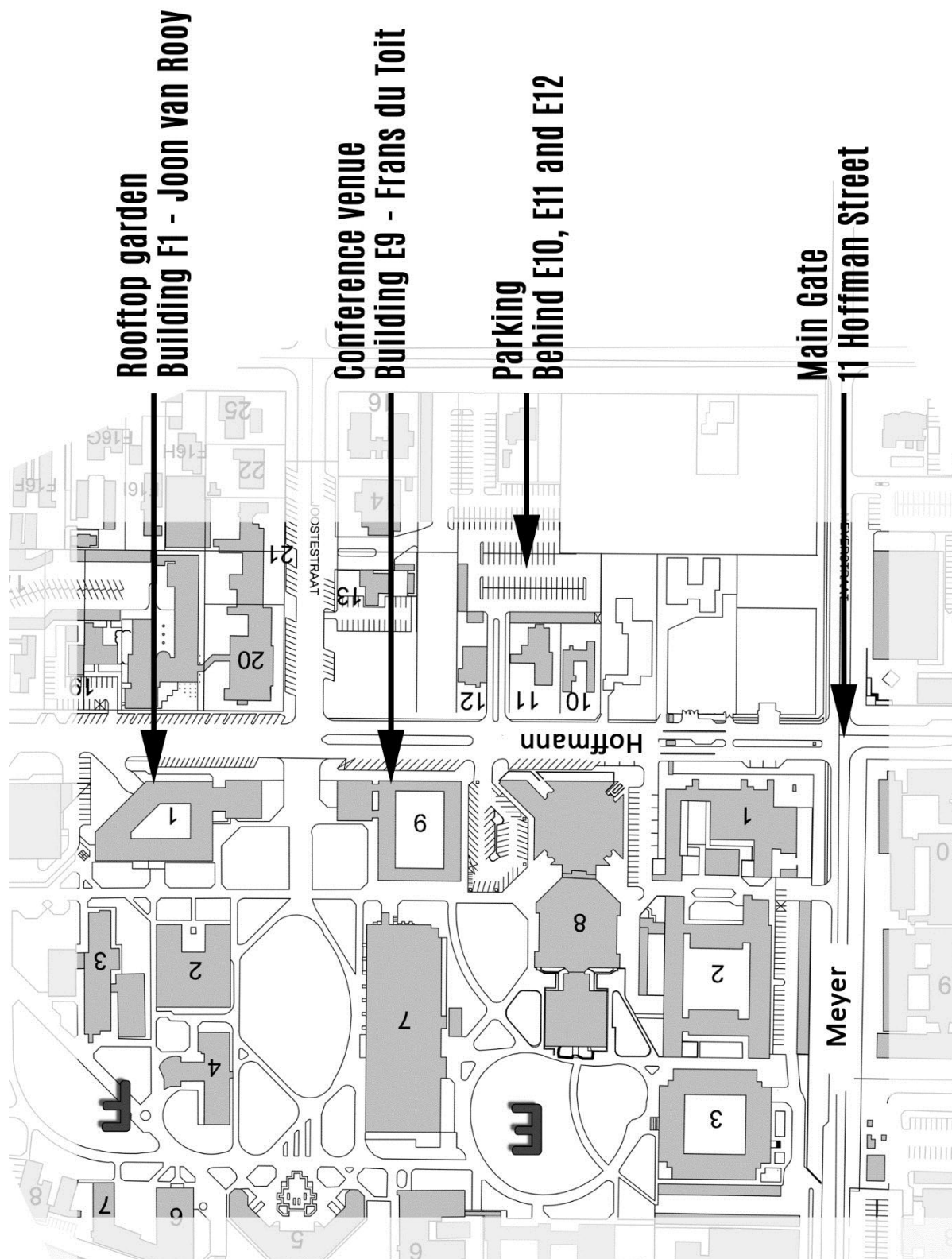
- As 'n referaat onttrek of gekanselleer word sonder vooraf kennisgewing, kan u óf meer tyd toelaat vir bespreking van die vorige referaat, óf net 'n reses aankondig. Moet asseblief nie met die volgende referaat begin voor die toegewysde tyd nie.

MAPS / DIMMAPA / KAARTE

Potchefstroom



NWU Potchefstroom – Campus map / Mmepa wa khamphase / Kampuskaart



KEYNOTES



Bertus van Rooy

Bertus van Rooy is professor of English at the Vaal Triangle Campus of the NWU. He has published more than 50 book chapters or articles in scientific journals across the world, including contributions to *World Englishes*, *English World-Wide*, *Journal of English Linguistics*, the *International Journal for the Sociology of Language* and the forthcoming *Oxford Handbook of World Englishes* and *Cambridge Handbook of Learner Corpus Research*. Ten MA and nine PhD students have already completed their degrees under his supervision, with a further eleven currently unrolled. He holds a B-rating from the National Research Foundation (Internationally Acclaimed Researcher). He served on the executive of the LSSA from 1998-2007, including three years as deputy president, and is also a past president of the International Association for World Englishes. He edited *Southern African Linguistics* and *Applied Language Studies* from 2001 to 2003. His current research interests include corpus linguistics, varieties of English and the constraints that shape the form of language. He works on learner corpora, synchronic and diachronic corpora of various forms of South African English, Afrikaans and Cape-Dutch, and translation corpora. A significant focus of his current research is the verb phrase, with attention to tense, aspect, and modality and complementation. He is interested in the interplay between linguistic, socio-historical and psycholinguistic factors that constrain the shape of linguistic constructions as well as the ways in which they change over time.



Kris van de Poel

Prof Dr Kris Van de Poel Universiteit Antwerpen - Faculteit Letteren en Wijsbegeerte - Departement Taalkunde / University of Antwerp-Belgium - Faculty of Arts - Department of Linguistics - Applied Language Studies. Kris Van de Poel is a professor in Applied Linguistics at the University of Antwerp in Belgium where she heads the Research Unit for Applied Language Studies. She has been the Director of the University's Language Centre for 17 years after which she became the Vice-Rector for International Affairs. She has managed and coordinated many international research and development projects involving partners from four continents. With work experiences in Scandinavia, Scotland, England, Indonesia, Kenya, Burundi and South Africa, her topics are multilingual in nature. Her research is applied in nature and data-driven and covers the domains of language for specific purposes, where she focuses primarily on academic and professional contexts. Currently, she is conducting two major projects in South Africa, one of which has resulted in the highly acclaimed books *Teksredaksie* (SUN media) and *Text Editing* (UPA/edit and train) and is extending its scope into other African languages. The other project, in close collaboration with ICELDA and the Centre for Academic and Professional Language Practice at North-West University's Potchefstroom Campus, aims at improving the communication skills of health-care professionals (pharmacists, nurses and medical doctors).

Adelia Carstens



Adelia Carstens is a full professor and Director of the Unit for Academic Literacy at the University of Pretoria. She obtained the degrees BA, BA Honours (cum laude), Masters (cum laude), and DPhil from the University of Pretoria and DLitt et Phil from Unisa. Prof. Carstens has published 45 articles in accredited journals as well as eight contributions in other peer-reviewed publications, and presented 48 papers at local and international conferences/seminars. She successfully supervised and co-supervised 6 master's students and 5 doctoral students on various topics in Linguistics and Applied Linguistics, and currently supervises 3 doctoral students.

Her wide-ranging experience in syllabus design and teaching at undergraduate and postgraduate level includes the following subject areas: lexicology, semantics, morphology, discourse analysis, lexicography and terminology, document design, business communication, technical report-writing and essay-writing. Research projects initiated and/or co-ordinated by her include ideology in Afrikaans monolingual dictionaries, teaching dictionary-using skills in secondary schools, planning and developing a quadrilingual dictionary of Chemistry, evaluating and designing public information materials about HIV/AIDS for low-literate South Africans; and using self-narratives to scaffold multimodal literacy and learning in the Bachelor of Education. She is currently heading a DHET-funded research project on establishing an Open Education Research Term Bank, with Mbulungeni Madiba and Elsabe Taljard. She referees NRF applications as well as papers for the accredited journals *SA Linguistics* and *Applied Language Studies*; *Language Matters*; *Literator*; *S.A. Journal for Language Teaching*, *SA Journal of Education* and *Per Linguam*. During her career she has served on the executives of a number of professional societies, including the LSSA, Afrilex and CoHSSSA. Prof Carstens is currently an executive member of the South African Applied Linguistics Association (SAALA).

Dibui tse Botlhokwa

Bertus van Rooy

Bertus van Rooy ke Moporofesara kwa Khamphaseng ya Khutlotharo ya Lekwa ya YBB. O setse a gatisitse dikgaolo kampo diathikele di feta 50 mo dijenaleng tsa saense mo lefatsheng ka bophara. Gape o abetse mo dibukeng le dijenaleng tse di latelang tsa: "World Englishes, English World-Wide, Journal of English Linguistics, le International Journal for the Sociology of Language" le mo go tse di tlogang di gatisiwa tsa "Oxford Handbook of World Englishes" le "Cambridge Handbook of Learner Corpus Research." Baithuti ba le 10 ba MA le ba le 9 ba PhD ba setse ba feditse dithuto tsa bone mo tlase ga gagwe mme jaanong jaana go ikwadisitse ba le 11 gape. Ene o na le katlolo ya B ya NRF ya IAR (National Research Foundation: Internationally Acclaimed Researcher). O tladitse setulo mo boeteledipeleng jwa LSSA go tloga ka 1998 go 2007, mo gape a neng a le Motlatsamoporesitente dingwaga tse pedi mme gape a ne a la Moporesitente wa "International Association for World Englishes". O ne a le Motseleganyi wa jenale ya "Southern African Linguistics and Applied Language Studies" go tloga ka 2001 go 2003. Kgatlhego ya gagwe ya patlisiso jaanong jaana ke thutapuo ya mareo, mefuta ya Seesimane le mathata a a agang popo ya puo. O direla mo tikologong ya mareo a

moithuti wa puo, mareo a sinkeroniki le a diakeroniki a mefuta ya Seesimane ya mo Aforikaborwa le Seaferikanse, Sedutshe sa Kapa le mareo a diphetolelo. Tsepo e e botlhokwa ya patlisiso ya gagwe jaanong jaana ke polelwana ya lediri, mme kelotlhoko ke paka, ntlha le dipaka le tlaletso. O na le kgatlhego gape mo tirisamong magareng a thutapuo le mabaka a hisitoriloago le thutapuotlhaloganyo tse di tlisang mathata a popo ya dipolelo tsa thutapuo le gape gore a fetoga jang ka tswelelopele ya nako.

Kris Van de Poel

Mop. Kris Van de Poel wa Yunibesiti ya Antwerp-Belgium - wa Legoro la Botsweretshi - Lefapha la Dipuo - Dithuto tsa go Tsenya Puo Tirisong. Kris Van de Poel ke moprofesa wa go tsenngwa ga puo tirisong kwa yunibesiting ya Antwerp kwa Belgium koo a eteletseng pele gone Lefapha la Go Dira Patlisiso la Dithuto tsa go Tsenya Puo Tirisong. O feditse dingwaga di le 17 e le Mokaedi wa senthara ya dipuo ya Yunibesiti mme morago ga moo a nna Motlatsa-Moreketoro wa Merero ya Dinaga di Sele. O ile a nna mmenejara wa diporojeke di le dintsi tsa patlisiso ya boditšhabatšhaba le tsa tlhamo tse di amang badirisani mmogo go tswa kwa dikontinenteng di le nne. Ka maitemogelo a a nang le one a go dira kwa Scandinavia, Scotland, England, Indonesia, Kenya, Burundi le Aforika Borwa, dipuo tsa gagwe di neelwa ka diteme tse di farologaneng. Patlisiso ya gagwe e dirisiwa mo go tsa tlhago mme e dira ka tshedimosetso e e akaretsang mafapha a puo ka ntlha ya maikaeleo a a rileng, e bile o tlhoma mogopolo thata mo go tsa akatemi le tsa seporofešenale. Ga jaanong jaana, o eteletse pele diporojeke tse dikgolo tse pedi mo Aforika Borwa, e nngwe ya tsone e ne ya felela ka go kwalwa ga dibuka tse di tumileng thata tsa Teksredaksie (SUN media) le tsa Go Tseleganya Mokwalo (UPA/tseleganya le go katisa). Porojeke e nngwe, e e dirisanang thata le ICELDA le Senthara ya Akatemi le Tiro ya Seporofešenale ya Puo kwa Khamphaseng ya Potchefstroom ya Yunibesiti ya Bokone-Bophirima, e ikaeletse go tokafatsa bokgoni jwa tlhaeletsano ka tsa tlhokomelo ya pholo (bakhemisi, baoki le dingaka tsa kalafi).

Adelia Carstens

Adelia Carstens ke Moporofesara wa nnete mme gape ke Mokaedi wa Yuniti ya Akatemi kwa Yunibesiting ya Pretoria. O feditse didikerii tsa gagwe tsa BA, BA Honours (cum laude), Masters (cum laude), le DPhil go tswa mo Yunibesiting ya Pretoria mme o feditse le DLitt et Phil kwa UNISA. Mop. Carstens o gatisitse diathikele di le 45 mo dijenaleng tse di kwadisitsweng semmuso mme gape o na le dikabelo di le robedi mo digatisong tse di atlhotsweng ke balekane mme o tlhagisitse dipampiri di le 48 mo dikhonferenseng le diseminara tsa mo gae le tsa kwa moseja tsa boditšhabatšhaba. O eteletse pele ka katlego baithuti ba le 6 ba MA le ba le 5 ba PhD ka ditlhogo tsa thuto tse di farologaneng tsa thutapuo le thutapuo e e dirisitsweng mme jaanong jaana o etela pele baithuti ba bararo ba Phd. Maitemogelo a gagwe a a bophara a mo popong ya lenanethuto le go ruta ga baithuti ba pele le morago ga dikerii a akaretsa dirutwa tse di latelang tsa: thutotikologomareo, semantiki, popegopuo, tokololo ya mokwalo, thutomareo le popo ya ditokomane, tlhaeletsano ya mo kgwebong, go kwala direpoto tsa setekeniki le go kwala ga diesei. Diporojeke sa patlisiso tse di simolotsweng ke ene le tse a tsereng karolo mo go tsone ke jaaka Idiology mo Dibukantsweng tsa Dipuodintsi mo Seaferikanseng, go ruta tiriso ya dibukantswe mo dikolong tsa kwa godimo, togamaano le tlhabololo ya bukantswe ya

dipuo di le 4 ya Sekhemisi, go athola le go bopa tshedimosetso ya batho ya HIV/AIDS ya ba ba sa ruteng thata mo Aforikaborwa, le tiriso ya dikgang tsa bophelo tsa gago go ka ema nokeng Puisokwalo ya mefutafuta le go ithuta mo thutong ya BEd. Jaanong jaana ke ene moeteledipele wa porojeke ya patlisiso e e emiwang nokeng ka madi ke DHET go tlhomela se se bidiwang "Open Education Research Term Bank" gammogo le Mbullungeni Madiba le Elsabe Taljard. Ene o athola dikopo tsa kwadiso tsa NRF le gape dipampiri tsa dijenale tse di kwadisitsweng tsa dijenale jaaka: SA Linguistics and Applied Language Studies; Language Matters; Literator; S.A. Journal for Language Teaching, SA Journal of Education le Per Linguam. MO boiphedisong jwa gagwe o tladitse ditulo tsa bokhudutamaga tsa palo ya mekgatlo ya boithutelo jaaka ya LSSA, Afrilex le CoHSSA. Mop. Carstens jaanong jaana ke Leloko la Khudutamaga la SAALA(South African Applied Linguistics Association).

Hoofsprekers

Bertus van Rooy

Bertus van Rooy is 'n professor in Engels aan die Vaaldriehoekampus van die NWU. Bertus het al meer as 50 hoofstukke en artikels in internasionale wetenskaplike tydskrifte gepubliseer, onder andere in *World Englishes*, *English World-Wide*, *Journal of English Linguistics*, die *International Journal for the Sociology of Language* en die komende *Oxford Handbook of World Englishes* en *Cambridge Handbook of Learner Corpus Research*. Tien MA- en nege PhD-studente het hulle grade suksesvol onder sy leiding voltooi, en nog elf ontvang tans by hom studieleiding. Hy beskik oor 'n B-gradering van die Nasionale Navorsingstigting (Internasionaal Vooraanstaande Navorsing). Hy het van 1998 tot 2007 (drie jaar as adjunkvoorsitter) op die bestuur van die LVSA gedien, en is 'n voormalige voorsitter van die International Association for World Englishes. Hy was van 2001 tot 2003 die redakteur van *Southern African Linguistics and Applied Language Studies*. Hy hou hom tans besig met navorsing oor korpuslinguistiek, Engels variëteite, en die beperkinge wat die vorm van 'n taal beïnvloed. Hy werk met leerderkorpora; sinkroniese en diakroniese korpora van verskillende vorms van Suid-Afrikaanse Engels, Afrikaans en Kaaps-Hollands; en vertaalkorpora. Sy huidige navorsing fokus op die werkwoordstuk, met besondere verwysing na tempus, aspek, modaliteit en komplementkonstruksies. Hy stel belang in die wisselwerking tussen linguistiese, sosiohistoriese en psigolinguistiese faktore wat die vorm van linguistiese konstruksies beperk, sowel as hoe dit oor tyd verander.

Kris Van de Poel

Prof. Dr. Kris Van de Poel van die Universiteit van Antwerpen – België - Fakulteit Lettere en Wysbegeerte – Departement van Linguistiek – Toegepaste Taalkunde. Kris Van de Poel is professor in toegespaste linguistiek by die Universiteit van Antwerpen in België, waar sy hoof is van die Navorsingseenheid vir Toegepaste Linguistiek. Sy was die Direkteur van die universiteit se Taalsentrum vir 17 jaar, waarna sy die Vise-reaktor vir Internasionale Sake geword het. Sy het al menige internasionale navorsings- en ontwikkelingsprojekte bestuur en gekoördineer saam met vennote uit vier kontinente. Met werkservaring in Skandinawë, Skotland, Engeland, Indonesië, Kenia, Burundi, en Suid-Afrika, is haar onderwerpe veeltalig in aard. Haar navorsing is toegepas en datagedrewe, en dek die gebied van taal vir spesifieke doeleindes, waar sy hoofsaaklik fokus op akademiese en professionele kontekste. Sy is tans besig met twee groot projekte in Suid-Afrika, waarvan een

uitgeloop het op die hoog aangeskrewe boeke *Teksredaksie* (SUN media) en *Text Editing* (UPA/edit and train) en waarvan die reikwydte nou uitbrei na ander Afrikatale. Die ander projek vind plaas in samewerking met ICELDA en die Sentrum vir Akademiese en Professionele Taalpraktyk by die Noordwes-Universiteit se Potchefstroomkampus, en poog om die kommunikasievaardighede van gesondheidsorgwerkers (aptekers, verpleegsters en mediese dokters) te verbeter.

Adelia Carstens

Adelia Carstens is 'n professor en Direkteur van die Eenheid vir Akademiese Geletterdheid by die Universiteit van Pretoria. Sy het haar BA, BA Honneurs (cum laude), Meesters (cum laude), en DPhil aan die Universiteit van Pretoria verwerf en haar DLitt et Phil deur Unisa. 45 van Prof Carstens se artikels is al in geakkrediteerde vaktydskrifte gepubliseer, nog agt in ewekniegeëvalueerde publikasies, en sy het al 48 referate by konferensies – plaaslik en internasionaal – gelewer. As studieleier en medestudieleier het sy 6 meestersgraad- en 5 doktersgraadstudente suksesvol begelei, en sy het tans 3 doktersgraadstudente onder haar vleuel. Die ervaring wat sy in die ontwerp van sillabusse en haar werk met voorgraadse en nagraadse studente opgedoen het, sluit onderwerpe soos leksikologie, semantiek, morfologie, diskoersanalise, leksikografie en terminologie, dokumentontwerp, besigheidskommunikasie, tegniese verslagskrywing en die skryf van opstelle in. Navorsingsprojekte wat sy onderneem en/of gekoördineer het, sluit in ideologie in Afrikaanse woordeboeke, onderrig van woordeboekgebruik aan hoërskole, beplanning en ontwikkeling van 'n viertalige Chemie-woordeboek, die evaluering en ontwerp van MIV/VIGS-inligtingsmateriaal vir swak-geletterde Suid-Afrikaners, en die gebruik van self-narratief om multimodale geletterdheid en leer in BEd te help ondersteun. Sy staan tans saam met Mbulungeni Madiba en Elsabe Taljard aan die hoof van 'n DHOO-befondsde navorsingsprojek oor die vestiging van 'n Oop-Onderrig-Navorsingstermbank. Sy keur NNS-aansoeke sowel as artikels vir die geakkrediteerde vaktydskrifte, *SA Linguistics and Applied Language Studies*; *Language Matters*; *Literator*; *S.A. Journal for Language Teaching*; *SA Journal of Education* en *Per Linguam*. Sy het al op die dagbesture van verskeie professionele verenigings soos die LVSA, Afrilex en CoHSSSA, gedien. Prof Carstens is tans 'n uitvoerende lid van die Suider-Afrikaanse Vereniging vir Toegepaste Linguistiek (SAVTL).

TOURIST INFORMATION

Potchefstroom – zooming in – the archaeological history

A satellite photograph of the environs of Potchefstroom reveals a circular structure where Potchefstroom is located on the perimeter. The centre of this circle is the place where, hundreds of millions of years ago a meteorite (according to geologists a structure almost too large to be called a meteorite) came too close to the earth and the earth's gravity pulled it into a collision course. This collision had a profound effect on the geological history of the earth – the impact lesion is called an astrobleme, and this is the largest astrobleme on the surface of the planet. The meteorite penetrated the core of the planet to a depth of about 17 kilometres and the resultant boiling up of molten rock created the geological space now known as the Vredefort Dome. Erosion over millions of years smoothed down the rock formations, but geologists are able to point out fascinating formations and structures in the area – in fact so interesting that the area has been declared a World Heritage Site, where stringent conservation measures are now being implemented. This Heritage Site is in fact the only one in the world where private land ownership accounts for most of the surface of the site, and this has to be managed very carefully. A wide variety of tours and excursions into the Dome area are available – it is especially good for hiking and mountain biking.

The name of the city: Two different etymologies

There are various origins that are claimed for the origin of the name Potchefstroom. Firstly it is said to come from 'Potgieter' + 'Chef' + 'stroom'. This refers to the Voortrekker leader and founder of the town, Andries Hendrik Potgieter, with the "chef" being the Dutch word for the leader of the pioneers, and "stroom" (stream) referring to the Mooi River. This is the view of the Rev. Dirk van der Hoff, one of the first ministers to work in Potchefstroom.

According to the South African writer Geoffrey Jenkins, however, the name can be attributed to the word 'Potscherf', meaning 'pot shard', either due to the cracks that appear in the soil of the Mooi River Valley during drought resembling a broken pot or actual pot shards found in the area.

There are also other views about the origin of the name!

Listed monuments

Grade I: National Heritage Sites

- **Old Fort and Cemetery, ca.1881** built by British soldiers under the command of Major RWC Winsloe during the first Anglo-Boer War in 1880.
- **South African National Artillery Memorial:** This is the South African National Memorial Site for all artillery soldiers who died in combat during World War II. The memorial is in Kannoniers Park on the Ventersdorp Road.

Grade II: Provincial Heritage Sites

- **The WD Pretorius House, ca.1853:** Willem Daniel Pretorius obtained this house and outbuildings – the residence of a farm adjacent to the town – in 1888. The site is on the corner of Walter Sisulu Avenue and Smit Streets. It was declared in 1987.
- **Goetz-Fleischack House, ca.1857:** This is the only existing example of an early townhouse (“Dorpshuis”) built around Nieuwe Market Square. The site used to be a private residence of magistrate A.M. Goetz during the First War of Independence (1880-1881). The house and the outbuildings have been restored and fitted out as a house museum. The museum is situated on the corner of Nelson Mandela and Sol Plaatje Avenues.
- **Nederduitsch Hervormde Kerk (Church), ca.1859:** The original cruciform church with earth floor and thatched roof was supplied with a tin roof with decorative cast-iron horsemen and an exceptional pointed spire. With the improvement of 1892 a plank floor, galleries, church pews, ceiling and proper lamps were put in and the building was consecrated on 25 February 1866. The church is in Walter Sisulu Avenue (opposite the City Hall).
- **MW Pretorius House, ca.1868:** The President Pretorius house is in the traditional Cape style with white plaster and traditional thatched roof. It consists of a 13,230 hectare property with the original main residence, wagon house and stables and smithy. The site also contains huge oak trees planted by M.W. Pretorius.
- **Berlin Missionary Complex, ca.1875:** This building looked the same as the Berlin Mission Church in Pretoria: a small hall in “fortified” colonial Gothic Stylistic elements. It initially had a thatched roof, as well as a dung floor; the thatched roof was replaced by a tin roof in 1956 while a parquet floor and a gallery were added. It is on the corner of Sol Plaatje and Du Plooy Streets.

- **St Mary's Anglican Church, ca.1890:** The building is ascribed to John William Gaisford, the first Potchefstroomer known to have acted as architect. Originally the church had a high-pitched thatched roof, lancet, windows and a mud floor and no ceiling. Situated in Auto Street.
- **Dutch Reformed Mother Church Potchefstroom, ca. 1894:** This church with gothic style elements was constructed on the design of the master builder Wocke. President Paul Kruger laid the foundation stone on 13 February 1894. The Reverend Beyers Naudé was a minister in this church before his own resistance against the political system forced him to vacate the ministry at this church – the name of the street in which the church is located has since been changed from Kruger Street to Beyers Naudé Avenue. The church was devastated by a fire on 13 March 2007 but was restored by 2009 and the new organ was inaugurated in September 2011. The church is on the corner of Beyers Naudé Street and Nelson Mandela Drive.
- **Old Powder Magazine, ca.1898:** It is one of the oldest existing buildings in Potchefstroom. Permission for its erection was granted in 1854, and the powder house was almost certainly in use in 1857.
- **Old Fourth Prison, ca.1898:** The fourth prison was built on the current site, before the outbreak of the Anglo Boer war (1899-1903). It was used as a prison and later as the HQ of the Potchefstroom Commando till 1998.
- **Old Post Office building (Landdrost Post en Telegraafgebou), ca1897:** This building is situated in OR Tambo Street.
- **Theological School Complex, ca.1905:** The old Theological School complex in Molen Street is both a symbol of the training of the Reformed Church (Gereformeerde Kerk) and of teaching through the medium of Afrikaans at primary, secondary and tertiary level, the latter because both the Mooi River Primary School, Gymnasium High School (probably the first in the country which offered teaching in Afrikaans rather than in Dutch) and the old Potchefstroom University for Christian Higher Education grew from this Theological School. The complex is in Molen Street.
- **Totius House, ca. 1905:** The site came into use in 1905, like the Theological School Building. In design it is practically a replica of the professor's residence in Burgersdorp (where the Reformed church seminary moved from). Totius and his family lived in the house until 1924, and at least four of his volumes of poetry were created while he lived there. Totius here also

started his work on the Afrikaans translation of the Bible. Today the house serves as one of the city's house museums and is situated in Molen Street.

- **Town Hall, ca. 1909:** A building in Edwardian Classicist design, inaugurated on 10 March 1909 by the then Colonial Secretary, General Jan Smuts. Together with the City Hall of Krugersdorp it is the oldest existing City Hall north of the Vaal River in South Africa. The clockwork and the bell with its Westminster chimes were manufactured in the Netherlands.
- **Selborne Hall, ca. 1909:** This building on the Agricultural College is currently in a bad state of disrepair.
- **Oak Avenue, ca. 1910:** The Town Council of Potchefstroom decided to plant an oak lane in 1910. The lane of 6.84 km stretches from the Agricultural Centre to the Lakeside Resort. The lane starts in what is now known as Peter Mokaba Street, changing to Steve Biko Street (formerly Tom Street) and changing finally to Calderbank Street, where the residence of the Vice-Chancellor of the University is located.
- **Rector's Residence, 1 Calderbank Avenue:** This building, which has a Tudor style, was declared in 1999
- **Commanding Officer's House/Witrand Hospital Superintendent House, ca.1913:** Formerly the house of the Commanding Officer of British Garrison in Potchefstroom, also known as the "General's House".
- **Carnegie Library, ca.1914:** This building was named after Andrew Carnegie, who funded the building of the library and many other libraries across the world. It is on the corner of Nelson Mandela and Walter Sisulu Avenues.
- **Heimat Building, ca.1925:** A double-storey hostel in the Neo-Cape Dutch style, designed by Gerard Moerdijk was the first permanent building to be erected on the university campus.
- **The Roets House, ca.1926:** The house was built by Jan van der Walt so that his son, Peter could stay at home while studying at the University. It is at present being used by a medical practice in the Cachet Shopping Centre.
- **Main Building, University, ca. 1930:** The building was designed by architect Henri Louw from Bloemfontein. The seven arches on the building are meant to echo the seven candelabra in the (former) logo of the University. It was inaugurated on 13 April 1931.
- **72, 74 and 76 James Moroka Avenue:** These three houses were declared in 1991 and are now used as business.

Grade III: Local Heritage Sites

Currently there are no local heritage sites in Potchefstroom. The following sites have, however, been placed on the municipality's provisional list:

- Snowflake Silo Building, Wolmarans Street (ca. 1921)
- Boyd House, corner of Walter Sisulu Avenue and Ayers Street (ca. 1909)
- Piet Malan House, 57 Steve Biko Street (ca. 1890)
- Kohinoor Cinema, Walter Sisulu Avenue (ca. 1950): Kohinoor Cinema is situated along Walter Sisulu Avenue, in Makweteng, at present known as Mieder Park. It was building the early 1950s.
- Potchefstroom Dam and Lakeside Resort, Calderbank Avenue (ca. 1908)
- Calderbank Building, Walter Sisulu Street (ca.1930)
- A.M.E. Church, Ikageng (ca. 1961)
- House of the Editor Bate, James Moroka Street (ca. 1902)
- Potchefstroom Station building (ca.1919) and Steam locomotive on forecourt from 1902.
- Potchefstroom Synagogue, James Moroka Street (ca. 1920): The building currently houses the Potchefstroom Academy.
- Devil's corner, Ikageng (ca.1960): An open space which was and is still used by the Ikageng community/residents for various functions. In the 1960s it was used by women of Ikageng and surrounding areas for fashion parades.
- Tlokwe Memorial Park, entrance to Ikageng (ca.2009): A Memorial Park under construction for the local activists who died during the liberation struggle.
- Cachet Park, built (ca. 1900): This area was utilized annually for the Aardklop National Arts Festival which has now moved to the University campus.

Other places of interest

- The NWU Botanical Garden, situated adjacent to the Potchefstroom Campus of the North-West University. It covers an area of almost three hectares. Most of the plants in the Botanical Garden are indigenous with the exception of a few exotic plants which are of botanical or medicinal interest and used for training students of Botany. The arts section of the University has also established an art gallery in the Botanical Garden, which is used to great effect for both paintings and sculptures, especially larger works of art.

Tshedimosetso ka bojanala.

Potchefstroom – go sekaseka ka kelotlhoko – hisitori ya boithutamarope

Senepe sa sathelaete sa tikologo ya Potchefstroom se senola lefelo le le kgolokwe le Potchefstroom e leng mo go lone. Bogare jwa sekele eno ke lefelo le kwa go lone, dingwaga di le dimilione di le makgolokgolo, leje le legolo le le tswang kwa lefaufaung (go ya ka bajioloji, le legolo thata go ka bidiwa leje) le ne la tla gaufi thata le lefatshe mme maatla-kgogedi a lefatshe a le goga mo le neng la tla go itaagana le lefatshe. Go itagaana ga lone jalo le lefatshe go nnile le diphelelo tse dikgolo thata mo hisitoring ya jiology ya lefatshe – go ne ga khobetsega thata mo le itaaganeng gone, e bile lehuti le le neng la sala mo godimo ga polanete le ne le le legolo ka tsela e e boitshegang. Leje leno le ne la tseenelela mo teng ga polanete boteng jwa dikilometara di ka nna 17 mme go bela ga mafika a a neng a gakologa go ne ga tlhama sebaka sa jeoloji se jaanong se bidiwang Vredefort Dome. Kgogolego ya dingwaga di le dimilione e ne ya rethefatsa mafika, mme bajioloji ba kgona go supa dipopego tse di kगतhang mo lefelong leo – tota e bile, di kगतlha thata mo e leng gore lefelo leno le ne la simolola go bidiwa Lefelo-Boswa la Lefatshe Lotlhe, le go tsewang dikgato tse di gagametseng tsa go le somarela. Lefelo-Boswa leno ke lone fela mo lefatsheng le mong wa lone ka namana a ikarabelang ka setsha sotlhe sa lone, mme seno se tshwanetse go laolwa ka kelotlhoko. Go ka dirwa maeto a mantsi a a farologaneng a bojanala le maeto-thuto mo go Dome eno – le na le mafelo a go palama dithaba le go swaya baesekele mo thabeng ya lone.

Leina la toropo: Ditshimologo tse pedi tse di farologaneng tsa leina la yone

Go thalosiwa ditsela tse di farologaneng tsa gore leina Potchefstroom le simologile kae. Sa ntlha ga twe le tswa mo go 'Potgieter' + 'Chef' + 'stroom'. Seno se raya moeteledipele wa Voortrekker le motlhami wa toropo eno, e leng Andries Hendrik Potgieter, mme "chef" ke lefoko la Se-Dutch la moeteledipele wa bopulamadibogo, mme "stroom" (Stream) e raya Mooi River. Eno ke pono ya ga Moruti van der Hoff, mongwe wa baruti ba ntlha go dira kwa Potchefstroom.

Mme go ya ka mokwadi wa Mo-Aforikaborwa e leng Geoffrey Jenkins, leina leno le tlile ka ntlha ya lefoko 'Potscherf', le le rayang 'pot shard', gongwe e le ka ntlha ya maphanyego a a bonalang mo mmung wa Mokgatšha wa Mooi River ka nako ya komelelo, o o tshwantshetsang pitsa e e thubegileng kgotsa manathwana a pitsa ya mmatota a a fitlhelwang mo lefelong leo.

Gape go na le dipono tse dingwe ka tshimologo ya leina leno!

Difikantswe tse di mo lenaaneng

Kereiti 1: Mafelo-Boswa a Bosetšhaba

- **Old Fort and Cemetery, ca.1881** e e agilweng ke masole a Borithani ka fa tlase ga taelo ya ga Majoro RWC Winsloe ka nako ya ntwaga ya ntlha fa gare ga Maburu le Maesemane ka 1880.
- **Segopotso sa Aforikaborwa sa Sesole (National Artillery Memorial):** Leno ke Lefelo la Bosetšhaba la Segopotso sa Sesole la Aforikaborwa la Masole otlhe a a swetseng mo Ntweng ya Lefatshe II. Segopotso sa teng ke Kannoniers Park mo Mmileng wa Ventersdorp.

Kereiti II: Mafelo-Boswa a Porofense

- **The WD Pretorius House, ca.1853:** Willem Daniel Pretorius o ne a reka ntlo eno le dikago tse di ka fa ntle ga yone –moagi wa polasi e e boleba le toropo – ka 1888. Lefelo leno le mo sekhutlong sa Walter Sisulu Avenue le Smit Streets. Le ne la tshwaiwa semmuso ka 1987 (Item 27354 mo sefalaneng sa tshedimose tso sa SAHRA).
- **Goetz-Fleischack House, ca.1857:** Seno ke sone fela sekai sa ka fa matlo a ntlha-ntlha a toropo a neng a lebe ga ka gone (“Dorpshuis”) a a agilweng gaufi le Nieuwe Market Square. Setsha seno se kile sa bo e le sa legae la poraefete la ga mmagisetserata A.M. Goetz ka nako ya Ntwa ya Ntlha ya Kgololesego (1880-1881). Ntlo eno le dikago tse di ka fa ntle ga yone di tsosolositswe mme tsa dirwa gore e nne ntlo ya mmusiamo. Mmusiamo o fa sekhutlong sa Nelson Mandela le Sol Plaatje Avenue.
- **Nederduitsch Hervormde Kerk (Church), ca.1859:** Kereke ya ntlha ya cruciform ya bodilo jwa mmu le marulelo a bojang e ne ya tsenngwa marulelo a senke le go manegwa mokgabiso wa tshipi wa monna a palame pitse e bo e nna le motsu o o goletseng kwa godimo ka kwa ntle mo godimo ga borulelo. Ka ditlhabololo tsa 1892, e ne ya tsenngwa fuluru ya polanka, mathudi, dibanka tse di telele, siling le dipone tse di tshwanetseng mme kago eno e ne ya itshepisiwa ka di 25 Tlhakole 1866. Kereke eno e kwa Walter Sisulu Avenue (go lebagana le City Hall).
- **MW Pretorius House, ca.1868:** Ntlo ya ga Poresidente Pretorius e agilwe go tshwana le tsa kwa Kapa ka poleisetere e tshweu le marulelo a setso a bojang. E mo setsheng sa diheketara di le 13,230 se se nang le legae la ntlha-ntlha mo go sone, ntlo ya dikaraki le matlo a dipitse le lefelo la go thula tshipi. Gape setsha seno se na le ditlhare tse dikgolo tsa mokala tse di jadilweng ke M.W. Pretorius.
- **Berlin Missionary Complex, ca.1875:** Kago eno e ne e lebe ga fela jaaka Kereke ya Mmišini wa kwa Berlin kwa Pretoria: holo e nnye mo mafelong a "phemelo" a bokolone e e nang le dikarolo tse di kgogoropo. Kwa tshimologong, e ne e na le borulelo jwa bojang, mmogo le bodilo jo bo manegilweng boloko; boborulelo jwa bojang bo ne jwa tseelwa sebaka ke jwa masenke ka 1956 mme ga tsenngwa bodilo jwa logong le mathudi. E kwa sekhutlong sa Mebila ya Sol Plaatje le Du Plooy.
- **St Mary's Anglican Church, ca.1890:** Kago eno a agilwe ke John William Gaisford, monni wa ntlha wa mo Potchefstroom yo go itsiweng a ne a le modira-dipolane tsa kago. Kwa tshimologong kereke eno e ne e na le borulelo jwa bojang jo bo goletseng kwa godimo, dikarolo tse di kgogoropo, difensetere le bodilo jwa mmu mme go sena siling. E kwa Auto Street.
- **Dutch Reformed Mother Church Potchefstroom, ca.1894:** Kereke e e nang le dikarolo tse di kgogoropo e ne ya agiwa go ya ka polane ya mankge wa dikago e leng Wocke. Poresidente Paul Kruger o ne a thaya motheo wa leje ka di 13 Tlhakole 1894. Moruti Beyers Naudé e ne e le moruti mo kerekenbg eno pele ga fa go lwa ga gagwe kgatlhanong le tsamaiso ya sepolotiki go mo pateletsa go tlogela boruti mo kerekeng – leina la mmila o kereke eno e agilweng mo go one le ne la fetolwa go tswa go Kruger Street go ya go Beyers Naudé Avenue. Kereke e ne ya lailwa ke molelo ka di 13 Mopitlwe 2007, mme ya tsosolosiwa ka 2009 mme ga tlhomiwa

setlhopha se se ntšha sa yone sa bolaodi ka Lwetse 2011. Kereke eno e mo sekhutlong sa Naudé le Nelson Mandela Drives.

- **Old Powder Magazine, ca.1898:** Ke nngwe ya dikago tsa bogologolo mo Potchefstroom. Tetla ya go agiwa ga yone e ne ya ntshiwa ka 1854, mme powder house e ne e batla e tsentswe tirisong ka 1857.
- **Old Fourth Prison, ca.1898:** Kgolegelo ya bone e ne ya agiwa mo setsheng sa ga jaanong jaana, pele ga ntwaga gare ga Maburu le Maesemane e runya (1899-1903). E ne ya dirisiwa jaaka kgolegelo mme moragonyana jaaka HQ ya Mophato wa Sesole wa Ditlhaselo wa Potchefstroom go fitlha ka 1998.
- **Kago ya Poso ya Kantoro ya Bogologolo (Landdrost Post en Telegraafgebou), ca1897:** Kago eno e kwa Mmileng wa OR Tambo.
- **Dikago tsa Sekolo sa Thutabomodimo, ca.1905:** Dikago tsa bogologolo tsa Sekolo sa Thutabomodimo kwa Mmileng wa Molen ke letshwao la katiso ya Reformed Church (Gereformeerde Kerk) le la go ruta ka Seaforikanse kwa dikolong tsa poraemari, sekontari le kwa thešiarang, kwa thešiarang ka gone Sekolo sa Poraemari sa Mooi River, Sekolo se Segolo sa Dijiminasi (gongwe e le sone sa ntlha mo nageng yotlhe se se neng se ruta ka Seaforikanse mo boemong jwa go ruta ka Se-Dutch) le Yunibesiti ya Potchefstroom ya bogologolo ya Pele ya Thutogodimo ya Sekeresete e e neng ya tswa mo sekolong seno sa Thutabomodimo. Dikago tseno di kwa Molen Street.
- **Totius House, ca.1905:** Setsha seno se ne sa tsenngwa tirisong ka 1905 gore e nne Kago ya Sekolo sa Thutabomodimo. Mokgwa o se agilweng ka one o tshwana le kago ya bonno ya Burgersdorp (e seminari ya kereke ya Reformed e neng ya fuduga go tswa kwa go yone). Totius le lelapa la gagwe ba ne ba nna mo ntlong eno go fitlha ka 1924, mme bobotlana dibolomo di le nne tsa maboko a gagwe di ne tsa kwalwa fa a ne a sa ntse a nna koo. Gape Totius o ne a simolola tiro ya gagwe fano ya go ranolela Baebele kwa Seaforikanseng. Gompiano ntlo eno ke nngwe ya Matlo a dimusiamo mo toropong mme e kwa Molen Street.
- **Town Hall, ca.1909:** Kago e e agilweng ka mokgwa wa ga Edwardian Classicist, e e neng ya kgakolwa ka di 10 Mopitlwe 1909 ke mokwaledi wa Bokolone, e leng Mogenerala Jan Smuts. Yone mmogo le City Hall ya Krugersdorp, ke City Hall ya bogologolo go di feta tsotlhe e e leng teng ka fa bokone jwa Noka ya Lekwa mo Aforikaborwa. Tloloko le bele e e lelang jaaka ya kwa Westminster di ne tsa tlhamiwa kwa Netherlands.
- **Selborne Hall, ca.1909:** Kago eno ya Kholetšhe ya Temothuo e senyegile fela thata ga jaanong jaana.
- **Oak Avenue, ca.1910:** Lekgotla-Toropo la Potchefstroom le ne la swetsa ka gore le tlhome mmila wa oak ka 1910. Mmila wa 6.84 km o tsamaya go tswa mo Senthareng ya Temothuo go ya kwa Lakeside Resort. Mmila ono o simolola mo go o jaanong o bidiwang Peter Mokaba Street, o o fetogang go nna Steve Biko Street (o pele e neng e le Tom Street) mme kgabagare o bo o fetoga go nna Calderbank Street, kwa legae la ga Motlatsa-Mokanseliri wa Yunibesiti le leng gone.
- **Kago ya bonno ya Moreketoro, 1 Calderbank Avenue:** Kago eno, e e agilweng ka mokgwa wa segologolo wa Engelane, e ne ya kgakolwa ka 1999.

- **Ntlo ya Moeteledipele wa Mophato wa Sesole/Bookelo jwa Witrand Ntlo ya Superithendente, ca.1913:** E pele e neng e le ntlo ya Moeteledipele wa Mophato wa Sesole sa Borithani sa Basireletsi ba Naga kwa Potchefstroom, e gape e itsiweng e le "Ntlo ya Mogenerale".
- **Laeborari ya Carnegie, ca.1914:** Kago eno e ne ya reelelwa ka Andrew Carnegie, yo o neng a etleetsa kago eno ya laeborari ka madi le dilaeborari tse dingwe mo lefatsheng lotlhe. E fa sekhutlong sa Mebila ya Nelson Mandela le Walter Sisulu.
Kago ya Heimat, ca.1925: Hosetele ya matlhatlaganyane a mabedi e e agilweng ka mokgwa wa dikago tsa Neo-Cape Dutch, e e tlhamilweng ke Gerard Moerdijk e ne e le kago ya ntlha ya leruri go agiwa mo khamphaseng ya yunibesiti.
- **The Roets House, ca.1926:** Ntlo eno e ne ya agiwa ke Jan van der Walt gore morwawe, e leng Peter a nne mo gae fa a le kwa Yunibesiting. Ga jaanong jaana e dirisiwa jaaka phaposi ya ngaka mo Tikatikweng ya Marekelo ya Cachet.
- **Main Building, University, ca.1930:** Kago eno e na ya tlhamiwa ke modira-dipolane tsa kago e leng Henri Louw go tswa kwa Bloemfontein. Mafelo a le supa a a kgogoropo mo kagong eno a ne a tshwanetse go tshwana le ditlhommo tsa lebone mo letshwaoineng la Yunibesiti. E ne ya kgakolwa ka di 13 Moranang 1931.
- **72, 74 and 76 James Moroka Avenue:** Matlo a mararo ano a ne a kgakolwa ka 1991 me jaanong a dirisiwa jaaka a kgwebo.

Kereiti III: Mafelo-Boswa a mo Setheong sa Rona

Ga jaanong jaana ga re na mafelo-boswa a setheo sa rona mo Potchefstroom. Le fa go ntse jalo, mafelo a a latelang a tsentswe mo lenaaneng la Mmasepala wa porofense:

- Snowflake Silo building, Wolmarans Street (ca.1921)
- Boyd House, fa sekhutlong sa Walter Sisulu Avenue le Ayers Street (ca.1909)
- Piet Malan House, 57 Steve Biko Street (ca.1890)
- Kohinoor Cinema, Walter Sisulu Avenue (ca.1950): Kohinoor Cinema e fa thoko ga Walter Sisulu Avenue, kwa Makweteng, ga jaanong e itsiwe e le Mieder Park. E agilwe mo tshimologong ya dingwaga tsa bo1950.
- Potchefstroom Dam le Lakeside Resort, Calderbank Avenue (ca.1908)
- Calderbank Building, Walter Sisulu Street (ca.1930)
- A.M.E. Kereke, Ikageng (ca.1961)
- House of the Editor Bate, James Moroka Street (ca.1902)
- Kago ya Seteišene sa Potchefstroom (ca.1919) le Tlhogo ya Terena e e ntseng e le fa patlelong go simolola ka 1902.
- Sinagoge ya Potchefstroom, James Moroka Street (ca.1920): Ga jaanong jaana kago eno e na le Akatemi ya Potchefstroom.
- Devil's corner, Ikageng (ca.1960): Lebala le le bulegileng le le neng le dirisiwa e bile le sa ntse le dirisiwa ke baagi ba Ikageng go tshwarela mo go lone ditiragalo tse di farolganeng. Mo

dingwageng tsa bo 1960 le ne le dirisiwa ke basadi ba kwa Ikageng le ba mafelo a a leng gaufi le yone go dira dipontsho tsa meaparo ya sešeng.

- Tlokwe Memorial Park, botseno jwa Ikageng (ca.2009): Memorial Park e sa ntse e agiwa gore e nne ya balwela-diphetogo ba ba suleng ba lwela kgololesego.
- Cachet Park, built (ca.1900): Lefelo leno le ne le dirisiwa ngwaga le ngwaga le dirisediwa Moletlo wa Bosetšhaba wa Diatshe wa Aardklop le jaanong le fudugetseng kwa khamphaseng ya Yunibesiti.

Mafelo a mangwe a a kgatlang

Tshingwana ya Dimela ya YBB, e e lebaganeng le Khamphase ya Potchefstroom ya Yunibesiti ya Bokone-Bophirima. E tsaya bogolo jwa diheketara di ka nna 3. Bontsi jwa dimela tsa Tshingwana ya Dimela ke tse di tlholegileng mono gae kwantle ga dimela di le mmalwa tsa dinaga di sele tse boikaelelo jwa tsone e leng go di jala mo tshingwaneng, go dira melemo ya kalafi ka tsone kgotsa go ruta baithuti ba Boithutadimela ka tsone. Fa e sa le ka nako eo, karolo ya diatshe ya Yunibesiti e tlhomile lefelo la dipontsho la diatshe kwa Tshingwaneng ya Dimela, le go tsenngwang mo go lone ditshwantsho tse di takilweng le ditshwantsho tse di setilweng, segolobogolo diatshe tse dikgolo.

Inligting vir toeriste

Potchefstroom – fokus op die argeologiese geskiedenis

'n Satellietfoto van Potchefstroom se omgewing sal 'n sirkelagtige struktuur toon met Potchefstroom op die rand daarvan. Die middelpunt van hierdie sirkel is die plek waar 'n meteoriet (volgens geoloë 'n struktuur amper te groot om'n meteoriet genoem te word) honderde miljoene jare gelede te naby aan die aarde gekom het sodat die aarde se aantrekkingskrag die meteoriet nader getrek en die meteoriet teen die aarde laat bots het. Hierdie botsing het 'n enorme effek op die geologiese geskiedenis van die aarde gehad met die grootste astroletsel – 'n soort impakletsel – in die wêreld. Die meteoriet het die kern van die aarde tot 'n diepte van 17 kilometer binnegedring en die gevolglike opborreling van gesmelte rots het die gebied wat nou bekendstaan as die Vredefortkoepel gevorm. Erosie het oor miljoene jare die rotsformasies glad afgewerk, maar geoloë kan steeds fassinerende formasies en strukture in die gebied uitwys. Die gebied is so uitsonderlik dat dit as 'n Wêrelderfenisgebied verklaar is waar streng bewaringsmaatreëls nou toegepas word. Hierdie Erfenisgebied is egter die enigste een in die wêreld waar private grondeienaarskap die grootste deel van die oppervlak opneem en dus moet die gebied versigtig bestuur word. 'n Wye verskeidenheid toere en uitstappies in die Koepelgebied is beskikbaar en die gebied is veral geskik vir stap en bergfietsry

Die naam van die stad – twee verskillende etimologieë

Die naam vandie stad Potchefstroom word op verskillende maniere verklaar. In die eerste plek is daar die “skool” wat volhou dat die naam afgelei is van die naam van die Voortrekkerleier Andries Hendrik Potgieter, dus ‘Potgieter’ + ‘Chef’ + ‘stroom’. Die “chef” word gesien as die Nederlandse woord vir leier (die leier van die Voortrekkers) en die “stroom” verwys na die Mooirivier. Dit was die uitleg deur ds. Dirk van der Hoff, een van die eerste predikante wat in Potchefstroom gewerk het.

Volgens die Suid-Afrikaanse skrywer Geoffrey Jenkins kan die oorsprong van die naam eerder toegeskryf word aan die woord “Potscherf”, wat kon vewys na die barste en krake in die modder van die Mooiriviervallei in droogtetye, of ‘n gebreekte pot – die potskerwe wat in werklikheid in die omgewing gevind is.

Daar is ook natuurlik nog ander idees oor die oorsprong van die naam!

Erfenismonumente in die stad

Graad I: Nasionale Erfenisplekke

- **Die ou fort en die ou begraafplaas, ca.1881** wat gebou is deur Britse soldate onder die aanvoering van Majoor RWC Winsloe tydens die eerste Anglo-Boere-oorlog in 1880.
- **Die Suid-Afrikaanse Nasionale Artillerie gedenkteken:** Dit is die Suid-Afrikaanse gedenkteken vir al die artilleriste wat tydens die Tweede Wêreldoorlog dood is. Die gedenkteken is in Kannonierspark op die Ventersdorppad.

Graad II: Provinsiale Erfenisplekke

- **Die WD Pretoriushuis, ca. 1853:** Willem Daniël Pretorius het in 1888 hierdie huis met buitegeboue gekom – dit was ‘n plaasopstal net buite die dorp. Die erf is tans op die hoek van Walter Sisulu-laan en Smitstraat. Dit is in 1987 verklaar.
- **Goetz-Fleischack-huis, ca. 1857:** Dit is die enigste oorblywende voorbeeld van ‘n vroeë dorpshuis wat rondom die Nieuwe Markplein gebou is. Dit was altyd ‘n privaatwoning van magistraat A.M. Goetz tydens die Eerste Anglo-Boere-Oorlog (1880-1881). Die huis en die buitegeboue is gerestoureer en ingerig as ‘n huismuseum. Die museum is geleë op die hoek van Nelson Mandela-rylaan en Sol Plaatje-laan.
- **Die Nederduitsch Hervormde Kerk ca.1859:** Die oorspronklike kruiskerk met grondvloer en grasdak is intussen verander en het nou ‘n sinkdak, met dekoratiewe gegote ruite en ‘n heel besondere gepunte toring. Met die restourasie in 1892 is ‘n plankvloer, galerye, ‘n plafon,

mooi kerkbanke en ordentlike ligte aangebring. Die oorspronklike kerk is op 25 Februarie 1866 in gebruik geneem. Die kerk is in Walter Sisulu-laan, oorkant die stadsaal.

- **MW Pretorius-huis, ca.1868:** Die President Pretorius-huis is in die tradisionele Kaapse styl gebou met wit pleister en 'n tradisionele grasdak. Dit is geleë op 'n 13,230-hektaar eiendom, met die oorspronklike hoofwoning, waenhuis en stalle en 'n smidswinkel. Die erf word ook gekenmerk deur enorme eikebome wat nog deur M.W. Pretorius geplant is. Die gebou is geleë in Thabo Mbeki-weg, reg oorkant Mooirivier Laerskool.
- **Die Berlynse Sendingkompleks, ca. 1875:** Hierdie gebou het gelyk soos die Berlynse Sendingkerk in Pretoria: 'n Klein saaltjie met "gefortifiseerde" koloniale Gotiese stylelemente. Dit het aanvanklik 'n grasdak gehad, sowel as 'n misvloer; die grasdak is vervang deur 'n sinkdak (in 1956) en 'n blokkiesvloer en galery is bygesit. Dit is geleë op die hoek van Sol Plaatje en Du Plooystrate.
- **St Mary's Anglikaanse Kerk, ca. 1890:** Die gebou word toegedig aan John William Gaisford, die eerste Potchefstromer wat bekend was as argitek. Oorspronklik het die kerk 'n hoë grasdak gehad, spitsboogvensters en 'n moddervloer, met geen plafon nie. Dit is geleë in Autostraat.
- **Nederduits-Gereformeerde Moedergemeente in Potchefstroom, ca. 1894:** Hierdie kerk met Gotiese stylelemente is gebou volgens die ontwerp van die meeseterbouer Wocke. President Paul Kruger het die hoeksteen gelê op 13 Februarie 1894. Dr Beyers Naudé was 'n predikant in hierdie gemeente voordat sy eie weerstand teen die politieke stelsel hom genoodsaak het om hier uit die bediening te tree. Die naam van die straat waarin die kerk staan is intussen van Krugerstraat verander na Beyers Naudéstraat. Die kerk is 13 Maart 2007 verwoes deur 'n brand, maar die stewige mure het bly staan, en die kerk is teen 2009 volledig gerestoureer, en die nuwe orrel is in gebruik geneem in September 2011. Die kerk staan op die hoek van Beyers Naudéstraat en Nelson Mandelarylaan.
- **Die ou Kruithuis, ca. 1898:** Dit is een van die oudste bestaande geboue in Potchefstroom. Verlof vir die oprigting van die is in 1854 toegestaan, en die kruithuis was definitief in gebruik teen 1857.
- **Die ou vierde gevangenis, ca. 1898:** Die vierde gevangenis is gebou op die huidige plek, voor die uitbreek van die Anglo-Boere-Oorlog (1899-1903). Dit is gebruik as 'n tronk en later as die hoofkwartier van die Potchefstroomse Kommando tot 1998.
- **Landdrost Post en Telegraafgebou, ca. 1897:** Hierdie gebou is geleë in OR Tambo-straat.

- **Teologiese Skoolkompleks, ca. 1905:** Die ou Teologiese Skoolkompleks in Molenstraat is 'n simbool van die opleiding van predikante van die Gereformeerde Kerk en van onderrig deur die medium van Afrikaans op primêre, sekondêre en tersiêre vlak. Dit kon gebeur omdat Mooirivier Laerskool en Gimnasium Hoërskool (waarskynlik die eerste skool in die land wat onderrig deur medium Afrikaans eerder as Nederlands aangebied het) en die ou PU vir CHO gegroei het uit die Teologiese Skool. Die kompleks is in Molenstraat.
- **Totius-huis, ca. 1905:** Die erf se ontwikkeling het in 1905 begin, nes die Teologiese Skool. Die ontwerp van die huis is 'n replika van die professor se huis in Burgersdorp (vanwaar die teologiese seminarium verskuif het). Totius en sy gesin het tot in 1924 in die huis gewoon, en ten minste vier van sy digbundels is hier geskep. Totius het ook hier begin met sy werk aan die Afrikaanse Bybelvertaling. Vandag is die huis een van die stad se huismuseums, en is geleë in Molenstraat.
- **Die Stadsaal, ca.1909:** 'n Gebou in klassieke Eduardiaanse styl, ingewy op 10 Maart deur die Koloniale Sekretaris Generaal Jan Smuts. Saam met die Stadsaal van Krugersdorp is dit die oudste bestaande stadsaal noord van die Vaalrivier in Suid-Afrika. Die horlosie en die klok met die Westminster klokkespel is in Nederland vervaardig.
- **Selborne-saal, ca.1909:** Hierdie gebou by die Landboukollege is tans in 'n baie swak toestand.
- **Die eikelaning, ca.1910:** Die Dorpsraad van Potchefstroom het in 1910 besluit om 'n eikelaning aan te plant. Die laning van 6.84 km strek vanaf die Landboukollege tot by Potchefstroomdam – dit eindig in Calderbanklaan, waar die rektorswoning is.
- **Rektorswoning, Calderbanklaan 1:** Hierdie gebou, in die Tudor-styl, is in 1999 verklaar.
- **Die Offisierswoning/Witrans-Hospitaal se Superintendent se huis, ca.1913:** Vroeër die huis van die Bevelvoerder van die Britse garnisoen in Potchefstroom, ook bekend as die Generaalshuis.
- **Carnegie-biblioteek, ca.1914:** Hierdie gebou is vernoem na Andrew Carnegie, wat die gebou befonds het, soos soveel ander biblioteke dwarsoor die wêreld. Dit is geleë op die hoek van Nelson Mandelarylaan en Walter Sisulu-laan.
- **Heimat-gebou, ca.1925:** 'n Dubbelverdiepingkoshuis in neo-Kaapshollandse styl, ontwerp deur Gerard Moerdijk was die eerste permanente gebou wat op die kampus gebou is. Dit is nou die tuiste van PUK-Kunste.

- **Die Roets-huis, ca.1926:** Die huis is gebou deur Jan van der Walt sodat sy seun Pieter tuis kon bly terwyl hy by die Universiteit studeer het. Dit word tans gebruik as 'n mediese sentrum, en is geleë in die Cachet Winkelsentrum.
- **Hoofgebou, Universiteit, ca. 1930:** Die gebou is ontwerp deur argitek Henri Louw van Bloemfontein. Die sewe boë van die gebou is bedoel om die sewepuntige kandelaar in die vorige logo van die Universiteit te eggo. Die gebou is op 13 April 1931 ingewy.
- **James Morokastraat 72, 74 en 76:** Hierdie drie huise is in 1991 verklaar en word tans as besighede gebruik.

Graad III: Plaaslike erfenisplekke

Tans is daar geen plaaslike erfenisplekke in Potchefstroom nie. Die volgende plekke is egter op die lys geplaas vir toekomstige aandag.

- Snowflake silo, Wolmaransstraat (ca.1921)
- Boyd-huis, hoek van Walter Sisulu-laan en Ayersstraat (ca.1909)
- Piet Malan-huis, Steve Bikostraat 57 (ca.1890)
- Kohinoor Bioskoop, Walter Sisulu-laan (ca.1950)
- Potchefstroomdam Vakansie-oord Calderbanklaan (ca.1908)
- Calderbank-gebou, Walter Sisulu-laan (ca.1930)
- A.M.E. Kerk, Ikageng (ca.1961)
- Huis van Redakteur Bate, James Moroka-straat (ca.1902)
- Potchefstroom Stasiegebou (ca.1919) en stoomlokomotief voor die gebou (1902).
- Potchefstroom Sinagoge, James Moroka-straat (ca.1920): Die gebou word tans deur die Potchefstroom-Akademie gebruik.
- Devil's Corner, Ikageng (ca.1960): 'n Oop ruimte wat gebruik is en nog gebruik word deur die gemeenskap van Ikageng vir verskeie funksies. In die 1960's is dit deur die vroue van Ikageng en ander areas gebruik vir modeparades.
- Tlokwe Gedenkpark, ingang na Ikageng (ca. 2009): 'n Gedenkpark word gebou vir plaaslike aktiviste wat dood is tydens die stryd teen apartheid.
- Cachetpark, gebou ca. 1900: Hierdie area is jaarliks gebruik vir die Aardklop Nasionale Kunstefees wat nou na die Universiteitskampus verskuif het.

Ander interessantheide

Die NWU Botaniese Tuin wat langs die Potchefstroomkampus geleë is beslaan amper drie hektaar. Meeste van die plante in die Botaniese Tuin is inheems met die uitsondering van 'n paar eksotiese plante wat vir navorsingsdoeleindes gebruik word sowel as vir die opleiding van studente in die plantkunde. Die kunste by die Universiteit het ook intussen 'n galery in die Tuin gevestig waar veral (groter) beeldhouwerke uitgestal kan word.

ABSTRACTS / DITLHAGISO / OPSOMMINGS

Abstracts of keynotes

Van Rooy, Bertus

Grammatical change in South African English: Divergence, convergence and contact

While the changing accents and lexical innovations of South African English have been documented in some detail, the same cannot be said for its grammatical features. A number of commentators are less convinced that there is much to say about this, while a latent prescriptivist tradition (e.g. Beeton & Dorner 1975) regards the innovations as unnecessary deviations from the parent variety. A small number of studies examined language contact and endogenous change in the variety spoken by the descendants of the original British settlers (e.g. Lass & Wright 1986, Mesthrie 2002), with some work on continuity and contact in Cape Flats English (Mesthrie 1999) and Indian South African English (Mesthrie 2003).

The lack of historical corpora has been one major stumbling block to the study of change in South African English in the past two centuries, but this situation has been remedied by a number of corpus collection projects, which resulted in the development of parallel historical corpora of English use by white native speakers and black South Africans going back to the letters of application submitted by the 1820 Settlers. Using these corpora, the presentation will look at a number of grammatical features from the verbal domain, to determine at a descriptive level whether South African English developed in similar fashion to the other major Southern Hemisphere varieties, Australian and New Zealand English, and also whether the native variety and the variety developing among the indigenous population developed in similar or different ways. The paper will examine the various factors driving language change in South African English, both linguistic and social, and use that as part of an attempt to situate the developments in South African English within the broader framework of World Englishes, in particular the dynamic model of Schneider (2007).

Van de Poel, Kris

Blame it on Applied Linguistics. Towards accountable and sustainable blended programmes

During its lifetime Applied Linguistics has been defined in diverse ways as 'a discipline which can be used to investigate problems in many areas of language study' (Crystal 1981) and a discipline 'to propose a solution to social problems involving language' (Davies 1999). Notwithstanding its research-based or community-based approach, applied linguistics has maintained a socially accountable role because it focuses on language-in-use. Therefore, applied linguists cannot and will not turn a blind eye to real-world problems in which language is a central issue. However, when you devote your life to developing solutions for real life-and-blood language users, it may sometimes feel like a delicate balancing act to have a leg both in research and development, since the two sides of the spectrum often have different and conflicting demands (not in the least because of the number of agendas and people involved). Surviving this Jekyll-and-Hyde scenario is a tall order, unless, as an applied linguist, you embrace 'the ideas of transparency and accountability as an ethical concern' in the discipline

(Weidemann 2006). To this end we need to pursue a 360-degree systematic and critical needs analysis as the foundation for developing tailored language programmes/programs that serve the needs of the community. In this talk I will refer to the design principles of the health care branch of the Communication for Professionals programme (www.comforpro.com). In an era where (pre)-professionals want to have immediate and effective access to communication support a multi-dimensional or blended approach seems to be the way out. We are fortunate that Applied Linguistics provides the framework to ensure that the solutions developed for language problems are a true response to the needs of the language users and at the same time have the required face validity or legitimacy for the stakeholders. Only in this way can programmes for professional communication become sustainably integrated in the real world of lifelong learning.

Carstens, Adelia

Translanguaging: A vehicle for L2 acquisition and L1 development in academic literacy interventions

The research on which I report in this paper is motivated by students' struggles to study at university through the medium of a second language. The main purpose was to explore the use of translanguaging as a pedagogy and a strategy to support bilingual students in acquiring higher cognitive literacies in English, and promote the development and use of L1 terminology. A number of theories and models of bilingualism and bilingual education are briefly discussed, which may underpin linguistically flexible approaches to the acquisition of academic literacy in a weaker language (the L2), while opening up spaces for the development of the stronger language (the L1). This is followed by an overview of a number of empirical studies on translanguaging conducted in South Africa during the past 15 years. Subsequently, the pilot research study focused on translanguaging as a pedagogical strategy and a vehicle for terminological development is described. A main finding is that L2 speakers of English from all the represented language groups found the strategy of translanguaging to be beneficial. Cognitive, social and affective gains were reported. The Afrikaans mother tongue speakers, in particular, reported gains in L2 learning. Despite reservations among a number of African language speakers about the restrictive impact of internal variation and a lack of standardisation on terminological development, it seems that translanguaging may be a useful vehicle for creating technical terms in the African languages, and provide a platform for trialling expert created terms and definitions.

Ditlhagiso tsa dibui tse di Botlhokwa

Van Rooy, Bertus

Go fetoga ga thutapuo ya Seesemane mo Aforika Borwa: go nna le megopolo e e sa tshwaneng ka yone, go nna le megopolo e e tshwanang ka yone le tiriso ya dipuo tse di sa tshwaneng

Le fa go kwadilwe dintlha ka botlalo ka go fetoga ga digalo le go ntšhafadiwa ga dibukantswe tsa Seesemane sa Aforika Borwa, ga go ka ke ba bolelwa se se tshwanang ka dikarolo tsa yone tsa thutapuo. Baanedi ba le mmalwa ga ba a tlhatswega pelo gore go na le mo gontsi go go ka buiwang ka ga seno, mme baela-thutapuo tlhoko (s.k. Beeton & Dorner 1975) bone ba leba diphetogo tseno e le go fapoga thutapuo ya puo ya ntlha go sa tlhokege. Dipatlisiso di le mmalwa di ne tsa sekaseka tiriso ya dipuo tse di farologaneng le phetogo ya puo e e buiwang ke ditlogolo tsa bafaladi ba Maborithani (s.k. Lass and Wright 1986, Mesthrie 2002), Seesemane se se Buiwang kwa Cape Flats (Mesthrie 1999) le Seesemane se se buiwang ke Ba-India mo Aforika Borwa (Mesthrie 2003). Go tlhokega ga hisitori ya mekwalo ya patlisiso ka puo e nnile sekgoreletsi se segolo thata sa go ithuta ka go fetoga ga Seesemane sa Aforika Borwa mo makgolong a mabedi a a fetileng a dingwaga, mme bothata jono bo rarabolotswe ke diporojeke di le mmalwa tsa go kokoanya tshedimosetso ka mekwalo ya patlisiso ka puo, e e neng ya felela ka go kokoangwa ga hisitori ya mekwalo ya go dira patlisiso ka Seesemane se se neng se buiwa ke basweu le ke bantsho ba Ba-Aforika Borwa ka nako ya fa go ne go ntshiwa makwalokopo a a neng a dirwa ke Bafaladi ka 1820. Fa go dirisiwa mekwalo eno ya patlisiso ka puo, puo e e tla neelwang e tla tlotla ka dikarolo tse di farologaneng tsa thutapuo go simolola ka tsa mafoko a a buiwang ka molomo, go leka go bona gore a Seesemane sa Aforika Borwa se fetoga go tshwana le dipuo tse dingwe tse dikgolo tse di jaaka Seesemane sa Hemisefere ya Bokone, sa Australia le sa New Zealand, le gore a dipuo tse di buiwang ke batho ba naga eno le dipuo tse di itlhamelwang ke baagi ba naga eno di fetoga ka mokgwa o o tshwanang kgotsa o o farologaneng. Puo eno e tla tlotla ka dilo di le mmalwa tse di bakang phegoto ya Seesemane sa Aforika Borwa, ya puo le ya loago, le go dira seo jaaka maiteko a go tlhalosa diphetogo tsa Seesemane sa Aforika Borwa ka go leba Seesemane se sa buiwang mo dinageng tse dingwe tse dintsi mo lefatsheng, segolobogolo kgopolo ya ga Schneider (2007).

Van de Poel, Kris

Molato ke Go Tsenngwa Tirisong ga Dipuo. Malebana le mananeothuto a a kopantsweng a a ikarabelelang ka seno le go kgona go itsetsepela ga one.

Fa e sa le Go Tsenngwa Tirisong ga Dipuo go simololwa, go ntse go tlhalosiwa ka ditsela tse di farologaneng jaaka 'serutwa se se ka dirisediwang go dira patlisiso ka mathata mo dikarolong tse dintsi tsa go ithuta ka puo' (Crystal 1981) le serutwa 'sa go tshitshinya tharabololo ya mathata a laogo a a amang puo' (Davies 1999). Go sa kgathalasege go bo mathata a teng e le a patlisiso kgotsa a loago, go tsenngwa tirisong ga dipuo tse di farologaneng go na le seabe sa go ikarabela mo loagong ka gonne se tlhoma mogopolo mo go diriseng puo. Ka jalo, go dirisa dipuo tse di farologaneng ga go ka ke e bile ga go kitla go itlhokomolosa mathata a tota a leng teng mo lefatsheng ka puo. Mme fa o fetsa botshelo jotlhe jwa gago o batlela batho ba ba ipelang ka puo ya bone ditharabololo, e ka nna tiro e e thata ya go dira patlisiso le tlhabololo, ka gonne gantsi dikarolo tse pedi tseno di na le ditlhokego tse di sa tshwaneng (e seng ka ntlha ya palo ya diajenda le batho ba ba amegang mo go tsone). Go lebana le boemo jono jo bo matlhakore oomabedi ke namane e tona ya tiro, ntle le fa, jaaka mankge wa puo, o amogela 'megopolo ya go dira dilo ntle le bofitlha bope le go sikara maikarabelo ka gone' mo

serutweng seno (Weidemann 2006). Gore re kgone seno, re tshwanetse go dira tshekatsheko e e botlhokwa ka botlalo ya go tlhama mananeothuto a a maleba a puo/matsholo a a tlamelang baagi ka se ba se tlhokang. Mo puong eno ke tla bua ka melaometheo ya lekala la tlhokomelo ya pholo ya lenaneo la tsa Puisano la Baporofešenale. (www.comforpro.com). Mo motlheng o ka one baporofešenale ba pele ba batlang go nna le tshegetso ya ka bonako e e mosola ya tsa tlhaeletsano, go batlega mekgwa ya methalethale ya go dira seno. Re lesego go bo Bomankge ba ba Dirisang Puo ba tlamela ka thulaganyo ya go tlhomamisa gore go tlhamiwa ditharabololo tsa mathata a puo gore badirisi ba puo ba tlamelwe ka se ba se tlhokang le gore se ba se dirang se amogelwe ke baamegi. ke ka tsela eno fela letsholo la tlhaeletsano ya seporofešenale le tla nnang lobaka lo lo leele e bile le ka kgonang go kopanngwa le lenaneo la go ithuta botshelo jotlhe.

Carstens, Adelia

Tiriso ya dipuo tse pedi L2 jaaka sedirisiwa sa go tlhaloganyana le tlhamo ya L1 ditharabololo-bothata tsa puisokwalo ya akatemi

Patlisiso e go begilweng ka yone mo athikeleng eno e bakilwe ke dikgwetlho tse baithuti ba nang le tsone tsa go ithuta mo yunibesiting ka go dirisa puo e e seng ya bone. Boikaelelo-bogolo e ne e le go batlisisa ka ga mekgwa le melaometheo ya go ruta ka go fetisetsa puo kwa go e nngwe le ka leano la go ema nokeng baithuti ba ba dirisang dipuo tse pedi go ithuta puisokwalo e e kwa godimo e e batlang gore ba dirise tlhaloganyana ka Seesemane le go rotloetsa tiriso mareo a L1. Go tlhalosiwa dikgopolo di le mmalwa le mekgwa ya go dirisa dipuo tse pedi le go ruta dipuo tse pedi, e leng tlhaloso e e ka nnang ya kgona go tswelatsa pele mekgwa e e fetofetogang ya go ruta puo gore go ithutwe puisokwalo ya akatemi ka puo e e bokoa (L2), le go rotloetsa go tlhamiwa ga puo e e nonofileng (L1). Seno se latelwa ke dintlha-kakaretso ka dithuto di le mmalwa tse di ithutwang ka maitemogelo a go fetisetsa puo kwa go e nngwe mo Aforikaborwa mo nakong ya dingwaga di le 15 tse di fetileng. Morago ga moo, thutopatlisiso ya tekeletso e e tsepameng mo mokgweng wa go fetisetsa puo e nngwe kwa go e nngwe jaaka leano mekgwa le melaometheo ya go ruta e bile gape go tlhalosiwa go tlhamiwa ga lenaanefoko la mareo. Diphitlhelelo tsa konokono ke gore dibui tsa Seesemane tsa L2 tsa ditlhopho tsotlhe tsa dipuo tse di amegang di fitlhetse leano la go fetisetsa puo e nngwe kwa go e nngwe le le mosola. Go ne ga begwa gore seno se solegela molemo bokgoni jwa go dirisa tlhaloganyana, go tsalana le ba bangwe le seemo sa maikutlo. Dibui tsa Seaforikanse, segolobogolo, di ne tsa bega gore seno se di solegela molemo mo go ithugeng L2. Go sa kgathalasege dipelaelo mo gare ga dibui tsa dipuo tsa Se-Aforika ka ga dipharologano tsa mo teng ga setheo le go sa dirweng ga dilo ka mokgwa o o tshwanang, go lebega e kete mokgwa wa go fetisetsa puo kwa go e nngwe le gone go tla nna sedirisiwa se se mosola sa go tlhama mareo a setegeniki a dipuo tsa Se-Aforika, le go naya bomankge ba ditekeletso tshono ya go tlhama mareo le ditlhaloso.

Opsommings van hoofsprekers

Van Rooy, Bertus

Grammatikale verandering in Suid-Afrikaanse Engels: divergensie, konvergensie en kontak

Die veranderende aksente en leksikale vernuwing van Suid-Afrikaanse Engels is reeds in fyn besonderhede gedokumenteer, maar dieselfde kan nie gesê word van die grammatikale kenmerke nie. Verskeie kommentators is nie oortuig dat daar veel te sê is hieroor nie, terwyl 'n latente voorskrywende tradisie (bv. Beeton & Dorner 1975) die vernuwings sien as onnodige afwykings van die bronvariëteit. 'n Klein aantal studies het taalkontak en endogene verandering in die variëteit wat deur die afstammeling van die oorspronklike Britse setlaars gepraat word ondersoek (bv. Lass & Wright 1986, Mesthrie 2002), met werk oor kontinuïteit en kontak in die Engels van die Kaapse Vlaktes (Mesthrie 1999) en Indiese Suid-Afrikaanse Engels (Mesthrie 2003). Die gebrek aan geskiedkundige korpusse is een groot struikelblok in die pad van die studie van verandering in Suid-Afrikaanse Engels oor die laaste twee eeue, maar hierdie situasie is reggestel deur verskeie korpusversamelingsprojekte wat uitgeloop het op die ontwikkeling van parallelle historiese korpusse van die Engels wat gebruik is deur wit moedertaalsprekers en swart Suid-Afrikaners sover terug as die aansoekbriewe wat ingedien is deur die 1820 Setlaars. Deur gebruik te maak van hierdie korpusse kyk die voordrag na verskeie grammatikale kenmerke uit die verbale domein om op 'n beskrywende vlak te bepaal of Suid-Afrikaanse Engels op dieselfde wyse as die ander groot Suidelike Hemisfeer variëteite soos Australiese en Nieu-Seelandse Engels ontwikkel het, en ook of die moedertaalvariëteit en die variëteit wat onder die inheemse bevolking ontwikkel het op dieselfde of verskillende wyses ontwikkel het. Die voordrag ondersoek die verskeidenheid faktore wat taalverandering in Suid-Afrikaanse Engels dryf, beide taalkundig en sosiaal, en gebruik dit as deel van 'n poging om die ontwikkelinge in Suid-Afrikaanse Engels binne die breër raamwerk van Wêreld Engels te posisioneer, veral binne die dinamiese model van Schneider (2007).

Van de Poel, Kris

Blameer Toegepaste Linguistiek. Op weg na aanspreeklike en volhoubare gemengde programme

Oor die jare is die dissipline van Toegepaste Linguistiek al op uiteenlopende wyses gedefinieer, bv "n dissipline wat gebruik kan word om probleme in baie areas van taalstudie te ondersoek" (Crystal 1981) en 'n dissipline "wat oplossings aanbied vir sosiale probleme wat taal betrek" (Davies 1999). Ondanks sy navorsingsgebaseerde of gemeenskapsgebaseerde benadering, het toegepaste linguistiek 'n sosiaal-aanspreeklike rol bly vervul omdat dit fokus op taal-in-gebruik. Daarom kan en wil toegepaste linguistiek nie die oog sluit vir probleme in die werklikheid waarin taal 'n sentrale kwessie is nie. Indien jy egter jou lewe wy aan die ontwikkeling van oplossings vir regte vlees-en-bloed taalgebruikers, mag dit soms voel asof dit 'n delikate balans is met een been in navorsing en een in ontwikkeling, aangesien hierdie twee uiterstes van die spektrum dikwels verskillende en teenstrydige eise stel (op verre na nie oor die aantal agendas en mense wat betrokke is nie). Om hierdie Jekyll-en-Hyde scenario

te oorleef is veel gevra, behalwe as jy as toegepaste linguïes 'die idees van deursigtigheid en aanspreeklikheid as 'n etiese bekommernis' in die dissipline omhels (Weidemann 2006). Om dit te bereik moet ons 'n 360-grade sistematiese en kritiese behoeftebepalingsanalise najaag as grondslag vir die ontwikkeling van toegespitste programme en programme wat die behoeftes van die gemeenskap vervul. In hierdie voordrag verwys ek na die ontwerpbeginne van die gesondheidsorgtak van die Kommunikasie vir Professionele Persone-program (www.comforpro.com). In 'n tyd waar (pre-)professionele persone onmiddellike en effektiewe toegang tot kommunikasie-ondersteuning verlang, blyk 'n multi-dimensionele of vermengde benadering die pad vorentoe te wees. Ons is bevoorreg dat Toegepaste Linguïetiek die raamwerk verskaf wat verseker dat die oplossings wat vir taalprobleme ontwikkel word 'n ware reaksie is op die behoeftes van die taalgebruikers, en terselfdertyd voldoende siggendheid of legitimiteit het vir die belanghebbendes. Slegs op hierdie wyse kan programme vir professionele kommunikasie volhoubaar geïntegreer word in die werklikheid van lewenslange leer.

Carstens, Adelia

Transtaling: 'n Bemiddelingstrategie vir T2-verwerwing en T1-ontwikkeling in akademiesegeletterdheidsintervensies

Die navorsing waarvoor ek in hierdie referaat verslag doen, spruit uit probleme wat universiteitstudente ervaar om deur middel van 'n tweede taal te studeer. Die hoofdoel was om die gebruik van transtaling (Eng. = 'translanguaging') as 'n leerteorie en 'n leerstrategie te ondersoek ten einde tweetalige studente te ondersteun in die verwerwing van hoër kognitiewe geletterdhede in Engels, en om terselfdertyd die skep en gebruik van T1-terminologie te bevorder. 'n Aantal teorieë en modelle oor tweetaligheid en tweetalige onderwys word bespreek wat taalkundig buigsame benaderings tot die verwerwing van akademiese geletterdheid in 'n swakker, tweede taal (T2) ondersteun, en terselfdertyd ruimte laat vir die ontwikkeling van die sterker eerste taal (T1). Hierna word 'n oorsig gegee van 'n aantal empiriese studies oor transtaling wat in Suid-Afrika gedurende die afgelope 15 jaar uitgevoer is. Dit word gevolg deur die beskrywing van die loodstudie oor transtaling as 'n pedagogiese strategie en 'n voertuig vir termontwikkeling. Die hoofbevinding was dat tweedetaalsprekers van Engels uit al die taalgroepe wat verteenwoordig was, baat gevind het by die strategie van transtaling. Sowel kognitiewe as affektiewe winste is gerapporteer. Die Afrikaansmoedertaalsprekers het veral verbetering in die T2 (Engels) gerapporteer. Ten spyte van voorbehoude by 'n aantal sprekers van Afrikatale oor die beperkende invloed wat dialektiese variasie en die gebrek aan standaardisering op termontwikkeling het, blyk dit dat transtaling wel 'n bruikbare strategie kan wees vir die skep van tegniese terme in die Afrikatale, en 'n forum bied vir die toetsing van terme en definisies wat deur eksperts geskep is.

Abstracts / Ditlhagiso / Opsommings

Adams, Thabisile

University of Johannesburg, tadams@uj.ac.za

Code-switching in a predominantly English-medium Black Pentecostal Charismatic Church

The act of code-switching occurs naturally among speakers within multilingual societies, and often extends to domains such as those that are religious in nature. Although church sermons often make use of one language, instances of code-switching may manifest and often serve a particular function for both the audience and the speaker. While studies regarding the use of code-switching within this domain exist (Chen 2013; Harmaini 2014; Shin 2010; Woods 2004), in South Africa this phenomenon is often researched from an education perspective and minimally from the perspective of religion, particularly within the Christian community. This paper aims to examine the perceived function of code-switching between English and indigenous South African languages in the sermons of a predominantly English-medium Black Pentecostal Charismatic Church in Soweto. The data presented is a collection of the views and opinions of the congregation as well as the pastors regarding code-switching collected by means of questionnaires. Notwithstanding a significant corpus of research on the Christian religion, also in relation to Christianity and language, very limited research has been done with regards to the language of religion in black churches, specifically within Black charismatic churches. Black mainstream churches such as the Anglican, Lutheran and Roman Catholic churches use indigenous South African languages in their church services, but in the case of the object of this candidate's study, a large and growing black Pentecostal Charismatic Church, English is the predominant language of communication.

Amiroodeen, Raheema

University of the Witwatersrand, 535220@students.wits.ac.za

A cross-modal investigation into the oral and written narratives of L1 Sotho learners of English

This study seeks to assess the communicative behaviour in the production of extended discourse in bilingual children. The investigation compares the narratives produced across two modalities of language, the oral and the written, of first language (L1) Sotho speakers in their second language (L2), English. With an increased interest in psycholinguistics regarding the cognitive processes that support second language acquisition, concerns have arisen regarding the consequences of having two languages active in early childhood (McCardle & Hoff, 2006). The South African language policy favours bilingual learning in schools; however, many challenges arise due to this as some children cannot be taught in their native language. According to studies, the role of gesture plays an important part in second language development; and may therefore contribute significantly as a resource in learning as well as a component of language proficiency (Gullberg, de Bot & Volterra, 2010). A lot of research has been conducted on the linguistic characterisation of speech and writing; however, these two aspects are rarely compared (Sun & Yang, 2011); the following study aims to benefit L2 research by further contributing to this. Obtained through a video retelling task, the research carried out was for the most part quantitative, along with a qualitative analysis of mostly the written data. The investigation seeks to find out which modality of language will produce the most information, i.e. will the oral or written modality contribute more information in the narratives produced? And what is the influence of gesture on the oral narrative ability? The findings of this study may assist in providing insight into whether learning in the L2 is a factor in the academic progress of learners in South Africa and thus shed some light on oral and written language teaching and assessment. We will also be able to gain insight into the narrative and discourse construction of second language learners across three modalities of language.

Assam, Blanche

Centre for Text Technology, bassam@uwc.ac.za

Ndinga-Koumba-Binza, H Steve

CText, North-West University, 22602569@nwu.ac.za

Considering French within the emerging Gabonese lexicography

According to Lafage (1993:216), in Africa, “there does not appear to be any challenge in the foreseeable future to the role of French in the functions for which it is used: administration, international relations, teaching, the media, trade, transport, tourism, science and technology, literature and so on, despite sociolinguistic and socioeconomic situations and political options being very different”. This is the perfect description of the position of French in Gabon, an African country where language studies are experiencing a fast-growing and emerging discipline of lexicography. Although it has its origins as a foreign language, French being the sole official language in Gabon has been granted the rank of national language through socio-political, economic and contextual means. This leads to ask the question whether Gabon should stop importing French dictionaries in order to make its own. This question leads to another: What is the place of French in the emerging Gabonese lexicography? This paper advocates the development of Gabonese French lexicography and suggests reconsidering the place of the French language within the Gabonese lexicography. The paper first covers a review of current trends in Gabonese lexicography with specific reference to the position of the French language. Then it outlines the French language situation within the language diversity of Gabon, and finally provides a theoretical perspective towards introducing and setting up a Gabonese French lexicography. Within the strategic planning for Gabonese lexicography, French should be as important as Gabonese native languages within the emerging Gabonese lexicography, whose modern era of dictionary production has shown little interest in producing French dictionaries. Finally, the paper argues that the development of Gabonese French lexicography will contribute to the standardisation of the language (with its cultural and local inputs) to form part of the French language as it is known worldwide.

Awung, Felix

Durban University of Technology, felixa@dut.ac.za

Rapeane-Mathonsi, Maleshoane

Durban University of Technology, maleshoaner@dut.ac.za

The challenges of official bilingualism in the mobile telecommunications sector of Lesotho

This article discusses the issue of formal bilingualism in Lesotho, as prescribed by the constitution of Lesotho. This constitution affords Sesotho and English the status of official languages, with Sesotho also enjoying the added status of the national language. However, as in most African states, these two official languages are not true co-official languages, especially outside many homes. Implementation of Lesotho’s bilingual policy clearly comes with both benefits and challenges, with benefits mainly being experienced by the monolingual Mosotho who cannot access information in English which is a foreign language. On the other hand, there are challenges as many institutions which are supposed to implement this policy fail to do so. It is within this context that this paper situates itself and seeks to explore the challenges of implementing bilingualism in the mobile

telecommunication sector in Lesotho. Through a survey of customer-target communication, the paper argues that mobile telephone companies in Lesotho portray a flawed implementation of bilingualism, and this failure can be attributed to the absence of professionalism as well as the lack companies' commitment to the promotion of bilingualism in the country.

Bekker, Ian

North-West University, ian.bekker@nwu.ac.za

Verwoerd vs. Schneider: Afrikaner Nationalism and the Dynamic Model

South African history provided a complex environment for the development of New Englishes. While recent developments in South African English reflect a degree of socio-political integration since the dismantling of apartheid (e.g. Da Silva 2007; Mesthrie 2010), it is an unfortunate truism that much of society remains structured along divisions integral to the colonial and apartheid past, reflected in the continued existence of ethnic/racial sub-varieties. Within this context, this account reconceptualises SAfE's place within Schneider's (2003, 2007) Dynamic Model of the Evolution of Postcolonial Englishes, challenging his contention that SAfE has made serious inroads into Phase 4 (endonormative stabilization) and taking seriously his own allusion to the possibility that "South Africa accommodates several PCEs [i.e. Postcolonial Englishes]" (Schneider 2007:174). In framing this reconceptualisation, the article makes use of a proposal originally contained in Bekker (2009) and elaborated upon in Bekker (2012), i.e. that SAfE underwent a prolonged koinéization process lasting until approximately the 1930s. On this basis, it is suggested that SAfE, as conceptualised vis-à-vis the Afrikaans and Yiddish-speaking communities, has, based largely on the gradual historical rapprochement between the relevant communities, reached endonormative stabilization (with hints of phase-5 differentiation). On the other hand, due mainly to the forced ethnic/racial divisions imposed by apartheid, SAfE as conceptualised vis-à-vis the African-language community has, contrary to pronouncements in Schneider (2007) and Van Rooy and Terblanche (2010), but in support of claims made in Bekker (2009) and Van Rooy (2010), not yet completed the nativization phase (Phase 3). More generally, this reconceptualisation of SAfE vis-à-vis Schneider's (2003, 2007) model, and in alignment with Van Rooy (2014), implies allowing the model's evolutionary phases to cycle independently and more than once within a particular ex-colony, reflecting the simple fact that in some colonies, such as South Africa, different communities have integrated at different times.

Bekker, Ian

North-West University, ian.bekker@nwu.ac.za

The colour of liquid: /l/ in South African English

The draft article on which this paper is based is, firstly, focused on providing a comprehensive analysis of the phonetic nature of /l/ in South African English as well as its effect on adjacent vowel quality. In aid of this goal, it employs a range of SAE data sources, both impressionistic and acoustic. With respect to the nature of /l/ in SAE it shows, contra Lanham (1967), Wells (1982) and Trudgill (2004), and in support of Lass (1990; 1995), that, in General SAE at least, /l/ shows a typically 'Southern' clear-dark allophony. In contrast to statements by Lass (2004) however, the acoustic data in particular shows that final, tautosyllabic /l/ in SAE has a categorically velar target, providing no evidence for uvular or pharyngeal secondary articulation. Initial /l/ would, on the basis of the acoustic data, be best described as [i]-coloured. With respect to the effect of /l/ on adjacent vowel quality and drawing on

results published in Bekker (2009), the research shows that the effect has, in general, been underestimated in the impressionistic literature. There is, in addition, evidence to suggest a number of cases of neutralization and/or phonologization (Blevins 2004, Barnes 2006). This last phenomenon is, in turn, seen to provide a challenge to standard Government Phonology (Kaye, Lowenstamm and Vergnaud 1985; 1990, Harris 1994) and other models, for example Lowenstamm (1996), Scheer (2004), Botma, Ewen and Van der Torre (2008), which reject the coda as part of phonological constituent structure. Recent developments in Minimalist Phonology (Pöchtrager 2006, Úlfsson 2008a;b) are, however, shown to provide a possible basis for satisfactory modelling of the data.

Bergh, Luna

University of the Free State, BerghL@ufs.ac.za

Cawood, Stephanie

University of the Free State, CawoodS@ufs.ac.za

The grammar of everyday ritual

This paper blends and follows on the work of the two (presenting) authors on ritual, oral tradition, greeting conventions and the grammar of tattoos. The focus here is on the Afrikaans word “*Tannie*” (/ˈtʌni/ English ‘Auntie’). As a form of address shared by a specific speech community, this word both summarises and reveals current challenges concerning power relationships, branding, political correctness, tradition, greeting rituals, face and (gendered) identity, youth culture and the role of young women as change agents. In Afrikaans as well as in informal South African English, *Tannie* can, inter alia, be used as a kinship term (an aunt); as a traditional friendly form of address for a woman who is at least ten years older than you; to mark age difference; or to refer disapprovingly to a woman with old-fashioned views or tastes. The objective of this paper is to present as a grammar the attributes, patterned use and regularities of this word that is supposedly a conventionally polite form of address yet causes mostly confusion, negative social branding or emotional pain because of its cultural subtext. The paper evaluates current notions of politeness and social branding against the background of sociocognitive patterns found in respect of the word *Tannie*. This study contributes to an understanding of the role honorifics play in meaning construction in everyday ritual and the expression of identities of speech communities.

Beukes, Anne-Marié

University of Johannesburg, ambeukes@uj.ac.za

Translators as agents of sociolinguistic change in contemporary South Africa.

The global translation and interpreting industry is a fast-growing sector with a concomitant heightened public awareness of translators and interpreters’ roles in mediating communication in a globalized world. The aim of this paper is to explore the notion that translators and interpreters, in addition to being facilitators of communication, also act as facilitators of social change. Since the ‘cultural turn’ in Translation Studies during the late 20th century translation is no longer viewed only as a mediatory activity that results in bridging linguistic barriers, but is also essentially valued as having socio-cultural and ideological impact. It is therefore acknowledged that translators work in particular socio-political contexts and that “issues of agency, the ways translation can effect cultural change, and the relation of translation to dominance, cultural assertion, cultural resistance”

(Tymoczko 2007: 44) should be taken into consideration upon assessing their role in our changing world. This paper will attempt to investigate the potential role of translators as agents of sociolinguistic change in contemporary South Africa drawing on the activist role that translators historically played in the elaboration of Afrikaans. The paper will argue how 'the good offices of translation' may facilitate the much-needed expansion of the socio-cultural domains of the other indigenous languages.

Biscombe, Monique

Stellenbosch University, biscombemonique@gmail.com

Investigating and re-imagining the visual, representative lexicon within the Stellenbosch Village Museum

Against the background of a history of over three hundred and fifty years of colonialism (Oloyede 2009:429), the first museum in South Africa was established in Cape Town in 1825. Amidst the political turmoil of Apartheid, the Stellenbosch Village Museum was proclaimed in 1962 as an increasing need arose to "preserve the town's history with its many artefacts" (Eikestadnuus 1956:n.p). Reflecting the Apartheid ideologies of the time, a colonial 'white' Afrikaner identity dominated the Stellenbosch Village Museum's space. In the Stellenbosch Village Museum at present certain groups remain largely under-represented. To explore the semiotic landscape within the Stellenbosch Village Museum, interpretive and qualitative research methods will be employed. To generate data a process of collecting and scrutinising visual communication artefacts such as photography (archival and present), varying transcripts, newspaper articles and the physical museum space will be employed. An inductive qualitative analysis will be used to guide the analysis ensuring that the core ideas are identified (Thomas 2003:1-2). Through this interrogation, informed by an elaborate theoretical framework, it may contribute towards creating awareness and promoting a necessary dialogue with regards to an all-inclusive heritage production. This may contribute towards enhancing the development and growth that is already present within South African museums.

Bock, Zannie

University of the Western Cape, zannie.bock@gmail.com

Telling stories: the discursive construction of race in the narratives of students

Although apartheid officially ended in 1994, race as a primary marker of identity has continued to permeate many aspects of private and public life in a post-apartheid South Africa. For young people growing up in the 'new' South Africa, the terrain of racial positioning is difficult and uneven. Referred to as the 'born frees', they aspire to be liberated from the past yet are themselves shaped by and positioned within its legacy. While a number of scholars have explored the racial positioning of students in historically white institutions (or partly white in the case of the merged institutions), little research has been conducted on racialised discourses in institutions which can be described as historically black. This paper seeks to address this gap by reporting on the salience of race in the discourses of students at the University of the Western Cape (UWC). The data consist of seven interviews held on campus between 2009 and 2014. Using a focus on narrative, in particular 'small stories' (cf. Bamberg & Georgakopoulou 2008), this paper explores how their stories provide insight into the complex and dialogic ways in which they discursively negotiate the racialised discourses of both the past and the present and seek to imagine the future.

Botha, Lande

North-West University, Lande.Botha@nwu.ac.za

Quality specification: Towards a usage-based description of noun modifiers

Systemic functional grammar (SFG, developed by Halliday) provides a meaning-based framework for the description of grammatical units at every rank of constituency. Central to the classification of noun modifiers is the concept of quality. In SFG, postmodifiers correspond experientially to Qualifiers, which express some quality of the noun as a proposition (i.e. either a major Process realized by a clause, or a minor Process realised by a prepositional phrase). Tucker's (1998) system network of QUALITY is essentially a semantic classification of adjectives, which typically occur prenominally within the noun phrase or predicatively at clause rank. Prenominal and postnominal modifiers share the function of expressing quality, but they differ structurally. The aim of this paper is to explore the extent to which the semantic classes of adjectives also applies to postnominal modifiers. This theoretical reflection will be supplemented with a corpus investigation making use of selected ICE (International corpus of English) and ICLE (International Corpus of Learner English) subcorpora. The corpus investigation will shed light on the distribution of prenominal and postnominal modifiers in World Englishes (WE) – a topic which has received very little attention in WE research, as well as serve as an opportunity to evaluate Tucker's system network as descriptive framework for corpus data.

Breed, Adri

Noordwes-Universiteit, adri.breed@nwu.ac.za

Die verledetyd: 'n Toekomstige saak

The past tense: A case for the future

In die Germaanse tale vind ons 'n temporele konstruksie wat deur 'n besitlikheidswerkwoord gevorm word. In tale soos Nederlands ('hebben', voorbeeldsin 1), Engels ('have', voorbeeldsin 3) en Duits ('haben', voorbeeldsin 5) druk hierdie konstruksie anteriorbetekenis uit. 'n Geflekteerde werkwoordsvorm (oftewel die preteritumvorm) word in hierdie drie tale gebruik om eenvoudige verledetyd uit te druk (vergelyk voorbeeldsinne 2, 4 en 6).

1. Ndl: Ze heeft de appel geeten.
2. Ndl: Ze at de appel.
3. Eng: She has eaten the apple.
4. Eng: She ate the apple.
5. Dui: Sie hat den Apfel gegessen
6. Dui: Sie aß den Apfel
7. Afr: Sy het die appel geëet.

In Afrikaans het die ooreenstemmende 'het'-konstruksie egter gegrammatikaliseer om beide anterior- en eenvoudige verledetydsbetekenis, en die progressiewe verlede, te kan uitdruk (voorbeeldsin 7). Die geflekteerde preteritumvorm het reeds in die vroeë 19de eeu uit Afrikaans verdwyn. Die verwagting is dus dat hierdie verledetydskonstruksie veralgemeen is om nie 'n voorkeur te toon vir sekere werkwoorde of werkwoordtipes nie en nie 'n onderskeid te tref tussen verskillende aspekuele betekenis nie. Hierdie referaat sal die resultate van die 'n diakroniese korpusondersoek aanbied wat egter sterk aantoon dat die 'het'-verledetyd van Afrikaans weer eens besig is om te spesifiseer en 'n voorkeur te begin ontwikkel aan sekere werkwoorde wat prototipies geassosieer kan word met die perfektumbetekenis (byvoorbeeld oorganklike werkwoorde, teliese werkwoorde en werkwoorde wat konkrete objekte vereis). Terselfdertyd is 'n alternatiewe werkwoordvorm (naamlik die historiese

presens) stadig maar seker besig om die plek van die 'het'-verlede in te neem as merker van eenvoudige verledetyd. Laastens neem die frekwensie van perifrastiese progressiewe werkwoordsvorme ook toe, wat 'n verdere aanduiding kan wees dat aspektueel-spesifiserende werkwoordvorme aan die terugkeer is in Afrikaans.

Brink, Nina

Noordwes-Universiteit, Nina.Brink@nwu.ac.za

'n Konseptuele kategorisering van Afrikaanssprekende kinders se eerste leksikale items

A conceptual categorisation of Afrikaans-speaking children's first lexical items

Ondersoeke na eerstetaalverwerwing fokus meestal op die betrokke sielkundige en taalkundige prosesse. In hierdie referaat word egter gefokus op wat afgelei kan word van kinders se kategorievorming soos opgemerk in hul vroeë taalgebruik. Die verband tussen eerstetaalverwerwing en kategorievorming word daarom deurgaans ondersoek. In hierdie referaat word daar gepoog om Afrikaanse kinders tussen die ouderdom van 8 en 24 maande se eerste leksikale items aan die hand van Halliday en Matthiessen (1999 & 2004) se ervaringsgedrewe, ideasionele (konseptuele) taalkonstituentklasse wat in sistemies-funksionele linguistiek (SFL) onderskei word, te kategoriseer. Volgens SFL is die hoofkomponente van die ervaringsgedrewe struktuur van die klous 'n proses wat in tyd ontvou, die deelnemers betrokke by die proses en die omstandighede wat met die proses geassosieer word. Die referaat is dus tweedelig – eerstens word eerste leksikale items aan die hand van SFL gekategoriseer, en tweedens word meer te wete gekom oor die wyse waarop konseptuele kategorieë gevorm en verwerf word. Vanuit 'n literatuuroorsig en vorige referaat is daar afgelei dat kinders se eerste leksikale items oor die algemeen prototipiese effekte vertoon. Die prototipeteorie word daarom as benadering tot die kategorisering van die eerste leksikale items gebruik, terwyl SFL se raamwerk vir die kategorisering aangewend word. SFL bied ruimte vir prototipiese effekte in kategorieë. Hierdie referaat is gebaseer op 'n meestersgraadstudie en voorlopige resultate van 'n loodsstudie sal bekend gemaak word.

Butler, Anneke

North-West University, anneke.butler@nwu.ac.za

Schutte, Nicole

North-West University, 20398026@nwu.ac.za

Minding summaries: The development of a mind-mapping rubric in an AL intervention

Mind-mapping has proved to be an effective and powerful tool for meaningful visual summarising in a structured way. However, in order to determine whether students have reached the set outcomes for summarising in this way, an objective measuring instrument is required. The assessment of mind-maps is a notoriously problematic activity: (i) students struggle to differentiate between essential and non-essential information; (ii) lecturers tend to rely too heavily on rewarding content and not the structure in which the content is presented; (iii) because of the interpretative nature of mind-maps, there are many levels of subjectivity embedded in the drawing, teaching and assessment process; (iv) the nature of the summarising activity calls for a need to improve inter-marker reliability; and (v) current assessment practices may result in a wasted opportunity for constructive feedback. In search of a suitable rubric, many attempts were found in the literature to assess mind-maps. These, however, proved to still have a high level of subjectivity and also deal with students from different contexts. Consequently, we developed an assessment tool for mind-maps that addresses typical difficulties that are experienced by lecturers. In the pilot study, our newly-developed assessment tool for assessing mind-maps proves to fulfil most of our immediate needs. The assessment tool has scope to assess the amount of information given on a continuum between being too cryptic and not summarised at all (re-write sections from the text); not only focuses on the content of the summary, but also the way it is presented (structure); ensures objective and justifiable assessment of mind-maps; reinforces inter-marker reliability; and provides a basis for constructive feedback and therefore serves as a teaching-learning tool. In this presentation, we will discuss the development of the rubric in detail as well as the benefits and limitations thereof.

Butler, Gustav

North-West University, gustav.butler@nwu.ac.za

Mahlasela, Johannes

North-West University, johannes.mahlasela@nwu.ac.za

A comparison of students' academic literacy (AL) levels in English and Sesotho

This paper reports on the progress of a translation project towards the promotion of functional multilingualism at a South African university. Firstly, the project aimed to establish to what extent home languages other than English and Afrikaans (in this case, Sesotho) could be utilised to offer additional learning support to students. A logical point of departure was therefore the reliable assessment of student readiness with regard to adequate AL levels that would enable them to make productive use of additional support materials in Sesotho. Although one could have employed Grade 12 home language results as a measure of student readiness, recent reports about the inflated nature of such results for African home language papers called for an alternative measurement that could provide a reliable indication of students' functional AL levels in Sesotho. The initial phase of the project therefore involved the translation of the Test of Academic Literacy Levels (TALL) into Sesotho. The translated version of the test was subjected to a number of pilot phases in which the test was refined in order to reach comparable reliability measures to those shown by the TALL. The primary

aim of this paper is to present a comparative analysis of the results of a substantial group of students who wrote both the TALL (English) and the translated Sesotho version of the test at the beginning of 2015. It includes a discussion of reliability measures for both tests as well as a comprehensive discussion of specific problem areas regarding the AL abilities measured by both tests. Although the tests have not been developed as diagnostic tests per se, this analysis provides one with crucial information about the focus of AL interventions as well as specific problematic issues for Sesotho Home Language students that could inform the design of extra support materials in Sesotho.

Caroline, Mangerel

University of the Free State, mangerelc@ufs.ac.za

Exploring the untranslated in intersemiotic translation

There is no doubt that silence is an intricate part of power in translation, both in practice and in theory. Beyond the well-known theme of power dynamics in postcolonial contexts, new issues of power have arisen in today's globalised economy (Marais, 2014), where issues faced by multilingual societies are reverberated in different, foreign, yet comparable contexts. The objective of this paper is to highlight the significance of silences in translation: what isn't being translated, and why. This research aims to go beyond interlinguistic translation, into the wider framework of intersemiotic translation (Jakobson, 2000 [1959]; Torop, 2002; Aguiar & Queiroz, 2013), which allows one to compare and contrast linguistic and non-linguistic systems. Specifically, I propose to look at manifestations of silence in interdisciplinary system translation, which blends different codes and which can be analysed using a similar theoretical apparatus as multimodal or multimedia translation, and intersystemic adaptation (Eco, 2001). The topic is examined through several examples taken from the legal and scientific fields, both in South Africa and abroad. By examining the elements that are left out of the process, it becomes easier to draw the portrait of a global policy of social disenfranchisement.

Carstens, WAM

Noordwes-Universiteit, wannie.carstens@nwu.ac.za

Waarom die hernude belangstelling in die geskiedenis van Afrikaans?

Why a renewed interest in the history of Afrikaans?

Die afgelope paar jaar het daar 'n klompie nuwe publikasies oor die geskiedenis van Afrikaans verskyn, soos Daniël Hugo en andere se *Halala Afrikaans* (2009), Achmat Davids se *The Afrikaans of the Cape Muslims from 1815 to 1915* (2011), HP Grebe se *Op die keper beskou*. Oor die ontstaan van Afrikaans (2012), Christo van Rensburg se *Só kry ons Afrikaans* (2012), asook JC Steyn se omvattende *'Ons gaan 'n taal maak': Afrikaans sedert die Patriot-jare* (2014). En intussen is WAM Carstens en EH Raidt ook besig met 'n nuwe boek oor die geskiedenis van Afrikaans, met as titel: *Die storie van Afrikaans: uit Europa en van Afrika. Biografie van 'n taal* (beplan vir 2016).

Die verskyning van hierdie boeke is interessant omdat daar vir 'n lang tyd 'n publikasie-lugleegte in hierdie veld was. Van waar hierdie nuwe belangstelling in Afrikaans se verlede? Wat onderskei hierdie boeke van mekaar?

In hierdie referaat word die onderskeie vertrekpunte en teikengehore van die bogenoemde boeke ondersoek met die doel om 'n antwoord te probeer gee op die vraag: Waarom nou (ewe skielik) die hernude belangstelling in die geskiedenis van Afrikaans? Is dit om politieke, sosiohistoriese of taalhistoriese redes?

Chevalier, Alida

University of Cape Town, a.chevalier@uct.ac.za

Chain shift and merger in South African English

The old South African English Chain Shift involves the raising of KIT (/ɪ/) DRESS (/e/) and TRAP (/æ/) when compared to Received Pronunciation (Lass & Wright, 1986). Bekker (2009) studied South African English (SAfE) vowels, comparing data he collected to the descriptions and findings of Webb's (1983) acoustic study and the impressionistic descriptions by Lass and Wright, among others. Bekker's findings support Lanham's (1965, 91) prediction of continued raising, with the exception of TRAP lowering. The study at hand set out to test Lanham's prediction and Bekker's findings. It also seeks to test the extent of TRAP and STRUT (/ʌ/) merger as suggested by the auditory perceptions of the researcher. In doing so, 53 middle-class Capetonians were recorded taking part in sociolinguistic interviews. The data was subsequently analysed using the Forced Alignment and Vowel Extraction Toolkit with a slightly modified version of the British English Example Pronouncing dictionary. Where necessary, statistical models were run via the statistical package R. Analysis shows evidence of innovation involving lowered and centralised KIT and DRESS by young speakers. The lowering and retraction of TRAP results in overlaps with STRUT, though these do not suggest merger (minimal pairs tests support this). Instead, STRUT participates in the chain shift currently underway in SAfE. Reversal of the chain shift described by Lass and Wright is underway in the speech of young, middle-class English speakers from Cape Town. Speakers of English in Canada, California, South-east England, Dublin and Australia have shown similar trends in vowel lowering and retraction, indicating that South African English in Cape Town is shifting vowels alongside its global counterparts.

Coetzee, Andries

University of Michigan (USA) / North-West University, coetzee@umich.edu

Beddor, Patrice

University of Michigan (USA), beddor@umich.edu

Wissing, Daan

North-West University, Daan.Wissing@nwu.ac.za

Afrikaans as a tone language

Afrikaans (like its direct ancestor Dutch) is usually described as having a contrast between prevoiced and unaspirated voiceless plosives ([b]~[p], [d]~[t]). In this study we report the results of two experiments showing that this voicing contrast is being replaced by a tonal contrast. In Experiment 1, we explore the production of /b d/ and /p t/ in word-initial position by 10 younger speakers (under 25) and 13 older speakers (over 50). We found that all speakers realized some historically voiced plosives /b d/ as voiceless, thereby merging them with the realization of the unaspirated voiceless plosives /p t/. The devoicing rate was much higher for younger than older speakers (83% vs. 44%), however, suggesting an ongoing sound change. Although the voicing contrast between /b d/ and /p t/

is being lost, we also found that the contrast between these two groups of plosives is being preserved in the fundamental frequency of the following vowel, i.e. as a tonal contrast. Vowels following /b d/ are realized as low-toned with a fundamental frequency approximately 50 Hz lower than vowels after /p t/, which are realized as high-toned. The Afrikaans words "bas" and "pas" are hence still differentiated, but are produced not with a voicing contrast as in [bas]~[pas], but with a tonal contrast as in [pàs]~[pás]. In Experiment 2, we explore the perception of this contrast, showing that the same older and younger participants alike used the tonal contrast to differentiate between words starting with phonologically voiced and voiceless plosives—i.e. all listeners identified [pàk] as a production of "bak" and [pák] as a production of "pak". We will also consider the relevance of these results for theories of sound change, with particular attention to the respective roles of speakers and listeners in the origin and propagation of a sound change.

Coetzee, Andries

University of Michigan (USA) / North-West University, coetzee@umich.edu

García-Amaya, Lorenzo

University of Michigan (USA), lgarciaa@umich.edu

Henriksen, Nicholas

University of Michigan (USA), nhenriks@umich.edu

Wissing, Daan

North-West University, Daan.Wissing@nwu.ac.za

Afrikaans in Patagonia: Maintenance and loss under Spanish contact

Approximately 600 Afrikaans speakers settled in an isolated part of Patagonia, Argentina, between 1902 and 1906. Over the following six decades, the community grew to include several thousand people with Afrikaans as their first (and often only) language. With the discovery of oil, however, there has been a large migration of Spanish speakers into the community, resulting in a decline of Afrikaans usage. Although nowadays the community still maintains a strong Afrikaans cultural identity, knowledge and use of Afrikaans are limited to only to the oldest generation (fewer than 50 fluent speakers remain, most over 70 years of age). In this presentation, we report on our research about the Afrikaans spoken by this community. Our data were collected during a 2014-fieldtrip to the community, and consist both of informal interviews and speech samples collected through more controlled elicitation tasks. Our presentation focuses on the influence that extensive Spanish contact has had on the phonetics and phonology of Patagonian Afrikaans, with particular reference to the rhythmic properties of the language. Although the phonetics and phonology of Patagonian Afrikaans have preserved most of the features of South African Afrikaans, there are examples of Spanish influence on this variety, including inter-vocalic lenition of voiced plosives (pronouncing the [d] in "sodat" with a voiced inter-dental fricative), and loss of the length contrast in low vowels (i.e. pronouncing words like "ma" and "pa" with short [a]). We will show, in particular, that the rhythmic properties of Patagonian Afrikaans are much closer to Spanish than to South African Afrikaans. Patagonian Afrikaans has a more syllable-timed rhythmic structure (typically associated with Romance languages) rather than the stress-timed structure (more typical of Germanic languages). We will interpret our results in the light of theories about language change, loss and preservation in situations of language contact.

Coetzee-Van Rooy, Susan

North-West University, susan.coetzeevanrooy@nwu.ac.za

1998, 2010, 2015: Do many languages divide or unite South Africa?

The “one-nation-one-language” disposition is problematic in contexts where widespread societal and individual multilingualism prevail. The dominance of the “one-nation-one-language” idea results in the continuous scrutiny of the issue of nation-building in multilingual countries like South Africa (Alexander, 1991, 2003, 2004; Chick, 2002; Madiba, 1999; Webb 1999; Fardon & Furniss, 2002) and India (Pattanayak 1985, 1988, 1990; Mohanty, 1990, 1991, 2010). This paper aims to report current views about multilingualism and national unity from the Vaal Triangle region in South Africa. The data reported in the paper result from a large-scale questionnaire survey that was conducted in the Vaal Triangle region in 1998, 2010 and 2015. The questionnaire data focus on four questions asked of participants (n=1800+) that determined their perceptions of the importance of speaking more languages in South Africa, the number of languages to learn, which languages to learn and why these languages should be learnt. The closed questionnaire items were analysed by reporting and interpreting the frequencies of responses and by calculating chi-squares to compare if the responses in 1998, 2010 and 2015 differ statistically significantly. The analysis of the open item in the questionnaire was done with ATLAS.Ti. Emerging patterns provide an indication of the relationship between multilingualism and national unity for this group of participants. The main findings of the study would enable one to provide an answer from one specific region in the country to the question: Do many languages unite or divide South Africa? This remains a highly relevant topic of study in multilingual societies globally.

Conduah, Aloysius

University of South Africa, conduan@unisa.ac.za

Bridging the ‘outsider’ and the ‘insider’ identities using language

An “insider” is “someone who is an accepted member of a group and who therefore has a special or secret knowledge or influence” (*Cambridge International Dictionary of English*, 1995:735). An “outsider” is “also a person who is not liked or accepted as a member of a particular group, organization or society and who feels different from those people who are accepted as members” (*Cambridge International Dictionary of English*, 1995: 1004). “A bridge is not a road...a bridge merely connects, right and left, one side and another... thus, a bridge becomes a metaphor for connection, for difference, and for the space in-between” (Gershenson, 2005:1). Following Gershenson’s (2005) view and the definitions given above, I argue that an immigrant enters any speech community as an outsider and a member of a minority group with different social, economic, cultural, linguistic and physical background. These differences are ‘gaps’ between the immigrant and established members of a speech community. However, the immigrant may choose to ‘connect’ with the speech community by learning a destination language. The bridge thus serves as “something that allows (the immigrant) gradually to make a change” linguistically and socially to become an accepted member of the speech community (*Cambridge International Dictionary of English*, 1995:164). On the other hand, immigrants who decide not to learn a destination language, remain in “the space in-between” and thus do not get integrated into the speech community in the destination country. The research forms part of a study with 115 respondents that explored the relationship between language and employment among Ghanaian immigrants in Johannesburg and their access to the South African economy.

Conradie, Jac

Universiteit van Johannesburg, jacc@uj.ac.za

Die gebruik van modale partikels in verskillende variëteite van Afrikaans

The use of modal particles in different varieties of Afrikaans

Modale partikels soos *mos, darem, tog, eintlik, dalk, hoeka* en *sommer* word oorvloedig gebruik oor die hele spektrum van variëteite van hedendaagse Afrikaans, en word selfs in Suid-Afrikaanse Engels oorgeneem. Sommiges is uit Nederlands afkomstig, ander berus op geërfde bywoorde wat in Afrikaans modaal geword het en enkeles het in die kontaksituasie op eie bodem ontstaan, bv. 'n leenwoord soos *hoeka* uit Khoi, of die reduplikasievorm *reg-reg* waaruit *rêrig* ontwikkel het. Aan die hand van corpora – in sommige gevalle beperk – word 'n profiel saamgestel van die partikelgebruik in elke variëteit: watter tipes die meeste voorkom in elk (en die persentasie inheemse tipes wat elkeen gebruik), watter betekenis- of gebruiksverskille tussen die variëteite voorkom, in watter registers partikels die meeste gebruik word, watter kollokasies die meeste voorkom, ens., onder meer om vas te stel of een variëteit as meer innoverend as 'n ander beskou kan word.

Cornelius, Eleanor

University of Johannesburg, eleanorc@uj.ac.za

Back to basics: Defining 'plain language' in contemporary South Africa

Defining the concept 'plain language' has been hugely problematic since the origins of the so-called Plain Language Movement in the 1970s in the USA and elsewhere in the world. Definitions of plain language abound, yet James (2008:6) warns, in relation to plain language practitioners, that "(W)e can't yet call ourselves a coherent field, let alone a profession, while we offer such varying definitions of what we do". Contemporary international definitions of plain language are of three types: numerical (or formula-based), elements-focused, or outcomes-focused (Cheek, 2010). In South Africa, protective legislation gave rise to a local definition of plain language, widely acclaimed for its comprehensiveness and its practicality. From a text-linguistic angle, this paper ruminates on the nature of the definition of plain language in the National Credit Act (2005) and the Consumer Protection Act (2008), and critically appraises its value, as a sharp and reliable tool for use by plain language practitioners – as applied linguists – in the absence of norms, standards or guidelines for the use of plain language in the consumer industry in contemporary South Africa.

De Jager, Gwendolynn

University of the Witwatersrand, Gwendolynn.DeJager@wits.ac.za

Slater, Sanchia

University of the Witwatersrand, Sanchia.Slater@wits.ac.za

Lessons from a silent classroom

Teaching English to deaf students is an under-researched and under-reported area. When we first started preparing to teach English as a Second Language (ESL) to a cohort of adult deaf students, there was little in the way of practical classroom strategies suitable for our particular context that we could draw on. As such, we approached the teaching context with the mind-set of being learners ourselves, knowing that what teachers can learn from their students is sometimes of greater value than the concepts and content they themselves teach. The purpose of this paper is to report on what we as teachers learnt from a ten-week course teaching ESL to two classes of adult deaf students. These lessons were learnt through the experiences of interacting with course content, technology in the classroom, the interpreter and the students themselves. Six broad areas were identified - the necessity of adapting material and course content; South African Sign Language (SASL) morphology and its relationship to the English lexicon, syntax and grammar; the role of the interpreter both as a conduit and as a repository of vital information for the teacher; homework and other methods of assessment; how pedagogy is influenced; and the use of technology in and outside the classroom. These lessons have changed our understanding of, and the way in which we interact with, the content and context of the classroom.

De Scally, Christelle

University of Johannesburg, stellieds@gmail.com

An Applied Linguistic approach to perceived gaps in language practitioners' training

The realities of the language practice industry suggest that language practitioners are not sufficiently prepared for the work that they are expected to do in these offices. This paper seeks to find greater conceptual clarity between the environment in which language practitioners are trained and what their work entails in the workplace. The author's main argument is that some language practitioners are not adequately trained in certain educational environments in order to sufficiently prepare them for the demands of corporate language practice in the twenty-first century. Besides their ability to edit, proofread, translate, transcribe, interpret or write, language practitioners have to be able to fulfil a number of other roles in contemporary South Africa, namely to be exceptional communicators, checkers, researchers, experts in information technology as well as in social and political practices, decision-makers, project managers, and keepers of ethical and moral standards. The paper is based on a research project aimed at determining which of these roles language practitioners are not adequately prepared for in the work environment. It is also aimed at identifying the factors that affect the performance of language practitioners in the work environment and investigating how these factors could be addressed in the educational and corporate sector in order to produce work-ready, professional language practitioners. To this end, a language management model for effective language practice is proposed. This model contributes to prospective managers of language offices setting up language offices; current managers revising the structure, functions and policies of their language offices; prospective language practitioners or students realising what is expected of them when entering the workplace and current language practitioners revising their training portfolios and their functions in the language office.

De Wit, Anne-Louise

University of the Witwatersrand, anne-louise.dewit@wits.ac.za

Applying TESOL methodology in mainstream schools

The field of Teaching English as a Second Language (TESOL) is exciting and interesting, where teachers have the opportunity to equip second or foreign language learners from around the world with the language skills and knowledge they need to survive in the real world. The TESOL course, run at Wits Language School, encourages the use of the Communicative Teaching Approach and it is very common for the trainee teachers to say: "If only my school teachers used this approach to teach me, it would have helped me so much." This course encourages active language learning; where teachers reduce their talking time and use an inductive approach to allow their learners to express prior knowledge, interact with one another, discover things for themselves through critical thinking and using the target language in order to do that. This approach allows for a balance between learning language structures and developing communicative skills and functional competence. The communicative approach is not really new to the South African education system, seeing that it is mentioned in most of the CAPS documentation as the preferred teaching approach. The problem lies with the application and integration of this approach with what teachers have been doing in their teaching careers up to now. Many in-service language teachers are not trained on how to practically use the communicative approach in their teaching contexts and they would really benefit from some TESOL training. A group of 35 primary school teachers from the south of Johannesburg recently completed a TESOL course and a lot can be learned from their experience. This presentation will focus on what these mainstream teachers gained from the training, the challenges that they've experienced as well as suggestions for future training.

Diemer, Maxine

Rhodes University, mndiemer@gmail.com

The role of phonological awareness and rapid naming to literacy in isiXhosa

This study contributes to reading research on Bantu languages, where the role of various cognitive skills in reading has not yet been comprehensively examined. One of the current debates in reading research centres around the contribution of cognitive skills, namely phonological awareness and rapid naming, to reading (Vaessen & Blomert 2010; Norton & Wolf 2012; Moll *et al.* 2014). In this study, the contribution of phonological awareness and rapid naming to literacy is examined in 80 Grade 3 isiXhosa-speaking children. Measures for literacy included oral reading fluency, silent reading, comprehension and spelling. The exact relation between phonological awareness and rapid naming, and their relation to literacy is disputed. Of recent interest is whether the relative contribution of each skill to literacy is language independent (Kirby *et al.* 2003; Vaessen *et al.* 2010) or mediated by orthographic transparency (Ziegler *et al.* 2010; Moll *et al.* 2014). Furthermore, the correlation coefficient between phonological awareness (measured by phoneme deletion) and rapid naming is reported as ranging from weak in transparent orthographies (Finnish ($r = 0.13$) and Hungarian ($r = 0.25$)) (Moll *et al.* 2014) to moderate in inconsistently written English ($r = 0.38$) (Swanson *et al.* 2003), leading to conclusions that these two skills are independent from one another and are, therefore, separate constructs (Norton & Wolf 2012). These issues are examined in isiXhosa. Preliminary results

reveal that phoneme deletion and rapid naming correlate weakly to moderately ($r = 0.30$). This is unexpected since isiXhosa is quite transparent and should pattern like Finnish rather than English. This finding may support the view that the role of these cognitive skills changes over time, rather than being affected by orthography. A hierarchical regression analysis will shed further light on the relationships between phonological awareness and rapid naming to various literacy abilities in isiXhosa.

Ditsele, Thabo

Tshwane University of Technology, ditselet@tut.ac.za

Setswana-based tsotsitaal in the North West Province

According to Mesthrie and Hurst (2013), *tsotsitaal* is the name commonly used to refer to the phenomenon of African Urban Youth Language found in South Africa. It has been described as a 'stylect'; it involves variation in lexicon, and is a stylised register now found in all of South Africa's official languages. Tsotsitaal is understood to act as a form of peer communication, predominantly used by young men in South Africa's townships (i.e. peri-urban residential areas close to towns and cities). A lot of research has been done in Johannesburg, Durban and Cape Town and on the tsotsitaal whose Matrix Languages (MLs) are Afrikaans, isiZulu, Southern Sotho and isiXhosa. This paper analyses the tsotsitaal whose ML is Setswana that is spoken in the North West Province, where the language is dominant. It asks whether the Setswana-based tsotsitaal has any linguistic relation to the Southern Sotho-based one because Setswana and Southern Sotho are mutually intelligible. It also establishes the domains in which the Setswana-based tsotsitaal is used, and its role in terms of 'identity performance' and 'indexicality'. The paper suggests that the Setswana-based tsotsitaal is 'indexical' of an urban modernity associated with other varieties of South Africa.

Du Plessis, Colleen

University of the Free State, duplessiscl@ufs.ac.za

Els, Carla

University of the Free State,

Testing to teach: Ensuring validity in ESL learning

Language tests that are used for high-stakes purposes are required to comply with a number of quality control variables. As such, the process to validate these tests receives prominence where the emphasis is on the responsible design of measurement artefacts. However, the same care is not always shown when measuring language ability in university courses, or when developing language modules for pre-service teachers. In view of the reciprocity that exists between language teaching and testing, there is much to be gained from employing principles used in language assessment for the development of a language course. This paper focuses on the elements of construct and context validity used in language testing, as a means of evaluating a language module for FET-phase education students. The course content is scrutinised against inferences gained from three separate measures of language ability, as well as data obtained from a brief class survey to determine the literacy habits and course expectations of the students. The results of the respective written and oral assessments, as well as the survey responses, indicate that the sub-constructs of the course need to be aligned more closely with the needs of the students if the course is to be deemed systemically valid.

Du Plessis, Theodorus

Universiteit van die Vrystaat, dplesslt@ufs.ac.za

Die ontwerp van die *Handleiding vir Meertalige Tekens* en gemeenskapsbetrokkenheid: Enkele insigte

Designing the Guide for Multilingual Signs and community service: A few insights

In hierdie referaat word verslag gedoen van 'n gemeenskapsprojek in Philippolis, oudste en tradisioneel Griekwa-dorpie van die Suid-Vrystaat, waarmee gepoog is om 'n praktiese handleiding aan die gemeenskap beskikbaar te stel om hulle te help met die daarstel van meertalige tekens. Die projek vloei voort uit vorige ondersoeke in die gebied wat dui op 'n beleidsgaping tussen wat wetsmatig veronderstel is om in die linguistiese landskap te gebeur en wat in werklikheid besig is om te gebeur. Met die handleiding word oorhoofs beoog om linguistiese diversiteit in die openbare ruimte te help bewaar en om te help skep aan 'n inklusiewe linguistiese ruimte. Philippolis en omstreke is belangrik vanweë etno-linguistiese redes gegewe sy historiese belang in die Griekwa-geskiedenis. Verslag word gedoen oor die ontwerpproses van die *Handleiding vir Meertalige Tekens*, vanaf die ontwikkeling van 'n konsephandleiding, die verspreiding daarvan onder potensiële verbruikers, terugvoer van hierdie verbruikers, die herontwerp van die handleiding en die bekendstelling en verspreiding van 'n finale produk. Meer bepaald word stilgestaan by die terugvoer van die potensiële verbruikers na aanleiding van die kern ontwerpbeginsele wat by die konseptualisering nagevolg is. Hierdie terugvoer is verkry deur middel van semi-gestruktureerde onderhoude met 33 potensiële verbruikers. Ofskoon die resultate ietwat teleurstellend is, kon enkele belangrike vasstellings nietemin gemaak word oor die gemeenskap se gemengde respons op so 'n eksterne intervensie. Enersyds is die handleiding goed ontvang as praktiese hulpbron en as instrument vir die skep van 'n meertalige bewustheid. Respondente kon dus deels identifiseer met die "ideologie" van die handleiding. Andersyds voel respondente ambivalent oor aspekte wat met die ontwerpbeginsele verband hou. Hulle "vertolking" van bepaalde ontwerpbeginsele bevestigte die aanvanklike aannames wat vanuit 'n ontwerpsoogpunt gemaak is. Die resultate van die hele ondersoek kaart die noodsaak van 'n ontwerpproses wat gemeenskapsbetrokkenheid reeds in 'n vroeë stadium integreer.

Dyers, Charlyn

University of the Western Cape, cdyers@uwc.ac.za

Affirming the biliteracy of university students: current research on the provision of multilingual lecture resources at the University of the Western Cape

With lecture halls becoming increasingly multilingual and multicultural, there is greater recognition of the challenges which linguistic diversity and the corresponding literacy heterogeneity pose in teaching and learning. Although the scholarship on multiliteracy as inquiry into communication in or about writing in multiple languages has yielded useful insights, questions of strategy for responding to this challenge continue to exercise the minds of scholars. This paper reports on a study at the University of the Western Cape, South Africa, in which Hornberger's continua of biliteracy model (Hornberger, 2002) is operationalized in the form of a set of lecture resources with which students have to engage. Students' responses to the resources are then examined in light of the model, and the literacy practices framework is used to draw out further implications of the model for the development of lecture resources.

Edwards, Megan

University of the Witwatersrand, meganedwards82@gmail.com

A critical discourse analysis of Top-TV's application to broadcast pornography on television.

On the 14th March 2013 the Independent Communications Authority of South Africa (ICASA) held a hearing to consider an application by Top TV and their parent company ODM to broadcast three adult-content channels. This application and hearing have again brought the debate surrounding pornography to the fore in South Africa. While research in the field of pornography studies has historically been centred around whether pornography is harmful to women specifically and society in general, the current research aims to move away from this framework and examine issues of representation, discourse, and ideology within the debate. This will be achieved through the use of critical discourse analysis (CDA) to analyse the transcript of the hearing held at ICASA as well as newspaper reports regarding the hearing and its outcome. CDA concepts which will be mobilised include an analysis of lexical choices, transitivity, modality, and the representation of social actors. Discourses and ideologies that are found to be present within the transcript will be compared to those present in newspaper reports in order to analyse which discourses and ideologies are represented in the media and the process behind this representation. Arguments for and against the broadcasting of the proposed channels have relied upon various discourses and ideologies including the Constitutional right to freedom of expression, children's rights, the objectification of women, and religious discourses. Debates regarding sex in general, and pornography specifically, often reveal various cultural ideologies and attitudes towards sex, sexuality and gender. Analysing these discourses as well as the way they are represented in the media is crucial for gaining insights into the varied and sometimes contesting understandings of what pornography is and how it relates to issues of gender, sex and sexuality in South Africa.

Evans, Rinelle

University of Pretoria, rinelle.evans@up.ac.za

English as medium of instruction: Developing linguistic proficiency in pre-service teachers

Currently the majority of prospective teachers entering the education system annually are not mother tongue speakers of English yet it is assumed that since they speak English socially with reasonable fluency, they will be able to teach content effectively through the medium of English. Complex cognitive processes related to learning take place as teachers and learners interact with each other and grapple with mastering content material during each lesson. In such an educational context, learning could ultimately be affected negatively by instructional dissonance (Evans, 2005) and ineffective classroom communication. The key research problem is the mismatch between expectations that a graduate entering the teaching profession has sufficient linguistic prowess to mediate learning and the actual inadequacy of many beginner teachers' English proficiency in meeting the facilitation demands of the classroom. This inquiry rests on selected interviews, questionnaire data and audio recordings of multiple lesson presentations across grades while endeavouring to answer the following questions:

- What is currently the nature of Classroom English used nationally?
- What type of Classroom English does a beginner teacher require to teach effectively?
- What degree of oral proficiency is required to teach effectively?
- How can oral proficiency be measured satisfactorily?

This paper reports on the pilot phase which seeks to establish the nature and depth of Classroom English is i.e. the phraseology used by Grades 4-12 teachers when managing learner behaviour and facilitating content material during their daily interactions in the classroom. Emergent findings suggest that even mother-tongue speakers of English require intervention as they are inclined to be unaware of language learning principles and how little learners actually understand of instruction conducted in English.

Ferris, Fiona

University of the Western Cape, fferris@uwc.ac.za

Banda, Felix

University of the Western Cape, fbanda@uwc.ac.za

Language as a semiotic tool in the recreation of Apartheid South Africa in two modalities

In this paper, we look at how the choice of language and lexical selections serve as semiotic resources for identity construction, determining power relations and establishing social inequalities in the reconstructed Apartheid South Africa in the movie *Skin* produced by Anthony Fabian and the book *When She Was White: The True Story of a Family Divided by Race* by Judith Stone. Mindful that language is not the only social semiotic, we draw on theories on language as social practice (Pennycook, 2010/2012 and Heller, 2007) as well as multimodal notions of resemiotisation and remediation (Prior & Hengst, 2010; Iedema, 2003; Bolter & Grusin, 2000) to analyse the interactions between language choices and visual semiotic choices in which Apartheid discourses, objects and events are re-instantiated in the movie in particular. This paper will provide rich discussions on the reproduction of Apartheid space, histories and related socio-cultural contextualisation in both the movie and the book. It is envisaged that the paper will reveal the limitations in the use of each of the two modes as well as insights into the relationship between racializations, language practices, space and locality in the reproduction of Apartheid South Africa.

Fourie, Christine

University of Antwerp, christine@sekelmaan.com

Facing the voice of the teacher

Encouraging metacognitive awareness is one way to address the challenge of enabling learners to become more autonomous. However, the reciprocal relationship between the cognitive and social-interactive dimensions of the learning process should not be understated. Within this process it is “the teacher's role ... to create and maintain a learning environment in which learners can be autonomous in order to become more autonomous” (Little, 2004). In an online learning space the teacher's role manifests itself in a virtual teacher's voice or educational incentive. The extent to which the teacher's voice can be perceived as such can vary considerably. For instance, teachers can maintain their classroom personas in the online learning space, their voices can be assimilated by the collective voices of senior student mentoring groups, or their voices can be completely hidden in the online material, dissociated from a specific person or group. This study will consider the teacher's voice in three English Second Language courses (two at the University of Antwerp, Belgium, and one at the University of Stellenbosch, South Africa) where Facebook was introduced as an additional supportive online learning space. The focus of the investigation will be on the three divergent manifestations of the teacher's voice in the Facebook groups as represented by the educational incentives and the

impact hereof on learner autonomy. Data will be analysed according to the grounded theory. Using a qualitative approach, the influence of the teacher's voice on learner autonomy will be investigated by delineating the metacognitive awareness encouraged by the educational incentives as well as the metacognitive awareness that students display and report upon.

Grundlingh, Lezandra

University of South Africa, thiarl@unisa.ac.za

Forensic linguistic evidence in South Africa: When is it valid and admissible?

Forensic evidence has played a very important role in the conviction of thousands of suspects in a variety of cases around the world. However, many forensic methods and results have been questioned when doubts arose concerning validity and admissibility of the forensic evidence (Giannelli, 2006; Garrett & Neufeld 2009). With the debate surrounding the inclusion of forensic linguistic evidence in court, emphasis has once again been placed on the evaluation of the validity and admissibility of forensic evidence (Chaski, 2006). One of the major problems with forensic linguistic evidence is that the methods used by linguists are not considered admissible without some form of validation. Even if the forensic linguist acts as an expert witness the evidence can still be disregarded. Forensic linguistics is not a well-known field of research or study in South Africa even though a few South African researchers have investigated forensic linguistic topics or worked on cases where forensic linguistics was used as circumstantial evidence in the conviction of a suspect (Hubbard, 1994; Hubbard, 1995 and Kotzé, 2007; Kotzé 2010, Sanderson 2007, Klopper, 2009; Carney, 2012; Carney 2014, Thiart 2014). The potential exists for this field of research and study to grow, especially in South Africa, and therefore the potential exists for forensic linguistic evidence to become more prominent in South African court cases. An attempt is made to draw up a list of criteria through which the validity and admissibility of forensic linguistic evidence in South African courts could be measured. This list is discussed against the backdrop of international arguments in favour of the use of forensic linguistic evidence.

Gxowa-Dlayedwa, Ntombizodwa

University of the Western Cape, ndlayedwa@uwc.ac.za

Segmenting words into syllabic components with a specific emphasis on the coda

Some people do not realize that teaching children to break up words of any language into manageable syllable boundaries facilitates pronunciation, reading and particularly assists with spelling. A simple definition of a syllable, taken from a dictionary 'is an uninterrupted segment of speech consisting of a vowel sound', which may be preceded or succeeded by optional consonant/s. This means that when one intends to help the child to master the above skills, it is important to segment such words into a vowel only (V), consonant and a vowel (CV) or consonant, vowel and consonant (CVC). Therefore, the purposes of this study are two-fold: Firstly, to share the responses gathered from the semi-structured interviews conducted by 2014 Language and Communication Studies (LCS) students, seeking answers to the following questions:

- a) Why do some students perform excellently or poorly in their academic work?
- b) What advice can be given to those falling behind?

Secondly, to analyse the data received from interviews into syllable components with a specific reference to the number and types of consonant phonemes representing the last component of

syllables which is termed a coda. The results from the interviews reveal that many students study under a lot of pressure from families, friends, language barriers and resources to mention but a few. The number of consonants in the coda ranges from one to four. Syllabic data analysis, on the other hand, reveals that the pronunciation of such consonants is largely influenced by various language backgrounds.

Hara, Agness

University of Malawi, haraagness@yahoo.com

Tappe, Heike

University of KwaZulu-Natal, tappe@ukzn.ac.za

Implicit information and text comprehension in multilingual children: A case study

Text comprehension entails a wide variety of inferences (Magliano, Baggett, Johnson, & Graesser, 1993). Some of these are referred to as knowledge-based (Graesser, Bertus, & Magliano, 1995; Graesser, Singer, & Trabasso, 1994) because they rely on knowledge structures retrieved from long term memory which support the (re-)construction of a textual meaning representation. The current study investigates causal antecedent inferences – a specific type of knowledge-based inferences. Listeners generate these when they causally connect information they are currently hearing with what they have heard before (Magliano, Baggett, Johnson, & Graesser, 1993). Causal antecedent inferences are crucial for establishing textual coherence (Black & Bower, 1980; Graesser & Clark, 1985; Keenan, Baillet, & Brown, 1984). This study specifically explores causal antecedent inferences that 10-12 year old multilingual Malawian children generated not only when they listened to stories in their L1 (Chichewa) as compared to their L2 (English) but also when they viewed cartoon films that do not contain any verbal content. The 127 children who participated in the study were divided into six groups and each group was assigned a different story [re-]telling condition. Conditions varied according to the modality of the stimulus material (film versus pre-recorded stories) and the language of stimulus presentation (English or Chichewa). Preliminary results indicate that the children provided more inferences when the language of stimulus presentation was their L1 (Chichewa). Moreover, the pre-recorded audio files seem to have supported inference making more than the corresponding films. Furthermore, the results reveal that the children were able to use knowledge transfer from other school subjects in their inference making processes to understand information that was not made explicit in the stimulus material but they failed to make inferences when the story content deviated too much from their own experience. Implications for the teaching and assessment of text comprehension skills are discussed.

Hlatshwayo, Abigail

North-West University, Abigail.hlatshwayo@nwu.ac.za

Reflection, a panacea to improve poor academic literacy levels at Mafikeng Campus

Learning through English at tertiary level poses cognitive and linguistic challenges, especially for students from educationally impoverished backgrounds because they enter tertiary education underprepared for academic work. Having to work independently, with very limited academic support and opportunities for lecturer-student interaction poses a further challenge that contributes to poor academic literacy levels and high failure rate at first-year. To address this persistent problem, action research has been utilized as it enables the lecturer identify the cause of poor academic literacy levels, it makes it possible for both student and lecturer to reflect on the teaching and learning process and for the lecturer to continuously explore possible interventions to improve her practice. The research questions guiding the study are: how can reflective teaching and learning improve first-year students' academic literacy levels? What teaching/learning strategies can enhance students' understanding of lectures and subsequently improve the lecturer's practice? In an attempt to answer these research questions, a blended approach which includes reflective teaching and learning has been introduced. The data for the study will be drawn from students' journals, lecturers' dairies, a discussion forum and a message board on e-fundi, student interviews and questionnaires. This study allows for the exploration of different teaching techniques to improve the quality of teaching and learning, it makes it possible for both the lecturer and students to reflect on the teaching and learning process and lastly it contributes to the lecturer's professional development through self-reflection and self-appraisal.

Hove, Muchativugwaa Liberty

North-West University, muchativugwahv@gmail.com

(O)mission statements: Deficit and surplus messages in two universities' mission statements

This document analysis paper interrogates the mission statements and strategic development plans of two universities in South Africa in order to unpack both the deficit and surplus messages embedded in them. One of the universities is a rural one and was classified as formerly disadvantaged; the other one was a formerly white and privileged university. The article argues that specific discourse patterns emerge from the two universities' mission statements and strategic development plans to the extent that either marginalising messages or promissory and empowering messages are conveyed inadvertently in the inscriptions. The article ultimately suggests that there is a need for a shift from a deficit discourse to looking critically and reflexively at current university practices and shortcomings in the use of discourse patterns to include or exclude significant agents in both the crafting and implementation of the principalities embedded in their mission statements and strategic development plans.

Huddlestone, Kate

Stellenbosch University, katevg@sun.ac.za

Oosthuizen, Johan

Stellenbosch University, jo@sun.ac.za

Bits of grammar in the context of ENterpretation

In this paper we address the syntax of coordinate structures in the light of recent theorising about the nature of projection, or labelling (Chomsky 2013). We speculate about the nature of coordinators, focussing on nominal conjunction, specifically the coordinator *en* (“and”) in Afrikaans, and argue that various (sub)types of coordinators exist. In contrast to approaches that take coordinators to be categorically deficient, we argue that coordinators, as functional elements, have two category features, namely, a valued functional category feature and an unvalued substantive category feature. This analysis of (nominal) coordinator *en* as including a [quantity] feature and a [number] feature allows us to account for the interesting distinction found in Afrikaans in the use of the universal quantifiers *beide* and *albei*, which both serve to specify a set of entities consisting of exactly two members, with coordinate constructions. These elements occur both prenominally and postnominally, as so-called floating (or “postposed” or “stranded”) quantifiers. The only apparent difference between the floating quantifier *albei/beide* and the prenominal quantifier *albei/beide* lies in the fact that the floating quantifier requires a plural noun that is accompanied by a definite determiner such as *die* or *daardie* (“those”), whereas the prenominal quantifier can occur with a plural noun lacking such a determiner (Oosthuizen 2013:136). However, when it comes to quantification over coordinate constructions, we see a distinction between *albei* and *beide*. Whereas both elements can occur as floating quantifiers with a coordinated subject, as, only *beide* can occur felicitously preceding the coordinate structure. The relationship between elements like *beide/albei* and the connective *en* raises the possibility that the formal relationship between the quantifier and the connective is closer than the surface word order suggests and is accounted for within the proposed analysis on the basis of (mis)matched features.

Huddlestone, Kate

Stellenbosch University, katevg@sun.ac.za

Radzilani, Thifhelimbilu Emmanuel

Stellenbosch University and University of Venda, Thifhelimbilu.radzilani@univen.ac.za

Examining teachers’ language practices in two bilingual primary schools in Limpopo

The decision by teachers to use a specific language for teaching in a bilingual context is influenced by a range of issues. These may include learners’ linguistic backgrounds, parental preferences on the use of language for teaching and learning, policy stipulations on language use, as well as learners’ ability to comprehend lessons given in a specific language. Although policy stipulations and parental preference may emphasise the use of one particular language for teaching and learning, research shows that the classroom context and the dilemma teachers face in terms of learners’ language comprehension often play a role in the use of more than one language. Furthermore, research in the last decade or so has moved towards problematizing languages as separate, clearly identifiable codes, arguing for the use of pedagogies, such as translanguaging, that acknowledge the diversity of linguistic repertoires in the multilingual classroom and the fluidity and flexibility of language itself (cf. Canagarajah 2011, Creese & Blackledge 2010, 2011, Garcia & Wei 2013, Hibbert & van der Walt 2014, Hornberger & Link 2012,

Lewis, Jones & Barker 2012). Through the use of recorded classroom observations, this study examines teachers' language practices in two bilingual classrooms in Limpopo, highlighting how shared linguistic resources are employed for clarifying subject matter, concept elaboration, encouraging learners to participate, supporting exploratory talk, ensuring comprehension as well as classroom management. While not characterised as language minority learners, this paper theorises how such classroom language practices can be conceptualized from a translanguaging perspective. In an education system dominated by English as language of learning and teaching, this study examines how the accommodation of learners' linguistic repertoires in a multilingual context has its own pedagogic advantages which may immensely and positively make teaching and learning a worthwhile experience on the part of both the teachers and learners.

Hunt, Sally

Rhodes University, s.hunt@ru.ac.za

Shriek, yell, giggle or cry: Gender and speech verbs in children's fiction

For the development of characters, “[d]ialogue is particularly important in fiction” (Sunderland 2011: 68) and may be even more so, and more common, in children's fiction than in that for adults (Hunt 1991). How fictional characters' utterances are described reveals authors' assumptions about the ways in which females and males should or do speak in real life. The fact that reading acts as a source of socialisation for child readers means that patterns in the representation of male and female characters in children's fiction can have significant consequences. This paper explores the expression of gender in verbs of speech (such as yell, shout, giggle or cry) in selected children's fiction, focussing on a range of commercially successful series published in English in the last 70 years. The books are analysed using a blend of methods: Corpus Linguistics and Critical Discourse Analysis. The data set spans a range of series, including Enid Blyton's *Famous Five* (published from 1942 to 1963), *The Chronicles of Narnia* by C.S. Lewis (1950 – 1956), Francine Pascal's *Sweet Valley High* (1984 - 1998) and J.K. Rowling's Harry Potter series (2001 to 2011). With selected books from each series to build a corpus of approximately two million words, I use concordance software to identify trends in the representation of vocalisation in terms of the gender of the human characters in the stories. Based on Caldas-Coulthard's (1994) taxonomy of verbs of speech, metapositional verbs (e.g. explain, agree, grumble, complain) and descriptive verbs (e.g. cry, shout, whisper, sigh) are the most relevant and show strong gendered trends. These patterns are interpreted in the ideological context of the Western society in which the books were published, and the implications for the support or contestation of traditional gender roles in this context are explored.

Hurst, Ellen

University of Cape Town, ellen.hurst@uct.ac.za

Metaphor in South African tsotsitaal

Halliday's concept of 'anti-language' has been applied to a number of African Urban Youth Languages (AUYL) in recent literature. Halliday described the concept of anti-language as a language generated by an 'anti-society' which is set up as a conscious alternative to established societal norms. Anti-language, then, is a conscious alternative to the language of the wider society and it distinguishes itself primarily through relexicalisation (the principle of same grammar, different vocabulary) and metaphor. Halliday states that in an anti-language, metaphor goes 'all the way up and down the system' – that an anti-society is a metaphorical variant of society, an anti-language is a metaphor for

an everyday language, and the language itself employs metaphorical variants to distinguish it, including phonological metaphors, grammatical metaphors (morphological, lexical and syntactic) and semantic metaphors. This paper presents natural speech data from a multi-sited research project in South Africa, in order to analyse the use of metaphor in tsotsitaal – the South African AUYL used amongst peers in South Africa’s townships. The analysis considers how metaphor is used at three different levels – the level of lexical items; phrases; and social structure. Processes of innovation and creativity will be described, and the paper will evaluate the use of the term anti-language to describe tsotsitaal (and, by implication, other AUYLs). The findings suggest that the term is a useful one to understand the metaphorical processes in AUYLs, but that it needs to be cautiously applied.

Jakaza, Ernest

Midlands State University (Zimbabwe), jakazaet@gmail.com

Gondwe, Mirriam

Midlands State University (Zimbabwe), mirriamgondwe10@gmail.com

A discourse-sociolinguistic study of Midlands State University Shona slang

Midlands State University is a ‘hotchpotch’ institution encompassing native speakers of varied languages with a dominant young generation. Varied ways of using language emanate in such complex situations. This study is a discourse-sociolinguistic analysis of Shona slang used by students at Midlands State University. Slang has been argued to be a vivid, forceful and more expressive language that gives its users some form of linguistic freedom (de Clerk 1995, Chimhundu 1993, Mawadza 2000). Though it has been strongly criticised and condemned by prescriptivists as dangerously vulgar, non-standard speech, et cetera, its prevalence in the society calls for discourse-sociolinguistic study of the nature of such a language. The focus in this study is on the nature of slang terminology examining their origins and semantics considering the discourse-sociolinguistic context. Patterns of Shona slang usage at the Midlands State University are explored

Jimaima, Hambaba

University of the Western Cape, hambabajimaima@gmail.com

An Africa without ‘Africans’: The circularity of space, language and identities

The paper is situated and finds its expression in the recent theorization about language, space and identity – particularly as it relates to language in the public space (linguistic landscapes). In an ever-changing world, spurred by globalization and the commodification of social and cultural artefacts and symbols, it is rather unlikely to find fixed identities and spaces. In previous works that theorize identities and space, it was common to see and describe identities (and space) of social players in a multilingual and multicultural environment as fixed and non-performative. The fixation and non-performativity of identities and space was championed on the basis that such scholars viewed environs as cut up and compartmentalized to the exclusion of others from the outside, leading to the view that language and culture can remain uncontaminated. Against this background, the current theorization, which this paper takes, borrows from such scholars as Mambwe 2014, Higgins 2009, Banda and Bellononjengela 2010, Heller 2007; Pennycook 2010 on the performativity and mobility of identities and therefore creating the ever-present but ever-changing space. This is attributed to abstract systems such as currency, therapy and technology (Auer & Schmidt, 2010) which make cities not simply material or lived spaces but as spaces of imagination and spaces of representation (Bridge

& Watson, 2007: 7). Africa as a globally affixed continent is not immune to issues of translocal and transnational mobility, which fuel up both human and cultural contacts which account for reinvention of genres and instruments, artistic movements, conquest of space and identity affirmation, re-affirmation and re-defining. The paper draws evidence from musicology and material culture and ethnography of Zambia to support the circularity of space and identity.

Jones, Tamiryn

Stellenbosch University, tamirynjones@gmail.com

Oostendorp, Marcelyn

Stellenbosch University, moostendorp@sun.ac.za

Contesting rainbow discourses in the South African workplace

This paper will investigate discourses on language and identity in the transforming South African workplace. Data on performance assessment discourses were collected from three business organizations in the Western Cape by means of individual and focus group interviews. The data were analysed using small story analysis. Small story analysis is an approach which focuses on stories told in everyday interaction and differs from big stories, or biographical accounts of events (Bamberg & Georgakopoulou 2008). By focusing on small stories, the nature of narrative analysis shifts from coherent accounts of self to inconsistencies and contradiction. The findings suggest that the grand narrative within the workplace is the so-called "Rainbow nation" discourse of sameness despite diversity. However, small stories that emerged spontaneously during interaction with participants challenged this discourse and instead introduced notions of ambivalence and ambiguity towards transformation, language, and race in the workplace. According to Erasmus and Pieterse (1999:172) "the problem with the Rainbow nation discourse is that it forecloses on critical questions of contestation which need to be recognized and explored". This contestation is found in small stories, which we will argue is a valuable tool to investigate transformation, race and language in South Africa. Furthermore, we wish to argue that small stories can also be practically employed by organizations to create spaces to share stories of contradiction and tension. These stories can be used to challenge grand narratives which might ultimately lead to truly transformed workplaces.

Jordaan, Adéle

North-West University, 20398786@nwu.ac.za

Afrikaanse verbandsmerkers: Uitbreiding en herkategorisering van voorbeeldwoorde

Verbandsmerkers is woorde of frases wat dele van 'n teks aanmekaar skakel na aanleiding van die verhouding tussen betrokke teksdele. Dié merkers ressorteer onder die sambreelterm "metadiskoers". Hyland (2004:139) verdeel metadiskoers in twee hoofkategorieë, naamlik die interaktiewe (waaronder verbandsmerkers ingesluit is) en interaksionele kategorie, maar lys slegs Engelse voorbeeldwoorde. Carstens (1997:292) se hoofindeling van verbandsmerkerkategorieë tref onderskeid tussen aaneenskakelende, teenstellende, redegewende of tydsaanduidende verbande. Die probleem is egter dat Carstens (1997:292) se lys met Afrikaanse voorbeeldwoorde uitgebrei moet word en sommige van die bestaande woorde herkategoriseer moet word, en Hyland (2004:139) geen Afrikaanse voorbeeldwoorde voorsien nie. Daar is van 'n korpuslinguistiese ondersoek met behulp van WordSmith Tools (weergawe 6.0) gebruik gemaak om die funksionele gepastheid van die gebruik van verbandsmerkers in studente se akademiese skryfwerk te ondersoek, om sodoende die bestaande lys

met Afrikaanse merkers mee te verfyn. Konkordansiereëls uit drie korpuse is gebruik om vas te stel watter verbande deur bepaalde verbandsmerkers aangetoon word. Korpus 1, bestaande uit 109 tekste met 'n woordtotaal van 54 586, is aan die einde van die eerste semester van 2010 by die Noordwes-Universiteit (NWU) se Vaaldriehoek-kampus versamel, terwyl korpus 2 (bestaande uit 109 tekste, met 'n woordtotaal van 56 151) aan die einde van die tweede semester van dieselfde jaar en kampus versamel is. Die derde korpus bestaan uit 39 tekste (woordtotaal van 168 531) van honneursstudente in die vakgroep Afrikaans-Nederlands wat tussen 2006 en 2010 versamel is aan die Vaaldriehoek- en Potchefstroomkampus. Na aanleiding hiervan is vasgestel dat Carstens (1997:292) se lys met voorbeeldwoorde uitgebrei, en sommige van die bestaande voorbeeldwoorde herkatgoriseer moet word. Die doel van hierdie navorsing is om 'n nuwe lys met Afrikaanse voorbeeldwoorde vir verbandsmerkers daar te stel, wat aangewend kan word wanneer veral akademiese skryfvaardighede aan Afrikaanse studente op tersiêre vlak onderrig word.

Jordan, Linda

SIL International and Instituto de Línguas Nacionais (Angola), linda_jordan@sil.org

Using a participatory method of mapping for dialect research in Angola

A participatory approach to language development attempts to prioritize communities rather than researchers. In Angola, the language assessment team of the Institute of National Languages has applied a participatory tool for dialect mapping in a wide variety of sociolinguistic situations, facilitating group discussions in order to focus on the perspective of the language community. Used in conjunction with other methodologies, the dialect mapping exercises have demonstrated their value in identifying the most natural clusters of speech varieties for the purposes of planning a language development program. Though the community focus of this type of methodology has its origin in the philosophy of the participatory approach as described by Hasselbring (2010), the dialect mapping tool in particular is firmly rooted in the field of contemporary perceptual dialectology, spearheaded by Preston (1989). For many years the field has focused largely on dialects of languages that already have a written standard. As part of a general participatory approach, perceptual dialectology is now increasingly applied as a framework for studies of unwritten languages, especially in the context of decision making regarding potential language development programs. The current mapping project of Angola's Institute of National Languages has as one of its goals the application of participatory dialect mapping on a countrywide basis.

This paper presents a description of the specific methodology used, with a discussion of how the results obtained from the dialect mapping exercises compare to data from wordlists and comprehension testing. It is hoped that the further use, evaluation and refinement of this tool can be of service to communities that are considering new possibilities for their language and its development.

Kerford, Justine

Rhodes University, g10k4962@campus.ru.ac.za

Nasty or nurturing? Representations of mothers in Roald Dahl's children's books.

The verbs of speech used by the fictional characters in children's literature are important when considering the character's role in the story (Kerford 2013) and this is my focus in this paper. When looking at mothers, for example, it is evident that the ideological assumption of mothers being caring and nurturing is not strongly reinforced in Dahl's stories. Mothers collocate more strongly with verbs

of speech like shouted (MI 4.23), yelled (MI 5.27) and shrieked (MI 5.79). While there are some more positive terms, like warmly (MI 5.79), that collocate strongly with mothers, the trend seems to be far more negative. Roald Dahl is an extremely popular children's author, being one of the most borrowed authors from libraries (Maynard & McKnight 2002). While his books are older it is notable that they are still widely available in libraries and bookstores. Books, in terms of general children's fiction, influence a child's attitude to their environment, including constructing views about the people in their lives, like their parents (Williams 1970; van Renen 2009). For this reason the representation of the adult family members in Dahl's children's novel is of particular interest to me. My research makes use of CDA and Corpus Linguistics to look at what kind of representations are being offered to the reader concerning the adult family member.

Kotzé, Gideon

University of South Africa, kotzegj@unisa.ac.za

Wolff, Friedel

University of South Africa, wolfff@unisa.ac.za

Applying English morphological segmentation to syllable-based Zulu-to-English statistical machine translation

Statistical machine translation is the computational process of learning translation patterns from a large number of example texts and the application of the learned model to translate new text automatically. Existing software can easily be used to train new models on data in any language pair. However, for most languages from our region, there is not much text data available to be used for training. Furthermore, the morphology of Zulu and those languages written in a similar way complicates the automated learning process, since their conjunctive writing systems allow for a great number of possible words using morphological agglutination. The large number of unique Zulu word forms is a significant constraining factor in building quality models, given a training corpus of limited size. In the learning phase, several English words could align with a single Zulu word such as "ngisamthanda", providing the system with little opportunity to learn more general translation patterns. A recent approach suggested that the segmentation of Zulu words into syllables in the training data leads to better translation quality. This typically results in one or more Zulu syllables aligning with single words in English, thereby reversing the asymmetry in the alignment. In an attempt to extract more learning opportunities from limited data, we extend this work by applying a morphological segmentation tool for English so that both sides contain sub-lexical items of a similar granularity for better token alignment. We investigate the approach in a few different configurations and compare our results, both quantitatively and qualitatively. We show that in some cases, English morphological segmentation leads to better translation output.

Kriel, Ansie

Noordwes-Universiteit, kriel.ansie@gmail.com

Alternatiewe funksies van Swartafrikaans

Alternative functions of Black Afrikaans

Die niestandaardvariëteit van Afrikaans, naamlik Swartafrikaans, het ontstaan om 'n Afrikataalmoedertaalspreker en 'n Afrikaansmoedertaalspreker in staat te stel om met mekaar te kommunikeer en mekaar te verstaan. Hierdie ontstaansdoel is tiperend van pidgintale en kan ook as

die hoof funksie van Swartafrikaans beskou word. Soms word Swartafrikaans egter tussen twee Afrikaansmoedertaalsprekers gebruik. Anders as by 'n pidgin waar die taal tussen twee (of meer) sprekers van verskillende tale gebruik word, word Swartafrikaans in só 'n geval tussen twee (of meer) eenders-moedertaalsprekers gebruik. Weens die veranderde aard van Swartafrikaans verander die funksies en kan as alternatiewe funksies beskou word. 'n Kwalitatiewe benadering is gevolg met spesifieke fokus op die gegronde teorie. Drie instrumente is tydens die data-insameling gebruik. Vraelyste is deur 'n groep van 191 respondente ingevul, almal studierend aan die Potchefstroomkampus van die Noordwes-Universiteit in 2014. Eers is 'n loodsondersoek met 'n groep van 35 studente gedoen. Hierna is die gefinaliseerde vraelys deur 'n groep Afrikaansmoedertaalsprekers wat vir die module Akademiese Geletterdheid, geregistreer is, ingevul. 'n Fokusgroeponderhoud is met vyf bruin Afrikaansmoedertaalsprekers gevoer en e-posonderhoude is met twee swart Afrikaansmoedertaalsprekers gevoer. Nadat die data met behulp van Atlas.ti gekodeer is, is die kodes in drie temas verdeel: die gebruikskonteks, die aard van Swartafrikaans asook die persepsies oor die alternatiewe funksies van Swartafrikaans. Daar is bevind dat die alternatiewe funksies van Swartafrikaans as gelykstaande aan dié van 'n pidgin, gekombineerd met dié van jargon beskou kan word. Prominente funksies behels: inklusiwiteit en eksklusiwiteit, humor en die verryking van die individu se taalrepertoire. Die alternatiewe funksies van Swartafrikaans is sosiaal van aard en meer as een funksie kan gelyktydig deur 'n uiting vervul word. Die sosiohistoriese konteks van Suid-Afrika bring groot sensitiwiteit mee wat op sy beurt daartoe lei dat Afrikaansmoedertaalsprekers dit verkies om Swartafrikaans in 'n sosiaal geborge omgewing te gebruik.

Kruger, Jan-Louis

Macquarie University (Australia) and North-West University, janlouis.kruger@mq.edu.au

Ibrahim, Ronny

Macquarie University (Australia), ronny.ibrahim@mq.edu.au

Doherty, Stephen

University of New South Wales (Australia), s.doherty@unsw.edu.au

Soto-Sanfiel, María T.

Universitat Autònoma de Barcelona (Spain), maite.soto@gmail.com

Measuring psychological immersion in the presence of SLS: EEG and subjective self-reports

This paper investigates the cognitive processing of subtitled film in terms of subjective psychological measures and Electroencephalography (EEG). We found that adding same language English subtitles to a television drama results in statistically significantly higher levels of immersion and enjoyment for Chinese L1 participants, lending support to a view that subtitles facilitate embodied cognition rather than alienating an audience. We will also present initial data on a follow-up study investigating the EEG beta coherence between the prefrontal cortex and the posterior parietal cortex, and hope to show a correlation between decreased beta coherence and immersion in the presence of subtitles. This will enable us to determine whether the effect of subtitles can be captured through EEG and how this is related to immersion. The methodology used in the study is also a useful avenue for future research into the processing of audiovisual translation products that can further be combined with eye tracking.

Kula, Nancy C.

University of Essex (UK), nckula@essex.ac.uk

The mapping of intonational cues on lexical tones

The understanding of the interaction between intonation and tone in African languages is very much in its infancy. The goal of this talk is to provide an initial analysis of Bemba (Bantu M42) intonation focusing on three issues: (i) evidence for contrasting lexical tone and intonation interaction; (ii) the contrasting intonational behaviour of different topics in a sentence; and (iii) propose global intonational cues as marked by distinct intonational tones (L- and H-) in contrast to boundary tones (L% and H%). For (i) it will be shown that despite the preponderance of tone spreading rules involving High tone at the lexical level, the intonational boundary tone L% is a dominant characteristic of intonation in Bemba which is used to mark subjects and the ends of utterances including questions. In addition, while tone spreading rules predominantly indicate phonological phrases, the only prosodic domain that intonation signals is the intonational phrase. For (ii) we see that while subjects and clausal topics are marked by a boundary L%, non-clausal object topics are marked by H%. It will be argued that this shift in intonation is triggered by the unexpected non-agreement with the following verb, on the one hand, as well as a strong requirement to indicate continuation, on the other. The latter also corresponds to relative clauses and (fronted) complementizer clauses which also have a boundary H%. In (iii) the global effects of raising or lowering of register (pitch expansion and contraction) that are seen in questions and right dislocations, respectively, will be argued, counter previous analyses (see e.g. Myers 1996), as best represented by independent intonational tones (L- and H-) which are phrasal in nature and which dock on the left edge of the domain they target.

Kunene Nicolas, Ramona

University of the Witwatersrand, Ramona.KuneneNicolas@wits.ac.za

Amiroodeen, Raheema

University of the Witwatersrand, 535220@students.wits.ac.za

Ntuli, Nonhlanhla

University of the Witwatersrand, 475570@students.wits.ac.za

The role of co-speech gestures in speech

Spontaneous co-speech gestures are an integral part of language as much as words, phrases, and sentences – gesture and language are part of the same interactive communication system (McNeill, 1992; Kendon, 2004). Discourse and pragmatic features rely on the social and cultural context of a given language (Talmy, 1985) and speakers have to use the discourse principles of their language as they organise their thinking for the intention of speaking (Slobin, 1996). The following study will take a closer look at the role of co-speech gesture in oral narrative discourse.

This joint paper gives an overview of findings of three studies that explore the various aspects of speech and gesture production. We look at L1 Zulu speakers; L2 English speakers of Sesotho as well as South African Variety, SePitori (a Tsotsitaal variety spoken in Mamelodi, Pretoria). In the above-mentioned studies, a common language production elicitation task was used. Participants watched an animated cartoon and recounted the events to an interviewer. Our analysis includes 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).

Findings reveal that the role of gestures provide supplementary information that is not expressed in oral speech, co-speech gestures that are used to compensate speech when the lexicon is overburdened and words are not easily recalled as well as an effect of language typology in the expression of motion verbs. Results confirm the increasing findings in multimodal language research; the speaker mobilises both visual and auditory resources to communicate and scholars need to take into consideration that non-verbal cues that accompany speech.

Le Roux, Annemarie

University of the Free State, vanasa1@ufs.ac.za

Stander, Marga

University of the Free State, standerm@qwa.ufs.ac.za

Sociolinguistic perspectives on the acquisition of South African Sign Language

Hearing parents are often caught off guard when they realise that their baby has been born deaf. They are challenged to make many crucial decisions regarding their child's language education. If they choose to take the sign language route, they still have to decide whether they want to learn sign language in order to communicate with their child in sign language.

While second language acquisition has its own dynamics, acquiring a sign language is further complicated by factors like the different varieties of language use in the home that are unique to sign language variation. For example, there is a difference between deaf children who grow up with deaf parents compared to those who grow up with hearing parents. Many deaf children don't have contact with other deaf people and may develop their own communication system with their parents using their own registers or so-called 'home signs'. Although there are many similarities between the structures of spoken and sign languages, basic differences between them (because of the context of deaf education) are reflected in variation.

In this presentation we will mention the different sociolinguistic scenarios in which sign language acquisition and learning can take place, but will focus on a situation where both parents are hearing and deliberately decide to learn South African Sign Language (as a second language) in order to create a comfortable setting for the child to acquire it (as a first language) from birth. This presentation will draw on current research based on the differences between sign language acquisition and learning and its sociolinguistic features in particular, as well as examples of South African Sign Language variation.

The aim of this presentation is to provide more information and guidance to parents (and teachers) who are assisting deaf children in acquiring South African Sign Language as a first language.

Linnegar, John

University of Antwerp (Belgium), johndavid.linnegar@uantwerpen.be

Evaluating mentoring effectiveness: Using the CCC Model to measure editorial competence

One of the fundamental weaknesses of the current mentoring programmes for text editors worldwide is their lack of an evaluation tool that is able to measure objectively either the effectiveness of a mentorship or the editorial competence of a mentee at the end of one (Linnegar 2015 i.p.). For text editors, error detection is a necessary precursor to text correction; the rate and range of errors detected could therefore reasonably be expected to be a fair measure of a practitioner's competence (Mackenzie 2011; Manning Murphy 2012). An objective tool for the analysis of text quality is the CCC

Model (Renkema 1996; Renkema & Kloet 2000). In the present study, its 15 evaluation points have been used to measure the competence of mentees, measured in terms of error detection in documents. The present study tracks the performance of a group of 30 postgraduate Language Studies students studying Text Editing in their editing of a passage of text. An analysis of their editing via the lens of the CCC Model demonstrates how, when accompanied by systematic theoretical and practical inputs regarding content, structure, wording and presentation (including punctuation, spelling, typography and layout) over a period of 6 weeks (6 topics) – akin to the mentoring process – it is possible to monitor and measure the development of editorial competence. The tool is shown to be reliable in measuring improved performance in terms not only of the number but also the range of errors detected. Further research will show that both language teachers and mentors of language practitioners will find this to be a systematic approach and an objective evaluation tool.

Lourens, Amanda

Universiteit Stellenbosch, alourens@sun.ac.za

Opmerkings: 'n Strategie tydens die verantwoordbare redigering van akademiese artikels

Remarks: A strategy during the justifiable editing of academic articles

Die studie deur Lourens (2014) oor die aanwending van opmerkings deur redigeerders van proefskrifte was 'n verkennende beskrywing van redigeerders se werklike aktiwiteite tydens die redigering van hierdie soort tekste, en kan gesien word as 'n nodige stap in die rigting van die formulering van riglyne of standaarde vir die redigering van akademiese tekste. Hippolyte (2014) se studie het ten doel gehad om die US Taaldiens se redigeerproses vir die versorging van akademiese artikels te beskryf, maar die kwessie van die soort veranderinge wat 'n redigeerder aan 'n akademiese teks mag aanbring, het buite die bestek van die studie geval. Tog beklemtoon bestaande riglyne oor redigering (vergelyk dié van die US Taaldiens; internasionaal ook dié van IPEd, EAC en CASE) dat redigeerders nie aan die inhoud en struktuur van tekste behoort te verander nie. Die voorgestelde studie het ten doel om die redigering van agt akademiese artikels te ondersoek, met spesifieke verwysing na die hantering van opmerkings (“comments”) as 'n strategie om die outeur te bemagtig om self inhoudelike en strukturele veranderinge aan te bring. Opmerkings wat redigeerders aanbied word beskryf, geïnterpreteer en geëvalueer, met die oogmerk om uiteindelik riglyne te gee vir 'n verantwoordbare redigeerstrategie. Navorsingsvrae sluit in: Weerhou die betrokke redigeerder hom/haar daarvan om aan die inhoud of struktuur van die artikel te verander, en word opmerkings eerder as veranderinge aangebied? Is opmerkings beperk tot inhoudelike en strukturele aspekte, of is daar ander tekstuele fasette wat in die kommentaar betrek word? Is daar enige patroonmatigheid wat betref die aard van opmerkings wat aangebied word – hetsy vir individuele redigeerders of binne 'n bepaalde steekproef? Wat is die aard van die opmerkings wat aangebied word en kan dit gesien word as voorbeelde van opbouende insette om die outeur se eie skryfvaardighede te ontwikkel?

Louw, Henk

North-West University, henk.louw@nwu.ac.za

Steyn, Juan

North-West University, juan.steyn@nwu.ac.z

Illusions of competence regarding Academic Literacy

Literature (e.g. Adams, 2011; Dreyfus & Dreyfus, 1980) teaches that there are various stages of competence when acquiring a new skill. These stages are on a continuum from "unconscious incompetence" to "unconscious competence", or alternatively labelled "novice" to "expert". If these broad categories are applied to students' perception of competence regarding academic literacy when they arrive at university, it seems as if many students believe they are competent/proficient although the Test of Academic Literacy Levels (TALL) consistently point out the opposite. In other words, the perception is that students function at the level of unconscious incompetence or have an over-inflated assessment of own abilities (the Dunning-Kruger effect). This is evident in frequently asked questions such as "I had an A in matric for English; why should I take the TALL?" and similar complaints. Although these questions mostly indicate a misconception of the difference between literacy and academic literacy, it does also point to foresight bias (aka an illusion of competence) as defined by Koriat and Bjork (2005). To quantify this, the current study included a questionnaire at the end of a TALL which asked students their perception on how well they did in different sections of the test. These perceptions were then compared with their actual results in the various sections of the test. At a later stage in the year, a similar test-perception cycle was repeated. The results from these two perception tests are analysed individually but also compared to see whether students' perceptions of their competence change as the year progresses. This study therefore includes findings on the students' perception of competence when the year starts as well as an indication of how these perceptions appear at a later stage. A question which remains to be answered is how to leverage these findings into greater student self-awareness.

Ma, Xiujie

Rhodes University, maxiujie16@gmail.com

Quantitative phrases in Chinese and isiXhosa VP Ellipsis

VPE (verb phrase ellipsis) occurs when a verb phrase (VP) is deleted; an antecedent for the missing VP can be found in surrounding discourse (1). VPE has different properties in different languages. In English, the whole VP must be deleted, while in Chinese and isiXhosa, the main verb remains overt obligatorily suggesting that the verb has raised (2,3). Thus, on the surface, only DPs are deleted under VPE in both Chinese and isiXhosa.

(1) John likes apples, and Mary does [VP like apples] too. (English)

(2) John xǐhuan píngguǒ, Mary yě xǐhuan [DP píngguǒ]. (Chinese)

John like apple/apples, Mary also like [apple/apples]

'John likes apples, and Mary does too.'

(3) U-John u-thand-a ama-Apile,

NC1-John SM1-like-FV NC6-apple,

u-Mary na-ye u-ya-wa-thand-a [ama-Apile]. (isiXhosa)

NC1-Mary also-her SC1-PRES-OM6-like-FV [NC6-apples].

'John likes apples, and Mary does too.'

Surprisingly, in Chinese, not all DPs can be deleted; when the DP is a quantitative phrase, it has to remain overt (4), whereas VPE in isiXhosa does not have such particular property (5).

(4) John chàng guo liǎng shǒu gē , Mary yě chàng guo [liǎng shǒu [gē]].

John sing PST two CL song Mary also sing PST [two CL [song]]

'John sang two songs, and Mary also did.'

(5) UJohn w-a-cul-a ama-culo ama-bini, u-Mary w-a-wa-cul-a na-ye.

NC1-John SM-PST-sing-FV NC6-song NC6-two, NC1-Mary SM-PST-OM6-sing-FV also

'John sang two songs, and Mary also did.'

This particular property of objects in VPE suggests that Chinese quantifiers rise to a higher position, outside the elided constituent, which raises the question of the role of movement in elliptical contexts. It is predicted that certain types of isiXhosa objects should also be able to escape VPE. We therefore explore the apparent universality of VP ellipsis on the one hand and the variation in the ways in which it is implemented in particular languages.

Mafofo, Lynn

University of the Western Cape, Lmafofo@uwc.ac.za

Zimdancehall music transgression or talent? A multisemiotic discourse analysis of 'Machira Chete'

The music industry is one of the entertainment areas in which people are able to both express themselves and enjoy multiple discourses. The Zimbabwean government's media reforms, through the Broadcasting Act (2001), have directed radio stations to play seventy-five percent of local music, as part of its anti-Western imperialism agenda and to counter the negative effects of globalization. Youthful urban based musicians have been accused of imitating Western hip hop musicians whose style and lyrical content are at odds with local cultural values. In a bid to move away from this perception, the youth have brought to the fore the new music genre called the Zimdancehall rooted from the Jamaican tradition of reggae. This Zimdancehall has become popular for its known lyrics that include social commentary on issues such as poverty, sanctions, unemployment, drug abuse, prostitution among others. Using a Multisemiotic discourse analysis discourse approach and concepts such as multimodality (Kress & Van Leeuwen 2007), semiotic remediation (Bolter & Grusin 1999; Prior & Hengst, 2010), resemiotisation (Iedema, 2003), this paper explores how the Zimdancehall musicians have managed to relocalise, rebrand and transform the Zimbabwean music industry. In particular, the paper draws on an originally gospel song called 'Machira Chete'. remixed by King Shaddy, a Zimdancehall musician and shows how he has borrowed from an old popular gospel music genre and creatively fused and repurposed real life situations, meanings, discourses, and semiotics into a new song. This kind of music relocalisation reveals vernacular creativity and hybridity in the contemporary new media contexts and how it is shaping consumption and participation. The paper further highlights and discusses the implications of such social constructions and contestations between social and religious identities in the country at large.

Maimane, Chichi

Central University of Technology, mmaimane@cut.ac.za

Integration of content and language for HIV-VIGS advocacy: CUT case study

The presentation explores a work in progress project on the integration of content and language for raising awareness on HIV-AIDS. 'The paper starts with an outline of the conceptual framework on content and language integration and key principles that may have to underpin the integration process. This is informed by an assumption that second language speakers learn their second language better when the language is used to better understand and learn the subject content. The paper progresses into challenges with the integration, particularly in regard to e.g. alignment of the expected learning outcomes of both the language and discipline content with the purpose of ensuring that the HIV-AIDS themes are also considered. The methodology adopted is firstly a critical analysis of one programme and a core module in language that were selected for the study namely the Academic Literacy and Communication Studies; and the Higher Certificate called Community Development Practice. The critical analysis focused on both programmes and module 'expected learning outcomes'. The Community Development practice programme is a one year Higher Certificate

course that is targeted at community development workers. It is compulsory for these students to enrol for Academic Literacy and Communication studies. Furthermore, the study involved interview with staff members involved in both programmes, for a buy in specifically for implementation purposes. This was critical in view that the integration process was initiated by a curriculum developer, and not someone directly involved in the offering of the programme and the module. The paper concludes with lessons learned on the integration purpose.

Makalela, Leketi

University of the Witwatersrand, leketi.makalela@wits.ac.za

Reading in more than one language: Towards an Interdependent Multilingual Literacy Model

Reading literacy in multilingual contexts has always been viewed from a monolingual orientation of separate and linear development (1+1 formula). As a result, porous intersections among a range of discursive features from the targeted languages of literacy have not been documented in research. The study reported in this paper is part of a larger programme that investigates both cognitive and social variables that predict reading success between English and African languages; namely, the Wits Abafunde-ba-hlalefe Multilingual Literacies Programme (WAMLiP). The purpose of this specific study is to gauge the efficacy of using an integrated multilingualism approach to develop simultaneous literacies in English and Sepedi. Hundred and sixty (n=160) grades 4-6 learners were assessed through a battery of edumetric tests at two intervals. Testing procedures included treatment conditions of translanguaging principles that were administered progressively in two experimental schools. The results of ANOVA analyses showed statistically significant gains at both the literal and inference comprehension levels. Equally, the qualitative measures of learner, teacher and parent experiences with reading activities in more than one language attest a positive appraisal of translanguaging as a pedagogic strategy for simultaneous reading literacy achievements. Departing from Western notions of multiplicity, I draw on the ancient African humanism concept of Ubuntu worldview (i.e., one language incomplete without the other) to suggest alternative model to explain biliterate and multilingual reading development trajectories: an Interdependent Multilingual Literacy (IML). I argue that there is a need to adopt a plural literacy orientation based on the African experience, including the fuzzy languaging phenomenon for multilingual literacies development. Useful classroom implications are considered for adaptations in comparable contexts.

Makgamatha, Matthews

Human Sciences Research Council, mmmakgamatha@hsrc.ac.za

Prinsloo, Cas

Human Sciences Research Council, chprinsloo@hsrc.ac.za

Sobane, Konosoang

Human Sciences Research Council, ksobane@hsrc.ac.za

Heugh, Kathleen

University of South Australia (Australia), Kathleen.Heugh@unisa.edu.au

Can IIAL bridge the policy-practice gap? Lessons from an evaluation of the Limpopo literacy-language strategy

The proposed Incremental Introduction of African Languages (IIAL) policy (DoE, 2013) of the Department of Basic Education (DBE) represents yet another attempt at policy reformulation aimed at improving the performance of the South African education system. The development of the IIAL nearly 18 years after the enactment and implementation of the Language-in-Education Policy (LiEP) of 1997 (DoE, 1997) follows waves of curriculum policy revision (or reformulation) since the introduction of the outcomes-based Curriculum 2005 (C2005) (DoE, 1997) in South African schools under a post-apartheid political dispensation. What is instructive is that throughout the curriculum revision processes of C2005, the Revised National Curriculum Statement (RNCS) (DoE, 2002), the Foundations of Learning Campaign (FLC) (SA Government Gazette, 2008) and to the current Curriculum and Assessment Policy Statement (CAPS) (DoE, 2011), LiEP did not feature centrally. It is only recently that attempts are being made by the education authorities to attend to the challenges of closing the gap between policy and practice through the IIAL policy (Joshua, 2014). Our paper will utilise evidence from a study conducted by the HSRC between 2006 and 2007 (Reeves et al, 2008) on the evaluation of the Limpopo province's literacy and language strategy (LLS) to critique the formulation and intent of IIAL policy, and its envisioned implementation to precipitate improved learning outcomes. Although the LLS was carried out almost seven years ago and in one province of South Africa, its findings regarding enablers and constraints to LiEP implementation within schools still find resonance in South Africa today given the lukewarm attention that the language-in-education issue has continued to receive.

Makwanya, Peter

North-West University, petrovmojt@gmail.com

The role of metaphors in communicating ideologies in carbon compounds in climate science

Metaphors are generally persuasive in our everyday language and powerful tools to show the ways people conceptualize reality. Metaphors play an important role with regard to both interpersonal and ideational function of language as described by Halliday (1985). This paper analyses the role metaphors play in communicating ideologies in 'creative carbon compounds' used in climate change communication, using the critical discourse analysis (CDA) approach to unmask the underlying ideological inclinations at play in climate science discourse. The data to be analysed is mainly rooted within the Cognitive Grammar Theory which looks at metaphor as a conceptual and linguistic phenomenon that involves a mapping relation between two domains, that is, the source domain (SD) and the target domain (TD). In this study, the relationship that obtains between language and ideology will be established. Furthermore, the merits of locating ideologies in language structures or language events will also be highlighted. The complementary roles played by ideologies and metaphors are significant in demonstrating how climate science and language could be treated as complementary rather than separate entities. The use of CDA is critical as it is concerned with ideological and hidden linguistic items of discourse and metaphors happen to be such structures. Of even great significance is raising awareness of how nations who are originators of these 'creative carbon compounds' (carbon footprints, carbon diet, carbon, carbon economy) use ideologies as communicative functions to influence world views and public opinions to their advantage.

Malan, Michelle

University of the Free State, malanm1@ufs.ac.za

The intersemiotic translation of humour: Translating news into cartoons

Jakobson (2004:139) defines intersemiotic translation as “an interpretation of verbal signs by means of signs of nonverbal sign systems.” On the basis of this definition, I argue that cartoons entail an intersemiotic translation of news stories into a visual medium. The aim of this paper is thus to explore how cartoonists translate news stories into editorial cartoons. This paper will describe the elements from news stories that cartoonists choose to translate as well as the process of this kind of translation. In order to explore the abovementioned, a comparative case-study approach is taken. Two cartoons, one from Zapiro (*Sunday Times*) and the other from Niël van Vuuren (*Beeld*), both surrounding the Nkandla-upgrades and running on the same day (1 April 2014), were chosen for the study. Firstly, the paper explores the idea that cartoonists use Skopos-theory (consciously or unconsciously) when translating news stories into a visual medium. In other words, the cartoonist draws the cartoon according to the specific purpose (function) of the target text. Secondly, however, Skopos-theory can account for the elements chosen to be translated but not for the manner in which these elements are translated, or the translation process itself. Therefore, this paper attempts to describe the intersemiotic translation process at a micro and macro-level using Peircean theory, more specifically using his triadic semiotic structure (representamen, object, interpretant). The paper intends filling a gap in the knowledge base in translation studies concerning intersemiotic translation as few studies have applied this Peircean model to a case study.

Marais, Elri

University of the Free State, maraiselri@gmail.com

Van Rooyen, Marlie

University of the Free State, vanrooyenm1@ufs.ac.za

Tracing the translation of 'Die Stem' into French: An actor-network theory account

In recent years the Afri-Series (the Afri-Frans, Afri-Spaans and Afri-Talia CDs) has emerged as a particularly interesting translation phenomenon. This project involved the translation into European languages of a number of well-known Afrikaans songs. What makes the project interesting from the point of view of translation studies is the fact that these CDs were never marketed in any European countries, but were highly successful in South Africa. Existing literature on the Afri-Series covers both the text-based problems in the translation process, as well as the ideological aspects of the translation product. It also highlights the contradictory nature of the translations (the fact that its source culture is also the target culture). In order to explore this problem the study considers the song, *Die Stem van Suid-Afrika* (translated as *La Voix de l’Afrique du Sud*), on the Afri-Frans II CD. This is an interesting and potentially problematic addition to a CD of popular music translated into French. In terms of age, musical style and genre, *Die Stem* is an outlier in Afri-Frans. Using the project’s controversies as a starting point, this study attempts to trace, using actor-network theory, the links between the translation as text and the project as a whole, in order to show that the translation process may be more complex than current theories depict it.

Marais, Kobus

University of the Free State, jmarais@ufs.ac.za

Steve Hofmeyer, biosemiotics and development: Translation in the semiosphere

The failure of development efforts is well documented. One of the reasons for this failure, it is argued, is that development efforts focussed on the economy exclusively. In response to this perceived lack,

the human capabilities approach to development has been advocating that the goals of development should be enlarged to include more than mere economic goals. In particular, they propose ten goals which are supposed to represent world-wide consensus on what human beings aspire to be. While the human capabilities certainly have merit and add much to economically driven approaches to development, it raises a number of questions regarding the notion of development itself. What does development mean? Is there an upper limit to development? How does one conceptualise un(der)development and should one work with such a concept at all? It also raises much more fundamental questions concerning cultural difference and the meaning of being human. This debate, vulgarly popularised by the Steve Hofmeyer debate in South Africa, lies at the bottom of some of the large struggles in the world today. Put simply, the question is that we need to answer is: Are some groups of people less developed than others? In this paper, I propose a biosemiotic response theory as the basis of thinking about development. In it, I make use of Lotman's theory of the semiosphere as well as aspects of biosemiotics and semiotranslation theory. I propose a conceptualisation of development in terms of meaning-creating biosemiotic responses to a pre-existing, ever-changing space-time. In this conceptualisation, translation plays a central role as the process which makes possible the construction of meaning. Put together, the theoretical framework I am conceptualising aims at deconstructing the universalising tendencies in the human capabilities approach while simultaneously deconstructing cultural relativism of postmodernist thinking.

Marten, Lutz

SOAS, University of London (UK), lm5@soas.ac.uk

Gibson, Hannah

SOAS, University of London (UK), hg6@soas.ac.uk

Two existential constructions in Swahili

Swahili has two existential constructions, both of which are formed with a copula and a locative element. The first, locative-possessive constructions, are formed with a possessive copula and a locative subject marker. The second, locative-copula constructions, are formed with a locative copula and a non-locative subject marker agreeing with the theme argument. Both constructions can be used to express existence in a place or more abstract existence. The difference in the specific locative morphology between the two constructions (locative subject concord vs locative copula and non-locative subject concord) is related to differences with respect to structure and interpretation: The locative-possessive construction has a more rigid word order and a narrower range of interpretations than the locative-copula construction. It can only be used if the theme argument follows the copula (the locative phrase can precede, follow, or be omitted), and it always receives a locative-existential presentational interpretation. This is because locative subject markers in locative-possessive constructions function as expletive subject markers, and thus require the theme NP not to be encoded as a subject and to be placed after the predicate. In contrast, in locative-copula constructions, the non-locative subject marker can be used both anaphorically and as expletive marker. This means that a wider variety of word-orders are possible in the locative-copula construction, and that the construction is available for a wider range of interpretations, resulting from the respective placement and information-structural role of the locative and the theme argument. The talk develops an analysis of these two existential constructions in Swahili and shows how differences between the constructions are related to the role and function of the subject agreement markers and copula forms used in them.

Martin, Marieke

University of Cape Town/CALDi, marieke.martin@gmail.com

Microvariation in number marking across Wawa dialects

Wawa [www] is an endangered Mambiloid language, spoken by 3000-5000 people in the Nigeria-Cameroon borderland in the Adamawa Region. There are four major dialects, names after the main villages they are spoken in; Oumyari, Ndi, Gandoua and Mbengedje. This paper presents aspects of the number system of Wawa, more specifically the plural marking. This system varies across the dialects and shows interesting examples of language variation, probably due to language contact and change. Number in most Wawa dialects is marked on the noun by adding a suffix to the root to distinguish the plural from the singular. There are five different plural markers in Oumyari Wawa, of which the most common is the suffix -bà . About 80% of all nouns derive the plural with the -bà suffix, while the other 20% take -dà, -tà, -là and -mà plural suffixes. It is likely that the /-bà/ plural suffix is cognate to the Proto Benue Congo (PBC) noun class prefix *ba- for plural persons (class 2) which over time expanded to mark persons, animal and other animates and is now slowly replacing other number markers in Wawa. All Wawa dialects mark plural on numerals (except 'one'). For some nouns, two different plural forms are possible. In some cases, different plural forms have different meanings. The Ndi Wawa dialect features a plural suffix not found elsewhere in Wawa and in Mbengedje Wawa a prefix was used to mark plural for a limited number of nouns. The Gandoua dialect shows clear traces of a former productive paucal system, now reduced to a very limited number of nouns. This paper will discuss interesting findings from Wawa data and discuss the intricacies of the Wawa number marking system by putting it into context of the general Mambiloid language family, assessing possibilities of language contact and invention.

Meihuizen, Elsa

North-West University, Elsa.Meihuizen@nwu.ac.za

Scholarly identity and academic writing

Academic writing is often described as impersonal, factual, and objective, but it is at the same time important to make appropriate linguistic choices to acknowledge, construct, and negotiate a relationship with the reader. It is for instance sometimes better to use tentative rather than assertive language in presenting arguments or making claims. As academic writers we need to engage with our readers to actively focus their attention, include them as discourse participants and guide them to interpretations. Assuming a personal stance in conveying judgments, expressing opinions or degrees of commitment, boosting or toning down claims and criticism, intruding through self-mention, etc. is also important to help promote an impression of confidence and authority. This paper reports on work done in a range of workshops to assist postgraduate students in becoming aware of the importance of establishing a credible scholarly identity and to guide them in evaluating their own writing in this regard. A range of academic articles were analysed and discussed focusing on typical strategies used for constructing the authorial self. Against this background students were given the task of analysing first drafts of their own research proposals and that of other members of the class. From analyses of the final, redrafted research proposals submitted by these students it became clear that they have gained a greater awareness of the options available for creating their own scholarly identity and that they have become more confident in employing rhetorical strategies for this purpose. It also became obvious, however, that students find it hard to overcome conventional notions of anonymity and facelessness associated with academic writing

Meintjes, Zanette

North-West University, Zanette.Meintjes@nwu.ac.za

Olivier, Louise

North-West University, louise.olivier@nwu.ac.za

Generiese en vakspesifieke onderrig-leer-materiaal ter bevordering van eerstejaar Verpleegkundestudente se akademiese skryfvaardighede

Generic and subject-specific teaching and learning material for the improvement of first-year Nursing Science students' academic writing skills

Die debat rakende die waarde wat 'n vakspesifieke benadering tot die onderrig en leer van akademiese geletterdheid inhou (Carstens & Fletcher, 2009; Hyland, 2006; Dudley-Evans & John, 1998), word lank reeds gevoer. Sodanige benadering word ook, weens talle logistieke en roosterprobleme, op die Noordwes-Universiteit se Potchefstroomkampus bepleit. Die generiese akademiese geletterdheidskursus wat tans vir Afrikaans- en Engelssprekende eerstejaarstudente aangebied word, fokus hoofsaaklik op die ontwikkeling van hulle algemene akademiese geletterdheidsvaardighede. Een van die uitkomstes van hierdie module, is dat eerstejaarstudente oor die vaardigheid moet beskik om 'n uitgebreide argument te kan produseer. Dit blyk egter dat die onderrig en ontwikkeling van hierdie skryfvaardigheid, ondersteun behoort te word deur die insluiting van vakspesifieke skryfoefeninge. Daar word van die standpunt uitgegaan dat die integrasie van generiese én vakspesifieke onderrig-leer-materiaal, eerstejaarstudente vinniger in staat sal stel om effektief binne die universiteitskonteks te kommunikeer. Die doel van hierdie aanbieding is daarom tweeledig. Eerstens wil ons aantoon op watter wyse eerstejaar Verpleegkundestudente se vaardigheid in die skryf van koherente akademiese argumente, deur middel van generiese en papiergebaseerde onderrig-leer-materiaal in die klaskamer ontwikkel kan word. Tweedens wil ons aantoon hoe die voorgenoemde aktiwiteite, wat hoofsaaklik interaktief en leerdergesentreerd is, in kombinasie met aanvullende vakspesifieke e-leerskryfaktiwiteite tot voordeel kan wees vir die ontwikkeling van akademiese skryfvaardigheid. Daar word van die standpunt uitgegaan dat e-leeraktiwiteite, wat op die universiteit se webgebaseerde onderrigplatform voltooi kan word, en self deur studente geassesseer kan word, nie net outonome en informele leer ondersteun nie, maar ook 'n groter verstaanbaarheid te weeg kan bring vir die basis wat die generiese akademiese geletterdheidskursus lê in die skryf van vakspesifieke argumente.

Mesthrie, Rajend

University of Cape Town, rajend.mesthrie@uct.ac.za

Acoustic versus aural analysis of schwa effects in Black South African English

This paper reports on work in progress. The first part was completed and reported at the last LSSA conference, concerning an auditory-based analysis of vowel length neutralization and "schwa effects" in traditional Black South African English, and the extent to which they are retained or eschewed among young Black students of a range of backgrounds (from L2 to L1 or near-L1). The paper claimed that educational background, class and gender were crucial social variables in accounting for a wide range of variation. Type of school (traditional township or model C and private school education or a mixture of these) was a salient factor in explaining overall diminishing use of the traditional BSAE vowels. Social class is clearly implicated in this factor. However, within the young middle classes (to be), women were in advance of their male counterparts in eschewing traditional effects concerning length and schwa. The current paper reports on a reanalysis of the data along acoustic lines (at the

behest of a journal editor). The data was re-transcribed in ELAN and text grids generated in PRAAT via Forced Alignment methods (FAVE) devised at the University of Pennsylvania. The paper will weigh up the pros and cons of both methods, aural versus acoustic. A reanalysis of the first ten speakers suggests that both methods have their strengths and weaknesses, with aural results being less reliable with coarticulation effects involving especially sonorants. However, acoustic results with tokens of schwa less than 0.05 sec are acknowledged to be less reliable than tokens over this limit. Yet a large proportion of schwa tokens is expected to be shorter than 0.05 sec. Overall, the aural and acoustic results correlate quite well, and the methods should be taken as complementary.

Mkochi, Winfred

University of Cape Town, Winfred.Mkochi@uct.ac.za

Stress in Malawian Tonga

The paper explores stress in Malawian Tonga. The contribution made is that this language behaves like many other Bantu languages in assigning main stress to the penultimate syllable and the secondary stress on the initial syllable of the Prosodic Stem (minus prefixes) (cf. Hyman 1977; Downing 2004). Put in a slightly better way, stress in Malawian Tonga is a preserve of the Prosodic Stem. Another crucial point made is that certain prefixes also seem to be assigned stress when they are parsed by the Prosodic Stem. Evidence is drawn from vowel reduction and gradient vowel deletion in this language. The paper is recast within Optimality Theory as argued for by Prince and Smolensky (1993/2004), McCarthy and Prince (1993) and extended by others (e.g. Crosswhite 2004).

Monnapula, Molefe

monnapula_m@yahoo.com

Interpreting and translation for service delivery

Public service delivery constitutes a major problem in South Africa, especially multilingual service delivery. Government has a duty to build a public service sector that is able to meet the challenges of improved public service delivery to all South African citizens. Thus, government established the eight Batho Pele principles (DPSA, 1997). These principles are used as the benchmark against which service delivery is measured in South Africa (Mwaniki 2012). I recently worked on a research project in Philippolis. In this project I followed an ethnographic approach in observing how multilingual communities handle matters concerning service delivery. Thus, for the purpose of this paper, I will deal with data collected at different public service institutions in Philippolis, namely, legal, security services (SAPS) and health institution (clinic) (Corsellis, 2008:4-5). This data is also in line with the Batho Pele principles, especially, access to information and redress. My interest in this paper is on how these services communicated for by the Philippolis residents, bearing in mind that communication is vital for ensuring equal access to public services (De Ridder, 1999:60). One of the findings of the study was that the local community in Philippolis claims to seldom experience problems when services are orally communicated for, hence the common slogan “language is not a problem here” (Cuvelier et al. 2010). The study also found that code-switching and receptive multilingualism are measures that the community members and the officials in Philippolis often make use of to fill the service delivery gaps. Lastly, I will deal with a particular form of exclusion in public meetings. This exclusion occurs as a result of multilingualism and it is referred to in the study as unintentional exclusion.

Morule, Nomasomi

North-West University, nomasomi.morule@nwu.ac.za

Towards autonomous, self-directed learning: Balancing power centres in a language classroom

Until recently, achieving improved support for learning has often been about telling people to do things differently, as in a top-down view of change, managed by a vertical hierarchy in which each level wields power over the other. Wedell and Maldez (2013) observe that many of the hoped-for outcomes of educational change (e.g. development of communicative abilities, or reflective teachers) are not realized because the change initiators in education subscribe to this transmission view. This cascade model does not encourage negotiation and interaction which are basic requirements in a language learning classroom. The study is premised on Stevick's (1984) assertion that "success depends less on linguistics analyses, materials and methods and more on what goes on inside and between people in a language classroom. (p4). It is a descriptive, interpretive inquiry that identifies centers of power in an ESL classroom and suggests ways and means of how these could be flattened in exchange for development of autonomous, self-directed studentship. This qualitative, phenomenological study employed interviews with postgraduate students and a questionnaire with lecturers in the Mafikeng Campus of North West University (NWU). The findings confirmed the need for lecturers to review their belief systems about the learning spaces if they wish to create a supportive learning atmosphere: when power is shared in the classroom, the result is not only responsible load distribution, but also development of autonomous, self-directed learners. The study concludes that it is people involved in teaching and learning in the micro context of place – the language classroom, who are central to understanding of the relationships between context and culture and how decisions about these can enhance or obstruct desired educational outcomes.

Motlhankane, Kedumetse

North-West University, kedumm@gmail.com

Investigating Setswana use: Towards the development of support materials for Academic literacy

Multilingualism is one of the constitutional laws of South Africa and a language policy has been set up by the country to ensure that all eleven South African languages are equally treated and embraced by the public. Different institutions have chosen to embrace multilingualism in different forms. The North-West University's language policy promotes three of the eleven official languages of the country. This paper seeks to investigate the use of Setswana on the Potchefstroom Campus by evaluating the use of the language in alignment with the university's and the campus' language policy. Bamgbose (cited by Phillipson, 1996: 161-162) states that implementation often hinders language policies. Thus in promoting multilingualism and language in education policy in South Africa the study will look at how the Potchefstroom campus has promoted Setswana on campus. The study will analyse how some of the materials that have been translated from Afrikaans and English to Setswana on campus have been received by the university community. Secondary data available from the institutional office of the North-West University will be used. This paper looks at how translated Setswana support materials and contents disseminated on campus have been used by the general university community. This might shed light on the current state of the use of the Setswana language on campus, and the government and the university's promotion of multilingualism for academic purposes; with particular reference to syllabus and course design in Setswana in the future.

Motlhodi, Keabetswe

North-West University, nghiza@gmail.com

Hefer-Jordaan, Esté

North-West University, Este.Hefer@nwu.ac.za

Investigating the optimal presentation of Setswana subtitles for better access to education

The Constitution (Act 108 of 1996, Section 29(2)) stipulates that everyone has the right to receive education in the official language(s) of their choice in public educational institutions, where reasonably practicable. Yet English and Afrikaans still remain dominant as languages of learning and teaching (LoLT). In this sense, language may be a barrier to access and success in higher education, as the majority of students entering tertiary institutions are not necessarily fully proficient in English and Afrikaans (Webb, 2012; Coetzee-Van Rooy & Verhoef, 2000; Weideman & Van Rensburg, 2002). To bridge the gap between constitutional goals and the situation in tertiary institutions, the use of subtitles may be introduced. Subtitling has many proven benefits in educational contexts, from improving literacy to aiding language learning (Koolstra et al., 1997; Diao et al., 2007; Chai & Erlam, 2008; Kothari, 2008; Ayonghe, 2010; Mahlasela, 2013). In multilingual South Africa, subtitling could also be used to provide access to educational materials in languages other than the LoLT. However, reading proficiency should be considered – if learners cannot read the subtitles, they will not benefit from it. Numerous studies have found that South African learners' reading proficiency is poor, particularly for African languages (e.g. Matjila & Pretorius, 2004). If this is true for basic reading, subtitle reading will be even more challenging, as reading now has to occur along with listening and watching. An important factor is the reading speed at which subtitles are presented, and whether viewers are able to read the subtitles optimally in the available time. This paper discusses a project investigating the optimal presentation of Setswana first language (L1) subtitles. The project examines Setswana reading proficiency and aims to make recommendations for the reading speed at which Setswana L1 subtitles should be presented in order for L1 learners to benefit from its use.

Naicker, Suren

University of South Africa, suren1946@gmail.com

A cognitive linguistic analysis of Vivekananda's Complete Works

In this paper, I look at the metaphors employed by Swami Vivekananda to explain otherwise abstruse philosophical principles within the Hindu school of thought, with especial emphasis on the advaita Vedanta, which maintains that there is no duality of existence despite the appearance of such. Using Conceptual Metaphor Theory as a framework, and Corpus Linguistics as a tool, I explore Vivekananda's complete works and have come to the conclusion that, unlike mainstream Western religions, which employ primarily the FAMILY frame to conceptualise God, this is not so within Vivekananda's Hinduism; though he does use the said frame, he more often than not draws on the WATER frame to explain concepts, thereby deviating from the norm.

Ndinga-Koumba-Binza, H Steve

CTexT, North-West University, 22602569@nwu.ac.za

A Phonetic and Phonological Account of Tswana Glides

The present paper focus on Tswana glides. A glide is known in phonetics as a transitional sound produced as the vocal organs move towards or away from an articulation or a position of rest. When it comes specifically to vowels, a glide would be the vowel where there is an audible change of quality. In ordinary linguistic terms, glides are often termed as semivowels, diphthongs and triphthongs. Like in a number of African languages of the Bantu phylum, both semivowels and diphthongs are found in Tswana. Meanwhile, very few studies in the Tswana language have been interested with these phonetic units, one of the smallest in the language. Cole (1955), in one of the major descriptions of the phonetics and the phonology of Tswana, claimed that Tswana semivowels derived from the process of consonantalisation (Cole 1955: 49-50), i.e. “a phonological process where a vowel loses its vowel quality and assumes the qualities of a consonant” (Skosana 2009:123). This claim has been the accepted opinion when it comes to semivowels [w] and [j] not only in the phonology of Tswana, but also in those of other African languages. However, no study has ever been conducted in order to determine the phonetic conditions and the phonological status of such a process in Tswana. It is viewed in the present work that consonantalisation is one aspect of a greater phonological process, namely glidisation, which also includes many other hiatus resolution strategies such as semivocalisation, i.e. the anchoring of an underlying vowel into a consonantal skeleton position to form the consonantal sequence CG (consonant + glide). Thus, this paper is the study of glide formation in Tswana as it claims that all Tswana glides derived from a structural process of glidisation. The phonological analysis contained in this study is supported by verified phonetic data.

Ndlangamandla, Sibusiso

University of South Africa, cndlanga@unisa.ac.za

Genre and disciplinarity in academic literacies: Is policing a discipline?

There is a growing interest in the research and teaching of research writing in English at the postgraduate level (also called advanced academic literacies) in South Africa. Among other things, there are challenges of addressing both the generic and discipline specific needs of students who are studying a Masters in Policing degree at an Open Distance Learning institution. Some Applied Linguistic concepts, such as, discourse, genre, and academic discourse community, need to be contextualized in the academic discipline. As a teacher of academic writing, one has to constantly identify the discipline and also the types of literacies, or genres required. This paper employs an intertextual analysis with ethnographic framing to explore and describe the interface between professional and academic discourses when students who are studying a master’s degree in policing write a research proposal. Data comes from samples of students written research proposals, participant observation and semi-structured interviews with the students and their supervisors. The findings reveal the type of proposal genre that the academic discipline favours, and the complexity of describing the academic discipline. This analysis will also offer suggestions of addressing research writing amongst the postgraduate students.

Nel, Carisma

North-West University, carisma.nel@nwu.ac.za

Adam, Aninda

North-West University, aninda.adam@nwu.ac.za

Catch them before they fall: A school-wide reading assessment and support model

There is no doubt that all levels of the South African education system consider the academic achievement of our country's children of the utmost importance. Certainly, reading achievement is among the most important of educational goals for this country's children. The premise that children can be "late bloomers" (i.e., if we wait a while children will grow out of their problems) has been popular in education for decades. Researchers who have followed children's reading development from grade R onward, however, have cast serious doubts on the "developmental lag" hypothesis. Once children are behind, which happens very early, they do not catch up unless intervention is intensive, timely, and well-informed. Research indicates that learners tend to reach a plateau in their reading growth at about sixth grade, and the gap between good and poor readers is never closed. The National Research Council (1998) in the United States of America indicated that assessment systems that can identify reading difficulties early and prevent later reading failure need to be in place. Good, Simmons, and Smith (1998: 46) state that assessment procedures are needed to "(a) identify children early who are experiencing difficulty acquiring early literacy skills, (b) contribute to the effectiveness of interventions by providing ongoing feedback to teachers, parents, and learners, (c) evaluate the effectiveness of interventions for individual learners, (d) determine when learner progress is adequate and further intervention is not necessary, and (f) evaluate the overall effectiveness of early intervention efforts". The earlier interventions can be implemented the greater is the chance that low reading trajectories can be modified to result in positive reading achievement. The purpose of this presentation is to focus on the importance of viewing evidence-based reading as part of a school-wide reading assessment and support model.

Nel, Joanine

Stellenbosch University, ninan@sun.ac.za

Southwood, Frenette

Stellenbosch University, fs@sun.ac.za

Conradie, Simone

Stellenbosch University, sconra@sun.ac.za

Comprehension and production of quantifiers in English- and isiXhosa-speaking Grade 1 learners

Introduction: Quantifiers form part of the discourse internal linguistic devices that children need to contrast and differentiate characters and objects within narratives and other spoken/written texts. Knowledge of quantifiers is also needed to describe quantities in mathematical literacy. Little is known about the development of quantifiers in child language, especially the production thereof. Research question: How well do Grade 1 (Gr1) isiXhosa first language (L1) learners with either English or isiXhosa as language of learning and teaching (LOLT) perform at the beginning and at the end of Gr1 on tasks measuring the comprehension and production of quantifiers. Methodology: Two groups of L1 isiXhosa learners were tested twice with tasks targeting several quantifiers: one group with isiXhosa and another with English as LoLT. Both groups attended schools in low socioeconomic areas in the Stellenbosch area. Findings: For the isiXhosa LoLT group, comprehension of no/none, any and all was fully acquired by either the start or the end of Gr1, and the production of all tested quantifiers were fully acquired at the start of Gr1. For the English LoLT group, neither the comprehension nor the production of quantifiers was acquired by the end of Gr1, although there was a significant increase in both comprehension and production scores. Conclusion: Results show that while the English LoLT group made significant progress in terms of quantifier comprehension and production, they still performed worse than their peers for whom there was a match between L1 and LOLT. The generalisation is that, for children with no or very little prior knowledge of the language that is to act

as their LoLT, either (i) more deliberate exposure to quantifier rich language or (ii) longer exposure to general classroom language is needed before they can be expected to have mastered quantifiers sufficiently to allow access to quantifier-related curriculum content.

Ngwenya, Themba

North-West University, themba.ngwenya@nwu.ac.za

Balancing text, context and student-profile in choosing effective texts for teaching writing

There has been a great deal of criticism about law graduates' low competency in numeracy, reading and writing. As far as writing is concerned, one of the main causes of this problem is that besides their inefficiency in everyday English, many law students also have to contend with understanding the difficult register of law and writing in a way that conforms to the specialised discourse of law. Although this problem is experienced not only by students to whom English is an additional language but by even those to whom it is a home language as well, to the former it is even greater, English not being their mother tongue. To address this problem, several law faculties of South African universities have introduced a three-year remedial programme in order to equip law students with the language skills they need to study law successfully and practise their profession competitively later. The intervention is in line with the imperative South Africa is facing to increase law practitioners, particularly black ones, whose representivity in the legal profession is too small to match those of their white counter-parts. In order to facilitate the development of the writing skills of the participants in the current study, this paper uses a holistic approach to demonstrate how the challenge of balancing texts with students' profile and students' learning context could be handled in order to choose appropriate reading texts for developing students' writing skills. The research is informed mostly by a comparison of autonomous models of literacies with ideological ones. The significance of the study is that it demonstrates how pedagogy and learning theories could be utilized to inform the choice of effective reading texts to maximize the acquisition of academic writing skills in an across-faculty remedial English module.

Niyibizi, Epimaque

University of the Witwatersrand and University of Rwanda: College of Education, eniyibizi@yahoo.fr

Makalela, Leketi

University of the Witwatersrand, Leketi.Makalela@wits.ac.za

Quick transformational shifts in Rwandan Language Policy: Why were teachers-learners enthusiastic?

While language attitudes have been widely studied in language-in-education policy research, there is still a dearth of attitudinal studies that have investigated responses to consecutive language policy shifts and their implications for education in Sub-Saharan African languages. This paper explores lower primary school learners' and their teachers' attitudes towards the 2008-2011 language policy shifts in Rwanda, as a prototypical case of consecutive policy shifts in Sub-Saharan countries. An attitudinal survey, supplemented by interviews and observations, was administered among 324 primary school learners, teachers and heads of schools from public, subsidized and private schools, in both rural and urban settings in Rwanda. The results display reasons why there were high levels of satisfaction with the consecutive policy shifts among the learners, but with lower levels of satisfaction among the teachers. They also justify why the shift to English revealed more positive responses among both the

learners and the teachers; and why the shift towards Kinyarwanda medium was more positively accepted among rural school learners and rural teachers than by urban teachers. Interestingly, in addition to the universal preference of English, the results showed that the Rwandan endoglossic setting motivated the majority of learners and rural teachers to exhibit positive attitudes towards the shift to an indigenous African endoglossic language medium. The paper argues that attitudinal studies and attitudes planning should have been explored in Rwanda before the shifts to predict success in implementation; and further attitudinal studies and attitudes planning research should be explored in all African endoglossic countries to confirm or debunk this new insight in the African context.

Nizonkiza, Deogratias

North-West University, 24276375@nwu.ac.za

Towards a principled approach to the teaching of collocations

Collocations are defined as “the way words combine in a language to produce natural-sounding speech and writing” (Oxford Collocations Dictionary for Students of English 2002: vii). They have attracted research attention over the past three decades during which they have been at the centre of attention of second/foreign language practitioners (cf. Barfield & Gyllstad 2009 among others). Results from research indicate that collocations are important in second language (L2) and foreign language (FL) contexts (Barfield & Gyllstad 2009; Pawley & Syder 1983). Researchers have convincingly demonstrated that collocations play an important role in characterising overall proficiency (cf. Howarth 1998; Cowie 1998; Granger 1998; Nesselhauf 2005). With this confirmed importance and popularity of collocations in L2 and FL contexts, the main question today is how to teach collocations and exactly which ones to teach (cf. Granger & Meunier 2008). A number of empirical studies indicate that adopting the awareness-raising technique could make a difference (cf. Barfield & Gyllstad 2009; Boers et al. 2014; Lewis 1993, 1997, 2000). Even though these studies have not been systematic in terms of selecting collocations to teach, which limits the breadth of generalisability of their findings for wider applications, they point to interesting results that researchers could build on for advancing research on the topic. They indeed point to measurable improvements following explicit teaching of collocations. At what seems to be a turning point, reviewing and assessing the different approaches to teaching collocations seem to be warranted. The present paper thus reviews and evaluates the approaches to teaching collocations from the 1990s up to now. The ultimate objective is to inform pedagogy by pointing to the opportunities and challenges to teaching collocations and by proposing what could be the way forward or ‘where to from here’ to use the terms of Granger & Meunier (2008).

Nkamta, Paul Nepapleh

North-West University, paulnepaps@yahoo.com

Language growth vs language decline: The case of Setswana

In most modern African societies, identity through language is extremely a rare phenomenon. This is because most communities are multilingual and there is usually more than one language spoken (Chabata, 2008: 13). The presence of more than one language and other social factors affect the growth of the mother tongue in any given community. These social factors include, among others, intermarriages, migration and the introduction or use of modern technology. Taking the Mafikeng situation as an example, this paper highlights some of the problems and challenges that language

planners and researchers encounter in their effort to develop Setswana as one of the official languages in the province. It focuses specifically on how these phenomena have affected the purity of the language. This study is mainly qualitative and examines the current state of affairs regarding the use of Setswana in Mafikeng – South Africa. Semi-structured face-to-face interviews, observations and focus group discussions with some migrants resident in Mafikeng were used to collect data. The significance of the study is that it exposes how social factors and technology could lead to the decline in the use of African languages in a given community. This situation needs to be checked in order to preserve and protect the purity of Setswana in Mafikeng.

Nokele, Amanda

University of South Africa, nokelbba@unisa.ac.za

Moropa, Koliswa

University of South Africa, moropack@unisa.ac.za

Investigating translator style in the translation of Mandela's *Long Walk to freedom*

One of the aspects that concern translation scholars is the question of the translator's style. When Baker (2000) realised that there was little research on the investigation of the individual style of literary translators in terms of what might be distinct about their language, she suggested a methodological framework for such an investigation. Subsequent to her publication, considerable research was conducted on style in the European languages. The same cannot be said about African languages. Adopting Saldanha's (2011) suggested definition of translator style, this paper examines the style of Mtuze and Ntuli in their translation of *Long Walk to Freedom* (Mandela 1994). The Xhosa and Zulu target texts (*Indlela ende eya enkululekweni* and *Uhambo olude oluya enkululekweni*) are compared with each other focusing on the use of punctuations and sentence constructions. The English source text has been used not to evaluate the target texts but to understand the translators' choices. Paracon, a parallel concordancer, is used to align the source text and its target texts for easy examination. The analysis demonstrates how the two translators' experience and expertise as creative writers impacted on their choices.

Nomdebevana, Nozibele

University of South Africa, nomden@unisa.ac.za

Authenticity is the key: A spoken corpus study

This paper investigates the nexus between language pedagogy and lack of communication skills in indigenous language speaking in South Africa. Its basic tenet is that South Africa, as the rainbow nation, recognises all the main official languages and it has become even more important for students to develop fluency in a variety of these languages in order to communicate proficiently with their mother-tongue speakers. Consequently there is a growing interest in the learning of the indigenous languages as second languages. However, it is hard to get adequate information to equip learners with communication skills from the current invented language teaching materials. Whilst there are institutions that are tasked with developing and sharpening student skills in speaking South African indigenous languages, such students hardly master the art of speaking them eloquently. The backdrop for the study is that the development of South African indigenous language teaching materials excludes important factors of a cultural and social nature that influence human communication. As a result, students experience insurmountable difficulties, in spite of various efforts

made by the teachers who train them to read books on their own. Passing their examination does not enhance students' understanding to the extent of bridging the gap between them and their mother-tongue counterparts. This study utilizes a Xhosa spoken corpus to analyse the use and significance of communicative and interactive function words (CIFWs) in daily interactions by investigating the two Xhosa CIFWs wethu and bethu. The overall aim of this study is to explore the use of a corpus in the examination of CIFWs in general, and wethu and bethu in particular to view how they are actually used by speakers in their daily interactions, and then see if their cultural and social functions are sufficiently presented in language teaching and learning materials.

Ntuli, Nonhlanhla

University of the Witwatersrand, 475570@students.wits.ac.za

Oral narrative behaviour of SePitori and S. Sotho speakers from a multimodal perspective

This study seeks to bring into literature the discursive abilities of Mamelodi lingo also known as SePitori, as well as standard Sotho, a lesser-studied language. Communication is multimodal, and the multimodality of this study encompasses the verbal and the non-verbal, co-speech gesture (McNeill, 1992; Kendon, 2004). This study not only seeks to bring a new perspective on the discourse study of a non-standard urban speech variety known as Mamelodi Lingo and its source language the standard Sotho. But it also aims to demonstrate that South African non-standard urban speech varieties cannot be easily developed into standard languages due to their social interaction role.

In gesture studies, the role of co-speech gesture as an integral part of language has been largely proved with evidence from conversation analysis, language development and even language teaching (Goldin-Meadow 2002; Kita and Özyürek 2003). Based on this assumption, this study has two major predictions; (1) due to the limited vocabulary of language varieties, speakers of Mamelodi Lingo will employ more resources compared to standard languages; (2) The gestural behavior of Mamelodi Lingo will show more of a compensatory mode to speech.

Using an elicited language production task, the study will draw upon discourse analysis, and focus on conversational behavior through narration in the form of a monologue. A visual stimulus will be presented to participants and they will be asked to tell what they have seen to the experimenter. All data will be coded onto the language annotation tool, ELAN. The analysis will study the choice of word use, the types of gestures that the participants make use of and the amount of gestures produced by the non-standard urban speech variety and standard language speakers.

Olivier, Jako

North-West University, jako.olivier@nwu.ac.za

Blended learning in a first-year linguistics class: Evaluating an interactive learning environment

Blended learning, as a combination of face-to-face and online instruction (Graham, 2006:4; Holmes & Gardner, 2006:10, 14, 110; Littlejohn & Pegler, 2007:1, 26, 226) is increasingly applied in university classrooms. This paper explores the use of an interactive learning environment, within a Sakai based content management system, as well as face-to-face teaching and learning in a first-year Afrikaans linguistics class (N=82). Firstly, the Technology Acceptance Model (TAM) was employed by means of a survey and the Structure Equation Model (SEM) (cf. Chen & Tseng, 2012) was used to explore factors relevant to this first-year class. In addition, qualitative research was conducted through an open questionnaire and focus group interviews in order to gauge the perceptions regarding the blended

learning context and the interactive learning environment. It was found that students are generally able to function within the interactive learning environment and they are quite positive towards the use of the learning environment for learning and teaching. However, it is clear that some students still prefer printed study material. A number of students indicated that they find online informal tests useful and easy to use. Despite the fact that students indicated that they use the interactive learning environment daily, actual usage statistics did not always correspond. Finally, this paper makes suggestions with regard to adapting teaching in terms of students' behaviour based on their computer anxiety and internet self-efficacy as well as the perceived usefulness and ease of use of the interactive learning environment.

Olivier, Jako

North-West University, jako.olivier@nwu.ac.za

Olivier, Louise

North-West University, louse.olivier@nwu.ac.za

From writing apprehension to evaluation apprehension: Apprehending Daly and Miller

Writing is integral to assessment in higher education and it is clear that assisting with writing could improve overall academic performance (Archer, 2008:248). However, according to Piller (2013), as part of academic life, many students tend to procrastinate and have a great sense of self-doubt when it comes to academic writing. The Daly-Miller test (Daly & Miller, 1975) specifically gauges writing apprehension. The purpose of this paper is to explore writing apprehension or fear of writing amongst first-year students. The Daly-Miller test was conducted with two separate first-year groups chosen by means of convenience sampling over a two-year period. The research population included students from different fields of study enrolled in a compulsory academic literacy module (N=300) and students in an Afrikaans language module (N=244). The test was followed up by an analysis of e-mail reflections of students regarding their writing. Through the calculation of Cronbach's α of the Daly-Miller test's responses it was clear that the instrument's use as suggested by Daly and Miller could not be considered reliable for this particular South African population. Hence an explorative factor analysis was conducted. The factor analysis resulted in indicating that four distinct aspects of writing apprehension could be identified: positive attitude towards writing, negative attitude towards writing, evaluation apprehension as well as self-confidence and writing. This paper reports on the results in terms of these four factors as well as supporting qualitative evidence from the e-mail reflections. The results of this study emphasises the need to take note of the phenomenon of writing apprehension in higher education settings. In addition, the teaching, facilitation and assessment of writing the students' attitude towards writing, nature of evaluation and self-confidence of students need to be taken into account.

Oshodi, Boluwaji

Adekunle Ajasin University Akungba Akoko (Nigeria), bolu_oshodi@yahoo.com

Issues in code-mixing and acquisition: Defining competence, performance and internalization among bilinguals

Code-mixing is a prevalent concept among bilinguals, i.e. people who make use of two languages. In second language acquisition, researches have shown that influence from the L1 (through concepts like interference and transfer) are factors which constrain learners from achieving native-like competence

in the L2. This work, however, takes a look at the negative effects of the target L2 on learners' L1 with focus on the relationship between acquisition (i.e. linguistic competence and performance) and internalization. Using oral and written data collected from a group of undergraduate L2 English Yorùbá native speakers, (Yorùbá-English bilinguals) the paper evaluates the negative effect of the L2 (English) on the L1 (Yorùbá). It was discovered that some Yorùbá words (especially the borrowed and the derived ones) are constantly substituted for English versions as a result of code-mixing. The paper concludes that, though Yorùbá-English bilinguals may acquire such words, they tend to have problems with their internalization which would ultimately affect the overall sustenance of their native Yorùbá language irrespective of the level of performance and competence exhibited in it.

Osuri, Stafford Osuri

Tshwane University of Technology, osuriosuri@gmail.com

Medical interpreting in South Africa: A case study

The Department of Health, in South Africa, has partnered with Folio Translation Consultants (FTC) in a pilot project of medical interpretation in government hospitals in the Western Cape. The project is referred to as Folio InterTel This is a project that will hopefully be rolled out in all government hospitals in the country. FTC has contracted freelance interpreters who have undergone a course in medical interpretation with the Medical Interpretation and Translation Institute Online (mitio) and attended workshops on the same. The medical interpreters call a specific number and log in whenever they are available to receive interpreting calls. If they are unavailable, they log out. Arrangements may be made for one to be automatically logged in and off at specific times by the project manager. The interpreters save the InterTel number and when a doctor has a patient who needs interpreting in a particular language, available interpreters who have logged in the telephone interpreting system are called. The project started in September, 2011 and has been a success. Quite a number of patients have been examined in their languages and cases of mistreatment, due to wrong diagnosis have dropped significantly. The language barrier due to lack of a common language may have been the cause of wrong diagnoses. The medical interpreters keep medical glossaries in their source and target languages and thus help build a vocabulary and medical terminology list. Most patients who had previously had difficulty in explaining their medical history to health care practitioners are satisfied and happy with the treatment that they receive at government hospitals in the Western Cape at present. Medical interpreting is vital in a society as diverse as South Africa. Medical interpreters keep updated glossaries for their source and target languages.

Peeters, Ward

University of Antwerp (Belgium), ward.peeters@student.uantwerpen.be

Facebook in South-African Higher Education: Creating an Open and Accessible Collaboration Environment

Higher education in South-Africa faces the challenge to provide every student with an inclusive and accessible learning environment (De Wet, 2014; Walker & Mkwanzani, 2015). The present project investigates whether the integration of social network sites in the learning environment may facilitate this process and foster students' acculturation to higher education, familiarising them with the currency as used by the academic community (Van de Poel & Gasiorek, 2012). Implementing social media platforms in educational contexts enables students to build communities, motivates them to

take up an active role in their learning and may lower the threshold for peer-to-peer communication (Akbari, Pilot & Simons, 2015; Lamy & Mangenot, 2013). Given the characteristics of the South-African student population and their access to online and mobile technology (Brown, 2012), Facebook as a frequently used social network site (Bosch, 2009) may form an accessible environment for them to engage in peer collaboration.

This paper presents the results of a replicated study conducted at North-West University (Potchefstroom, South-Africa, 2015). From a random sample of 120 first-year majors, 74 voluntarily joined a closed discussion forum on Facebook where they were asked to share writing and learning challenges while preparing a 3,000-word essay. Two questionnaires were used to investigate 1) how students at a South-African university appraise social network sites in their learning, 2) how they evaluate collaborating with peers in the project, and 3) whether the online collaboration has had any impact on their writing outcome. The study shows that students regard the Facebook group as an accessible and constructive addition to the learning process and feel comfortable collaborating, since it enables them to share experiences and grow as learners. Engaging the students in the Facebook group cultivates a learning community and encourages collaboration towards a common learning goal, which eventually facilitates their acculturation process.

Pienaar, Wikus

CTexT, Noordwes-universiteit, wikus.pienaar@nwu.ac.za

Wissing, Daan

CTexT, Noordwes-universiteit, Daan.Wissing@nwu.ac.za

’n Akoestiese en artikulatoriese analise van die /r/ in Malmesbury-Afrikaans

In hierdie studie word daar spesifiek gefokus word op die bry-/r/ in Afrikaans van die Malmesbury-streek. In hierdie vroeë stadium sal daar verslag gedoen word van slegs ’n beperkte akoestiese analise op die alveolêre /r/ en uvulêre /r/. Die meting van die tweede en derde formante (F2 en F3) word as ’n algemene metode beskou wat gebruik word om die /r/-foneem akoesties te kan ontleed en beskryf. Omdat die tong na die agterkant van die mondholte toe skuif en die agterkant van die tong oplig wanneer ’n bry-/r/ gevorm word, behoort ’n bry-/r/ ’n laer F2 en hoër F3 waarde te hê as wat ’n alveolêre /r/ sal hê. Daar sal verslag gedoen word van die F2 en F3 metinge en interpretasie daarvan. ’n Volgende analise waarvan verslag gedoen word, is vier spektrale momente nl. Gravitasiemiddelpunt (“Centre of Gravity”), Standaardafwyking (“Standard Deviation”), Kurtosis en Skeefheid (“Skewness”). Hierdie spektrale momente word gewoonlik gebruik in die analise van frikatiewe, maar aangesien /r/-klanke sommige belangrike akoestiese eienskappe met frikatiewe deel, is dit moontlik dat dit ook hier van toepassing kan wees. Die laaste vergelykende analise in terme van akoestiek waarvoor verslag gelewer word, is die duur van die /r/-foneem, asook die duur van die aangrensende foneme. Om die /r/-foneem verder te verryk sal die resultate van ’n artikulatoriese analise met behulp van ’n ultrasoniese beeldaftaster gewys word. Op hierdie manier kan daar nie net bepaal word waar die plek van artikulasie van die /r/-foneem is nie, maar ook waar in die mond die aangrensende konsonante en vokale gevorm word.

Posel, Dorrit

University of KwaZulu-Natal, posel@ukzn.ac.za

Zeller, Jochen

University of KwaZulu-Natal, zeller@ukzn.ac.za

Language shift or increased bilingualism in South Africa: Evidence from census data

In the post-apartheid era, South Africa has adopted a very progressive language policy, giving official status to eleven languages (English, Afrikaans, and nine African languages). However, English has remained the dominant language of business, public office, and education, and some research suggests that English is increasingly being spoken in domestic settings. Concerns have therefore been raised about the “looming demise of the indigenous African languages” (Kamwangamalu 2003: 226). In this study, we use Population Census data from 1996, 2001 and 2011 to investigate whether there is evidence of a language shift to English in South Africa, in the sense that English is replacing an African language as the home language. We show that English language prevalence among Africans increased considerably over the period, an increase which derives particularly from the growth in English as a second home language (L2). The age distribution of L2 reporting in English, however, suggests that English as L2 is acquired mainly through education and time spent in the labour market, rather than in the home. Moreover, second language reporting of many of the African languages also increased over the period, and consequently, the use of most of the official African languages has also risen. The period under review therefore is associated with greater bilingualism rather than the displacement of African languages by English.

Pretorius, Marilize

University of the Free State, pretoriusm4@ufs.ac.za

Caring through other languages: Communication challenges in South African nursing practice

Miscommunication in a healthcare context can lead, directly or indirectly, to adverse events for patients (Reader, Flin, Mearns & Cuthbertson, 2007). In South Africa (SA) these risks can be compounded by the multilingual and multicultural nature of the healthcare context. In order to theoretically justify the design of a risk-diminishing communicative course for nursing (pre-)professionals, an SA needs analysis was performed as part of an international project (www.comforpro.com). This paper reports on the questions: what areas of nursing communication prove to be challenging specifically due to language-dissonance, and how do nurses attempt to navigate them? Communicative interactions, primarily between nursing staff and patients, were collected at two SA hospitals through observation and audio recording as well as follow-up interviews. The data were analysed for short-circuits in strategic interactions (following Di Pietro, 1975) and categorised. The challenges are many and diverse. At a psychological level, nurses have to fulfil different roles while primarily being mediators (often also translators). Intercultural challenges are, among others, the role of humour and the use of culture-specific honorifics. At a communicative level, accent and pronunciation, as well as giving directions and making medical terminology accessible, have a critical effect on the quality of interpersonal exchanges. In turn, trust and cooperation between nurse and patient develops through interpersonal interaction, which impacts on care and treatment. The analysis also identified how nursing staff attempt to strategically negotiate meaning to close short-circuits. To name a few: gesturing as an instance of non-verbal communication, using colloquial terminology, stock phrases or simplified/descriptive vocabulary as lexical solutions, checking and asking for clarification at the communicative level, but also code-switching and translating as

communication strategies. This preliminary inventory provides a basis for the design of a multicultural online communication tool which may support nursing (pre-)professionals in diminishing the risks that multicultural healthcare entails.

Probert, Tracy

Rhodes University, g10p7427@campus.ru.ac.za

Syllables and morphemes as literacy processing units in word-recognition: isiXhosa and Setswana

Word recognition is a core foundation of reading (Aaron et al 1999, Snowling & Hulme 2005, Invenizzi & Hayes 2010) and involves interactions of language structure, orthography and cognitive skills. However, the extent of their interaction with one another within reading has yet to be fully explored, especially in South African languages. This comparative study of isiXhosa and Setswana explores the three-way interaction between cognitive skills (phonological and morphological awareness), orthography (conjunctivism vs. disjunctivism) and language skills (effect of Language of Learning and Teaching (LoLT)) within word recognition. Grade 3 and 4 learners were given four independent linguistic tasks: an open-ended decomposition task, a phonological awareness and a morphological awareness task as well as an independent reading measure. These tasks were administered in order to determine the relative grain size unit (Ziegler & Goswami 2005, Ziegler et al. 2001) which learners pay attention to within word recognition. Preliminary results show that syllables are the dominant grain size in isiXhosa while morphemes play a comparatively greater role in Setswana. This may be due to the effects of a disjunctive orthography in the latter. It was also found that LoLT had a clear impact on word recognition strategies, with the isiXhosa and Setswana LoLT schools doing significantly better than the English LoLT Schools. The outcomes of this study will have implications for teaching practice as well as contributing to the broader understanding of literacy in the foundation phase, particularly in the Southern-Bantu languages.

Rambiritch, Avasha

University of Pretoria, avasha.rambiritch@up.ac.za

Tutorial programme to writing centre: Crossing bridges in providing academic writing support

For a number of years the University of Pretoria (UP) has provided support to students in the form of tutorials. Tutorials allow (or should allow) students the opportunity to learn in smaller groups, with the hope that issues/problems/concerns that cannot be addressed in a large class, may be handled more effectively and efficiently in these smaller tutorial classes. In an effort to evaluate our findings, research carried out on this programme showed that the programme was well received by students. Importantly it showed that students valued greatly the one-on-one consulting session offered (during the course of the intervention). What became clear from this, is that (in the light of the positive findings) this same level of support should be made available to all our other students, within the faculty, and across the university. In the light of this, and the fact that the tutorial programme in its current form serviced a small number of students enrolled for a particular module, the UAL proceeded to investigate the feasibility of establishing a writing centre in the faculty. Our justification for this stemmed from the evidence we had of the very positive effects such intensive writing interventions can have. Importantly, as well, is that the actual act of composing a written (academic) text is a very personal, individual one – while ‘one size fits all solutions’ to writing problems, which take the form of modules focusing on academic writing, are valuable, individual concerns and problems that students

may have can often only be addressed through a one-on-one consultation. This paper, then, documents this particular journey, from tutorial programme to writing centre, highlighting the research findings that led to such a decision, as well as the challenges and successes that are so much a part of such an undertaking.

Rautenbach, Eunice

Tshwane University of Technology, rautenbache@tut.ac.za

Developing curricula for English for Occupational Purposes: A case study

The demand for English for Occupational Purposes (EOP) is growing proportionally to the universal demand for employees, who can function in the lingua franca, English, in their fields of specialisation. Therefore, the training of students at Universities of Technology, which aim to produce graduates who can function successfully, upon entry into the occupational world, should include the teaching and learning of EOP. The focus of this research was to determine how best to develop EOP curricula. This was accomplished by doing an EOP wants and needs analyses, including all stakeholders. A case study was conducted at a University of Technology, and a Pragmatist approach was used, utilising both quantitative and qualitative research methodologies. The wants and needs, which would form the basis of an EOP curriculum, emerged as themes from the analysis. There was a particular focus on: the students, because EOP is learner-centred; authenticity of learning materials per field of specialisation; and, collaboration among departments rendering language services and service-requesting departments in the university. The conclusion drawn was that English proficiency plays a central role in the success of learning EOP. Direct feedback from industry, regarding student wants and needs, emerged as essential in planning a curriculum.

Roets, Carla

Stellenbosch University, 16645510@sun.ac.za

Narratives of black learners in a former model C school

This paper reports on research in progress on linguistic and cultural diversity in educational contexts in the Western Cape. The paper will discuss data collected as part of a postgraduate research project which initially set out to investigate how pop culture and other intertextual references can be used as an inclusionary device in the classroom. Duff (2004) in her research on immigrant students in two Canadian schools found that only mainstream intertextual and pop culture references were being incorporated into the classroom setting, which in turn led to the exclusion of these immigrant students. In the current study, data was collected through focus group interviews from 8 participants who were all black, between the ages of 16-18, and who were attending a former model C school in the Northern Suburbs of Cape Town. During the interviews, narratives were produced which were analyzed through micro-and macro content analysis (Pavlenko 2007: 175). The narratives of the participants construct power relations as entangled with language, access to the dominant culture, and race. Not only did the narratives of the participating students reveal that they felt excluded from the dominant discourse in the classroom because their linguistic varieties were not the dominant language (standard English and Afrikaans), but they also revealed that similar to Duff's (2004) findings, references to pop culture excluded them from classroom discourse rather than included them. Additionally, the participants revealed that racialized identities were ascribed to them by other stakeholders (other learners and teachers). These findings suggest that any researcher interested in

the discursive construction of identity in the South African classroom or in the use of discourses of exclusion and inclusion needs to engage with a theorization of race.

Roux, Shanleigh

University of the Western Cape, 3025443@myuwc.ac.za

Constructions of womanhood through tattoos: a multisemiotic analysis of tattooed female bodies

Throughout the years, tattoos have served as markers of identity and have also been a form of expression used by various individuals and groups. More recently, the investigation of tattooing has been incorporated into the field of linguistic landscaping, with the body coming to the fore as a medium of communication. Drawing on Peck and Stroud (forthcoming), this study views tattooed bodies as a 'moving discursive locality' in which future selves and imagined identities, specifically the construction of womanhood, manifests through the art of tattooing. This study uses a multisemiotic approach to analyse tattoos of selected female students at three Western Cape Universities: specifically, the University of the Western Cape (UWC), the University of Cape Town (UCT), and Stellenbosch University (SUN). The purpose of this study is to investigate the construction of womanhood and the agency of tattooed female bodies. The researcher aims to establish how these females express themselves through the popular cultural practice of tattooing. There is also a consideration of whether there is a differential effect in tattoos across the three campuses.

Saal, Elvis

University of South Africa, saaleo@unisa.ac.za

Op die spoor van die vernekulêr in Afrikaanse poniekoerante

Tracking the vernacular of Afrikaans tabloids

In sosiolinguistiese ondersoeke na die sosiale style in Afrikaans is daar nog weinig aandag gegee aan sosiale style soos dit "opgevoer" word in die Afrikaanse gedrukte media (vgl. Blignaut en Lesch 2014). Die sosiale style wat uitgebeeld word in poniekoerante kan gesien word as 'n tipiese oefening in, wat Bell (2010) noem, die gehoor-ontwerp-model, d.w.s. die sosiale styl word "ontwerp" in respons op die tipe teikenleser. Coupland (2007: 3) argumenteer egter dat dit nie meer genoeg is vir sosiolinguistiese studies om slegs sosiale style te beskryf nie, maar dat die sosiale betekenisse ook verken behoort te word. In hierdie studie word die vernekulêre style van twee Afrikaanse poniekoerante, naamlik *Son* en *Sondag*, wat onderskeidelik gerig is op die bruin en wit (werkersklas)leser van Afrikaans, vergelykend ondersoek. 'n Stilistiese analise van die nuusberigte wat verskyn het in die tydperk Julie - Augustus 2013 in *Sondag* en November 2014 in *Son* is onderneem. Soos verwag was die dominante stylkenmerk in beide poniekoerante sinsinterne kodewisseling na Engels. Die wisselings in *Son* was egter frekwenter as dié in *Sondag*. Kenmerkend van die vernekulêre styl in *Sondag* is die frekwente voorkoms van direkte vertalings (die sogenaamde anglisismes), terwyl groep-spesifieke leksikale merkers meer gereeld voorgekom het in *Son*. Die sosiale style wat "opgevoer" word in die twee poniekoerante artikuleer 'n hibriede identiteit vir die sprekers van hierdie sosiale style en daag ook die gepastheidsmodel uit wat altyd voorgehou word vir standaard- en niestandaardvariëteite. Die toenemende gebruik van vernekulêre Afrikaans in die gedrukte media het die potensiaal om nuwe/ander sosiale betekenisse te beding vir die niestandaardvariëteite van Afrikaans.

Savić, Stefan

Rhodes University, stefansavicz@gmail.com

Tense, aspect and information structure in isiXhosa

The present study investigates the context-bound meanings of tense and aspect based on an analysis of verb forms in isiXhosa by means of RMA NCHLT corpora. The goal is to provide deeper knowledge on the relation between the temporal structure of an event denoted by a verb, and the relevance of the information that verb conveys for moving forward the discourse. The link between information structure, on the one hand, and tense and aspect, on the other, needs to be examined more thoroughly by using more typologically varied evidence. A Bantu language with rich verbal morphology such as isiXhosa is a significant source of information. An important point of disagreement among scholars is related to whether isiXhosa has grammatical aspect, or whether all forms can be regarded as absolute and relative tenses. This applies especially to the semantics of the recent past tense markers –ile and –e, as well as to the compound verb forms with the auxiliary verbs be and ye. This question can only be addressed if temporal and aspectual markers are analysed by taking into consideration the context in which they occur, rather than in isolated sentences.

Schultz, Kara

North-West University, 20655320@nwu.ac.za

Regionality in Broad South African English (BrSAfE)

The Standard Model for the formation of White South African English (WSAfE), an “Extraterritorial English” and product of new-dialect formation (Schneider, 2007: 173; Lass, 2002:106), proposes a two-stage input in the form of the 1820 Settlers of what is now the Eastern Cape, and the Natal Settlers, as well as subsequent social reallocation of regional dialects during the Transvaal gold rush and resulting settlement of the Witwatersrand. This model has generally been accepted as accurate (Bekker, 2013:4; Schneider, 2007:175-176); however, Bekker (2012) proposes a Three-Stage Koinéization Model based on the significant influx of English L1 and L2 speakers to the essentially tabula rasa Witwatersrand-context in the late 19th and early 20th century. Bekker (2012) argues that what is considered to be merely the reallocation phase of ‘local’ regional dialects to sociolects in the Standard Model, should be considered a third input-phase in the development of WSAfE. Based, then, on Bekker’s (2012) premise, the BrSAfE spoken in the Eastern Cape should differ significantly from the Broad South African English (BrSAfE) spoken on the Witwatersrand due to different input varieties having formed each. The aim of this paper is therefore to investigate said hypothesis by presenting the preliminary findings of a comparative analysis of data collected in the form of sociolinguistic interviews with BrSAfE speakers from the Eastern Cape and the East Rand. These areas were selected due to the fact that the former is considered the original formation site of BrSAfE, and BrSAfE is spoken extensively in the latter area of the Witwatersrand (Lanham & Macdonald, 1979). The subjects selected for this study are male, grew up in the specified regions and were born prior to 1950, in keeping with the principles and resulting requirements of Trudgill’s (2004) New-Dialect Formation Model.

Simango, Silvester Ron

Rhodes University, r.simango@ru.ac.za

Events and shadows: Evidence from isiXhosa tense and aspect

The occurrence of any event represents some sort of ‘change’ in the state of affairs obtaining at a particular time or location. Many languages encode this change of ‘state of affairs’ in the tense/aspectual systems associated with past events in two ways: in the first case the tense/aspect form indicates that the change of state arising from the event still obtains at speech time; in the second case, the tense/aspect form indicates that a subsequent change has occurred to the state of affairs arising from the stated event or situation. Consider the sentence in (1):

(1) Ayanda combed her hair

In reporting (1) the grammar of isiXhosa necessarily captures the continued state (i.e. persistence) or lack thereof of the hair ‘being kempt’ at speech time in the tense/aspect system by providing the options in (2).

- (2) a. UAyanda uzikamile iinwele zakhe
b. UAyanda ebezikamile iinwele zakhe

The most obvious difference between the two sentences is that (2a) uses what is called a simple tense form whereas (2b) uses a compound tense form. A more important difference lies in meanings associated with each sentence: (2a) implies that utterance time Ayanda’s hair is (likely to be) kempt whereas (2b) implies that it isn’t. This study focuses on the notion of ‘persistence’ as a preponderant feature of tense/aspect system in isiXhosa and related languages. It is assumed that an event consists of a post-coda phase in which the effects of an event may be present at utterance time (2a) or absent (2b). It is argued that the inclusion or exclusion of UT in the post-coda phase of the event engenders different morpho-phonological marking on the verb. The study also shows that the exclusion of UT in the post-coda phase is restricted by the semantics of the verb.

Simelane, Lindiwe

University of Swaziland, Insimelane@uniswa.sz

Linguistic variety of women prisoners: A case study of Mawelawela Women's Correctional Institution

Abstract: This paper examines the use of a lexical variety in the community of women prisoners in Swaziland. It examines whether women prisoners living as a community manipulate language to encode their own terminology in order to remain separate from dominant society and have expressions that may never be understood by the outside world. The study uses the qualitative research and which enables the researcher to examine the problem from the participant’s perspective. It uses Mawelawela Correctional Services, the only women prison in Swaziland as its research site. To gather data it utilises the semi-structured face-to-face focus group interview. The interview findings demonstrate that women prisoners coin some terminology so that people like warders, police officers and people from outside prison will not understand their speech. They do it to preserve the culture where they will not identify themselves with the prison authorities, and have their own linguistic distinctiveness. The result of the study suggests that language change has allowed people to manipulate language and even reveal ways in which they use it to encode and have some sort of identity. The interview revealed their attitudinal expressions about prison life. They borrow words from other languages to code their language, and also clip words by either cutting the initial part or both the initial and final part of the word. It also discovered that the prisoners use words metaphorically. The paper concludes that to prisoners the variety is a social marker and using it separates them from the outside world.

Siziba, Gugulethu

Stellenbosch University, gsiziba@yahoo.com

Black African migrants and the insider-outsider dialectic in South Africa

This paper analyses black African migrants' experiences of South Africa, specifically focusing on the dialectic of how they are constructed by, and in turn construct different race groups in South Africa. Through an analytical schema that constructs race as intricately intertwined with space, the paper focuses on how black African migrants in Johannesburg and Stellenbosch navigate their status as outsiders in different spaces that characterize these cities. The paper reveals how 'black Africans bodies' and languages of migrants shift in terms of their 'markedness' relative to the ethnic and race groups of their interlocutors. Drawing on recursive interactions with South Africans in different spaces, migrants play on these shifting bounds to negotiate their outsidership. The paper emerges from ethnographic fieldwork in Johannesburg, primarily focusing on Zimbabwean migrants. Supplementary ethnography was carried out in Stellenbosch among non-Zimbabwean nationals for purposes of comparison.

Siziba, Liqhwa

North-West University, liqhwa.siziba@nwu.ac.za

An evaluation of new discourses of critical educational citizenship and academic literacies in South Africa

Studies have shown that many students complete high school education having acquired basic interpersonal communication skills (BICS) through involvement in everyday conversation, which require mostly informal use of language, but lack what Cummins (1981) describes as cognitive academic language proficiency (CALP), which includes reading and writing skills as well as understanding of subject specific vocabulary. Because of this, these students experience a gap between school and university. It is for this reason therefore that this paper seeks to investigate a multilingual, interactive approach to teaching academic literacy. Many scholars have written on the various teaching methods one can use to develop student comprehension, but very few have used an integrated approach which includes multilingual teaching as well as portfolio building as a teaching method. The paper seeks to discuss an integrated approach as an intervention method for improving academic literacy skills for students at tertiary level. The proposed research seeks to build on and extend into new directions of emerging scholarly and social policy research focused on critical citizenship education, multilingual citizenship, multilingual education and the potential of language policy to promote active citizenship participation in South Africa. The following question is central to the proposed research: How do new discourses of critical citizenship education, multilingual citizenship, critical multilingual education and global citizenship education contribute to the renewal of the field of higher education and training? While this question intersect with and also challenges the delineation of local, regional, national, and global contexts, the proposed study seeks to make reference to all of these complexities from a range of perspectives drawing on various theoretical debates, practical interventions and context-specific responses.

Smit, Vonette

North-West University, 22142940@nwu.ac.za

Kotzé, Herculene

North-West University, Herculene.Kotze@nwu.ac.za

The development of a computer-based training model for educational interpreters

The North-West University has a language policy which aims to “be flexible and functional and redress language imbalances of the past, promote multilingualism, access, integration and a sense of belonging” (Verhoef & Venter, 2008:282). To support this policy, an educational interpreting service was piloted in 2004 (Blaauw, 2008:301) which, by 2014, was responsible for interpreting nearly 2000 periods per week. This exponential growth has led to a great demand for trained interpreters (Blaauw, 2008: 301). Due to a lack of experienced, trained interpreters, the interpreting service recruits aspiring interpreters from a wide variety of backgrounds. These recruits undergo a short training course and receive in-service training. It has, however, been found that time does not allow for these recruits to undergo sufficient training in order to prepare them for the demands and challenges of educational interpreting. Based on this, it was decided that developing a training model that uses computer-based interpreter training should be explored in order to enhance the current training model. This paper aims to report on an MA study which focuses on the training of educational interpreters using computer-based training. This will be done by discussing and applying the use and development of computer-based training for educational interpreting, and exploring the possibilities and benefits of such a training model.

Sobane, Konosoang

Human Sciences Research Council, ksobane@hsrc.ac.za

Discursive constructions of physicians’ identities, roles and relationships in multilingual clinics

Multilingual clinics are complex socio-technical systems in which individual healthcare providers, with different professional identities, roles and linguistic resources work together as teams to achieve positive health outcomes. These identities create a sense of intergroup belonging and collegial relationships among healthcare providers. Although past research places substantial value on the effect of these identities, roles and relationships on the performance of healthcare providers, very little research attention has been placed on the role of the language barrier in re-constructing and re-shaping them. Drawing from the tenets of discourse analysis and positioning theory, this paper explores how physician identities, roles and relationships are discursively constructed in contexts where such physicians limitedly speak the community language. This study was conducted in two multilingual clinics staffed with physicians who limitedly speak both the community language (Sesotho) and the lingua franca (English), in Lesotho. Semi-structured interviews and focus group discussions were held with a sample of 40 patients, 20 nurses and 10 doctors selected through purposive sampling. The data were transcribed and translated, where necessary. The analysis involved repeated readings of the transcripts and coding of emergent themes and patterns. Findings indicate that the language barrier creates an intergroup conflict between physicians and nurses resulting in physicians being discursively positioned outside the professional group by both patients and nurses. Physicians’ identities and their role as experts in patient care are also re-constructed. The power relations between nurses and physicians in patient care also change due to physicians’ inability to establish and maintain relationships and rapport with their patients. This paper therefore recommends structural resolutions of intergroup conflicts through joint workshops for nurses and physicians, coupled with physician empowerment through language training in such contexts.

Steyn, Juan

North-West University, juan.steyn@nwu.ac.za

The human element in biblical translation

Conveying the author's voice when translating an original work into other languages can be challenging especially if the sociocultural context of the original work differs greatly from the sociocultural context of the intended audience. What makes this process even more challenging is the fact that sociocultural norms do not necessarily remain constant over time. Bible translations from Biblical Hebrew into non-Semitic languages face this exact problem. The constant compromise is that word-for-word translations are not necessarily good intercultural translations. Care should be taken in order not only to translate the text word for word but also translating the cultural context appropriately. The question investigated in this pilot study is whether the current Afrikaans translations of the Bible managed to balance this compromise effectively. The book of Ruth (sample size 1057), from the *Biblia Hebraica Stuttgartensia*, was chosen for this study as it contained specific cultural element that direct translations might fail to convey. The Afrikaans translations used for the comparisons in the study will include the 1953 (sample size 2576), 1983 (sample size 2493) as well as the *Bybel vir Almal* (sample size 2759) translation. Although various methods exist to gauge the effectiveness of translations, in this study a simple type/token analysis is combined with stylometric analysis to attempt an answer to this question. The type/token analysis focuses on the most frequently used words in Ruth in comparison with the Afrikaans translations to gauge which translation is closest on a word for word basis. In addition a stylometric analysis between all the different Afrikaans translations of the particular book can illustrate where word-for-word translations may fail the transference of meaning. In theory, the translations should be very close regarding type/token since the source text is the same, but attempts to convey the cultural context effectively skews the figures. The similarities and differences produced will be examined and discussed with the intention of indicating the importance of the human element in translation.

Steyn, Juan

North-West University, juan.steyn@nwu.ac.za

Louw, Henk

North-West University, henk.louw@nwu.ac.za

The effectiveness of electronic testing compared to paper-based tests

The South African higher education landscape is moving towards ever-increasing student numbers. Electronic testing provides for greater analytical opportunities, which will be necessary to deal with the larger student numbers. Barriers to e-testing exist and include fear of technology and the unknown, as well as fear of power outages to name a few. Despite the barriers, the need remains. This pilot study reports on an e-test experiment conducted at the NWU with the Test of Academic Literacy Levels (TALL) and its Afrikaans counterpart (TAG). These tests are staples at many South African universities and are used as placement tests to gauge the academic literacy levels of students and to point out which students may need extra help to acculturate academically to the university environment. As such, large numbers of students have to write the test annually and the results need

to be available quickly. In this pilot study students were offered the choice of taking the test in writing, or on computer. Standard survey software was used for the e-test. Students in both groups were polled on the reason for their choices and their experience in taking e-tests. Students' results were also analysed to compare the e-test group with the paper-based group. The preliminary results from the survey and the analyses indicate that e-testing (although still unknown to students) can improve both the speed and effectiveness of testing. Although students mentioned some of the expected barriers, effective measures are available to overcome these. The study serves to illustrate that electronic testing is a viable option to manage the expected larger student numbers, especially if diagnostic analyses could also be implemented.

Steyn, Juan

North-West University, juan.steyn@nwu.ac.za

Louw, Henk

North-West University, henk.louw@nwu.ac.za

Janse van Rensburg, Zander

North-West University, zander.jansevanrensburg@nwu.ac.za

Benchmarking engineering students' writing ability compared to an academic ideal

Report writing skills form part of the basis of effective communication in the engineering practice as dictated by Engineering Counsel South Africa exit level outcomes (ECSA - ELO). In order to work towards ECSA Exit Level Outcome 6 in a traceable and constructive manner, the NWU Faculty of Engineering started collaborating with the NWU Writing Laboratory, NWU Potchefstroom Campus. The current system includes an agreement in which content related feedback is provided by a content matter expert (engineer), while basic academic language and writing feedback is provided by the NWU Writing Laboratory consultants. Although the current marking and feedback procedure provides students with both language and content-based feedback, it still lacks objective, statistically measured facts pertaining to the average students' academic writing abilities. To complement this process, the possibility has been investigated to incorporate computational linguistic methods with the feedback. This paper reports on a pilot study in which the suitability of automatic analyses such as type/token ratios and stylometric analysis as additional feedback has been used. Written assignments of 1st year, 2nd year and 4th year students were compared to identify the average type/token ratio for the groups. A stylometric analysis was also performed on the same groups. As benchmark, a series of MA and PhD engineering texts were investigated in similar fashion. With these analyses, it is then possible to provide students with an indication of how close to an "industry ideal" their texts are. It is hoped that this analytical information can supplement the feedback provided by writing laboratory consultants and engineering lecturers in a way that will enable both students and lecturers to take appropriate intervention steps.

Steyn, Sanet

North-West University, sanet.steyn@nwu.ac.za

Janse Van Rensburg, Zander

North-West University, zander.jansevanrensburg@nwu.ac.za

Du Toit, Jean

North-West University, 12317624@nwu.ac.za

Computer-assisted academic literacy acquisition

Given the challenges South African universities face when it comes to the levels of academic literacy of both prospective and enrolled students, additional aids for improving individual skills cannot go amiss. Although some academic literacy skills are part of the Home Language and First Additional Language curriculums - as cited by other studies that are currently underway - these skills are, it would seem, underrepresented in assessments and examinations in high school. The proposed project aims to investigate the possibilities of creating a computer adaptive learning system that specifically focuses on the improvement of spelling and academic vocabulary acquisition, but could potentially be used to develop a wider range of academic literacy skills. By creating a range of interventions that would be staged from as early as Grade 8, this would not only provide us with an instrument to help hone these skills, but also provide us with invaluable insight into the individual needs and differences of students in acquiring these skills. The project can be divided into a number of stages, the first of which is investigating the diagnostic capabilities of tests of academic literacy, such as TAG and TALL, as well as tests that are currently in development (TALA and TOGTAV), and how their construct specifications can then be used to create long-term interventions for specific skills. This will form the foundation for creating a new electronic testing program that is able to mark tests, store individual test takers' data, assign levels of ability to a number of sub-sections and prescribe certain interventions, whilst collecting and analysing test and item performance data for quality control and refinement. Such a program would therefore be valuable to test developers and course designers alike. This paper will focus on the preliminary conceptualization of this project.

Steyn, Sanet

North-West University, sanet.steyn@nwu.ac.za

Weideman, Albert

University of the Free State, WeidemanAJ@ufs.ac.za

Testing early academic literacy: A second pilot of TEAL

A learner's ability to understand and use the language of teaching and learning employed in his/her school could be a decisive factor in his/her success. In the South African context, where mother tongue education is limited to the foundation phase, this can be particularly complicated. Many of the learners who study English only as their second language from grade 0 to 3 must make the shift from a mother tongue education to English medium instruction once they enter the intermediate phase (grade 4 - 6). Consequently, they must be able to use English proficiently enough to receive all further instruction in English and must ideally be at the same level of proficiency as their peers who are native speakers of English or those who have received their early education in an English-medium setting. The initial study looked at the design of a new instrument to test a student's ability to use English for academic purposes at Grade 4-level. This included the design of a theoretically defensible construct and a prototype of the test, called the Test of Early Academic Literacy or TEAL, which was administered to a cohort of 179 Grade 3 and 4 learners (9 and 10 years old) from English medium schools in South Africa and the Netherlands. With a Cronbach alpha of 0.91, the results of the first round of piloting showed the test is highly reliable. Two items were flagged for further refinement and amended. A second round of piloting has now been undertaken and this paper will look at the

preliminary results of this cohort and where this leaves us in the process of developing other tests of this kind for learners in the foundation phase and intermediate phase.

Strydom, Louise

North-West University, 25097156@nwu.ac.za

Reacquainting the Letter with the Law: Methodological considerations in developing a Legal Language Skills course

The legal profession identified challenges faced by law graduates in South Africa with regard to their language proficiency levels, a reality experienced internationally as well. The North-West University, by means of a combined effort between the School of Languages and the Law Faculty, took the initiative to develop a three-year mandatory Legal Language Skills course in order to equip law students with essential language skills relevant to the legal context. In order to meet the demands of the profession, the aim is for law graduates to communicate effectively by demonstrating critical thinking and analytical skills orally and in writing, thereby laying the foundation for the lifelong application of language skills in the practice of law. The presentation revolves around considerations relevant to the development of a legal language skills curriculum, serving as a case study for all stakeholders tasked with curriculum development and course design. It will also address assessment and teaching methods. The specific methodological approach followed in developing the curriculum will be discussed, a key-factor being its multi-disciplinary nature and the decision to follow a thematic task-based approach in line with language acquisition theory, along with the need to develop and apply the target language within a legal context.

Swart, Marius

Stellenbosch University, mariusswart@sun.ac.za

Du Plessis, André

Stellenbosch University, ahdp@sun.ac.za

Linking translators' needs to lexicographical theory in the context of UI translation

In this preliminary investigation, two specific constraints experienced by users in the field of computer user interface translation are used as a means of comparing three lexicographic reference works: the Kuberwoordeboek/Cyber Dictionary (Viljoen, 2006), the Pharos Afrikaans-English/English-Afrikaans dictionary (Du Plessis et al., 2010) and the Microsoft Language Portal (www.microsoft.com/Language). According to Gouws (2006:85) a dictionary should never be compiled at random – the user must be the central consideration in all processes of lexicographical production and the lexicographer has to remain aware of the specific situations in which the dictionary will be used. Potgieter (2011:3) furthermore points out that discussions relating to the compilation of specialised dictionaries have traditionally not paid significant attention to translators as target users, despite their being a group with particularly challenging requirements. Technological innovation results not only in the creation of new words, but also in the use of existing new contexts or in their obtaining new meanings (Fontenelle, 2013:1097). Furthermore, users of innovations such as computers and other devices need the language these devices speak to be their own (Kelly & Zetsche, 2012:250). For translators of user interface text this typically causes two problems: inadequate recognition of shifts in part-of-speech due to expanded meanings of existing words, and inconsistency in the formation of compound nouns using these and other words. A list of selected examples (in English) is used to determine the extent to

which each of the three works mentioned above fulfils the needs of this target user group when translating into Afrikaans by not being inadequate or inconsistent. After determining this, an attempt is made to indicate whether the use of meaning discriminators such as punctuation, part-of-speech indicators, paraphrases of meaning, and contextual and co-textual guidance (Beyer, 2009:11) may have contributed to their success or failure.

Taljard, Marlies

Noordwes-Universiteit, marlies.taljard@nwu.ac.za

Akademiese Geletterdheid: Duplisering van Matriek Huistaal?

Academic Literacy: Duplicating Matric Home Language?

Die Sentrum vir Akademiese en Professionele Taalpraktyk en die universiteitsbestuur van die Noordwes-Universiteit (NWU) se Potchefstroomkampus ontvang gereeld navrae van studente en ouers oor die verpligte module Akademiese Geletterdheid (AGLA121) wat as 'n duplisering van Matriek Huistaal beskou word. Versoeke word dan gerig dat leerders wat A's of B's vir Afrikaans of Engels Huistaal in matriek gekry het, van dié module vrygestel behoort te word. Daar sal geredeneer word dat bogenoemde persepsies nie stand hou nie en dat eerstejaars inderdaad baat behoort te vind by 'n kursus in Akademiese Geletterdheid. Die eerste deel van die argument is konseptueel van aard. Die Curriculum and Assessment Policy Statement (CAPS) Graad 10-12, die konstruk van TAG/TALL wat akademiese geletterdheidsvlakke toets en die AGLA121-kursusinhoud van die NWU-PUK sal kortliks vergelyk word om te bepaal in welke mate die inhoud van die matriek Huistaalsillabus ooreenstem met die konstruk van TAG/TALL en die kursusinhoud van AGLA121. Die tweede deel van die argument is gebaseer op empiriese data wat ingesamel is deur middel van vraelyste, 'n ontleding van sekere afdelings van TAG/TALL en self-, eweknie- en dosentevaluering van eerstejaarleerders se eerste skryfstuk. Dit blyk dan dat leerderpersepsies waarna verwys is, ongegrond is. Die Graad 10-12 Huistaalsillabus oorvleuel slegs in enkele opsigte met TAG/TALL en AGLA121, maar die teoretiese onderbou van CAPS verskil van TAG/TALL en AGLA121. Dit hou in dat selfs al is daar oorvleueling op grond van konstruk, die wyse waarop uitkomst bereik word, verskil. TAG/TALL toets gespesialiseerde taalvermoëns wat nie in die skoolsillabus voorrang geniet nie. Vaslegging van dié vermoëns vorm die basis van die AGLA121-sillabus. Empiriese gegewens suggereer dat skoolverlaters nie oor die nodige akademiese taalvermoë beskik wat sukses op universiteitsvlak waarborg nie, dat hulle geneig is om hulle eie (taal)vermoëns te oorskakel en dat die onderrig van akademiese geletterdheid op universiteit dus belangrik is, ongeag leerders se matriekpunt in hulle Huistaal.

Tappe, Heike

University of KwaZulu-Natal, tappe@ukzn.ac.za

Muhle, Sibisi

University of KwaZulu-Natal, sibisim3@ukzn.ac.za

Academic writing in the absence of conventions: Report writing in IsiZulu

Galloway, Stude and Ucelli (2015) emphasise that academic success in university students may be hindered by a gap between the institutional expectations and norms surrounding academic language (AL) and "communicative norms towards which students orient" (Galloway, Stude and Ucelli, 2015: 1).

This means learners may experience an “insufficient availability of academic language” and a “lack of awareness” of the communicative functions of AL; in addition learners may deliberately enact a non-academic identity (Benwell & Stokoe, 2002; Brown, 2006 & 2011; Morek, 2015; Myers-Scotton & Bolonyai, 2001; Norton, 2014; Wassink & Curzan, 2004). Norton’s (2014) research holds that while a student may want to learn the AL, the student may still feel a considerable distance to the academic register. In the USA this feeling of alienation from AL may be causally related to the observation that AL is mostly identified with Mainstream American English (MAE). The current research interprets such findings in a South African context. We base our discussion on an empirical investigation conducted with 64 engineering students at Mangosuthu University of Technology from the semi-urban former township Umlazi near Durban. Each student in our investigation (L1 isiZulu; L2 English) produced two written reports; one report in the L1, one in the L2. Our data show that the English reports are significantly longer and more detailed than isiZulu verbalizations irrespective of whether they were written before or after the isiZulu version. Moreover the isiZulu reports exhibit a number of idiosyncratic features; e.g. an unusual amount of verb nominalisations. These findings indicate that the fluent isiZulu (L1) speakers in our study may have faced similar challenges to the ones identified by Galloway, Stude and Ucelli (2015). We discuss this possibility and aim to provide suggestions for further research.

Toefy, Tracey

University of Cape Town, traceytoefy@gmail.com

The status of the KIT-split in Coloured South African English

Much has been written about the KIT-split in South African English (SAfE) (e.g. Taylor 1991; Lass 1990; Bekker 2014), with little reference to the particularities of this phoneme as used by Coloured SAfE speakers. This paper seeks to provide a detailed sociophonetic analysis of the state of the KIT vowel in CSAfE. Recordings of sociolinguistic interviews with forty Coloured speakers (20 male; 20 female) from both middle-class and working-class backgrounds were analysed using methods of automatic vowel measurement (using P2FA and extractFormants, a forced aligner and vowel formant extraction tool respectively) (Yuan and Liberman 2011; Evanini 2009). 2253 tokens of KIT were isolated into phonological environments known to condition the split (following Lanham and Macdonald 1975; Wood 1987) i.e. before and after velar consonants /k, g/, before /ŋ/, before palatal consonants /tʃ, ʃ, dʒ, ʒ/ after /h/ and word initially. The results show that working-class CSAfE speakers display a wider split in the set: they use a higher and fronter variant in all conditioning environments, approximating [i], while tokens in the unconditioned environments are produced in the region of [ə]. Middle-class speakers also display a definite split in this lexical set, conditioned by the same environments, but with a smaller distance between the two values i.e. more centralised [i] and slightly more fronted [ə] in unmarked environments. The (largely) binary split thus maintains its vitality in this variety of SAfE

Van de Poel, Kris

Universiteit Antwerpen (Belgium), kris.vandepoel@uantwerpen.be

Academic reading preparedness and academic acculturation

A variety of studies has reported on higher education students' inadequate preparedness levels, mediocre academic performance, and significant dropout rates, particularly during the first year of study (cf., for instance, Brinkworth *et al.* 2009; Darlaston-Jones *et al.* 2003; Hellekjær 2009; Van Dyk & Van de Poel 2013; Van Dyk *et al.* 2013). More in particular, students seem to lack a sound academic approach towards academic lectures, texts, class tasks and tests (cf. Weideman 2003). More worryingly, when entering university, students also tend to overestimate their academic competencies (cf. Van Dyk, Van de Poel & Van der Slik 2013). These findings also hold true for students at the University of Antwerp (Belgium) who not only find (academic) reading challenging (Brunfaut 2008; Nizonkiza & Van de Poel 2013), they also over-estimate their reading preparedness (Van Dyk, Van de Poel & Van der Slik i.p.). From September to December 2014 first year Antwerp English majors' academic acculturation and more in particular their writing-through-reading was targeted by systematically 'translating' the descriptors of a reading preparedness scale into awareness raising tips with reinforcement exercises. In this talk I will report how the academic reading preparedness scale correlates with the academic reading pre- and post-test scores (Test of Academic Literacy Levels) as well as with students' self-reported evaluation data on the use of the tips to inform the next step in curriculum and syllabus design.

Van der Walt, Christa

Stellenbosch University, cvdwalt@sun.ac.za

Kese, Phumla

Stellenbosch University, phumla@sun.ac.za

Academic literacies development for African language-speaking law students

In the context of increasing globalisation with a focus on English as the dominant academic language, minoritised local languages do not feature sufficiently in official academic encounters in higher education. Even inclusive language policies continue to fail in terms of practical implementation. The majority of students in South Africa and worldwide may not have had adequate academic contact with English as a Language of Learning and Teaching (LoLT) at secondary school level. This paper reports on an investigation into successful learning strategies by English Second Language students for conceptual understanding as well as knowledge construction and regeneration. In a qualitative study of academic practices of eleven speakers of isiXhosa, seTswana and isiZulu, it is revealed how these African languages can be successfully used to develop academic literacy practices in a first year Private Law module. Suggestions for possible academic literacy development strategies to attain generic and law-specific academic literacies are based on literature study; lecture and tutorial observations; semi-structured interviews with and questionnaires to module lecturers, students, English-medium tutors and residence mentors and also students' notebooks, own summaries and academic results. As such, these strategies recognise the investment capacity of African languages in academia as a new testament for humanly right pedagogies in multilingual South African universities.

Van Dyk, Tobie

North-West University, tobie.vandyk@nwu.ac.za

Van de Poel, Kris

University of Antwerp, kris.vandepoel@uantwerpen.be

Towards a responsible agenda for academic literacy development: Current strategies, future remedies

Academic under-preparedness has a detrimental effect on both formal and epistemological access, as well as success in higher education, particularly on first-year level (Scott, 2009; Van Dyk, 2005; Van Dyk & Coetzee-Van Rooy, 2012; Van Dyk & Van de Poel, 2013; Van de Poel & Van Dyk, 2014). Despite numerous efforts to address this issue, there are few sources of evidence to demonstrate impact. Moreover, there is a continuous debate on which approach to follow to foster academic integration and acculturation. It is therefore imperative that we take a critical stance on how to empower a heterogeneous student population to confidently engage with the academic community's currency: norms, standards, procedures and linguistic forms (Van de Poel & Gasiorek, 2012a, b). Since academic integration and acculturation do not automatically result from exposure to the environment (Van de Poel & Brunfaut, 2004 & Howes, 1999), some form of awareness raising of all stakeholders will have to facilitate this 'osmosis'. This overview aims to explain how academic integration and acculturation are constituted in existing academic literacy modules. Different approaches and empirical evidence of impact will be presented and reported upon. In closure, several challenges will be identified and placed on the agenda for further discussion.

Van Niekerk, Angelique

University of the Free State, vnika@ufs.ac.za

Conradie, Marthinus

University of the Free State, Conradiems@ufs.ac.za

The commercial value of visual and linguistic signs of art

This research investigates the appropriation of art in advertising, focusing on attempts to transfer certain associations from the arts (artworks, artists, artistic styles and art-production processes) to the brand name. We depart from earlier reception-studies detailing how advertisements using art as their point of interest incline members of its target audience to recall specific associations with art and then to interpret these as contributing to the commercial purposes of advertising. We discuss the prevailing trends from our data, focusing on the nature of the associations (visual and linguistic signs) relied on, and the resultant constructions of art reflected in print advertising. Despite the emergence and continuing development of more capacious definitions of art in various disciplines which are able to including modes of expression such as graffiti, architecture and photography, etc., this study is limited to fine art. Based on our empirical evidence we will also reflect on the representation of Africa and African art and the trend that sees a strong interpellation between Africa and "nature, wilderness and earthiness". This selection derives from the empirical results of our first-level analysis, which indicated the prevalence of fine art over alternative forms, as gleaned from an initial data set of 400 advertisements in print media between 2008 and 2014. We begin by listing the linguistic and visual signs that allude to specific artworks, artists, artistic styles/periods, and art processes, before examining how these serve to activate knowledge of fine arts and to advance the connotations with the advertised brand: 1) Brand X is as sophisticated, elegant and prestigious as an art work. 2) Brand X is creative in the sense that it is innovative, pioneering and extends current boundaries. 3) The process of creating brand X requires commensurate levels of skill and devotion as art.

Van Rooy, Bertus

North-West University, bertus.vanrooy@nwu.ac.za

Kruger, Haidee

Macquarie University (Australia) / North-West University, haidee.kruger@mq.edu.au /
haidee.kruger@nwu.ac.za

Language variation, contact, and prescription: Reported speech in Afrikaans

Finite complement clauses are widely used in reported speech in Afrikaans. A number of their features have attracted attention from descriptive and normative linguists, leading to claims about (acceptable) usage that are sometimes contradictory or altogether incompatible. The paper examines two sets of properties of complement clauses: complementiser selection in conjunction with word order variation within the complement clause, and the occurrence of back-shifting, or more generally, alignment of the deictic centre between the complement clause and the reporting clause. Afrikaans readily allows finite declarative complement clauses without an overt complementiser "dat", but omission of the interrogative complementiser "of" is less commonly attested. Variation between main and subordinate clause word orders attracts further attention of normative sources, where the choice of main clause order is ascribed to English influence. More attention is given to declarative complement clauses, whereas Biberauer (2002) reports that main clause order in WH-interrogative complement clauses occurs more widely. Back-shifting attracts a significant investment in ink in style guides (e.g. Pinker 2014: 222-227) and school language textbooks. Descriptive grammars of English also discuss the phenomenon, but offer a less clear-cut picture of actual usage than normative sources. This paper examines the normative literature on reported speech in Afrikaans, and contrasts this to the available evidence of linguistic corpora. Corpora of spoken and written Afrikaans and Afrikaans translated from English are analysed to determine the prototypical patterns of complement clause use in respect of word-order variation and complementiser selection, alongside back-shifting. Differences between normative claims and the descriptive analysis are identified and the hypothesis of English influence is evaluated. The paper concludes with proposals as to how normative claims can be refined in the view of the findings from descriptive linguistic analyses.

Van Tonder, Simoné

North-West University, simone.vantonder@nwu.ac.za

Attitudes and motivation in SLA: Does attitude/motivation outweigh aptitude?

Attitude and motivation have been proven to play a crucial role in facilitating language learning and Gardner (1985) regards these as the two most important variables in determining success or failure in acquiring a second language. The initial aim of this study was to explore the interface between two different teaching methods and aptitude as an individual difference and to determine, by means of an experiment, which teaching method would be most conducive to successful SLA. Insufficient data owing to poor commitment from participants, resulted in the inability to fully execute the research methodology and therefore prompted a different approach to, and focus in investigating the importance of motivation in contrast to that of aptitude, as individual differences. The current study aims to address the following research question: To what extent, if any, does the importance of attitude and motivation outweigh that of aptitude for successful SLA? A focused questionnaire, adapted from Gardner's (1985) Attitude/Motivation Test battery (AMTB), which is proven to have good reliability and validity, was used to evaluate the attitudes and motivation-levels of first year ESL students. The purpose of the questionnaire was to explore the possibility that, although aptitude does

have an important role to play, motivation is the leading predictor of success in SLA. This can be ascribed to the fact that motivation determines whether or not the learner initially decides to learn a language, and it governs the learner's decisions to engage in formal and informal language learning contexts throughout the learning process.

Van Zyl, Maryka

North-West University, marykanel101@gmail.com

The Big Bang Theory: A stylometric analysis of idiolect in telecinematic discourse

Idiolect, a well-known concept in linguistics and often referred to as a "linguistic fingerprint", relates to an individual's specific and idiosyncratic linguistic choices. An idiolect can be assumed when a speaker maintains his linguistic distinctiveness within varying contexts. Within telecinematic discourse, writers supposedly aim to portray characters in as consistent a way as possible. This study then investigates linguistic variance and similarities within the speech of the main characters of the television series *The Big Bang Theory*. This corpus-based approach is then conducted by means of stylometric analysis. This study employs the programmes Stylo and WordSmith Tools in order to establish to what extent writers are able to establish and maintain the idiolect of these main characters, across the first seven seasons of this series. The corpus consists of the speech turns of these characters, isolated from context. Stylo, an R-script, uses the most frequent grammatical function words, to produce output files in the form of cluster analysis trees. This cluster analysis shows the linguistic similarities and variance between texts and in this case the speech of each of the main characters. Word frequency lists and are drawn up for each main character using WordSmith Tools. The data sets are compared in order to establish linguistic statistical significance between the different main roles, but also within a single speaker across the seven seasons. The results obtained so far indicate a distinct cluster for each of the main characters - Sheldon and Penny - across seasons one and five. This suggests that an idiolect can be established and maintained for some characters in spite of the expectation that characters that belong to the same subculture, for example geek or nerd, would be indistinguishable linguistically.

Venter, Lientjie

North-West University, magdaleen@skryflabpotch.co.za

Using Google Docs to identify error trends in student writing

The assessment of student writing remains a difficult endeavour at tertiary institutions. However, writing centres can provide effective interventions to improve academic writing at tertiary level (Archer, 2008). The integration of online services in the writing centre enables the use of electronic software tools, such as Google Docs. This software facilitates the assessment of students' writing enabling electronic feedback and identification of error trends. This paper reports on a pilot project, whereby lecturers, consultants, and marking assistants collaborate to generate feedback on students writing.

At the North-West University Potchefstroom Campus, the Writing Laboratory is frequently approached by various faculties with requests for assistance in improving the writing ability of students. One such request was for assistance with the report-writing skills of engineering students. In

this project, 294 engineering students submitted their work electronically to the Writing Laboratory and feedback was provided by trained consultants using semi-automated forms on Google Docs.

Based on a supplied rubric from engineering, a check box-type questionnaire was generated. Consultants read through an assignment and checked the appropriate choices. The questions related to basic academic literacy skills. However, in this project specifically, a grade was required by the project lecturer and was therefore automatically generated based on the selected choices. Consultants did not directly grade the assignments. In addition, feedback was automated into letter form where checked choices were converted to coherent sentences with spaces for consultants' comments. Furthermore, error trends could also be identified through the use of Google Analytics embedded in Google Docs. In future this system could easily be implemented by trained marking assistants and only be facilitated through the Writing Laboratory.

Pomeroy (2014) indicates that “despite the positive outcome that analytic tools may produce in advanced efficiencies and competitive growth, college academic administrators have not yet adopted these tools.” Therefore, writing centres are in a unique position to successfully implement electronic analytics in student writing.

Vivian, Brenda

University of Pretoria, brenda.vivian@up.ac.za

Fourie, Reinhardt

University of South Africa, fourir@unisa.ac.za

An overview of non-curricular postgraduate writing interventions at South African Universities

Formalised postgraduate writing support centres at South African universities are a relatively new phenomenon. The nature of such formalised support has not yet been researched intensively. This paper, which forms part of a commissioned study, presents the preliminary findings of research into the nature of postgraduate writing support at a number of South African universities. In 2014, an external review into the throughput rate of undergraduate and postgraduate level students at the University of Pretoria (UP) was conducted. In line with UP's Vision 2025 Strategy, which seeks “to build research and postgraduate research quantity and quality within a university that continues to be committed to teaching excellence and to widening access and diversity” (Muller, Yates & Young, 2014), significant emphasis was put on student throughput from undergraduate level into postgraduate studies. The review panel concluded that there was “a need for more intensive support for year 3 and Honours students in the more sophisticated writing required in Honours and research” (ibid). Accordingly, a preliminary web-based investigation by the researchers was followed by a questionnaire which was distributed to various writing centres that indicated willingness to participate in the inquiry. In the overview of our findings, this paper will describe matters including the pragmatics of staffing, the availability of resources, as well as the positioning of postgraduate writing support within or separate to undergraduate writing centres. Additionally, findings are presented in terms of the respective centres' pedagogical approaches adopted and evidence of related research outputs. While this paper provides an overview of current best practice at a number of university-based postgraduate writing centres, suggestions will also be made concerning an ideal model for the foundation of such a writing centre at the University of Pretoria.

Vos, Elize

Noordwes-Universiteit, Elize.Vos@nwu.ac.za

Praat Wigfield en Guthrie se MRQ goed Afrikaans?

Does Wigfield and Guthrie's MRQ speak proper Afrikaans?

Wigfield en Guthrie se Motivation for Reading Questionnaire (MRQ), bestaande uit 53 vrae deur middel waarvan elf leesmotiveringsdimensies in verskeie kontekste wêreldwyd getoets is, is gedurende 2012 vir die eerste keer (as deel van 'n PhD-studie) in Suid-Afrika gebruik. Die leesmotiveringsvraelys is in Afrikaans vertaal en vir die Suid-Afrikaanse konteks aangepas om 'n leesmotiveringsprofiel van meer as 800 Afrikaanssprekende adolessentelesers (graad 9-leerders) uit verskillende geografiese gebiede van 'n onderwysdistrik saam te stel. Die samestelling van die MRQ is reeds in 2004 deur Watkins en Coffey (2004:110-118) gekritiseer. Ten spyte van 'n eksploratiewe faktoranalise van die resultate tydens die PhD-studie, wat daarop gedui het dat die MRQ in werklikheid uit minder as agt leesmotiveringsdimensies groepeer, is besluit om ter wille van die vergelykbaarheid van die bevindings met soortgelyke studies die MRQ onveranderd te gebruik. In hierdie referaat sal Wigfield en Guthrie se MRQ krities geëvalueer word ten opsigte van sy bruikbaarheid binne die Suid-Afrikaanse konteks.

Wasserman, Ronel

North-West University, 20390750@nwu.ac.za

How do permission, possibility and ability compare in WSAfE, BSAfE and Afrikaans?

The availability of recently-compiled diachronic corpora for native and non-native varieties of South African English (WSAfE and BSAfE), as well as for Afrikaans, has opened up exciting new possibilities for comparing various areas of language development in the country. Explorations of these corpora have already contributed to describe the evolution of some aspects of the verb phrase within these varieties/languages (e.g. Van Rooy & Piotrowska, 2015; Kirsten, 2013). In studies on modality, specific attention has been drawn to the unique development of the obligation and necessity semantic cluster in WSAfE (e.g. *must*, *should* and *have to*), owing to longstanding contact with Afrikaans, which provided some insight into the democratisation process (e.g. Wasserman, 2014a-b; Wasserman & Van Rooy, 2014). The development of this semantic cluster in BSAfE does, however, not correspond to that of WSAfE, most probably because of the language-contact factor (Van Rooy & Wasserman, 2014). Comparisons of semantic clusters beyond that of obligation and necessity, which could reveal even more about the nature and influence of language contact scenarios within South Africa, however remain largely unexplored. This paper compares the development of the modal and quasi-modal verbs in WSAfE that express meanings of permission, possibility and ability, namely *can*, *could*, *may*, *might* and *be able to*, to their development in BSAfE, and also draws comparisons with the development of this semantic cluster in Afrikaans, e.g. *kan*, *kon* and *mag* (cf. Erasmus 2014), by way of the three sets of diachronic corpora. Comparisons between shifts in frequency and changes in meaning will provide insight into the relative evolution of WSAfE, BSAfE and Afrikaans from the early 19th/20th century until present, and may reveal the underlying nature of power relations in South Africa, in comparison to other places in the world, as expressed by this semantic cluster (cf. Collins, 2007).

Weideman, Albert

University of the Free State, albert.weideman@ufs.ac.za

Du Plessis, Colleen

University of the Free State, DuPlessisCL@ufs.ac.za

Steyn, Sanet

North-West University, 26759608@nwu.ac.za

Variation and equivalence in national level language assessments

The post-1994 South African constitution proudly affirms the language diversity of the country, as do subsequent laws, while ministerial policies, both at further and higher education levels, similarly promote the use of all eleven official languages in education. However, such recognition of diversity presents several challenges to accommodate potential variation. In language education at secondary school, which is nationally assessed, the variety being promoted immediately raises issues of fairness and equivalence. The final high-stakes examination in South Africa of learners' ability in home language at the exit level of their pre-tertiary education is currently highly contentious. It is known, for example, that in certain indigenous languages, the exit level assessments barely discriminate among learners with different abilities, while in other languages they do. For that reason, the Council for Quality Assurance in General and Further Education, Umalusi, has commissioned several reports to attempt to understand the nature of the problem. This paper will deal with a discussion of a fourth attempt by Umalusi to solve the problem. That attempt, undertaken by a consortium of four universities, has already delivered six interim reports to this statutory body, and the paper will consider some of their content and methodology. In their reconceptualization of the problem, the applied linguists involved first sought to identify the theoretical roots of the current curriculum in order to articulate more sharply the construct being assessed. That provides the basis for a theoretical justification of the several solutions being proposed, as well as for the preliminary designs of modifications to current, and the introduction of new assessments. The impact of equivalence of measurement as a design requirement will be specifically discussed, with reference to the empirical analyses of results of a number of pilots of equivalent tests in different languages.

Welch, NRH Pule

University of Cape Town, gwaza.juse@gmail.com

Ukukhethwa Kwesilulu: Ideological construction of 'peripheral' Bantu varieties in South Africa

The Tekela languages have long been associated with those historical ethnonyms, "AbaMbo" and "AmaLala". These are often presented as macro-ethnic groupings considered to have distinct origins and migratory history that predate the arrival of Zunda-speaking populations. Seemingly in line with this, many have proposed the idea of a Tekela substratum that is as a result of the linguistic and social absorption of an Early Iron Age population of coastal Bantu speakers into what became 'Nguni' society. But it has been noted that the term 'AmaLala' only became prominent at the founding of the Zulu kingdom as a catch-all term for disparate Tekela-speaking 'outsider' groups in order to differentiate from the Zunda Nguni (AmaNtungwa) 'insiders'. This paper traces the ideological construction of the 'peripheral' Bantu varieties in South Africa. It proposes that the current marginalised status of these is as a result of a Ntungwa-Zunda linguistic hegemony, brought about in the politics of early colonial linguistic description and standardisation. What is described is a linguistic habitus that centralises Ntungwa-Zunda, such that the prestige of all varieties of Nguni, Sotho-Tswana

and Tsonga is connected to their phonological and/or lexical affinity to the central Ntungwa-Zunda variety. It is suggested that this hegemony, perpetuated through Apartheid-era policy, is retained as official policy today and is further reified in the Constitution.

Welch, NRH Pule

University of Cape Town, gwaza.juse@gmail.com

Isibheqe Sohlamvu: An indigenous writing system for Southern Bantu languages

Isibheqe Sohlamvu is a new writing system for languages in the South Bantu Zone. Like Hangu, it is a feature-based system, with iconicity, that operates as a syllabary. As such it has the capacity to represent the full variety of Bantu languages in the region under one orthography, and without the use of language-specific diacritics. Like the Zaghawa alphabet, its character shapes are based on certain traditional design features indigenous to the region. This continuity suggests the potential for a confluence with long-established indigenous semiotic traditions of graphic form and colour symbolism. This paper serves as an introduction to the linguistic structure and function of the system as an indigenous alternative literacy. It also demonstrates the range of its visual form – from plain text to artistic rendering. African alternative literacy movements are growing rapidly. The international surge in interest in modern indigenous scripts, such as N’ko, has meant many previously informal literacy structures are becoming formalised or are making far greater use of information technology. Furthermore, recent research has indicated the relative inefficiency of the Latin alphabet for reading in Nguni languages. This presentation invites an exploration into the possible uses of Isibheqe Sohlamvu, or a similar South Bantu-tailored writing system, in the context of standard literacy structures. It looks towards the continued development of indigenous languages and literature, and the decolonisation of formal education.

Wileman, Bruce

University of Cape Town, broos.wileman@gmail.com

An investigation of ethnic differences in voice quality in South African English

The research presented in the poster session investigates differences in voice quality in South African English as spoken by young, middle-class Black and White South Africans. The focus of the research is socio-phonetic and therefore relies on data collected from samples of recorded speech using both structured elicitation materials consisting of read sentences, from which the data for the primary comparison are derived, as well as short semi-structured Labovian sociolinguistic interviews. The preliminary findings presented during the poster session are based on data collected from several participants between the ages of 18 and 22. The data have been both auditorily and acoustically analysed. The acoustic analysis was conducted using the computer programmes PRAAT (Boersma and Weeninck 2014) and VoiceSauce (Shue, Iseli *et al.* 2011). The latter programme provides measures such as measures of spectral tilt, cepstral peak prominence and harmonics-to-noise ratio (de Krom 1993). The most recent results of the auditory and acoustic analyses are presented. A preliminary analysis of the acoustic data from two English-dominant speakers who attended the same primary school reveals consistently lower values for the harmonics-to-noise ratios (HNRS) of all frequency regions analysed as well as lower values for cepstral peak prominence (CPP) for the Black speaker when compared to the White speaker. The Black speaker was also found to generally exhibit greater values for H1-H2 (uncorrected and corrected) for all lexical set data examined thus far. This latter

finding may point to a greater use of breathy voice by the Black speaker. The lower CPP values as well as the lower HNR values may likewise be interpreted as a result of the greater use of breathy voice in general (the ratio of the periodic to aperiodic noise in the signal is greater for the White speaker) on the part of the Black speaker.

Williams, Quentin

University of the Western Cape, qwilliams@uwc.ac.za

Battling the race: Stylizing language and co-producing whiteness and colouredness in Hip-Hop

In the last 19 years of post-apartheid South African democracy, race has remained an enduring and familiar trope, a point of certainty amid the messy ambiguities of transformation. In the present article, we explore the malleable, permeable, and unstable racializations of contemporary South Africa, specifically the way in which coloured and white racializations are negotiated and interactionally accomplished in the context of Capetonian hip-hop. The analysis reveals the complex ways in which racialized bodies are figured semiotically through reference to historical time and contemporary (translocal) social space. The way iconic features of blackness are reindexicalized is also seen to stand for a transnational whiteness.

Wilsenach, Carien

University of South Africa, wilseac@unisa.ac.za

Receptive vocabulary and early literacy skills in emergent bilingual Northern Sotho-English children

This study explored receptive vocabulary size and early literacy skills (namely, letter naming, knowledge of phoneme-grapheme correspondences and early writing skills) in emergent bilingual Northern Sotho-English children. Two groups of Grade 1 learners were tested in both English and in Northern Sotho. Group 1 (N=49) received their formal schooling in English, while group 2 (N=50) received their formal schooling in Northern Sotho. Receptive vocabulary was tested using the Peabody Picture Vocabulary Test. Letter knowledge was assessed by asking learners to name letter cards, while knowledge of phoneme/grapheme correspondences was tested by asking children to match letter cards with spoken sounds. Early writing skills were assessed by asking children to write their names. Statistical analyses indicated that both English and Northern Sotho receptive vocabulary knowledge had a significant effect on early literacy skills, while no main effect was found for language of instruction. Group 1 performed significantly better than Group 2 in English receptive vocabulary, in knowledge of phoneme-grapheme correspondences and in early writing, but no group differences were found for Northern Sotho receptive vocabulary or for letter knowledge. English receptive vocabulary significantly predicted the outcome of all of the early literacy skills, while Northern Sotho receptive vocabulary significantly predicted phoneme-grapheme correspondences and early writing.

Wissing, Daan

CTeXt, Noordwes-universiteit, daan.wissing@nwu.ac.za

Pienaar, Wikus

CTeXt, Noordwes-universiteit, wikus.pienaar@nwu.ac.za

Iets oor die uitspraak van Standaardafrikaans

Something on the pronunciation of Standard Afrikaans

'n Bydrae oor die debat oor Standaardafrikaans word voorgestel. Dit spruit uit my betrokkenheid by VivA! (Virtuele Instituut vir Afrikaans) se omvattende aanlyn-beskrywing van die grammatika van Standaardafrikaans. VivA! het besluit om die Afrikaans van RSG-omroepers as riglyn te gebruik, 'n besluit wat nogal gekompliseerd in die geval van uitspraak is. Prominente radioaanbieders verskil duidelik van mekaar. Vir morfologie en sintaksis is dit minder problematies. Die uitspraak van Mariëtta Kruger (MK), senior omroeper by RSG, word vir die VivA!-beskrywing as prototipiese Standaardafrikaansspreker as basis geneem. Die belangrikste eienskappe van MK se uitspraak word aan die hand van haar vokaalstelsel toegelig. Dit word vergelyk met twee groepe Afrikaanssprekende vroue, die een groep hoogs-bejaard (gem. 86 jr.), en 'n jong groep (gem. 20 jr). Dit kan op grond hiervan aangetoon word dat daar tans 'n vokaalverskuiwing besig is om plaas te vind in Afrikaans. Dit het implikasies vir wat as Standaardafrikaans beskou kan/moet word. Tweedens is 'n persepsie-eksperiment uitgevoer waarin die voorlesings van 'n leesstuk deur MK en 'n groep van vyftien ander lesers (wit en bruin; oud en jonk) beoordeel moes word ten opsigte van sestien items, soos die mate van standaardheid van die uitspraak, of die geskiktheid daarvan as omroeper van 'n nasionale en universiteitsradiostasie. Vier-en-dertig voorgraadse Afrikaanssprekende studente is as beoordelaars betrek. Derdens is 'n groep ouer Afrikaanssprekendes vir hulle oordeel getoets met uittreksels uit dieselfde leesstuk ten opsigte slegs twee van die fasette wat betrekking het op hierdie tema. Die resultate van bogenoemde ondersoek is geïntegreer, en gevolgtrekkings wat betref die kwessie van Standaardafrikaans word hier aangebied.

Index

A

Adam, Aninda	107
Adams, Thabisile	64
Amiroodeen, Raheema	64, 93
Assam, Blanche	65
Awung, Felix	65

B

Banda, Felix	82
Beddor, Patrice	73
Bekker, Ian	66
Bergh, Luna	67
Beukes, Anne-Marie	67
Biscombe, Monique	68
Bock, Zannie	68
Botha, Lande	69
Breed, Adri	69
Brink, Nina	70
Butler, Anneke	71
Butler, Gustav	71

C

Caroline, Mangerel	72
Carstens, WAM	72
Cawood, Stephanie	67
Chevalier, Alida	73
Coetzee, Andries	73, 74
Coetzee-Van Rooy, Susan	75
Conduah, Aloysius	75
Conradie, Jac	76
Conradie, Marthinus	131
Conradie, Simone	108
Cornelius, Eleanor	76

D

De Jager, Gwendolynn	77
De Scally, Christelle	77
De Wit, Anne-Louise	78
Diemer, Maxine	78
Ditsele, Thabo	79
Doherty, Stephen	92
Du Plessis, André	127
Du Plessis, Colleen	79, 136
Du Plessis, Theodorus	80
Du Toit, Jean	126
Dyers, Charlyn	80

E

Edwards, Megan	81
Els, Carla	79
Evans, Rinelle	81

F

Ferris, Fiona	82
Fourie, Christine	82
Fourie, Reinhardt	134

G

García-Amaya, Lorenzo	74
Gibson, Hannah	101
Gondwe, Mirriam	88
Grundlingh, Lezandra	83
Gxowa-Dlayedwa, Ntombizodwa	83

H

Hara, Agness	84
Hefer-Jordaan, Esté	106
Henriksen, Nicholas	74
Heugh, Kathleen	98
Hlatshwayo, Abigail	85
Hove, Muchativugwaa Liberty	85
Huddlestone, Kate	86
Hunt, Sally	87
Hurst, Ellen	87

I

Ibrahim, Ronny	92
----------------------	----

J

Jakaza, Ernest	88
Janse van Rensburg, Zander	125
Janse Van Rensburg, Zander	125
Jimaima, Hambaba	88
Jones, Tamiryn	89
Jordaan, Adèle	89
Jordan, Linda	90

K

Kerford, Justine	90
Kese, Phumla	130
Kotzé, Gideon	91
Kotzé, Herculene	123

Kriel, Ansie	91
Kruger, Haidee	132
Kruger, Jan-Louis.....	92
Kula, Nancy C.	93
Kunene Nicolas, Ramona	93

L

Le Roux, Annemarie.....	94
Linnegar, John.....	94
Lourens, Amanda.....	95
Louw, Henk.....	95, 124, 125

M

Ma, Xiujie	96
Mafofo, Lynn.....	97
Mahlasela, Johannes.....	71
Maimane, Chichi	97
Makalela, Leketi.....	98, 109
Makgamatha, Matthews.....	98
Makwanya, Peter.....	99
Malan, Michelle	99
Marais, Elri.....	100
Marais, Kobus	100
Marten, Lutz	101
Martin, Marieke.....	102
Meihuizen, Elsa.....	102
Meintjes, Zan�ette	103
Mesthrie, Rajend	103
Mkochi, Winfred.....	104
Monnapula, Molefe	104
Moropa, Koliswa.....	111
Morule, Nomasomi.....	105
Mothankane, Kedumetse	105
Motlhodi, Keabetswe.....	106
Muhle, Sibisi	128

N

Naicker, Suren.....	106
Ndinga-Koumba-Binza, H Steve	65, 106
Ndlangamandla, Sibusiso.....	107
Nel, Carisma.....	107
Nel, Joanine	108
Ngwenya, Themba	109
Niyibizi, Epimaque	109
Nizonkiza, Deo­ratias	110
Nkamta, Paul Nepapleh	110
Nokele, Amanda	111
Nomdebevana, Nozibele	111
Ntuli, Nonhlanhla.....	93, 112

O

Olivier, Jako	112, 113
Olivier, Louise.....	103, 113
Oostendorp, Marcelyn	89
Oosthuizen, Johan	86
Oshodi, Boluwaji	113
Osuri, Stafford Osuri	114

P

Peeters, Ward	114
Pienaar, Wikus	115, 138
Posel, Dorrit	116
Pretorius, Marilize.....	116
Prinsloo, Cas.....	98
Probert, Tracy.....	117

R

Radzilani, Thifhelimbilu Emmanuel.....	86
Rambiritch, Avasha	117
Rapeane-Mathonsi, Maleshoane	65
Rautenbach, Eunice.....	118
Roets, Carla	118
Roux, Shanleigh.....	119

S

Saal, Elvis.....	119
Savić, Stefan	120
Schultz, Kara.....	120
Schutte, Nicole	71
Simango, Silvester Ron	120
Simelane, Lindiwe	121
Siziba, Gugulethu	122
Siziba, Liqhwa.....	122
Slater, Sanchia.....	77
Smit, Vonette	122
Sobane, Konosoang.....	98, 123
Soto-Sanfiel, Mar�a T.	92
Southwood, Frenette	108
Stander, Marga	94
Steyn, Juan	95, 124, 125
Steyn, Sanet	125, 126, 136
Strydom, Louise.....	127
Swart, Marius	127

T

Taljard, Marlies	128
Tappe, Heike	84, 128
Toefy, Tracey.....	129

V

Van de Poel, Kris	130, 131
Van den Bergh, Liané	139
Van der Walt, Christa	130
Van Dyk, Tobie	130
Van Niekerk, Angelique	131
Van Rooy, Bertus	132
Van Rooyen, Marlie	100
Van Tonder, Simoné	132
Van Zyl, Maryka	133
Venter, Lientjie	133
Vivian, Brenda	134
Vos, Elize	135

W

Wasserman, Ronel	135
Weideman, Albert	126, 136
Welch, NRH Pule	136, 137
Wileman, Bruce	137
Williams, Quentin	138
Wilsenach, Carien	138
Wissing, Daan	73, 74, 115, 138
Wolff, Friedel	91

Z

Zeller, Jochen	116
----------------------	-----

PROGRAMME / LENAANE / PROGRAM

Monday 22 June 2015 – Mantaga 22 Seetebosigo 2015 – Maandag 22 Junie 2015

08:30-9:00	Registration / Go Ikwadisa / Registrasie Tea & coffee / Tee & kofi / Tee & koffie E9-114	
	Pre-conference workshops / Dikokoano tsa pele ga khonferense/ Pre-konferensiewerkswinkels	
	E9-G03	E9-113
9:00-13:00	<i>Enhance the readability of your texts by using plain language</i> Eleanor Cornelius	<i>Text editing and proofreading for academic purposes</i> John Linnegar
13:00-14:00	Lunch / Dijo tsa motshegare / Middagete – E9-114	
14:00-17:00	<i>Enhance the readability of your texts by using plain language</i> Eleanor Cornelius	<i>Text editing and proofreading for academic purposes</i> John Linnegar

Tuesday 23 June 2015 – Labobedi 23 Seetebosigo 2015 – Dinsdag 23 Junie 2015

08:30-9:00	Tea & coffee / Tee & kofi / Tee & koffie E9-114	
	Pre-conference workshops / Dikokoano tsa pele ga khonferense/ Pre-konferensiewerkswinkels	
	E9-G03	E9-113
9:00-13:00	<i>Enhance the readability of your texts by using plain language</i> Eleanor Cornelius	<i>Text editing and proofreading for academic purposes</i> John Linnegar
13:00-14:00	Lunch / Dijo tsa motshegare / Middagete – E9-114	
14:00-17:00	<i>Enhance the readability of your texts by using plain language</i> Eleanor Cornelius	<i>Text editing and proofreading for academic purposes</i> John Linnegar
17:00-18:00	Registration / Go Ikwadisa / Registrasie Foyer – Frans du Toit Building (E9) / Botseno jwa Botlhe – Frans du Toit Building (E9) / Voorportaal – Frans du Toitgebou (E9)	

Tuesday 23 June 2015 – Labobedi 23 Seetebosigo 2015 – Dinsdag 23 Junie 2015

18:00	Cocktail function / Moletlo wa dijo tse di motlhoswana / Skemerkelfunksie Rooftop Garden (Joon van Rooy Building, F1) / Tshingwana e e kwa godimo kwa borulelong (Joon van Rooy Building, F1) / Dakuini (Joon van Rooygebou, F1)
-------	--

Wednesday 24 June 2015 – Laboraro 24 Seetebosigo 2015 – Woensdag 24 Junie 2015

08:00-09:00	Registration / Go Ikwadisa / Registrasie Foyer – Frans du Toit building (E9) / Botseno jwa Botlhe – Frans du Toit building (E9) / Voorportaal – Frans du Toitgebou (E9)	LSSA Exco meeting Kopano ya LSSA Exco LVSA- bestuursvergadering E9-113	SAALA Exco meeting Kopano ya SAALA Exco SAVTL- bestuursvergadering E9-114	SAALT Exco meeting Kopano ya SAALT Exco SAVTO- bestuursvergadering E9-G03
09:00-09:15	Opening / Tshimologo ya Lenaneo / Opening Annette Combrink Prof Herman van Schalkwyk – Rector, NWU Potchefstroom Campus E9-G01			
09:15-10:15	Keynote address (Chair: Attie de Lange) / Puo ya Setlhogo (Modulasetulo: Attie de Lange) / Hoofrede (Voorsitter: Attie de Lange) Bertus van Rooy – Grammatical change in South African English: divergence, convergence and contact E9-G01			
10:15-10:30	Tea & coffee (foyer – E9) / Tee & kofi (botseno jwa – E9) / Tee & koffie (voorportaal – E9)			
10:30-11:00	Digital humanities information session Lenaneo la tshedimosetso ka dirutwa tsa dijithale Digitale humaniora inligtingsessie Attie de Lange (NWU: Unit for Language and Literature in the South African context) E9-G01			

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
Chairs Baduladitulo Voorsitters	<i>Annette Combrink</i>	<i>Gustav Butler</i>	<i>Ian Bekker</i>	<i>Silvester Simango</i> <i>Ron</i>	<i>Quentin Williams</i>	<i>Sally Hunt</i>
11:00- 11:30	Opmerkings: 'n Strategie tydens die verantwoordbare redigering van akademiese artikels Amanda Lourens	Variation and equivalence in national level language assessments Albert Weideman, Colleen du Plessis & Sanet Steyn	Language variation, contact, and prescription: reported speech in Afrikaans Bertus van Rooy & Haidee Kruger	Sociolinguistic perspectives on the acquisition of South African Sign Language Annemarie le Roux & Marga Stander	Die ontwerp van die <i>Handleiding vir Meertalige Tekens</i> en gemeenskaps-betrokkenheid: enkele insigte Theodorus du Plessis	Forensic linguistic evidence in South Africa: When is it valid and admissible? Lezandra Grundlingh
11:30- 12:00	Back to basics: Defining 'plain language' in contemporary South Africa Eleanor Cornelius	Testing early academic literacy: A second pilot of TEAL Sanet Steyn & Albert Weideman	Afrikaans as a tone Language. Andries Coetzee, Patrice Beddor & Daan Wissing	Lessons from a Silent Classroom Gwendolynn de Jager & Sanchia Slater	Discursive constructions of physicians' identities, roles and relationships in multilingual clinics Konosoang Sobane	The Big Bang Theory: A stylometric analysis of idiolect in telecinematic discourse Maryka van Zyl
12:00- 12:30	Evaluating mentoring effectiveness: Using the CCC Model to measure editorial competence John Linnegar	The effectiveness of electronic testing compared to paper-based tests Juan Steyn & Henk Louw	A discourse-sociolinguistic study of Midlands State University Shona slang Ernest Jakaza & Mirriam Gondwe	Ukukhethwa Kwesilulu: Ideological construction of 'peripheral' Bantu varieties in South Africa NRH Pule Welch	Foreign Language Learning made Easy via comparative studies of the languages Ma Yue	Authenticity is the key: A spoken corpus study Nozibele Nomdebevana
12:30- 14:00	Lunch – Foyer (E9) / Dijo tsa motshegare – Botseno jwa Botlhe (E9) / Middagete – Voorportaal (E9) Poster presentations (Transnet room – E9) / Pontsho ya diphousetara (Phaposi ya transnet – E9) / Plakkaatvoorstellings (Transnetlokaal, E9)					

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
Chairs Baduladitulo Voorsitters	<i>Lande Botha</i>	<i>Henk Louw</i>	<i>Adri Breed</i>	<i>Amanda Lourens</i>	<i>Jako Olivier</i>	<i>Nancy C. Kula</i>
14:00- 14:30	An Applied Linguistic approach to the perceived gaps in language practitioners' training Christelle de Scally	Akademiese Geletterdheid: Duplisering van Matriek Huistaal? Marlies Taljard	Iets oor die uitspraak van Standaardafrikaans Daan Wissing, Wikus Pienaar en Liané van den Bergh	The role of co-speech gestures in speech Ramona Kunene Nicolas, Raheema Amiroodeen & Nonhlanhla Ntuli	1998, 2010, 2015: Do many languages divide or unite South Africa? Susan Coetzee-Van Rooy	Isibheqe Sohlamvu: An indigenous writing system for Southern Bantu languages NRH Pule Welch
14:30- 15:00	The development of a computer-based training model for educational interpreters Vonette Smit & Herculene Kotzé	A comparison of students' academic literacy (AL) levels in English and Sesotho Gustav Butler & Johannes Mahlasela	Waarom die hernude belangstelling in die geskiedenis van Afrikaans? WAM Carstens	Oral narrative behaviour of SePitori and S. Sotho speakers from a multimodal perspective Nonhlanhla Ntuli	Affirming the biliteracy of university students: current research on the provision of multilingual lecture resources at the University of the Western Cape Charlyn Dyers	(O)mision statements: Deficit and surplus messages in two universities' mission statements Muchativugwaa Liberty Hove

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
15:00-15:30	Interpreting and translation for service delivery Molefe Monnapula	Reflection, a panacea to improve poor academic literacy levels at Mafikeng campus Abigail Hlatshwayo	Die gebruik van modale partikels in verskillende variëteite van Afrikaans Jac Conradie	A cross-modal investigation on the oral and written narratives of L1 Sotho learners of English Raheema Amiroodeen	The challenges of official bilingualism in the mobile telecommunication sector of Lesotho Felix Awung & Maleshoane Rapeane-Mathonsi	A cognitive linguistic analysis of Vivekananda's <i>Complete Works</i> Suren Naicker
15:30-15:45	Tea & coffee (foyer – E9) / Tee & kofi (botseno jwa – E9) / Tee & koffie (voorportaal – E9)					
Chairs Baduladitulo Voorsitters	<i>Marlies Taljard</i>	<i>Muchativugwaa Liberty Hove</i>	<i>Ria van den Berg</i>	<i>Elsa Meihuizen</i>	<i>Alida Chevalier</i>	<i>Rajend Mesthrie</i>
15:45-16:15	Medical interpreting in South Africa: A case study Stafford Osuri Osuri	Balancing text, context and student-profile in choosing effective texts for teaching writing Themba Ngwenya	Die verledetyd: 'n Toekomstige saak Adri Breed	Measuring psychological immersion in the presence of SLS: EEG and subjective self-reports Jan-Louis Kruger, Ronny Ibrahim, Stephen Doherty & María T. Soto-Sanfiel	Quick transformational shifts in Rwandan Language Policy: Why were teachers-learners enthusiastic? Epimaque Niyibizi & Leketi Makalela	Regionality in Broad South African English (BrSAfE) Kara Schultz

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
16:15-16:45		Academic writing in the absence of conventions: Report writing in IsiZulu Heike Tappe & Sibisi Muhle	Op die spoor van die vernekulêr in Afrikaanse poniekoerante Elvis Saal	Investigating the optimal presentation of Setswana subtitles for better access to education Keabetswe Motlhodi & Esté Hefer-Jordaan	Language shift or increased bilingualism in South Africa: Evidence from census data Dorrit Posel & Jochen Zeller	How do permission, possibility and ability compare in WSAfE, BSAfE and Afrikaans? Ronel Wasserman
16:45-18:45	Combined LSSA & SAALA Meeting / Kopano e e Kopanetsweng ya LSSA & SAALA / Gesamentlike LVSA & SAVTL-vergadering E9-G01					
	LSSA AGM E9-G01			SAALA AGM E9-101		
19:00	Musical medley NWU Conservatory (Thabo Mbeki Way) / Setheo sa go Rutwa Mmino sa YBB (Thabo Mbeki Way) / NWU-Konservatorium (Thabo Mbekiweg)					

Thursday 25 June 2015 – Labone 25 Seetebosigo 2015 – Donderdag 25 Junie 2015

08:00-08:30	Registration / Go Ikwadisa / Registrasie Foyer – Frans du Toit building (E9) / Botseno jwa Botlhe – Frans du Toit building (E9) / Voorportaal – Frans du Toitgebou (E9)
08:30-09:30	Keynote address (Chair: Tobie van Dyk) / Puo ya Setlhogo (Modulasetulo: Tobie van Dyk) / Hoofrede (Voorsitter: Tobie van Dyk) Adelia Carstens – Translanguaging: A vehicle for L2 acquisition and L1 development in academic literacy interventions E9-G01
09:30-09:45	Conference photo – amphitheatre / Senepe sa khonferense – Lefelo la bobogelo / Kongresfoto - amfiteater
09:45-10:00	Tea & coffee (foyer – E9) / Tee & kofi (botseno jwa – E9) / Tee & koffie (voorportaal – E9)

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
	<i>Thematic session Lenaneo le le nang le setlhogo sa lone Tematiiese sessie</i>	<i>Thematic session Lenaneo le le nang le setlhogo sa lone Tematiiese sessie</i>				
Chairs Baduladitulo Voorsitters	<i>Quentin Williams & Marcelyn Oostendorp</i>	<i>Adelia Carstens</i>	<i>Charlyn Dyers</i>	<i>NRH Pule Welch</i>	<i>Elvis Saal</i>	<i>Mark de Vos</i>
10:00- 10:30	Introduction: The racialization of multilingualism in South Africa: discourses, performances and practices Quentin Williams & Marcelyn Oostendorp	Writing support: a conversation on best practices, models and theories Pamela Nichols	Examining teachers' language practices in two bilingual primary schools in Limpopo Kate Huddleston & Thifhelimbilu Emmanuel Radzilani	Afrikaans in Patagonia: Maintenance and loss under Spanish contact Andries Coetzee, Lorenzo García-Amaya, Nicholas Henriksen & Daan Wissing		Acoustic versus aural analysis of schwa effects in Black South African English Rajend Mesthrie
10:30- 11:00	Black African migrants and the insider-outsider dialectic in South Africa Gugulethu Siziba	Tutorial programme to writing centre: Crossing bridges in providing academic writing support Avasha Rambiritch	Receptive vocabulary and early literacy skills in emergent bilingual Northern Sotho-English children Carien Wilsenach	Integration of content and language for HIV-Aids advocacy: CUT case study Chichi Maimane	Setswana-based tsotsitaal in the North West Province Thabo Ditsele	The Colour of Liquid: /l/ in South African English Ian Bekker

	<i>E9-G01</i>	<i>E9-101</i>	<i>E9-G03</i>	<i>E9-G10</i>	<i>E9-G11</i>	<i>E9-G12</i>
11:00-11:30	Battling the race: Stylizing language and coproducing Whiteness and Colouredness in Hip-Hop Quentin Williams	An overview of non-curricular post-graduate writing interventions at South African Universities Brenda Vivian & Reinhardt Fourie	Reading in more than one language: Towards an Interdependent multilingual literacy model Leketi Makalela	Language growth vs language decline: The case of Setswana Paul Nepapleh Nkamta	Alternatiewe funksies van Swartafrikaans Ansie Kriel	The status of the KIT-split in Coloured South African English Tracey Toefy
11:30-12:00	Investigating and re-imagining the visual, representative lexicon within the Stellenbosch Village Museum Monique Biscombe	Using Google Docs to identify error trends in student writing Lientjie Venter	Implicit information and text comprehension in multilingual children: A case study Agness Hara & Heike Tappe	Syllables and morphemes as literacy processing units in word-recognition: IsiXhosa and Setswana Tracy Probert	Chain shift and merger in South African English Alida Chevalier	Stress in Malawian Tonga Winfred Mkochi
12:00-12:30	Telling stories: The discursive construction of race in the narratives of students Zannie Bock	Benchmarking engineering students' writing ability compared to an academic ideal Juan Steyn, Henk Louw & Zander Janse van Rensburg	Comprehension and production of quantifiers in English- and isiXhosa-speaking Grade 1 learners Joanine Nel, Frenette Southwood & Simone Conradie	The commercial value of visual and linguistic signs of art Angelique van Niekerk & Marthinus Conradie	Code-switching in a predominantly English-medium Black Pentecostal Charismatic Church Thabisile Adams	Using a participatory method of mapping for dialect research in Angola Linda Jordan

12:30-14:00	Lunch – Foyer (E9) / Dijo tsa motshegare – Botseno jwa Botlhe (E9) / Middagete – Voorportaal (E9) Poster presentations (Transnet room – E9) / Pontsho ya diphousetara (Phaposi ya transnet – E9) / Plakkaatvoorstellings (Transnetlokaal, E9)					
	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
Chairs Baduladitulo Voorsitters	<i>Quentin Williams & Marcelyn Oostendorp</i>	<i>Avasha Rambiritch & Adelia Carstens</i>	<i>Abigail Hlatshwayo</i>	<i>Caroline Mangerel & Kobus Marais</i>	<i>Marlies Taljard</i>	<i>Andries Coetzee</i>
	<i>Thematic session Lenaneo le le nang le setlhogo sa lone Tematiense sessie</i>	<i>Thematic session Lenaneo le le nang le setlhogo sa lone Tematiense sessie</i>		<i>Semiotics and the Global South</i>		
14:00-14:30	Narratives of black learners in a former model C school Carla Roets	Scholarly identity and academic writing Elsa Meihuizen	Catch them before they fall: A school-wide reading assessment and support model Carisma Nel & Aninda Adam	Exploring the untranslated in intersemiotic translation Caroline Mangerel	Tense, aspect and information structure in isiXhosa Stefan Savić	The mapping of intonational cues on lexical tones Nancy C. Kula
14:30-15:00	Language as a semiotic tool in the recreation of Apartheid South Africa in two modalities Fiona Ferris & Felix Banda	From writing apprehension to evaluation apprehension: Apprehending Daly and Miller Jako Olivier & Louise Olivier	Praat Wigfield en Guthrie se MRQ goed Afrikaans? Elize Vos	Steve Hofmeyer, biosemiotics and development: Translation in the semiosphere Kobus Marais	Events and shadows: Evidence from isiXhosa tense and aspect Silvester Ron Simango	The role of phonological awareness and rapid naming to literacy in isiXhosa Maxine Diemer

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
15:00-15:30	Contesting rainbow discourses in the South African workplace Tamiryn Jones & Marcelyn Oostendorp	Summary/ Discussion		The intersemiotic translation of humour: Translating news into cartoons Michelle Malan	Quantitative phrases in Chinese and isiXhosa VP Ellipsis Xiujie Ma	Bits of grammar in the context of ENterpretation Kate Huddleston & Johan Oosthuizen
15:30-15:45	Tea & coffee (foyer – E9)		Tee & kofi (botseno jwa – E9) / Tee & koffie (voorportaal – E9)			
Chairs Baduladitulo Voorsitters	<i>Quentin Williams & Marcelyn Oostendorp</i>	<i>Themba Ngwenya</i>	<i>Kate Huddleston</i>	<i>Caroline Mangerel & Kobus Marais</i>	<i>Suren Naicker</i>	<i>Adri Breed</i>
15:45-16:15	Summary/ Discussion	Academic literacies development for African language speaking law students Christa van der Walt & Phumla Kese	Towards a principled approach to teaching of collocations Deogratias Nizonkiza	The grammar of everyday ritual Luna Bergh & Stephanie Cawood	Microvariation in number marking across Wawa dialects Marieke Martin	'n Konseptuele kategorisering van Afrikaanssprekende kinders se eerste leksikale items Nina Brink
16:15-16:45	Summary/ Discussion	Reacquainting the Letter with the Law: Methodological considerations in developing a Legal Language Skills Course Louise Strydom	Linguistic variety of women prisoners: Case study of Mawelawela Women's Correctional Institution Lindiwe Simelane	Constructions of womanhood through tattoos: A multi-semiotic analysis of tattooed female bodies Shanleigh Roux	Two existential constructions in Swahili Lutz Marten & Hannah Gibson	Quality specification: Towards a usage-based description of noun modifiers Lande Botha

16:45-18:15	SAALT AGM E9-G01
19:00	Conference dinner – <i>Crista Galli</i> (R501; Thabo Mbeki Road; towards Carletonville) Dijo tsa maitseboa tsa khonferense – <i>Crista Galli</i> (R501; Thabo Mbeki Way; go ela kwa Carletonville) Kongresdinee – <i>Crista Galli</i> (R501; Thabo Mbekiweg; in Carletonville se rigting)

Friday 26 June 2015 – Labotlhano 26 Seetebosigo 2015 – Vrydag 26 Junie 2015

08:00-08:30	Registration / Go Ikwadisa / Registrasie Foyer – Frans du Toit Building (E9) / Botseno jwa Botlhe – Frans du Toit building (E9) / Voorportaal – Frans du Toitgebou (E9)					
08:30-09:30	Keynote address (Chair: Annette Combrink) / Puo ya Setlhogo (Modulasetulo: Annette Combrink) / Hoofrede (Voorsitter: Annette Combrink) Kris Van de Poel – <i>Blame it on Applied Linguistics: Towards accountable and sustainable blended programmes</i> E9-G01					
	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
Chairs Baduladitulo Voorsitters	<i>Albert Weideman</i>	<i>Theodorus du Plessis</i>	<i>Christa van der Walt</i>	<i>Susan Coetzee-Van Rooy</i>	<i>Leketi Makalela</i>	<i>Lutz Marten</i>
09:30-10:00	Minding summaries: the development of a mind-mapping rubric in an AL intervention Anneke Butler & Nicole Schutte	Translators as agents of sociolinguistic change in contemporary South Africa Anne-Marié Beukes	English as medium of instruction: Developing linguistic proficiency in pre-service teachers Rinelle Evans	Verwoerd vs. Schneider: Afrikaner Nationalism and the Dynamic Model Ian Bekker	Facing the voice of the teacher Christine Fourie	Developing curricula for English for Occupational Purposes: A case study Eunice Rautenbach

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
10:00-10:30	Illusions of competence regarding Academic Literacy Henk Louw & Juan Steyn	Investigating translator style in the translation of Mandela's <i>Long Walk to freedom</i> Amanda Nokele & Koliswa Moropa	Attitudes and motivation in SLA: Does attitude/motivation outweigh aptitude? (Part One) Simoné van Tonder	Bridging the 'outsider' and the 'insider' identities using language Aloysius Conduah	Facebook in South-African Higher Education: Creating an open and accessible collaboration environment Ward Peeters	Blended learning in a first-year linguistics class: Evaluating an interactive learning environment Jako Olivier
10:30-11:00	Can IIAL bridge policy-practice gap? Lessons from evaluation of Limpopo literacy-language strategy Matthews Makgamatha, Cas Prinsloo, Konosoang Sobane & Kathleen Heugh	Tracing the translation of 'Die Stem' into French: An actor-network theory account Elri Marais & Marlie van Rooyen	Testing to teach: Ensuring validity in ESL learning Colleen du Plessis & Carla Els	A critical discourse analysis of Top-TV's application to broadcast pornography on television Megan Edwards	Caring through other languages: Communication challenges in South African nursing practice Marilize Pretorius	Considering French within the Emerging Gabonese Lexicography Blanche Assam & H Steve Ndinga-Koumba-Binza
11:00-11:30	Tea & coffee (foyer – E9) / Tee & kofi (botseno jwa – E9) / Tee & koffie (voorportaal – E9)					

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
Chairs Baduladitulo Voorsitters	<i>Deogratias Nizonkiza</i>	<i>Herculene Kotzé</i>	<i>Aloysius Conduah</i>	<i>Jako Olivier</i>	<i>Sanet Steyn</i>	<i>Winfred Mkochi</i>
11:30- 12:00	An evaluation of new discourses of critical educational citizenship and academic literacies in South Africa Liqhwa Siziba	The human element in biblical translation Juan Steyn	Towards autonomous, self-directed learners: Balancing centres of power in an ESL classroom Nomasomi Morule	Shriek, yell, giggle or cry: Gender and speech verbs in children's fiction Sally Hunt	Genre and disciplinarity in academic literacies: Is policing a discipline? Sibusiso Ndlangamandla	Issues in code-mixing and acquisition: Defining competence, performance and internalization among Bilinguals Boluwaji Oshodi
12:00- 12:30	Academic reading preparedness and academic acculturation Kris Van de Poel	Linking translators' needs to lexicographical theory in the context of UI translation Marius Swart & André du Plessis	Applying TESOL methodology in mainstream schools Anne-Louise de Wit	Nasty or nurturing? Representations of mothers in Roald Dahl's children's books Justine Kerford	Role of metaphors in communicating ideologies in carbon compounds in climate science Peter Makwanyana	A phonetic and phonological account of Tswana glides H Steve Ndinga-Koumba-Binza

	E9-G01	E9-101	E9-G03	E9-G10	E9-G11	E9-G12
12:30-13:00	Investigating Setswana use: towards the development of support materials for Academic Literacy Kedumetse Motlhankane	Applying English morphological segmentation to syllable-based Zulu-to-English statistical machine translation Gideon Kotzé & Friedel Wolff				
13:00-14:00	Lunch – Foyer (E9) / Dijo tsa motshegare – Botseno jwa Botlhe (E9) / Middagete – Voorportaal (E9)					

Poster presentations (Transnet room – E9) / Pontsho ya diphousetara (Phaposi ya transnet – E9) / Plakkaatvoorstellings (Transnetlokaal, E9)

Segmenting words into syllabic components with a specific emphasis on the coda	Ntombizodwa Gxowa-Dlayedwa
Afrikaanse verbandsmerkers: uitbreiding en herkatégorisering van voorbeeldwoorde <i>Afrikaans transitions: expanding and re-categorising examples</i>	Adéle Jordaan
Zimdancehall music transgression or talent? A multisemiotic discourse analysis of ‘Machira Chete’	Lynn Mafofo
Generiese en vakspesifieke onderrig-leer-materiaal ter bevordering van eerstejaar Verpleegkundestudente se akademiese skryfvaardighede	Zanétte Meintjes & Louise Olivier
’n Akoestiese en artikulatoriese analise van die /r/ in Malmesbury-Afrikaans <i>An acoustic and articulatory analysis of the /r/ in Malmesbury Afrikaans</i>	Wikus Pienaar & Daan Wissing
Computer-assisted academic literacy acquisition	Sanet Steyn, Zander Janse van Rensburg & Jean du Toit
Towards a responsible agenda for academic literacy development: Current strategies, future remedies	Tobie van Dyk & Kris Van de Poel
An investigation of ethnic differences in voice quality in South African English	Bruce Wileman