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Keynote addresses

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Endangerment of African languages by African mega-languages: A challenge for language planning theory

Language endangerment is indeed a subtle process of linguistic change which unchecked, ineluctably goes through phases of attrition, language shift and ultimately language death. Much has been said and written about the nefarious of English and other languages of the colonial legacy(French, Portuguese, Spanish etc.) as agents of the endangerment of African languages, but relatively little on the killer instinct and effective devastating negative impact of African mega-languages on minority languages. The recent re-enforcement of the acquired sociolinguistic status and power of these mega-languages by the African Union's Language Plan for Africa.(AU2006a), which postulate the development and use of vehicular cross-border languages as languages of regional development, integration and cooperation in the five regions of the continent, makes the issue of linguistic insecurity(real or potential) of Africa's minority languages quite challenging and daunting.

The power imbalance between Africa's dominant language and minority languages deserves a critical re-appraisal as a language planning issue geared towards ensuring the survival of minority languages in a coherent relationship with dominant languages of the nation.

In this paper, a detailed analysis of the precarious antagonistic dominance relationship which pits minority languages against major vehicular cross-border languages such as Kiswahili in Tanzania, Hausa in Nigeria and Fulfulde in Cameroon etc. leads to proposals for a planned cultivation of a symbiotic, tension-diffusing, functional relationship between all categories of languages. The proposed language planning measures seek to stem the tides of the erosive process of endangerment.

In this respect, in addition to the traditional initiatives, innovative measures proposed here include adoption and implementation of a functional complementarities principle (Chumbow 2009) which requires the sharing of functions and domains so that minority languages can assume some of the prestige-conferring and economically valorizing functions and penetrate new domains such as education, local (municipality) government, agriculture(food and animal production), health care delivery, rural development, public administration etc. hitherto monopolized by a few dominant languages. The innovative measures also involve undertaking the implementation of a principle of attitude engineering, a process whose finality is to ensure that negative attitudes are polarised into positive attitudes in favour of African languages as instrument for development. These proposals are in consonance with the ideological perception of national development as the construction of a nation-state characterised by ethno linguistic pluralism predicated on universal principles of linguistic diversity, multilingualism and multiculturalism (UNESCO 2003a and 2003b).

The tipping point between success or failure

Reading is the means to a transformed mind and a changed brain. The view of a reader with a text sitting silently absorbed in a task, occasionally turning a page, belies the intricacy, speed and magnitude of cognitive-linguistic operations and neuronal activity taking place inside the reader's head, linking a specific language system and a specific writing code with an experiential knowledge system. It also belies the complex web of human interaction and socialisation that enables this type of activity to develop and flourish. The complexity of the reading process is largely hidden from view and the familiar act of reading renders it a common, hence taken for granted activity. Yet for many people, reading is a site of struggle and effort and often exclusion. National and international literacy assessments point to a reading crisis in our schools. At whatever grade level and in whatever language they are tested, our learners are struggling to read. Low reading levels harm children, they harm a country, they can bring about skills shortage and in the 21st century they are linked with poverty. The price of this kind of failure is too high for a developing country and a young democracy to bear.

In this paper I use findings from neuroscience on how the brain reads and how reading changes the brain as a basis for building a comprehensive view of what reading entails and how it develops. Recognising the complexity involved in reading can help us make informed decisions about ways to address the reading challenges in our schools and universities.

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Towards balanced feedback: practical application for teachers

Research (Spencer, 1998; Lephala and Pienaar, 2008; and Spencer 2009) has shown that feedback given to first-level student writing is strongly formalistic in orientation. This excessive attention to formal accuracy is deeply problematic as the response style views the text as a finished product rather than a developing text. As this response style stresses issues of correctness above all else it tends to have a dualistic cognitive orientation, thus mirroring the lowest level on Perry's cognitive taxonomy. The external locus of control in dictionaries and grammatical tomes reduces the role of interested reader and is firmly set in an exonormative model. The approach tends to be judgemental, which increases the distance between learner and teacher. Larger issues relating to content, structure, genre and purpose of the communication tend to be overlooked. Reasons for a formalistic approach will be explored. It also increasingly problematic for teachers of English who are speakers of the Black South African English (BSAE) as norms shift towards the indiginized variety of English, at present in its liberation or expansion phase (Van der Walt and van Rooy, 2002). A correction exercise will be done to demonstrate this. The findings of key reseach in the area will be outlined and practical suggestions to improve feedback will be demonstrated.

Papers

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THE FUNCTIONS OF TONE IN AKAN

Akan is an archetypal terraced level register tone language having only two contrastive high (H) and low (L) tones occurring in phonological representations. When these tones occur in a sequence they are invariably realized phonetically as either a rising tone (R) or a falling tone (F) provided their tone-bearing units (TBUs) occur contiguously. Thus a contiguous LH or HL melody is realized either as a rising or a falling tone respectively. A lexical H may receive a lower pitch value relative to a preceding H at the phonetic surface if there exists a linked or a floating L intervening between the two Hs. It will be realized in the vital sections of this paper that all these basics of Akan tonology are crucial within the context of the functional load of the tone in Akan, which indeed constitutes the focus of this paper. Tone is known to perform two functions only, lexical and grammatical, in all the tone languages of the world. Hence, it obtains in the literature that no known tone language in the world is known to have a functional load outside lexical and grammatical domains. It will be demonstrated in this paper that tone in Akan carries semantic functions besides lexical and grammatical functions. Lexically, tone in Akan distinguishes lexids. Grammatical tones may distinguish a noun phrase from a noun + adjective compound, the present aspect from the completive aspect form of the verb, optative aspect form negative form of the verb, phrasal verb from verb phrase and other grammatical categories. Semantically, tonal contrast may trigger gradable, complementary and relational antonyms. It will be demonstrated further that a change in the overall tone melody of a sentence may result in antonymous semantic readings.

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Vowel raising in the Mfantse dialect of Akan

The Akan language is made up of a number of dialects prominent among which are Mfantse (also known as Fante), Bono, Asante and Akuapem. Mfantse is spoken in the coastal districts of Ghana whereas Twi, the Akan varieties of Asante, Bono and Akuapem etc are spoken in inland. Thus, Akan is subclassifiable dichotomously as Coastal and Inland. Akan has a suite of ten phonemic vowels namely /i, e, o, æ, a/ in its vocalic inventory if the oral/nasal distinction is disregarded. Added to these vowels are six nasal vowels, /ĩ, ẽ, õ, æ̃, ã/ that contrast with their oral counterparts. All vowels undergo varied alternations which the existing literature has duly captured. However, one major vocalic alternation unique to the Mfantse vocalic inventory, *vowel raising*, has not received any mention in the literature. Hence, this paper is designed to fill a vacuum. It is established in the essential portions of this paper that when a mid vowel precedes a high vowel in Mfantse it is raised to high tongue position whereas a low vowel occurring in the same phonetic environment raises to the mid vowel position. It is established further that a vowel undergoing raising agrees with triggering vowel in two dimensions of vowel harmony (VH) in being [+/-ATR] and in being [+/-Round]. We posit in this paper that within the context of Akan reduplication, if a base vocalism has [+Low] specification in its feature matrix then it receives a zero representation in the reduplicative template. However, any base vocalism specified as [-Low, -High] consistently raises to a high tongue position even as base high vowels are copied in the reduplicant.

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The effects of rhetorical pattern knowledge on intermediate Iranian EFL student reading comprehension

Successful reading in a second language has been considered as the most crucial factor in second language learning. An important, but neglected feature of reading skill concerns the effects of rhetorical organization. The purpose of this study is to investigate the effect of the knowledge of text structure (rhetorical information) on EFL students' reading comprehension. Also, this study is an attempt to compare the effects of different rhetorical organisation on comprehension of texts. So, in this article three rhetorically different texts, with identical subject

matter, were studied by 60 intermediate Iranian students. They were randomly divided into two groups, an experimental group and a control group and the rhetorical patterns were explicitly taught only to the experimental group. Comprehension was measured by a cloze-test. Results confirm significant relationship between awareness of text structure and EFL students' reading comprehension. Also, the repeated measure method was used to compare the effects of different texts on the test scores. Some variations were observed in the comprehensibility of different text organisations and this suggests that specific teaching strategies should be employed to raise reader awareness of rhetorical patterns.

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**The social stratification and the new shift towards the use of the rhotic (r) in NYC department stores.
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In this study I was drawn on to study how speakers shift in ways they use language and the linguistic variants, such as the use of the rhotic (r-1) or non-rhotic in the variant of English language, spoken in New York City. My study attempted to verify Labov (1972) argument that the use of rhotic and non-rhotic (r) is an indication that the department stores in New York City are "differentiated in a fixed order based on social stratification and that those jobs in those places are evaluated by employees in the same order". In my study, the subjects were observed through the technique of rapid and anonymous elicitation during casual and emphatic speech styles. My data reveals that the occurrence of the rhotic (r-1) in both styles has undergone a significant increase in its use in the three department stores, from the most prestigious to the less prestigious one. My data also reveals that a significant increase in the use of rhotic (r) may be ongoing among all communities including the African-Americans (AA). In more prestigious department stores, most of AA employees used (r-1) sound at least in one speech style, while there was a decrease of no (r-1) in less prestigious stores. This contrasts with Labov's previous work which revealed that nearly all AA subjects did not use (r) sound. I argue that Labov's findings have been undergoing a change in direction favoring again a more frequent use of the rhotic (r) sound in both middle and final positions in all department stores and this is an indication that speakers commonly undergo changes in language use in various forms such as at the phonological level and that certain changes in language use may occur as a response to its current social status in their communities.

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A Study of more proficient Iranian student's receptive knowledge of English noun suffixes

This study aim to investigate the receptive knowledge of words with the seven common English noun suffixes (-ness , -ence , -ment , -ity , -tion , -er , -or) . The study researches the use of word-building strategy, which is one of the strategies, supposed to help word recognition. The population of participants of this study at the time of this study were 58 under graduated student, majoring in teaching English studying at Islamic Azad University branch of Najafabad, Esfahan, Iran.

The total number of the participants who were qualified to take part in the study were 39, based on their performance on language proficiency test (Nelson Test). Their knowledge were measured through two translation tests, which required them to give Persian (L1) translation to English words (L2). The semi-structured interview was used for getting more information about how the subjects recognize the tested words.

The results show that the subjects' receptive knowledge of words with the seven suffixes is low with only 10.5% knowledge of all 80 tested words. Although some subjects show that they have background knowledge of word-building strategy, few of them use the knowledge to answer the tests. Thus, the results in this study do not support the hypothesis that word-building strategy helps learners with low vocabulary knowledge to recognise words in the same family.

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POLITICS AND LANGUAGE PLANNING IN GHANA

Language planning is a government authorized, long-standing, and conscious effort to alter a language's function in a society for the purpose of solving communication problems. Almost every nation of the world has some form of language policy either overtly authorized by the government or by default. Three types of language policy are distinguishable namely, official language policy, educational language policy and general language policy, which relates to unofficial government recognition or approval of other languages. It will be shown in this paper that these components of language planning strategies are evident in Ghana as a multilingual country but what government after government in Ghana has ignored to the detriment of national development is the quest for a national language. The position of the Ghanaian languages within the context of the country's educational organization has been a matter of grave concern. For this reason, this paper discusses the educational language policy in Ghana paying attention to some of the problems and challenges that face the study of Ghanaian languages. It also discusses the need for the government to promulgate effective language policies in support of (1) the indigenous Ghanaian languages and (2) the nation at large. This is particularly important in view of the fact that any country that is linguistically highly heterogeneous is invariably underdeveloped or semideveloped, and a country that is highly developed always has considerable language uniformity.

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A Three-stage koinéization model of the formation of South African English: Reconstructing BATH-Backing

This paper offers a three-stage koinéization model of the formation of South African English in the service of providing a careful reconstruction of the (socio)linguistic history of this variety. The adoption of this model highlights the merits of viewing South African English (SAE) as a *late*-19th century (as opposed to early or mid-19th century) variety and of considering both endogenous and exogenous factors in the reconstruction of new-dialect formation and, for SAE in particular, strengthens the case for further investigation into the possible effects of 19th-century Afrikaans/Dutch, Yiddish and north-of-England dialects on the formation of modern SAE. More particularly, in its application to the etiology of BATH-Backing in SAE, it shows Trudgill's (2004) model of new-dialect formation to be inadequate and provides support for a model, such as that of Schneider (2003;2007) which emphasizes the important role of indexicality in the development of new varieties of English.

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Searching for the CURE: Non-post palatal CURE in General South African English

The traditional realisation of the CURE vowel, [ʊə] in Received Pronunciation, has undergone extensive revision in several accents of English, leading to a Merger with FORCE in some cases, or NURSE in others (Thomas, 2004). Several authors have also noted a divergence from this traditional realisation in General South African English (GenSAE) CURE. Previous research into the realisation of this vowel in GenSAE suggests that when the CURE vowel is preceded by a palatal or palato-alveolar sound, its realisation may be far from that of the traditional diphthong [ʊə] or that of FORCE, [oɪ]. Instead, the realisation of this vowel is often statistically similar to that of NURSE, a change known as the CURE-NURSE Merger (Bruce & Bekker, forthcoming). The aim of the current study is to establish whether a similar phenomenon exists in GenSAE in a context with no preceding yod or palato-alveolar

sound. Data collected from young, white, female speakers of the dialect was analysed acoustically in order to determine the position of non-post palatal CURE relative to other vowels. The study also speculates about the possible implications of this CURE-NURSE Merger taking place in an environment with no preceding palatal or palato-alveolar sound, such as the potential reanalysis of the [ʊ] nucleus as the glide [w].

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Living with language pattern changes

This paper relates to the convention in terms of which the Afrikaans and English prepositions *met* and *with* have recently become part of preferred expressions to describe a medical condition; for instance, *someone with diabetes* (instead of *a diabetic person*), as is also reflected in the popular Medihelp DVD series *Living with* and the new kykNET series *'n Lewe met*.

This language usage pattern change does not merely represent a polite turn, but reflects a change in life perspective that changes individuals, and relationships between individuals and communities in multilingual settings through language use and intercultural interaction. Medihelp [<http://www.medihelp.co.za>, accessed 14 July 2010] describes their DVD series as "A journey to understanding and hope ... illustrating the courage that is needed to avoid being defined by a diagnosis".

This life perspective is illuminated by the analysis of the data that provides a reference point relationship between the person and the condition (profiled by *met/with*), which manifests a fundamental image schematic ability that relates to the prepositional construction and provides its minimal content and abstract description. The image schema, in turn, combines with a several possible conceptual archetypes (such as a person's face or part-whole relationships). The focus appears to be on uses of *met/with* where the role of the trajector or subject of the preposition is limited to its reference point function.

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Language policy and planning at the University of Johannesburg

This paper explores language policy and management at the University of Johannesburg (UJ), a so-called historical Afrikaans-medium university. The University of Johannesburg was established in 2005 after a merger process to function as a new "comprehensive university" that would offer both formative degree programmes and vocational programmes. Becoming an African university that reflects and accommodates the cultural and linguistic diversity of its clients is also one of the new university's objectives. To this end, the university designated four languages as "primary languages" for academic, administrative, communication and marketing purposes. The UJ is committed to promoting the use of the designated languages for teaching, learning and assessment "while recognising the importance of the use of the first language".

As far as implementation is concerned, the status quo that preceded the merger has been maintained in practice: English is currently the only language of learning, teaching and administration on all UJ's campuses, with the exception of the Auckland Park Kingsway (former Rand Afrikaans University) campus where English and Afrikaans

are used as languages of learning and teaching and for administrative purposes. The aim of the paper is to explore UJ staff's language beliefs and their language practices, as well as their experiences of and opinions on the institution's efforts at managing the implementation of the policy. This study forms part of a larger investigation into language policy implementation at UJ geared towards evaluating policy 'performance' and outcomes at this institution. Determining teaching staff's experiences and perceptions and their ideas and beliefs regarding the usefulness of designated languages are arguably an important language management objective. After all, managing policy implementation outcomes requires that policy-makers also understand the stakes involved in language management.

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Changing perceptions of African languages in education: Experiences with educational interpreting into Setswana for foundation-phase learners in an English-medium school

Parents of non-English mother tongue speakers send their children to English-medium schools because they regard the acquisition of English as a guarantee for success in education, and in life in general. Should these children have been exposed adequately to at least some English at home and to English-medium grade R pre-schooling, they perhaps stand a chance of acquiring numeracy, literacy and life skills through the medium of English. But even then it might not succeed because research has proven that ideally one should learn "reading, writing and arithmetic" (jokingly referred to as "the three Rs") in one's mother tongue first. Jokes aside, Should this not be the case, it will not likely be detrimental to the educational progress of the learner.

The NWU departed from the assumption that at an English-medium school where Setswana mother-tongue speakers are also enrolled (some even without exposure to English at home or to English-medium grade R pre-schooling), there should be learners who are adversely affected by non-mother tongue instruction. It was hypothesized that simultaneous interpreting into Setswana (with learners continuing to hear the English source language together with the interpreted Setswana) should assist these pupils in their learning by the principle of scaffolding. This means that the second language is acquired via the mother tongue because the learner is able to first conceptualize in the mother tongue and building on that knowledge to work from the familiar to the unfamiliar, thus conceptualizing in the second language.

This paper discusses the implementation of such an interpreting service in the foundation phase at a local English-medium primary school, the effects of the intervention during the more than three years it has been running, the research conducted and the results obtained. It also discusses how the findings can contribute to the development of an affordable formula for multilingualism in national education.

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'n Nederlandse woordeskattoets vir Afrikaanse aanleerders

Die kernvraag in hierdie referaat is die mate waarin Afrikaanssprekende studente kennis dra van die Nederlandse leksikon. Paul Bogaards se uitspraak, "there is not one single valid way to measure L2 vocabulary knowledge" (2000) is in 'n besondere mate van toepassing op 'n situasie waar Afrikaanssprekendes se kennis van die Nederlandse leksikon getoets word. 'n Problematiese frase in Bogaards se uitspraak is "L2 vocabulary knowledge". In die konteks waarbinne die woordeskattoets waaroor dit hier gaan gegee is, is daar op 'n ander manier as in die gewone betekenis sprake van 'n T2. Waar lê die grense tussen twee nou verwante tale soos Afrikaans en Nederlands? Hoe word passiewe woordeskatkennis omgeskakel in produktiewe gebruik?

In hierdie referaat word verslag gelewer van die toetsresultate van Beheydt (2006) se *dubbele pregnante context niveautes* wat aan Afrikaanssprekende studente gegee is. Om 'n geldige en akkurate toets te vind vir die toetsing van woordeskatkennis is oor die algemeen nie maklik nie en die saak is nog meer problematies wanneer dit om Afrikaanse aanleerders van Nederlands gaan.

Die toetsresultate en diagnostiese waarde van die toets asook afleidings wat gemaak kan word oor die konstruksie "woordeskatkennis" word bespreek. Die uitslag van die toets het veral implikasies vir wat en ook hoe ons aan

studente onderrig in Nederlands verskaf. Aspekte wat onder andere aandag kry, is die leksiko-grammatika as 'n kontinuum, dieptewoordeskattkennis en studente se vermoë om die juiste leksikale gevolgtrekkings te maak.

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Changing perceptions of African languages in education: A multilingual route to literacy

It is claimed that languages are able (1) to change (young) individuals and communities with regard to linguistic (literacy) development and (2) to change relationships between (young) individuals and communities in multilingual settings. However, a language may also turn out to be a stumbling block to achieving literacy when that language is not the mother tongue of the learner. The reality in multilingual South Africa is that many parents send their children to English medium schools because they believe that English is the key to success in today's world. The Language Directorate at the North-West University realised that if African languages (in particular Setswana) are to be developed as academic languages, one needs to start at primary school level. We thus embarked on a joint reading project with the Rotary Club Orkney at three schools in the KOSH (Klerksdorp, Orkney, Stilfontein and Hartbeesfontein) area. It was decided to follow a multilingual route by using the Literacy for All readers, a series available in all eleven languages and written by South Africans for South African circumstances. The learners in the project have access to these books in all three the official languages (Setswana, English and Afrikaans) of the North West Province. The guiding principle was that learners would learn to read in English by scaffolding on their mother tongue. The aim of this paper is to show (1) how the project was implemented, (2) the preliminary impact thereof in terms of the learners' reading abilities and (3) the effect it had on the relationship between the teacher and the learner.

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Noticing “us” and “them” constructions: The pedagogical implications of a Critical Discourse Analysis of referring in political discourse

In the past decade, there have been a number of discourse analyses of *the political* in South Africa such as Botha's (2001) study of deictic expressions in a speech by Thabo Mbeki, Moodley's (2006) discursive analysis of the South African government's ICT (Information and Communication Technologies), poverty, and development discourse, and Moon's (2006) investigation into the discursive construction of narratives generated during the Truth and Reconciliation Commission. However, *how* such studies may be exploited to foster students' critical thinking about language use in a variety of communicative context has not been explored in much detail. Within the framework of Critical Discourse Analysis (CDA), the aim of this paper is to examine the phenomenon of referring in a political speech by Robert Mugabe, focusing specifically on his use of spatial, temporal, and social indexicals to construct *us* versus *them* territories. The paper shows how one may assist second-year Linguistics students to develop an awareness that referring is not a neutral phenomenon, which in turn may have the beneficial effect, in combination with a constructivist pedagogy, on their own CDA studies of political speeches.

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Does L1 maintenance hamper L2 nativelikeness? L1 and L2 ultimate attainment in early bilinguals.

The critical period hypothesis holds that ultimate attainment in a second language (L2) varies as a function of age of acquisition onset. After a certain age, typically around puberty, nativelike proficiency in a L2 is no longer achievable due to reduced neural plasticity. Recently, however, this view has been challenged by accounts claiming that the low incidence of L2 nativelikeness is not due to age effects, but is a consequence of the first language (L1) obstructing the L2 acquisition process. The claim that L1 maintenance is an impediment for L2 nativelikeness has, nevertheless, primarily remained theoretical, since the empirical studies on this topic are vanishingly few. Against this background, the current study set out to examine the relationship between L1 maintenance and L2 ultimate attainment, and the role that language aptitude plays. The participants were early L1 Spanish – L2 Swedish bilinguals whose ages of L2 Swedish acquisition ranged from 1 to 11 years. Mean length of residence in Sweden was 24 years. L1 and L2

proficiency was assessed through auditory grammaticality judgement tests and C-tests. Language aptitude was measured with the *Swansea Language Aptitude Test* (LAT, v.2.0; Meara, Milton & Lorenzo-Dus, 2002). Contrary to the claim that bilingualism hampers L2 nativelikeness, the results showed that those participants who exhibited natelike proficiency in the L2 were also more likely to do so in the L1. Furthermore, language aptitude was shown to correlate positively with both L1 and L2 proficiency. General questions concerning age effects and L1–L2 interaction are discussed in view of these findings.

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Die DBAT as bemagtigingsinstrument vir die Afrikaanse taalkunde: rol en moontlikhede

Op 24 Mei 2010 is dit DBAT (Digitale Bibliografie van die Afrikaanse taalkunde) amptelik in Potchefstroom geloods. Die doel met hierdie projek was om bronne oor die Afrikaanse taalkunde via 'n digitale databasis wereldwyd beskikbaar te maak. In hierdie proses word die model van die bekende BNTL nagevolg. In die kort lesing oor hierdie projek beplan ek om tydens die kongres 'n oorsig te gee oor die ontwekking van die projek en oor die moontlikhede wat die inhou vir die uitbrei van die Afrikaanse taalkunde. Die rol van Afrikaanse taalkundiges in die verdere uitbou en in stand hou van hierdie projek sal ook in die besonder beklemtoon word.

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INDIGENIZING CHRISTIANITY USING LANGUAGE – THE CASE OF THE JOHANE MASOWE APOSTOLIC CHURCH – THE MADZIBABA (FATHERS) AND THE MADZIMAI (MOTHERS).

Christianity is often seen as a foreign religion in Zimbabwe and elsewhere in Africa. This religion was founded by Jesus Christ, a Jew from Nazareth of Galilee. Galilee is a former district of the Roman Empire's Province of Judea. The religion was introduced to Africa by European colonialists. As such, it was shrouded in European cultural, values, mysticism and supremacism. Having discovered that the type of Christianity which was preached to them was embedded in colonial mythology and cultural prejudice, some Zimbabweans of the likes of Johane Masowe sort means and ways of indigenizing and/or Zimbabweanizing it. They then resorted to the use of indigenous Zimbabwean languages to try and achieve that goal. They coined indigenous terms for use in church. This paper focuses on how one of the apostolic churches in Zimbabwe, popularly known as Masowe YeChishanu, as Madzibaba (Fathers) and Madzimai (Mothers) embark on using Shona terms to Zimbabweanize Christianity. Shona is one of Zimbabwe's two national languages. The paper seeks to establish some of those indigenous terms which members of the church use during prayer and other sessions. Those terms are like a set of paraphernalia which members use to domesticate Christianity. The paper will also seek to establish the source and meanings of those seemingly esoteric terms. Furthermore, the paper will endeavour to establish the extent to which the terms aid members of the church to decolonize Christianity. The researchers are going to take part in some church services. In the process, they will note all the terms members will be using. Personal interviews will then be carried with the church members. Members are going to be interviewed with the hope of establishing the source of those terms and their meanings.

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Sensitive dependence on initial conditions: A complex systems view on multilingual histories and academic success in higher education in South Africa

The application of a complex systems perspective in the field of applied linguistics is fairly new (Herdina & Jessner, 2002; De Bot, Lowie & Verspoor, 2007: 7; Larsen-Freeman & Cameron, 2008: 255; Weideman, 2009: 61). However, researchers are excited about the potential of a complex systems view to provide new insights and new research questions on traditional applied linguistic interests. One of the issues studied with great care in attempts to understand complex systems, is the sensitive dependence on initial conditions (Larsen-Freeman, 1997: 144; Larsen-Freeman & Cameron, 2008: 57) that contributes to explanations of the unpredictability in complex systems. Small differences in the initial conditions of complex systems could lead to future behaviour that diverges exponentially as time passes.

It is widely acknowledged that the experiences of multilingual people vary greatly (Ng & Wigglesworth, 2007: 10; Marian et al., 2007: 950). From a complex systems approach, clear descriptions of the initial conditions of becoming multilingual are vital in understanding the potential variability that might arise in the lives of multilingual people later on, for example, in terms of their academic success in higher education, or their proficiencies in the languages they know.

In this paper I want to continue work on understanding multilingualism as a complex system that potentially influences the academic success of students in higher education. The main aim of this paper is to investigate the initial conditions that lead to multilingualism in about 1000+ students (via a study of their multilingual histories) and to relate the findings from the study to their current academic success in higher education. I hope that by understanding the “initial conditions” of becoming multilingual better, we might understand the academic success achieved by multilingual students later in their lives better as well.

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A comparison of hedging between professional and student writing: changing the way students interpret and convey information in academic texts.

The study examined an aspect of scientific writing, namely hedging. Hedging refers to the writer’s withholding full commitment to statements. Here, hedges comprise “any linguistic means to indicate either a complete lack of commitment to an accompanying proposition, or a desire not to express that commitment categorically” (Hyland, 1998:1). The aim was to determine the nature of the relation between the quality of journal article writing and research report writing in occupational therapy (OT) and the density of hedges in such writing. The texts consisted of undergraduate OT IV (final year) reports, which were divided into two achievement groups, namely high and low achievers and articles by occupational therapists. Because it was assumed that articles exemplified good writing, and accordingly, would be suitably hedged, these were included as a basis for comparing the student groups. Hyland’s (1998) analytical framework was used. Although statistical tests showed no differences between the student groups, overall, the tests revealed significant differences in the employment of hedges between the professional and student writers. Based on the findings, it is suggested that hedging in scientific writing (including academic texts) be studied and taught to students to enhance their academic reading and writing.

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Language and femininity in *Cosmopolitan* magazine

This paper draws attention to the manner in which women's magazines like *Cosmopolitan* attempt to project themselves as readers' altruistic advisor, without compromising their ability to draw advertisers. The results of the analysis suggest that this is achieved by urging women to conform to, rather than question the social standards that are imposed on them. The linguistic manifestation of this ideology was investigated through a combination of quantitative and qualitative methods. The results of the quantitative analyses point to *Cosmopolitan's* assumption that women are in dire need of advice. By means of critical discourse analysis, the qualitative analyses probe articles in the magazine which provide such advice. The investigation sheds light on *Cosmopolitan's* approach to the above-mentioned goal, as well as the potential ramifications of the gender ideology on which this approach is contingent.

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The legal translator: an enigma?

Legal translation is an under-researched area in South Africa. Yet, recent developments in South Africa, relating to government's obligation to publish legislation in the official languages other than English within the next two years, have serious and far-reaching implications for legal translation in general, and the training of legal translators in particular. If this mandate is to be carried out successfully, competent legal translators in all official languages are needed. Legal translation deviates substantially from general and other domains of translation in the sense that legal translation is subject to heavy semiotic restrictions on all levels and legal considerations are of overriding importance. This kind of translational activity requires specialised knowledge and skill on the part of the translator. The aim of this paper is to investigate the core competencies and skills the legal translator must have, specifically focusing on the balance between legal competence vis-à-vis translation or linguistic competence. This paper concludes that it is highly improbable that all the required qualifications – both legal and linguistic – will be combined in a single professional translator. It thus follows that sufficient resources should be made available to train competent legal translators in South Africa. In this paper a discourse analytical method of source text analysis is proposed. This method provides a means to familiarise novice translators with legal genres and legislative writing, and may well become a powerful tool in the training of legal translators.

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Spec-head vs head Spec: a study in linearization

Antisymmetry is a linearization algorithm which, while theoretically elegant, faces an empirical challenge. This paper outlines some empirical problems with antisymmetry and demonstrates that an alternative linearization algorithm, embedded in the Strong Minimalist Hypothesis, not only gets the facts right but reduces theoretical complexity by removing the need for head movement.

Within the Principles and Parameters framework, the Head Parameter allowed, in principle, for either heads or specifiers to occur on the left or right. However, there is an asymmetry between heads and specifiers: while heads can indeed occur on the left or right, it seems that 'no clear case of a generally Specifier-final language has been discovered' (Roberts 1997:26).

One response to this was the Antisymmetry framework: the specifier of a head will always precede the head in linear order (Kayne 1994) because a specifier asymmetrically c-commands its head and consequently, assuming the Linear Correspondence Axiom (LCA), there is a 1-to-1 mapping from asymmetric c-command to linear precedence.

Empirically, however, things are not as neat. On the one hand, research on the Final-over-Final constraint (Holmberg 2000; Biberauer, Holmberg & Roberts 2008) has shown there to be word orders which do not follow neatly from antisymmetry. On the other hand, in this paper, I will show that it is not entirely clear that specifiers do, in fact,

precede their heads and a heterogeneous set of auxiliary assumptions are required to explain the word order facts. I propose an alternative mapping based on grammatical dependencies. To the extent that it succeeds, it raises questions about some of the ancillary assumptions that are required under the LCA.

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An analysis of students' perspectives on the language of teaching and learning

The importance of the language of teaching and learning (LOLT) in higher education as highlighted in government policies such as the National Language Policy for Higher Education (DoE: 2002) and the Ministerial Report for the Development of African Languages (DoE; 2005) could be applauded as a stride towards acknowledging the language issues facing students entering higher education institutions and the implementation of these policies. On one hand, the NLPHE (DoE: 2002) states that multilingualism should be promoted in higher education to ensure access and success and on the other, the Ministerial Report (DoE; 2005) emphasizes the need to intellectualize indigenous African languages for use in teaching and learning. Clearly, both policies encourage the promotion of teaching using the language of learners to ensure success in higher learning. It is for this reason that it is necessary for lecturers to consider to teach academic content through bi/multilingualism. This thinking is encouraged by Cummins' (2000) assertion that one of the most strongly established findings of educational research, conducted in many countries around the world, is that well-implemented bi-multilingual programmes can promote literacy and subject matter knowledge in mother tongue without any negative effects on development in the second language. In the country's situation this translates into using mother tongue to facilitate the understanding of academic concepts with the hope that it would not interfere with the acquisition of the additional language (English). In pursuing the commitment to linguistic pluralism the Cape Peninsula University of Technology developed its language policy, which got approved in 2007.

This paper reports on the analysis of results yielded by a pilot of the language audit ran at the Cape Peninsula University of Technology across faculties. The pilot included management, academic staff, administration and students. Input gathered from all involved, among other sources, served as the framework of the Language Policy itself. Hence including them in the language audit was significant. For the purposes of the paper the focus will be on students' perspective since they are affected most by language practices within the institution. As a result, they were seen as key participants in shaping the implementation of the Language Policy. So, the pilot tended to focus on students' language preferences for teaching and learning, assessment and institutional communication. The language audit process was achieved by developing a questionnaire. It further gives an account of students' perspectives on how their home languages can be used to enhance their learning. This looks at suggested language activities and an extent to which they see the benefits or losses of using home language to mediate and facilitate understanding. It will then draw conclusions.

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/r/ Sandhi in General South African English

This paper investigates the nature of /r/ sandhi within the General South African English (GenSAE) Accent. It aims to establish the existence of linking /r/ and/or intrusive /r/ in GenSAE; their frequency of occurrence and the specific environments they occur in. Reasons for the absence of /r/ sandhi in certain environments are explored and what appears to exist in these environments instead (such as [ʔ] and [w]) is noted. While there is some literature on this phenomenon in GenSAE (Wells 1982; Gick 1999), it is marginal and often vague and conflicting. The most detailed account comes from Lass (1996), who claims that linking /r/ only occurs in South African English if there is no phrase or sentence stress in the following vowel-initial word, otherwise [ʔ] is used. The data used for this study are recordings done on six GenSAE speakers, both male and female between the ages of 18-21. The participants were recorded reading a prepared passage that contains several examples of linking and intrusive /r/ in different environments. This was used to elicit pronunciations in more structured and formal speech, while a 20 minute interview was conducted in order to elicit more informal examples of linking and intrusive /r/ by the subjects.

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‘Speaking up’: a investigation into the Uptalk phenomenon South Africa

This paper provides the first-ever analysis of ‘Uptalk’ for South African English focusing specifically on the distinction between questions with rising intonation and declarative sentences with rising intonation. Although Uptalk has been studied elsewhere, it has never been researched in any depth in South African English.

Uptalk, which may also be called High Rising Terminal (HRT) or High Rising Intonation (HRI), refers to the presence of a rising intonation pattern over a declarative sentence (where a falling contour would be expected). Uptalk has been studied in most ‘colonial’ varieties of English such as Canada, Hong Kong and the United States of America and it has received extensive attention in New Zealand and Australia. It has also been observed in the United Kingdom.

Data was collected through interviews with six SAE L1 females who completed tasks designed to elicit authentic questions, as well as ‘danger of death’ type questioning to stimulate the use of Uptalk in candid conversation. Young women were specifically chosen because Warren (2005) and Guy *et al* (1986) found that Uptalk is most common in the speech of young, female English speakers.

The data are analysed according to Beckman and Pierrehumbert (1986) in the Autosegmental-Metrical (AM) phonology paradigm and by using Warren and Daly’s (2005) method of determining rise starting points. It is demonstrated that rises in declarative clauses have a later onset than those in question contexts. This is consistent with the results of Warren and Daly (2005) and Warren (2005). This study has large implications for the way that meaning is assigned to intonational contours while at the same time presenting the possibility of a change in English intonation world-wide.

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Uptalk in South African English

This paper investigates the differences between intonational high rises employed in questions and in uptalked statements from a South African perspective. Uptalk refers to the presence of a rising intonation pattern over a declarative sentence (where a falling contour would be expected).

Uptalk has been studied in most 'colonial' varieties of English such as Canada, Hong Kong and the United States of America and it has received extensive attention in New Zealand and Australia. It has also been observed in the United Kingdom. Uptalk has not however been researched in any depth in a South African context. Research into New Zealand English (Warren 2005) and Australian English (Guy *et al* 1986) has shown that Uptalk is most common in the speech of young, female English speakers and for this reason the research focuses on English spoken by young-adult women who have South African English as a first language.

Pierrehumbert's analysis under the framework of Autosegmental-Metrical (AM) phonology and Warren and Daly's (2005) method of determining rise starting points will be applied to data collected by interview. These interviews were conducted with six subjects between the ages of 18 and 21. They consisted of tasks designed to elicit authentic questions, as well as 'danger of death' type questioning to stimulate the use of uptalk in candid conversation.

It is postulated that rises in statement contexts will be found to have a later onset than those in questioning contexts. If the findings of this study prove this hypothesis then they will concur with the results of the studies in Warren and Daly (2005) and Warren (2005).

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Enhancing classroom illiteracies and extending linguistic profile.

The South African classroom has become increasingly diverse and teachers are faced with the challenge of facilitating learning using a language generally not spoken by the learners at home. This is often problematic, especially at lower grade levels.

The changing demographics of the instructional context have necessitated a change in the way pre-service students are prepared for the linguistic and cultural diversity of the current South African classroom. In order to equip prospective teachers with strategies for dealing more effectively with multilingualism in a culturally diverse pedagogical context, these students are now required to enrol for a credit-bearing module that has a strong language bias. This module offers an historic overview of the linguistic diversity encountered in most South African classrooms as well as strategies for dealing more effectively with multilingualism in a culturally diverse pedagogical context. Students enrich their personal language profile by acquiring a functional knowledge of appropriate phrases for instructional purposes in specified African languages (Afrikaans, Northern Sotho, Tswana or Zulu) with a view to enhancing classroom management by interacting meaningfully with students. Apart from compiling the textbook, a particular innovation has been the creation of a multimedia CD on which selected phrases, words and proverbs (read by a native speaker) have been recorded. This learning support tool serves as a key element for practising the new vocabulary.

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Complex language encounters in post-apartheid classrooms

How do pre-service teachers from an Afrikaans mother-tongue background teach Foundation Phase learners whose primary language may be any one of the indigenous African languages yet the medium of instruction is English?

The gradual deracialisation of schools and the concomitant shifting demographics have necessitated a change in the way pre-service educators are prepared for the diversity of the current South African classroom. The theoretical framework of this work-in-progress draws on language-in-education studies carried out in Canada and Africa as well as on multiple literacies research in order to understand the complexity of language encounters in linguistically and

culturally diverse instructional settings. This paper provides rich descriptions of complex language encounters in the context of post-apartheid classrooms and also addresses the conceptualisation and challenges of appropriate curriculum design in a changing educational context.

The overarching approach is exploratory with a critical yet reflective ethnographic perspective. The primary data collection strategy involves longitudinal, formalised researcher observation sessions conducted at multiple learning sites in urban and semi-urban South Africa, captured as audio and video recordings in order to allow for an analysis of verbal and non-verbal communication. These data are augmented by semi-structured conversational interviews with teachers and class-aides as well as a field journal in which descriptions of researcher experiences and affective reactions are recorded.

The significance of this research lies in its intention to extend theoretical and practical knowledge about the social and pedagogical implications of complex language encounters for teachers and learners; adapt/develop curricula for the appropriate preparation of pre-service teachers and produce concrete data to reinforce political support for language policy that encourages at least a bilingual approach if not mother-tongue instruction in multilingual instructional contexts.

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Using eye tracking to study the reading of second language subtitles.

Currently, most South African subtitles are produced in English despite the fact that English is the first language of only 8.2% of the entire population (Statistics South Africa, 2001). Therefore, current English subtitles are predominantly received as second language text. This poses questions as to *how* people perceive these subtitles, and *if* and *how* their reading of English second language (ESL) subtitles differs from their reading of L1 (non-English) subtitles. In recent years, eye tracking has proven to be a valuable method in observing and measuring the eye movements of people watching and reading subtitles. This study examined the accessibility and effectiveness of English second language (L2) subtitles by presenting native speakers of Afrikaans with subtitles displayed (a) in their native language, and (b) in L2 English, while monitoring their eye movements with the latest eye-tracking technology. The initial hypothesis was that there would be a difference in Afrikaans L1 and ESL reading and attention allocation as measured by key eye-tracking parameters. These parameters include count measures (fixations, glances, revisits) and duration measures (dwell time, glance duration). The outcome of the study was not as expected – there is no significant difference in Afrikaans L1 viewers reading L1 and ESL subtitles. Further avenues will now be explored.

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Assessing ESL writing assessment in South Africa: An urgent need for change.

Assessing writing reliably is notoriously difficult (Schoonen, 2005). A validated instrument used by well-trained raters is key to achieving accurate results when assessing this multi-faceted skill. Various validation methods are available, but an empirical, data-based procedure is considered best as opposed to an intuitive or *a priori* approach (e.g. North & Schneider, 1991; Alderson, 1991; Fulcher, 1987; 1993; 2003; Upshur & Turner, 1995; Shaw, 2001; Douglas, 2001; Turner, 2002; Weigle, 2002; Weir, 2005). Bachman (2004:6) suggests using quantitative and qualitative procedures to collect evidence to establish an instrument's usefulness and suitability for a particular assessment purpose and situation or context. These are the basic premises on which valid assessment is based. Current writing assessment practice in South Africa, however, does not meet these basic requirements, raising concern about the validity of Grade 12 ESL results. In 2008, Writing was re-introduced as third paper of the National Senior Certificate English examination, written at the end of Grade 12 by most South African learners. No empirical data are available validating the intuitively developed rating scale currently used for assessing this paper. Nor was the scale revised or adapted with the implementation of OBE in South African schools to fulfill demands of the new teaching and learning context. The failing OBE system further necessitates the need for tools to aid teachers and learners in achieving outcomes up to standard. Assessment instruments that provide diagnostic information about learners' abilities could provide such a tool. This paper reports on an evaluation of the current rating scale used to assess the Grade 12 ESL Writing examination and establishes the need for an empirically validated rating scale. The qualitative and quantitative

evaluation procedures followed are described and results are summarized. Finally instrument is proposed that provides detailed diagnostic information about individual aspects of learners' writing ability.

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Proposing a new diagnostic scale for ESL Writing Assessment: a practical demonstration

In 2006, an investigation was launched into the validity of the instrument used for assessing ESL writing for the National Senior Certificate examination at the end of Grade 12. An evaluation of the current scale used for this purpose established the need for a new, empirically validated rating scale. Such a scale was developed (cf. Hattingh, 2009) by means of a combined method of quantitative and qualitative procedures (Bachman, 2004:6). The aim of this paper is to present and demonstrate the proposed scale, and to offer a chance for hands-on trying-out of the scale. The developmental procedure followed is summarized after which the scale will be the main focus. A short demonstration of how the scale and accompanying scale guide should be interpreted is followed by an opportunity to apply the scale to a typical sample of ESL writing. The intention is to stimulate discussion about, for example, the scale content, its application, potential implementation.

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Linguistic Constructions of AIDS

AIDS, like all phenomena, is constituted by discourse. Language constructs AIDS in various ways, creating different realities of the disease and the people suffering from it. In biomedical science, the discourse of AIDS determines the way it is conceptualised: different names indicate particular scientific models and paradigms. Differing linguistic constructions of AIDS have a powerful effect on attitudes towards the phenomenon, a fact tacitly recognised by the existence of the UNAIDS Language Policy which seeks to normalise the condition and combat discrimination against the AIDS-ill. The stigma attached to AIDS resulting from its association with sex and death finds expression in various linguistic strategies including avoidance, political correctness, euphemism and circumlocution, recognisable in naturally occurring language as well as more formal discursive contexts. In the field of medicine the impersonality of the language often erases the AIDS-ill, but literary texts use language to recover the presence of AIDS-affected people in the discourse from which they have been displaced, rescuing them from oblivion.

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AN OPTIMALITY THEORETIC ANALYSIS OF MULTIPLE NEGATIVE INDEFINITES IN AFRIKAANS

The aim of this paper is to provide an analysis of multiple indefinites in the scope of negation in colloquial Afrikaans. Negative sentences in Afrikaans generally only ever contain one negative indefinite, together with a sentence-final negative marker *nie*. All other existentially quantified variables in a negative sentence are realised by indefinites, either regular indefinites or negative polarity items (NPIs). It is possible, in standard Afrikaans, for negative indefinites to co-occur. In such cases a DN meaning, $\neg\exists x_1 \rightarrow \exists x_2$, is assigned to these constructions. Unsurprisingly, as is the case in typical DN languages like English and Dutch, these DN structures do not occur frequently in standard Afrikaans. This pattern can be accounted for with standard, ordinal bidirectional OT (de Swart 2009). However, it is possible in colloquial Afrikaans for constructions containing multiple negative indefinites also to have a single negation (NC) interpretation, as in sentence (1) below.

(1) *Jy vertel my ook nooit niks nie.*

you tell me also never nothing SN

"You also never tell me anything."

In order to account for such potentially ambiguous multiple negative indefinite combinations, I will first provide a description of indefinites in the scope of negation in Afrikaans. This will be followed by a discussion of the empirical data used to inform the analysis. Two possible OT analyses of multiple indefinites in the scope of negation will be proposed and examined, one which makes use of standard ordinal bidirectional OT, while the other makes use of stochastic OT. Finally the outline of a stochastic asymmetric bidirectional OT grammar for Afrikaans that builds on both proposed OT analyses will be put forward.

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‘Chillax mfowethu!’: Lexical variation and change in South African urban languages.

Urban varieties in South Africa are developing rapidly in the multilingual townships of major cities such as Durban, Cape Town, and Johannesburg. They are characterised by a high incidence of innovation, code switching and style variation impacting on both lexicon and syntax. These urban varieties can in turn influence what are considered the ‘standard’ forms of languages such as Zulu, Xhosa or Sotho.

The lexicon in urban language forms is responsive to a number of influences –*inter alia*: globalisation, multilingualism, youth slang and the media. This paper is based on a recent analysis of the lexical content of the urban language phenomenon broadly termed ‘tsotsitaal’. A number of data sets were examined to determine a ‘core’ lexicon for the phenomenon. The various sources of these lexical items were then investigated, and consequently a range of factors, or influences were identified which were involved in lexical adoption.

It is shown that these various lexical contributions ‘bleed’ into different language contexts in an urban situation (for example a term considered to be ‘tsotsitaal’ can actually be commonly used in international media as well as by speakers of a ‘non-tsotsitaal’ urban variety in a South African township). This can complicate our picture of the reality and status of urban languages, and can make it difficult for linguists to identify and describe these phenomena, particularly if we are not careful in diagnosis of the phenomena themselves.

Furthermore within a complex urban context the boundary between standard and urban forms can blur, which has implications for language policy, language teaching, and for educationalists interested in medium of instruction in multilingual schools.

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Aowa, go fihlela re tseba (No, till we know)– but do they know?

The influence of the language of communication on the reception of HIV and AIDS messages among young South Africans.

Effective communication is crucial to behaviour change in the fight against HIV/AIDS. People who are well-informed about the epidemic are better able to assess the threat posed by the virus and to know how to avoid infection, or if they are HIV-positive, how to look after themselves and their partners and families (UNAIDS 2005). The 2009 National AIDS Communication Survey results show that 90% of South Africans were reached by at least one of 11 HIV/AIDS communication programmes examined. However, while awareness is generally high, related behavior practices are low. A Human Science Research Council survey indicates that while South Africans have high levels of general HIV/AIDS awareness, they also show low levels of specific accurate knowledge. Bridging the gap between the two could hold the answer to the much needed behaviour change in the fight against HIV/AIDS.

Literature suggests that message presentation in first languages to African language speakers may have a positive effect by giving first language speakers a better understanding of messages and resulting in possible positive behaviour change. Since 2006, loveLife South Africa, among other organisations, has produced HIV/AIDS messages in all the official languages. The presentation will address the findings of a study aimed at finding out to what extent the language in which loveLife HIV/AIDS messages/English, Sepedi or Tshivenda/ affects the understanding and appreciation of the messages among young South Africans. Interviews were conducted with 64 learners in rural and peri-rural schools in Limpopo Province. The learners aged between 13 and 17 years, were randomly selected from four schools from Capricorn and Vhembe Districts. They were presented with radio or poster messages in Tshivenda

and English, or Sepedi and English. The messages presented had been previously used in health promotion campaigns. The interviews focused on comprehension and appreciation of the messages. The findings suggest that there were disparities between actual and perceived comprehension of the messages in relation to the language of communication.

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Internettaal: 'n nuwe variëteit, óf 'n derde medium naas gesproke en geskrewe taal?

Die ontwikkeling van die Internet is al beskryf as die grootste revolusie in kommunikasie sedert die uitvinding van die drukkuns (Crystal, 2001:2). Die toenemende belangstelling in die Internet en die eiesoortige wyse en aard van die kommunikasie wat plaasvind maak nuwe deure oop vir taalnavoring. 'n Kernvraag wat na vore kom is of die Internet eiesoortige taalstrukture vertoon en dan 'n onderskeibare variëteit, Internetafrikaans genereer?

Hierdie referaat bied die resultate van navorsing wat onderneem is om vas te stel wat die invloed van die elektroniese medium as sodanig, tesame met die globale aard en die gebruikintensiteit van die Internet, op taal in die algemeen en op individuele tale (in hierdie geval Afrikaans) is. Kletsessies as metode van sinchroniese aanlynkommunikasie en webtuistes en e-pos as vorms van a-sinchroniese aanlynkommunikasie is onder die vergrootglas geplaas om die eiesoortige linguistiese eienskappe van verskillende internetgenres te ondersoek. Verslag sal verder gelewer word met betrekking tot die data van die verskillende genres wat kwantitatief geanaliseer is met behulp van die WordSmithkorpusanaliseprogrammatuur, en 'n korrespondensie-analise wat gedoen is om vas te stel watter onafhanklike linguistiese veranderlikes beduidende bydraes lewer tot die onderskeiding tussen die korpora.

Die waarnemings korreleer met Crystal (2001:9, 48, 238) se betoog dat rekenaarondersteunde kommunikasie besig is om te ontwikkel in 'n nuwe medium wat die kreatiwiteit en innovasie van taalgebruikers weerspieël deur die aanwending van 'n verskeidenheid style vir 'n verskeidenheid situasies. Uit die resultate is dit duidelik dat alhoewel daar sekere eienskappe is wat die verskillende internetsituasies in gemeen het, daar nie sprake kan wees van Internetafrikaans as 'n nuwe variëteit van Afrikaans nie. Die aanbeveling is dat die taal van die Internet soos wat dit in die verskillende internetgenres manifesteer eerder beskou moet word as 'n nuwe medium – iets wat fundamenteel verskil van tradisioneel geskrewe en gesproke taal.

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Persuasion through rhetoric in the advertising discourse of traditional medicine in Johannesburg, RSA

Advertisements often do more than just inform the public about the goods and services that are available on the market. They attract attention, arouse interest, stimulate desire and create conviction in an effort to influence potential customers to purchase the available products. This paper utilises analytical tenets from the traditional theory of rhetoric to identify and discuss persuasive techniques used in the advertising discourse of traditional medicine in Johannesburg. A total of 100 leaflets detailing the title(s), name(s), contact details and place of origin of the traditional healer(s) and the available health and spiritual services were collected for this study. Of the 100 leaflets, 76 are in English, while 15 are in English and have an IsiZulu translation and 9 are in English and have an IsiZulu and Afrikaans translation. From the leaflets it is clear that advertisers of traditional medicine deploy strategies such as the use of honorifics (e.g. Dr, Prof, Mama, Prince, Prophet), guarantees (e.g. 100% guaranteed, within 2 days etc), testimonials, assertion, rhetorical background and rhetorical questions (e.g. are you stressed?, penis – be big, long, strong? etc), among others, in order to portray the healers as credible and competent practitioners who are well-educated, well-researched and talented. They capitalise on the targeted+ audience's emotional dispositions by promising to solve problems that are related to sensitive issues such as health, sex, marriage and riches. The advertisements have a rhetorical impact on the audience as they appeal to the needs and emotions of potential clients. The paper concludes that traditional medicine advertising discourse is ethos and pathos driven with little or no appeal to logos.

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Considering the value of corpus-based pedagogic applications for teaching academic literacy

The need for academic literacy programs first became apparent in the 1980's. Since that time South African universities have developed various strategies for dealing with the still present deficiencies in basic language skills and academic competencies that characterise a worrying proportion of tertiary students. The sheer enormity of the challenge facing Higher Education in South Africa warrants the continuous search for more efficient pedagogic applications for academic literacy courses. For this reason, it is valuable to consider the pedagogic contribution of corpus-based applications for teaching academic literacy.

The value of such a methodology for EFL/ESL teaching has received a great deal of attention. In particular, corpus-based pedagogy has been shown to enhance the efficiency and economy of language courses, as well as providing the language-learner with an increased awareness of the communicative potential of linguistic utterances. The question arises whether such a methodology will deliver similar benefits where academic literacy is concerned.

This paper considers to what extent corpus-based pedagogic applications can aid the teaching of academic literacy with particular reference to the host of challenges that are unique to the South African context. It will be suggested that the benefits reported for corpus-based pedagogy in the ESL/EFL teaching may reasonably be extended to the teaching of academic literacy. Attention will also be given to the possible challenges or difficulties related to such a pedagogic approach and ways in which these may be overcome.

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Educational interpreting: A changed relationship between interpreter and use

The North-West University currently employs the use of a simultaneous interpreting service to enable access to academic programmes as part of its functional language policy. Making use of spoken educational interpreting, this service offers the opportunity for an in-depth look into the mechanics of educational interpreting within a South African context.

The role of the interpreter has been a topic of heated discussion over the past few decades (Anderson, 1976; Angelelli, 2003 & 2004; Hale, 2004). Interpreters are often confronted with situations which not only challenge their own paradigms but forces them to act creatively in solving these challenges. A starting point was identified in research done by Olivier (2008) which indicated that one of the key areas where educational interpreters differ from consecutive interpreters was the fact that educational interpreters feel much more responsible and emotionally involved with their clients. These points to a change in relationship between user and interpreter.

Currently, although a lot of research has been done, there is still no clear model for role fulfillment for educational interpreters. Using the NWU educational interpreting service as a starting point, research has indicated that the relationship between the user and the interpreter is not necessarily what is has been assumed to be.

In terms of languages changing relationships between individuals and communities in a multilingual setting, this paper serves as a definite showcase of not only how language use can change relationships, but also how it has changed relationships within an educational interpreting environment.

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Language-in-education policy, publishing and the translation of children's literature in South Africa

Since the late 1990s, South African educational policies (in principle if not always in practice) have placed great emphasis on the importance of mother-tongue teaching and learning together with the effective acquisition of an additional language or languages. This has posed significant challenges for the production of children's literature texts (and other texts) to be used in the educational environment specifically, and for leisure reading, more generally. Many publishing houses have made use of translation to fulfil the need for children's books in all the South African official languages, and continue to do so. However, the situation remains fraught with continued linguistic inequalities and various other difficulties and challenges for publishers, translators and readers alike.

This paper investigates some policies and practices regarding the translation of children's literature, drawing on an analysis of publishing data together with survey research among South African publishers and translators of children's books. Read against the background of the cultural, ideological, educational, linguistic and material realities of South Africa, the findings of the investigation suggest that vastly different forces drive the uses of translation for the different languages in South Africa. These differences are particularly evident in comparisons between the role of translation in the production of Afrikaans children's books and African-language children's books. As far as the development of children's literature in the African languages is concerned, it appears that translation is, at the moment, a kind of double-edged sword, extending the uses of the African languages, their visibility and their status, while simultaneously suppressing (by making unnecessary) original writing in these languages.

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"AS IS - TO BE"

Imagine it's the year 2020. If facilitators of Xhosa language courses to organisations in South Africa look back upon their contributions, would they find any lasting impact of their work?

In this paper the writer, the presenter, an independent business person in the field of Second Language Acquisition (English and Xhosa for Special Purposes), probes the seemingly low rate of success in mastering Xhosa acquisition amongst employees in organisations. The employees include members of business and government institutions, such as managers, medical staff, educators and municipal workers.

Dissatisfaction with low impact rates in the post-1994 era led to an examination of existing models for teaching and learning through short Xhosa courses. Problem-areas are identified and discussed. Challenged to sell solutions to companies rather than market one's products (Covey 1992), the writer is making a serious attempt to move away from the short, stand-alone Xhosa course models "as is", and has developed a new model (framework) for teaching and learning Xhosa in organisations.

Such language courses should not be seen as an "outside, once-off" experience for a few in the organisation. The new model recognises the organisation or company as a vibrant living organism with important mission-related activities enhanced, including specialised language input and therefore the contributory role of language facilitation and specialised language input. The new, "to be" model's main characteristics are presented visually and discussed. One of these characteristics is an important current concept in business, namely alignment, which, if implemented well, leads to effective and exciting course facilitation, creative tasks and materials, and deep student participation. Another characteristic attends to the context of the organisation within the greater South African context. These and additional characteristics of the new model will be highlighted with recent experiences which promote greater language proficiency.

This "to be" model and research is shared not because it can claim to be perfect, but rather to provoke thought and hopefully co-operation towards the creation of a long lasting and trustworthy "tailor-made Xhosa language course" profession. Faced with issues like poverty, TB, HIV, poor service delivery, businesses and other organisations need lasting "language and communication solutions", and not simply superficial language courses. Keeping 2020 in mind as a reference point for impact measuring, this paper offers a new approach to what should be determined and implemented now.

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yes, Yes, Yes! (Or “How to mark essays with strategic ‘yes’ or ‘no’”

In previous experiments: (2006 to 2009) it was illustrated that feedback on surface level errors could be standardised to an extent, with statistically significant positive effects. It was also illustrated how radio buttons (a type of checklist on a computer) could be used with statistically significant positive effects on paragraph structures. This paper reports on an attempt to utilise radio buttons on a larger scale incorporating not only paragraph structure, but also introductions and conclusions: in effect, using a checklist to comment on the structural organisation of the text.

Two batches of student essays were marked - one using the traditional method and another with the checklist. Students then had to submit a revised draft. The first and second version texts were then analysed to establish the level of improvement, if any.

The experiment proved that there is merit in utilising checklists when marking student texts in the computerised marking system, MarkWrite.

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MarkWrite – Your best marking assistant everytime! A practical attempt to establish writing across the curriculum

MarkWrite is a computerised marking system developed in collaboration with the Centre for Text Technology at the North West University in Potchefstroom. The aim of MarkWrite is to speed up and standardise to an extent, the marking of student texts. The system boasts numerous advantages over traditional marking methods and is truly a step towards establishing a practical method of implementing writing across the curriculum and gaining more and advantages from the tedious job of marking. The software will be illustrated, although the research behind the software cannot be presented at the same time due to time constraints. This paper is presented with the intention of garnering input from linguistic experts in the field, in order to refine current developments to the system.

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What is this? Is it code switching, code mixing or alternating?

Code switching and code mixing are commonly used throughout the world. Both of these occur when two languages are used spontaneously in one clause or utterance. The aim of this paper is to explore the use of code switching and code mixing within African languages, particularly of South Africa as well as other official languages like English and Afrikaans. Types of code switching such as intersentential, intrasentential and extrasentential will be discussed and also be substantiated with examples. The distinction between code switching and language alternation and the reasons and causes of code switching will be discussed.

I will use the data collected from conversations with my friends, with other staff members in the department and with my students.

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What must I write about?

In this paper I will explore and map some of the reasons for students' failure in the LSK module. My experience of marking assignments for this module reveals that students do not appear to have access to conceptual material for essay writing. This is in contradiction with the module's strategy of using 'talking points' such as xenophobia as starting points for writing. My paper outlines some of the conceptual and semantic deficiencies that students demonstrate in their essays, and proposes reasons for these problems. In brief, I suggest that poor reading habits are the source of students' lack of ideas for writing.

The lack of reading, compounded with poor reading habits Most students' answers show that it is not necessarily English grammar that hinders good essay writing but, to a great extent, the lack of ideas on a given topic. More often than not, Lecturers set essays about something in the public domain but most students struggle with generating sufficient ideas to construct good essays. The result of this is a whole essay which is a constant recycling of one two odd points. This kind of writing even renders lecturers powerless as they will struggle to diagnose the exact problems that affect the students. It is a matter of course that second language learners of English can benefit a great deal from doing some reading of other English medium material even if not related to their academic work.

The over-arching question in this line of research would be to find out why our students are not doing any reading or, if they are reading, what is it that they are reading?

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Listening Stands the Test: an aid to academic literacy assessment

A lack of proficiency in the language(s) of teaching and learning and an inability to deal with the academic demands of higher education are known to have a detrimental effect on student success. This has led to increasing concern at universities and other higher education establishments throughout the world, including South Africa, about the academic literacy levels of the students they enrol. In 2006, as part of a nationwide attempt to remedy the academic literacy crisis, Stellenbosch University, along with other academic institutions, officially decided to implement a test of academic literacy in both English and Afrikaans. However, administrative and logistical limitations have, thus far, prevented listening skills from being included in the construct of currently implemented academic literacy tests. Given that researchers have only relatively recently begun to recognize the important role listening plays in comprehensible input, as well as its significance in general communication abilities, it makes sense that listening proficiency should form part of an assessment of academic literacy. Therefore, the principal aim of this paper is to report on a computerised academic listening test (ALT) designed to qualitatively and quantitatively assess the academic listening skills of a selection of first year university students. To address issues of content, face and construct validity, a pilot test was carried out where participants responded to a questionnaire. The quantitative results, obtained from the test administration, were statistically analysed to determine the reliability and empirical validity of ALT. The purpose of this investigation was, thus, to assess the listening abilities and thinking skills of students as part of an effort to determine their odds of success and preparedness for academic study as well as possibly determine the type of support that may be required to facilitate this.

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Towards a regional dialectology of South African Englishes

This study reports on ongoing work in five cities (Cape Town, Durban, Johannesburg, Port Elizabeth and Kimberly) on variation in South African Englishes. The project aims to characterise regional and social differentiation (amidst considerable overlaps) in South Africa and to ascertain directions of influence and change. The paper uses traditional Labovian methods and more modern acoustic sociophonetics in pursuing matters of social history and cultural geography via language in South Africa. I present preliminary results on two variables amongst 40 Indians and 10 Coloured people (as a control group) in the five cities: the consonant /t/ and the BATH vowel. Relations

between these two “interior” groups are particularly interesting in terms of the demographics of these cities. It is suggested that the /t/ variable (whether alveolar or dentalised) unites the communities (as an “indicator” in Labovian terms) whereas the BATH vowel is a “marker” which differentiates groups and cities.

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The concept of an owl depicted in ‘Makxothlo’ (The Owls).

This paper, argues that in his poem, ‘Makxothlo’ [The Owls] which is one of the shortest praise poems in Sepedi^{*}, Lekgothoane praises nature more than traditional leaders and tribes. He praises the importance of birds in the lives of people, focusing more on the owl’s nature than on culture and tradition. According to Bapedi (a nation speaking Sepedi) tradition and culture, people associate the owls with the concept of death. Notwithstanding this, Lekgothoane confirms that the owl concept can also symbolize life. Therefore this concept is meaningful and significant in the lives of Bapedi. Lekgothoane tries to explain the term, the owls, so that it becomes a concept that surprises readers. The concept becomes alien in the minds of readers for the owls are no longer defined according to their custom and habit; they have been transformed into a species of living beings. Therefore readers start to observe Lekgothoane’s intention about these owls. They are distinct from the owls the reader is familiar with. The poet employs paradox to interpret the symbolic meaning of the owls. Sepedi is one the official languages of the Republic of South Africa.

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Writings from the soccer world cup emzansi

The current soccer world cup tournament in South Africa, called for a marathon of foreign journalists flocking into the country. Although they wrote independently, there was no denying the culturally rich and multilingual context within which they were writing- South African. Throughout the tournament, there had been continuous reportage by journalists from different countries. The country was polluted with South African newspapers emitted voluminous fumes of soccer reports. The internet was equally busy: soccer fans constantly made live chats to update loved ones back home. This descriptive, analytical study, explored possibilities of different dialects of English from English speaking countries being influenced by the local dialect, the vibe in the community and the vigor of the tournament itself.

The researcher surveyed the language of reporting from (a) Newspaper articles and (b) Internet chats from tourists in South Africa. Responses to the questionnaire validated the findings of the survey. Reporters had to respond to questions on whether the change (of style, tone, dialect and diction) was a deliberate effort on their part or whether the South African context played a role. The reports showed influence, not only from South African English, but also from local languages, particularly Zulu. The use of South African marketing strategy phrases were also quiet dominant. Outside of the games, the researcher identified somewhat patriotic undertones in the reportage. Reporters also acknowledged the influence of live and vehement broadcasts of the games in their writing.

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A case study in language planning at micro-level: How do schools put language policy into practice?

Putting policy into practice has always been a challenging experience. Making practical sense of the South African national language-in-education policy (LiEP) in schools has proved to be no exception. The LiEP and the Revised National Curriculum Statement explicitly identify bi/multilingual education as the theoretically based point of departure for language planning. The LiEP promotes the maintenance of learners’ home language(s) while providing access to and the acquisition of additional language(s). The challenge lies in turning the constitutional ideal of protecting South Africa’s linguistic diversity into reality through focused language planning and implementation initiatives that promote multilingualism in schools.

This paper presents a case study of how selected Free State primary schools grappled with the functional development and use of bi/multilingual education. It consists of three sections. The first section explores if and how schools have responded to multilingualism during a baseline survey conducted in 2007. The second section traces how schools have responded to the challenge of promoting multilingualism in the development of their language policies. An analysis of the first two sections informs discussions in the third section on useful ways of responding to the challenge of promoting multilingualism in the development and implementation of school language policies.

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The effectiveness of the context adaptive model in language programme evaluation: a meta-evaluation

This paper presents the evaluation of the Context Adaptive Model (Lynch, 1996; 2003). The model was selected to guide the evaluation of a teacher development course on the use of English as the language of learning and teaching (LoLT). The first section introduces the concepts of *evaluation* and *meta-evaluation* as they were used in the case of the English as LoLT Course. The second section briefly motivates the selection of the Context Adaptive Model (Lynch, 1996; 2003) to evaluate this language programme. In addition, it presents core meta-evaluation criteria that were selected from an analysis of validation criteria in four major approaches to programme evaluation. The third section presents an evaluation of the effectiveness of the model in facilitating valid findings according to the core meta-evaluation criteria of flexibility, appropriateness, clarity of description and clarity of logic. The paper concludes with reflexive comments on the usefulness and appropriateness of the selected language programme evaluation model. This section explores the response of the model to the need for quality assured language learning programmes in teacher development, especially for programmes in the use of English as a LoLT in the multilingual and multicultural education contexts of South Africa.

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Language change in the development of NWU students' academic literacy: from subtractive to additive bilingualism

The purpose of this presentation is to present responses of the North-West University (NWU) to the challenge of developing students' academic literacy skills in its diverse, multilingual contexts. It introduces the audience to an additive bilingual approach to multilingualism promoted in the South African education context. A description of the NWU language policy and plan in line with additive bi/multilingual education follows. The implementation challenges of this policy to enhance students' academic literacy are presented in a brief summary of identified student and staff needs. It then explains specific strategies and techniques to assist students in developing their academic literacy skills, especially in their particular multilingual contexts. Technically advanced techniques include interactive translation pop-ups on the university website and a simultaneous interpreting system in classrooms. The article describes three ways of speeding up, enhancing and standardising the teaching of writing. This is done through the use of a computerised marking interface (MarkWrite), a standardised assessment scheme and audio feedback. Based on the NWU experience, recommendations on the resourceful use of technology, diagnostic and formative assessment to develop students' academic literacy in additive bilingual contexts are offered. The article concludes by highlighting the importance of interaction between additive bi/multilingual education contexts and academic literacy programmes as opportunities for continued research and development.

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Teaching and learning English as a home language in a predominantly non-native English classroom

The movement of township learners to suburban schools has resulted in more non-native learners taking English as a Home Language (EHL). In some suburban schools, the former township learners are now in the majority, with implications for the conceptualisation of EHL as a curriculum option.

In this study, EHL classrooms in suburban schools with a majority non-native English learner population were investigated for their communicativeness. It might be expected that such classrooms will exhibit an affinity with English as a Second Language (ESL) classrooms. Therefore, ESL classrooms, which have attracted a lot of attention from researchers, were used as a tool in understanding the nature of the said EHL classrooms. Once the data on the communicative orientation of the EHL classrooms were obtained, they were compared to the data from ESL classrooms.

Although there were few significant differences between the EHL classrooms and the ESL ones, the conclusion was that non-native EHL has a lot in common with ESL. The most important difference from the standpoint of Communicative Language Teaching (CLT) was found to be in learning content selection, with the EHL settings using more literary works, and so focusing less on the direct teaching of grammatical forms. However, a disturbing pattern was the inability of the learners in the EHL settings and the ESL settings to take full advantage of CLT, which suggests that CLT might not be suitable for learners with rudimentary language skills.

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POLYPHONY AND POLYGRAPHY: AFRICAN FIRST-LANGUAGE SPEAKERS AS LEARNER-WRITERS AT A PRIVATE SCHOOL IN SOUTH AFRICA

As part of its social and corporate marketing, The Telkom Foundation has funded twenty learners from previously disadvantaged schools to enrol at a private school called the International School of South Africa (ISSA). The results of the proficiency test the learners took upon enrolment indicated they were lacking in cognitive academic language proficiency (CALP) skills, especially reading and writing. The current qualitative study involved the use of a questionnaire for the participants, consultations with the learners' parents and guardians, an examination of the ISSA entry and exit syllabuses, and my own observations to assess the participants' language needs. This analysis was linked to the literature on mother tongue instruction and English second language acquisition. One of the findings was that the participants' change-over from mother-tongue instruction to using English as the language of learning and teaching had been done prematurely when the learners had not yet acquired sufficient academic cognitive skills. This practice emasculated the learners' academic potential. In the transposition of the learners from disadvantaged schools, the pedagogic discourses privileged second language over mother tongue. Univocal modalities of monologue in implementing syllabus specifications threatened processes and possibilities of dialogic processes with the learners' previous experiences. However, the findings also indicated that intervention that could empower the participants and accommodate the learners' transcultural experiences was possible through, for instance, the use of a relevant and efficient syllabus. In the present study, such a syllabus allowed for the use of the mother tongue as a resource to access CALP skills the participants lacked. The study could be used to facilitate easy transition of learners from government to private schools, and in the process enhance the acquisition of the higher skills needed in English language pedagogy at the secondary school stage.

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A critique of the Chomskyan paradigm

My aim here is to critically evaluate some of the central theses upon which the school of Chomskyan Linguistics is based. My critique will be limited to a few central hypotheses which most would agree is inextricably linked to the nativist paradigm, *and without which the theory as a whole needs to be paradigmatically re-evaluated*. The evidence will be scrutinised in light of what ought to constitute acceptable scientific practices; my basis for this is primarily drawn from Popper's meta-theoretical paradigm.

At the outset, we need to understand what an empirically responsible scientific theory entails, and whilst this might be to a certain extent opinionated, the scientific community agrees that in defending a certain position, certain practices have to be adhered to, like to need to substantiate your hypotheses with evidence and research. I will therefore discuss what I consider to be an adequate scientific meta-theoretical paradigm, and allude to certain schools of thought which are *not* scientific, as they do not meet the basic criterion of empirical responsibility.

After showing the Chomskyan approach to be scientifically inadequate in light of my criteria, I will suggest that the Cognitive Linguistics school provides a more comprehensive, scientifically responsible and commonsensically commensurable account of the way in which we ought to approach the study of language.

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Preferred Syllable Structure hypothesis: Experimentation in Xhosa and Zulu

This paper presents an ongoing project. The project mainly aims at determining phonetic and phonological features of adoptives in African languages within a comparative and experimental study of preferred syllable structures. In fact, languages in contact invariably adopt words from one another and regularly adapt these words to fit the phonotactic as well as phonetic structure of the particular language. The occurrence of adoptives (loanwords) in African languages is a case in point, particularly as new terms (technical and otherwise) are generated in larger languages of the world such as English, German and French and, out of necessity find their way into local languages.

Thus, specific aims of the project are the following:

- To test the preferred syllable hypothesis with a focus on the nature of syllable structures of Zulu and of Xhosa with English and Afrikaans as source languages
- To conduct a series of perception and/or articulatory tests with mother tongue speakers/listeners of, respectively, Zulu and Xhosa, to determine a possible relationship towards syllable structures.
- To consider socio-linguistic factors that could possibly contribute to a preference for a particular syllable structure.

This paper should mainly cover the following topics:

- (i) The theoretical approach and the method of the research study
- (ii) The impact and the expected findings of the research project, and
- (iii) An evaluation of the current stage of the project

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Scoring goals with words: new vistas in South African advertising for the 2010 FIFA World Cup

South Africa has promoted the 2010 FIFA World Cup through, among other things, advertising. However, South African advertising has tended to focus on the use of the dominant monocultural Standard English and marginalize other English varieties and languages (Deumert 2009, Ebrahim-Vally and Martin 2006, Ngwenya, 2008). Nevertheless, 2010 FIFA World Cup commercials have demonstrably shifted from this practice to a notable use of other varieties of English and languages in conjunction with Standard English, making South African advertising a discourse of wider communication. In contrast to De Saussure's (1974) claim, and using Bakhtin's model of language and communication, this paper demonstrates how dominant monolingual discourse can be complemented by multilingual semiotic forms of language in advertising. The study was mainly qualitative, and based on textual analysis of fifty South African ads promoting the 2010 FIFA World Cup, which were selected on the basis of their creativity and different portrayal of Africa. For the instrument, Fairclough's (1989) framework for a critical reading of a text was employed to illustrate the strength of Bakhtin's model as opposed to De Saussure's. The results suggest that while maintaining links to the globalizing world through the use of Standard English, South African advertising has been enriched by exploiting local, multilingual, and semantically multi-layered advertising. The study could be used to inform language practitioners on how text could be used to make, in the words of Hooks (1994:168), "a space for alternative cultural production and alternative epistemologies – crucial to creating a counter-hegemonic worldview."

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Linguistic B/orders: Intra-national Linguistic Possibilities for South Africa and Zimbabwe

South Africa and Zimbabwe share borders defined by the Limpopo River. The northern most province in South Africa is named Limpopo, after the river, while the southernmost province in Zimbabwe is Matabeleland South, after the isiNdebele language spoken in the region. The linguistic geography of this intersection of space and language is interesting. North of the border, tshiVenda, isiNdebele and chiShona are the dominant languages; south of the border, amongst others, tshiVenda, isiZulu and isiNdebele are the dominant languages. Mapping onto Pennycook's four successive global designs, this study sought data from Psalm 23, from the bible; "If" a jingoistic poem by Rudyard Kipling that was used in the colonial school system; and a contemporary advertisement in order to examine the fluidities of loss and gain in the four sister languages that are discussed in this paper. Another source of data was observation in the popular culture of the speech communities in order to identify, record and describe the "cross-cultural" and "b/order" terminologies that have developed as a consequence of increased migrancy between South Africa and Zimbabwe between 2000 and 2010. The globalised socio-political and geographical currency of (dis)location, identities, subjectivity, agency and belonging make this investigation into intra-national linguistic possibilities between South Africa and Zimbabwe an important contribution to these debates. This paper argues that the mutual intelligibility shared by these languages, tshiVenda, isiZulu, isiNdebele and chiShona, provides a situation for the development of a robust lexicon, an opportunity for intra-national communication, cross-border trade and other sociolinguistic aspects. The roots and routes of these languages in the Bantu/Nguni morphosyntax are a source for the exploration of identity matrices in this geographical space. The size of the intra-national population that uses these languages, sharing tonal, typologically and semantically similar Zulu/Nguni-related roots justifies the proposition in this paper that a probable language of wider communication (Bambgose, 1991:59) is possible in the region. This point is also reinforced by the postcolonial constitutional fact that tshiVenda, isiNdebele and isiZulu are official languages in South Africa, while isiNdebele and chiShona are official languages in Zimbabwe. Historical factors, particularly the arbitrary colonial borders, militated against the possibilities of a LWC for this region; but the current economic and sociolinguistic intermixture offer opportunity to historical-reconstructive research to investigate possibilities of convergence and innovation in this linguistic space.

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Screens, billboards and words: Advertising in whose language?

A great deal of research has been conducted on public language usage in Cameroon but very little has been done on advertising. Focus has been on administration, education and politics. Unlike in South Africa where the eleven official languages are accorded equal status and used as much as possible in major sectors of the economy, in Cameroon, English and French are the only two official languages and, as far as indigenous languages are concerned, the constitution only states that they will be "promoted" and "protected". Indigenous languages are marginalised as evident in Cameroonian advertising. The local population feels and thinks that they are not involved in the building of the nation as they would expect information to be disseminated in their tongues. Consequently, there is discontent among the speakers of the marginalised languages, who argue that the exclusive use of English and French accords these European languages unfair advantage. Leaving out their tongues denies them access to information and participation in economic development. The essence of multilingualism is to affirm a person's identity, dignity and to respect others' cultures.

This qualitative study examines the current state of advertising in Cameroon and South Africa. A questionnaire, interviews and observations were utilised for data collection focusing on screens (the Internet and television), billboards and posters. The findings suggest that in order to improve relations between speakers of the indigenous languages in Cameroon, especially those who speak neither English nor French, and speakers of the official languages, advertising should include the use of the major indigenous languages, and perhaps Cameroon Pidgin English too. To effect equity, the hegemonic Cameroonian advertizing should take a leaf from the dynamic multilingual practices of South African advertizing.

An Investigation of // in General South African English

This research aims to clarify a point of contention in the literature on General South African English (GenSAE): the nature of //. In many accents of English, // has been shown to exhibit a dark/clear allophony, with 'clear' // in syllable-initial position and velarised or 'dark' // in syllable-final position (Recasens and Espinosa 2005). Lanham (1967), Wells (1982) and Trudgill (2004) have asserted, based on impressionistic information, that this allophony is not found in GenSAE, but rather that this variety contains only clear //. On the other hand, Lass (1990) claims that a clear-dark allophony is in fact found in GenSAE. Up to this point, no acoustic evidence has been provided in support of either argument. This paper attempts to provide acoustic evidence to determine whether or not // does, in fact, exhibit a clear-dark allophony in GenSAE. In addition to this, this research examines whether word-final // has any noticeable effect on preceding vowel quality, and whether any effect noticed is due purely to coarticulation, or may be attributed to phonologisation of a new vowel target. Two research groups, one consisting of ten females under the age of 25, and the other consisting of ten females over the age of 40 (all mother-tongue speakers of GenSAE) were recorded reading word-lists and short passages, using standard equipment and techniques. The F1 and F2 values of the relevant sounds will be analysed acoustically and used to establish the degree of colouring on the incidences of //, and to establish vowel quality. A preliminary survey of the data suggests that a clear-dark allophony is present in GenSAE, and that word-final // has a marked effect on preceding vowel quality, specifically causing a merger of the vowels in STRUT, TRAP and DRESS.

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Multicompetence or attrition? Investigating the effect of the L2 on the L1 in a tertiary education context.

Multicompetence is defined by Cook (1991, 1999, and 2003) as “the knowledge of two or more languages in the same mind”, and is characterised as unique to bi/ multilinguals. Some of the consequences of multicompetence are; that biculturals not only develop a unique competence in their L2, but also in their L1 which is different from an L1 monolingual speaker of the same language. Studies investigating language contact in the individual which were previously interpreted against a paradigm of language attrition can now be viewed differently as the development of multicompetence. This however, opens up the question of where multicompetence ends and attrition starts. The multicompetent perspective has been used in research investigating the effects of the L2 on the L1 linguistic system, writing system and conceptual fluency (Cook 2003, Keszkes & Papp 200, Jarvis & Pavlenko 2008). Continuing this line of research, this paper explores the effect of the L2 on the L1, by investigating the increased use of English as L2 in a tertiary education context. The participants are 80 Afrikaans/English bilinguals who to varying degrees are exposed to more English in a teaching and learning context that they were previously exposed to at school. The research investigates the effect that increased exposure to English has on the academic literacy in the L1 (Afrikaans). This paper argues that the increased exposure to English, in this case, does not cause attrition in the L1 academic literacy; instead students increasingly use resources from both languages which lead to the development of multicompetence.

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A comparison of lexical specificity in the communication verbs of L1 English and BSAE writing

Communication verbs play a very important role because human beings are speaking beings in the sense that they use sounds to convey meaning. Therefore Wierzbicka (1987: 2) says that “*homo sapiens* is really *homo significans*, a being who lives on expression and communication of meaning”. As a result, she goes on to say, verbs referring to speech constitute one of the most important areas of the vocabulary of any language and she explains that this is particularly true of languages such as English that “function as vehicles of life in complex modern societies” (Wierzbicka, 1987: 3). By comparing lexical specificity in the communication verbs of L1 English and BSAE writing, one will therefore be able to determine how L1 English users and BSAE users communicate meaning in complex modern societies.

It is against this background that the main purpose of this study is to investigate lexical specificity in the communication verbs of first language (L1) English users and Black South African English (BSAE) users. In order to achieve this aim, two corpora are used: the *Louvain Corpus of Native English Essays* (also known as LOCNESS) that consists of texts written by a subpopulation of L1 English users and the *Tswana Learner English Corpus* (also known as the TLE) that consists of texts written by a subpopulation of BSAE users.

The results (interpreted from a broadly systemic functional and cognitive perspective) indicate that there is not only less lexical specificity in the communication verbs of BSAE users than L1 English users, but that there is also less lexical diversity within the communication verbs of the BSAE users.

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“Silence in court”: non-verbal communication in a court of law in Zimbabwe

A court of law is full of drama and rituals with a lot of perlocutionary effects or forces. This paper focuses on non-verbal communication which is an important aspect of semiotics and speech acts in legal discourse. The paper first defines semiotics and briefly discusses Saussure’s contribution to semiotics. It goes on to discuss his description of the relationship between two pairs of important concepts in semiotics, the signifier and the signified as well as Peirce’s three basic kinds of signs: the icon, the index and the symbol. Austin’s speech acts will also be discussed from the spectra of discourse analysis given that a court of law provides among others the basis for legal discourse. The paper argues that the behavior and actions of the members of the legal discourse community found in a court of law is ‘culturally’ determined; with different cultures having different ways of expressing and interpreting reality. It then examines some aspects of the non verbal code in a Zimbabwean court of law such as dress codes, movement, space and how these convey messages that can influence the outcome of a case.

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South African English grammar across written registers: tracing the evolution of the verb phrase

The grammar of South African English (SAE) is both a neglected and uncharted aspect of this variety, notwithstanding the brief endeavours of Mesthrie and West (1995) and Bowerman (2004). This especially applies to the description of diachronic shifts and register variation, as may be facilitated by the field of corpus linguistics. This paper aims to explore the evolutions in tense, aspect and modality usage from the 1820 Settlers to their modern descendants in the written registers of letters, newspapers and prose. A newly compiled historical corpus obtained from various archives, including the National English Literary Museum, together with the Mesthrie and West corpus (1995) of Proto SAE and selections from ICE South Africa will be harnessed to trace these evolutions from 1820 to 2010 – covering the 190 years of SAE evolution as propelled by six generations of native users.

The broader goal is the creation of a platform for further research on SAE grammar including the verb phrase and beyond, and moreover, to promote the possibility of comparing the variety's path of grammatical change to that of other Southern Hemisphere Englishes and its ancestor, British English. Recent research on SAE by Rossouw and Van Rooy (2009) already suggests contrasting diachronic patterns to British English regarding modality, whereas Rossouw (2010) also found this to be the case in the usage patterns of tense and aspect. In this paper these findings will be delved into even deeper, focussing on the role of register conventions to either propel or obstruct language change in a community of Post Colonial speakers. The functions, underlying semantics and social elements embedded in the use of modals, semi-modals, tense and aspect will be described and analysed based on how the actual data correlates with Schneider's application of his Dynamic Model (2003) to the Settler strand of SAE (2007).

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Cognition as both vision and manipulation: an Afrikaans perspective

In the Cognitive Linguistics literature, cognition (i.e. our understanding and expression of mental activity) is said to be framed by two different metaphors: KNOWING IS SEEING and MENTAL ACTIVITY IS MANIPULATION. These two metaphors are representative of work done on English (Sweetser 1990) and on German (Jäckel 2003) respectively. Debates ensue around which one of these metaphors is more 'correct' or more 'basic'. This paper aims to contribute to this debate by presenting an extensive lexical analysis of cognition words in Afrikaans. Based on the Afrikaans data, a synthesis is reached in which both metaphors are accommodated and linked, as well as in which their communicative functions are explored.

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***“let’s talk about it”*. The role of teenage language in document-mediated HIV communication**

In recent years, teenage language appears more frequently in document-mediated HIV communication. The loveLife campaign in South Africa is one such example. The common perception is that when you talk to teenagers it is best to address them in their own “lingo”. This study examines the appropriateness and persuasive power of teenage language in print-based HIV materials. In this study, not one, but two teenage slang versions of the message were examined and compared to the standard variety. One version was the English variety (with its more American-oriented character) that was developed and used by loveLife (referred to as the “loveLife variety”). The other teenage language variety was an authentic version that was developed by having young people express the message using their own teenage variety (referred to as the “authentic teenage variety”). The effectiveness of the use of a teenage variety in document-mediated HIV messages was compared to the efficacy of the use of the standard variety. This comparison was conducted among Sepedi, English and Afrikaans teenagers in the Tshwane municipality. The results of the multivariate analyses point towards a general unfavourable evaluation of the loveLife variety. Surprisingly, the English and White Afrikaans participants showed a greater dislike of their authentic teenage varieties compared to Standard English. The Sepedi and Coloured Afrikaans participants, however, tended to have a more favourable evaluation of their authentic teenage varieties.

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Sentence structure as an instrument for measuring writing proficiency: an analysis of grade 12 essays

After the previous racially segregated schools were desegregated in South Africa, many black middle class parents immediately started enrolling their children in these schools hoping to ensure a better education for them. Unlike their previous schools, these children’s new schools have better resources: teachers are well qualified and the use of English as a language of instruction and the teaching of the same as a subject are good. One of the benefits of the black learners’ attending desegregated schools is that by the time these learners graduate from primary school, they have acquired fairly good conversational fluency. However, by the time they exit high school, they show that they have not acquired sufficient writing skills. Studies on academic literacy (Cummins, 1980, 1981, 1989) have indicated that conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language whereas at least five years is usually required to catch up to native speakers in academic aspects of the second language. Macdonald (1990) observes that in the schools where learners switch to English as the medium instruction early on in their school careers, it is quite possible that cognitively advanced language proficiency skills may not have been well developed in the first language, which means that a transfer of skills, automatic or otherwise, is minimal. This study focused on the participants’ writing skills. A sample of twenty essays of English second language learners in integrated schools was analysed using hypotaxis analysis. The results suggest that these learners’ writing skills are inadequate. They use mostly coordinated sentences joined with “and” and very few subordinated sentences. They also make elementary sentence level errors that they cannot correct themselves. The study concludes that conversational fluency is not an accurate indicator of a learner’s academic writing competence.

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South African traditional wedding songs: An insidious stronghold on women’s freedom

Women empowerment in South Africa is still undermined by, among other things, long-held traditional beliefs manifested in many traditional wedding songs. These songs express an ideological position which perpetuates the subordination of women. The problem is that when such songs are being sung, people are often so engrossed in the euphoria of the wedding that they become blind to the pernicious patriarchal stereotypes contained in the lyrics and, as a result, fail to criticize them.

In order to demonstrate that the songs in question perpetuate patriarchy, ten of them were analyzed, using Fairclough’s (1987) technique for a critical reading of a text. The results indicated the power of traditional wedding songs can socialize women into prescribed roles in society, thus disseminating and perpetuating women’s subordination. These songs express what, according to Chanda (2005), amounts to the struggles between tradition

and modernity, progress and backwardness, bondage and emancipation. Although the people involved in singing or playing traditional music at a wedding mean to celebrate a marriage, South African traditional wedding songs can be very demeaning to women and undermine social transformation so essential in the South African new order. This study could contribute towards the promotion of a free and egalitarian society as envisaged by the constitution of South Africa, particularly as this relates to women's status.

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Analysis of causes of language anxiety, its effects on oral communication and strategies used to tackle it: A case study of Iranian EFL learners

Feelings of anxiety and nervousness are commonly expressed by second and foreign language learners about speaking a second/foreign language. These feelings have negative though also sometimes positive effects on oral communication in the target language. The wide use of English has increased the demand for good communication skills in the language but such feelings in ESL or EFL learners may prevent them this goal. This study attempted to investigate factors that cause language anxiety and its effects on oral communication and recommends a wide range of strategies to cope with them. This study used a Foreign Language Anxiety Classroom Scale, a qualitative semi-structured interview format and focus-group discussion to investigate the issue. A total of 75 EFL learners studying for a BA, 25 EFL learners on an MA course on teaching English at the Islamic Azad University of Najaf Abad in Iran, and 25 EFL teachers participated in this study. All three groups completed the FLACS test and were interviewed individually but only the EFL learners took part in focus-group discussions. The audio-recorded interviews, both individual and group, were transcribed and then the interview data was analysed and interpreted, following grounded theory data analysis techniques and procedures, a qualitative research method. The findings suggest that language anxiety can originate from learners' own sense of self, language learning difficulties, differences in the social position of the learners, etc. Learners and teachers suggested a variety of strategies to cope with this problem, such as the use of specific teacher training courses on language anxiety to make teachers more aware of this complex issue.

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Is Namibian German *just* a spoken language?

A corpus-based study of Namibian German words in the media

The variety of German spoken in Namibia is known as *Südwesterdeutsch* or Namibian German. Namibian German has been regarded as a predominantly spoken variety of German, as a low-prestige German which should be reserved for the spoken domain only and not be used in writing, in education and in any other formal context. This paper illustrates that this is no longer the case; lexical items said to belong to Namibian German only are also finding their way into the written medium. This paper sets out to study the occurrence of Namibian German words in the written medium by examining a media corpus compiled specifically for this paper. This media corpus contains all of the electronically available articles from the *Allgemeine Zeitung Namibia* (<http://www.az.com.na/index.php>). The *Allgemeine Zeitung Namibia*, whose main audience is the German speaking community in Namibia, is the only daily newspaper in the whole of Africa that is written in German. This paper looks at a subset of relatively frequent words that appear in the newly built newspaper corpus. Findings show that Namibian German words do appear in the newspaper sample, despite the belief that Namibian German is merely a spoken variety of German. The Namibian German words that appear have been borrowed from a number of languages which the German in Namibia is in daily contact with. The reasons behind their appearance and use in the newspaper are also explored in this paper. This paper illustrates what is natural in any linguistic contact situation, namely that words from neighbouring languages will get borrowed and that they may start off as being used in one domain only, but will eventually move onto other domains too. More broadly speaking, it shows that languages change over time.

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Breadth of vocabulary knowledge, lexical inferencing strategies and reading comprehension success

The present study is an attempt to investigate the relationship between EFL learner's breadth of vocabulary knowledge, their lexical inferencing strategy use, and their success in reading comprehension test. Using multivariate analyses, the study examined the roles of breadth of vocabulary knowledge in assessing the performance of a group of EFL learners. It also intends to find whether more proficient learners in terms of vocabulary knowledge made use of certain type of strategies for inferring the word meaning. Participants were 50 EFL male and female university student, who had reached the lexical threshold level for reading comprehension i.e., 3,000 word families or better as was measured by Schmitt (2001), vocabulary level test. Participants were almost the same in terms of their background knowledge and their age ranges between 25 and 35. To collect the relevant data all participants were required to take part in three language tests, OPT (Oxford Placement Test) was used in order to distinguish more proficient learners from the least proficient ones. The two other tests were Schmitt, Vocabulary Test, (2001), in which participants were required to match the three definitions with three of the six words provided by writing the corresponding number of the words besides its definitions; this test was used to measure the learners' breadth of vocabulary knowledge. A week later all participants receive a reading comprehension test, they were asked to read the text and answer the corresponding questions. In the same session, they were asked to read a passage containing 10 unknown words and attempted to derive the meanings of the unknown words from context. Introspective think – aloud protocol were used to discover the degree and the type of inferencing strategies learners used. Statistical analyses of the result indicate that a) those that were more proficient in terms of vocabulary knowledge, were more successful in their reading comprehension test, b) stronger learners used certain type of lexical inferencing strategies in comparison with their weaker counterparts. Their findings are further significant for teachers, learners, material designers, and test developers.

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Dalit migration, Urbanization and language change: A study of Dalit's language in Agra

After independence, Dalits migrated to cities or urban areas. They are emerging with a strong political identity in cities like Agra. Originally in rural areas they spoke a Dalit type of Brijhasha, a dialect of Hindi. When they came to cities, their culture and language began to change. This linguistic change is directly related to their socio-economic conditions. Education, realization of their new political status and identity, improvement in economic conditions and the open structure of urban society had an influence on the changes in their language. The Dalit's language also had an influence on the Hindi spoken in Agra which also underwent change.

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Negation in Cinsenga

This paper presents a descriptive account of the occurrence of negation forms in ciNsenga, a Bantu language appearing in zone N 41 under Guthrie's (1967) classification. In this language there are at least three different affixes – *-ve*, *-ye*, *si-*; and two free forms – *lini*, *yayi*; used to express negation. In general the affixes *-ve* and *-ye* attach to the copula whereas the affix *si-* attaches to main verbs. The study will show that the choice of negative forms in the language is determined by interaction between tense and verb type as well as discourse considerations. The study will also show that the placement of the negative affix on the verb complex is regulated by the mood of the sentence.

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The (ama) Ndebele of Africa and their name '(ama)Ndebele'.

Some scholars still continue to confuse or to misunderstand the relationship within the (ama)Ndebele of Africa as a result of the divergent opinions propounded by scholars regarding the historical origin these ethnic groups. First,

historians, anthropologists and linguists such as Fourie (1921), Van Warmelo (1930), Van Vuuren (1983) and others regard the (ama)Ndebele of the Republic of South Africa (which are divided into Southern and Northern (ama)Ndebele) to be historically related. Others regard them as distinct ethnic groups. Secondly, while some consider the South African (ama)Ndebele and those of Zimbabwe to be distinct from each other, others regard them as related. What makes matters more confusing regarding the relationship of these (ama)Ndebele ethnic groups of Africa, is the fact that they share the same ethnic name '(ama)Ndebele' and the same language 'isiNdebele'.

The aim of this article is, therefore, twofold (a) to investigate and discuss the historical background of (ama)Ndebele found within the borders of the Republic of South Africa and those of Zimbabwe and (b) to examine and discuss the origin of the ethnic name 'Ndebele' or 'amaNdebele'. The name 'amaNdebele' or simply 'Ndebele' is a generic name used to refer to the Nguni groups found in and outside the borders of the Republic of South Africa. The historical origin of the name '(ama)Ndebele' is also re-visited, evaluated and discussed. In conclusion, the article shows that the (ama)Ndebele people of the Republic of Africa (i.e. Southern and Northern (ama)Ndebele) are historically related but neither is related to those of Zimbabwe despite the fact that they share the same ethnic name '(ama)Ndebele' and the same language 'isiNdebele'.

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The response of South African students to the HIV/AIDS epidemic: What research and the SANPAD-EPIDASA research project has taught us

The first general (HEAIDS) survey on South African students' reaction to the HIV and AIDS epidemic was only released during 2010, but a number of studies on various aspects of this topic have been done during the period 2000-2009.

In the first part this paper I will present a general overview of some of the major research outcomes of the research topics, approaches, methods and outcomes of the research in the SANPAD-EPIDASA project, more specifically those that target student audiences.

In the second part of the paper I will review some of the outcomes of past and current research on the kinds of campaigns run on campuses to persuade students to go for an HIV test. As will be indicated, both the general survey of HEAIDS, the research done under the SANPAD-EPIDASA project and the proposed new VCT campaigns have numerous shortcomings.

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Modelling narrativity in East African English

Narratives are the product of a basic human tendency to make sense of real or imagined experiences. Narratives are encountered in fiction, but also in non-fictional texts (Fludernik, 1996: 38), for example, biographies have a narrative focus, but are not fictional *per se*. Van Rooy et al. (2010) conducted a multi-dimensional analysis of register variation in East African English. They compared their results to Biber (1988) and found that East African English users do not employ the linguistic features associated with narrativity in the same manner as the first language users in Biber's study.

The research question posed in the paper is: how is narrativity encoded in East African English? Can the Narrativity Model proposed in the paper distinguish between prototypically narrative registers versus registers that are not associated with narrativity? The corpus-based study analyses the linguistic features used to encode narrativity across 22 spoken and written registers of the East African component of the International Corpus of English (ICE-EA) using WordSmith Tools 4.0 (Scott, 2004). The Narrativity Model consists of four main groups of features, namely Agency, Causation, Contextualisation and Evaluation. These groups are representative of the fundamental characteristics of narrative. Eighteen linguistic features such as past tense verbs (part of the Contextualisation group) and third person pronouns (part of the Agency group) were analysed as indicators of narrativity.

Preliminary results indicate that narrativity can be modelled as a continuum where fiction is the prototypical narrative register at one end of the spectrum and academic writing has a decidedly non-narrative focus at the other end of the spectrum. Furthermore, eleven core narrativity features emerge in the prototypically narrative register of fiction: past tense verbs, third person pronouns, proper nouns for persons, activity verbs, time and place adverbials, perfect aspect, emotional stance verb *feel*, first person pronouns, evaluative adjectives and non-finite causative clauses. In other words, ICE-EA registers with many of these features are likely to have a narrative focus. Features that encode narrativity in both Biber (1988) and the Narrativity Model are past tense verbs, third person pronouns and perfect aspect. The eight other core narrativity features in the paper bring new insight into narrativity in East African English that were undetected in Van Rooy et al. (2010).

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Tried and tested: language tests as predictors of academic success

It is often claimed that a number of factors related to academic literacy, deleteriously affects student throughput. National research, for example, indicates that significant numbers of first year students are at risk of failing because of their low levels of academic literacy. The international trend nowadays, is to test the language abilities of prospective students and of those who have already gained access to higher education. This is also the case in South Africa where many higher education institutions make use of these kinds of tests. This paper will report on such an initiative, where the academic literacy of first year students at three local universities are annually tested as part of their access mechanisms and/or for the assignment of students to appropriate academic language support courses. The tests being used are standardised in terms of their administration, they are reliable and their results are also claimed to be valid. All test items are furthermore operationalised within a construct of academic literacy that is grounded in international theories of academic literacy assessment. Empirical data are drawn upon as first iteration towards an in-depth longitudinal study to determine the predictive validity of such language tests – the process of validation involves accumulating evidence to provide a sound scientific basis for the proposed score interpretations. Predictive validity, one of the most commonly referred to types of validity, is an indication of the extent to which a test predicts performance on an external criterion. If a test is thus said to have high predictive validity one can assume that the test correlates highly and significantly with an external criterion, i.e. academic performance. The paper concludes with preliminary findings in terms of the predictive validity of the above mentioned academic literacy tests as indicators of academic success.

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Is academic Afrikaans more testing? An investigation into the translation of tests

It is widely accepted that low levels of proficiency in the languages of teaching and learning affect through-put rates negatively. This unsettling trend is confirmed by local and international literature, and can possibly be attributed to the language curriculum in secondary education that does not prepare students adequately for the higher order language-thinking skills they need for study at university. In order to address this problem, and as part of language-planning initiatives, faculties at Stellenbosch University introduced the integration of academic literacy courses in the first-year curriculum. These courses are fully credit-bearing and a system of continuous assessment was adopted. Semester tests form part of this assessment process, and led to the investigation done for this paper. Since both Afrikaans- and English-speaking students register for the same academic literacy module it is imperative that outcomes and assessments should be on the same level. However, the aggregate on the Afrikaans semester tests

have continuously been lower than the English. After an initial investigation, it was concluded that the English-speaking students were not necessarily academically stronger than their Afrikaans counterparts, but it seemed likely that the problem lay with the tests themselves. A first notion was that academic and spoken English are closer than academic and spoken Afrikaans. It was also possible that the level of difficulty of the English test was substantially lower than that of the Afrikaans test. It should, however, be noted that both the Afrikaans and English tests produced excellent reliability coefficients (alpha above 0.89) and most of the items discriminated well. A possible solution to the benchmarking problem was to translate the Afrikaans test into English. The translation method adopted was Nord's functionalist model. This paper will elaborate on the translation procedure, and the variance in students' performance on the translated version compared to previous administrations. Preliminary conclusions on bias in translated tests and the success and feasibility of such procedures are drawn.

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Cyclic Morphology: a lexical-realizational theory

Stump (2001) classifies theories of morphology according to two distinctions: theories may be incremental or realizational, and they may be lexical or inferential. In an incremental theory, morphemes (or morphological rules) *add* meaning to a basic form, whereas in a realizational theory, morphemes or rules *express* abstract meaning. In a lexical theory, morphemes are items in the lexicon, whereas in an inferential theory, morphemes are added by morphological rule. This allows four possible kinds of theory, lexical-incremental, inferential-incremental, lexical-realizational and inferential-realizational. Stump argues that realizational theories are to be preferred over incremental ones, for two reasons: firstly, incremental theories do not account for extended exponence, and secondly they do not account for underdetermination. This argument is sound.

Stump (2001) further presents three reasons why inferential theories are to be preferred over lexical ones: they cannot account for nonconcatenative morphology, their assignment of features to affixes must be arbitrary to some extent, and they presuppose a hierarchical word structure, for which there is no evidence. In this paper, a lexical-realizational theory of inflectional morphology, called Cyclic Morphology, will be presented, using examples of English plural formation, and Zulu and Tagalog verb inflection. Arguments will be presented against Stump's objections to a lexical morphology: the theory accounts adequately for nonconcatenative morphology, feature assignment is controlled by two governing principles (Elsewhere and Unification), and while hierarchical word-composition is assumed, it is not held to have any implications for morphological behaviour. Moreover, a lexical theory is to be preferred over an inferential one as it implies a simpler grammar (one based solely in the lexicon). The conclusion, then, is that a lexical-realizational theory of morphology can satisfactorily account for all the known problematic phenomena of morphology in a satisfactorily parsimonious way.

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How many Englishes in South Africa?

South African English (SAE) has been studied from at least two traditions, a pedagogical one that aims to diagnose and remedy deviations from some standard, usually exonormative, and a sociolinguistic one that investigations variation in the language and correlates that with external variables. Among the external variables, ethnicity has been the most important one in the last fifty years, and it is commonplace to talk about White South African English, Black South African English and Indian South African English at least. However, some questions about the continued validity of these labels must be asked, and we may well be alert to our literary colleagues' strategy of referring to "Writing Black" (e.g. Cornwell 2010).

This view has been called into question on a theoretical level by Schneider (2007), when he suggests that South African English moves into phase four of his Dynamic Model. The implication is that convergence is taking place, and that SAE should start to display a much high degree of uniformity, as has been the case with English in Australia,

New Zealand and Singapore. Ongoing phonetic research by Mesthrie (2009) provides the first empirical evidence outside the domain of vocabulary (e.g. Silva 1996) that widespread convergence may be close by. However, the findings of Da Silva (2008) and Bekker (2009) are less supportive of the possibility of convergence. Morphological and syntactic evidence has been extremely partial, but has hardly suggested extensive convergence across more than two varieties at a time.

This paper assesses research on South African English in the last ten years to determine what we know about the range of variability. Taking the various contributions in the *Handbook of Varieties of English* (2004) as starting point, I examine literature in the domains of pronunciation, grammar and lexis, to provide a systemic answer to the question of how much variation there is in SAE and what the chief correlates of such variation is. While the paper aligns itself quite clearly with the sociolinguistic research tradition, pedagogical literature will also be considered. Some of the most fundamental research gaps are also identified, in the hope of encouraging more research to fill these gaps.

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Ideology as an emergent phenomenon

Emergentism is a well-established notion in disciplines such as biology and physics. In recent years this notion has also gained some currency in linguistics, in particular in functional approaches such as language use, frequency studies, grammaticalisation, chunking, language acquisition studies and studies of neuronal networks (Bybee and Hopper 2001). This paper examines ideology (as expressed linguistically) from an emergentist angle. In order to do so I will briefly give an overview of the concept 'ideology', discuss its nature and functions and how the notion of ideology is treated in linguistics. In the third section I will describe the phenomenon of emergence as it is generally understood in other disciplines, and then, more specifically, in language studies. Finally I will analyse how the different inputs into ideology interact and integrate to form an emergent structure.

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Translation planning, and languages change: a cultural perspective

The main argument of the present study is that since translation brings about cultural changes and because cultural changes are tightly related to languages, translation is a significant element in languages changes. These changes can be described and monitored if there is *translation planning*, which is one form of general language planning. Recurring translation strategies of particular types such as borrowing and loan translation, for instance, are signs of translation as means of bringing changes in a TL. On the other hand, translation is affected by and affecting political orientations leading to globalization. This is another reason why translation is influential in shaping changes in languages all over the globe. Cultural and sociological approaches, as two recent approaches, to translation studies have much to say about how such changes are possible as well as the outlook for such interactions. In fact, intercultural interactions, clearly visible in the process and product of translation, are a major factor in causing and interpreting language changes. This research looks at the interfaces of all these from the point of view of recent approaches to translation studies. Two main representations of translation planning are concerned with in this paper: translation planning in the area of audiovisual translation and planning in the area of translator training. The aforementioned domains can be said to impact changes in languages and language use and they are inevitable under the influence of language planning in general and translation planning in particular. Translation in one level of operation influences cultural and linguistic capitals and these results in changes, in one form or another, in languages.

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Towards an affordable national education language formula accounting for additive multilingualism, access and success, diversity and optimal learner achievement

The matter of providing for an affordable and sustainable multilingual language dispensation in South Africa remains seemingly unattainable. It appears as if the intricate socio-historical and socio-political education environment in the country and on the continent still contribute substantially to the apparent mismatch between language policies in education and their implementation in South Africa.

Moreover, these socio-political complexities in South Africa also contribute substantially to an unquestionable drive for access to education by means of English as the main vehicle through which access and success within the system is to be facilitated. This ambition firstly does not take due cognisance of the principle of diversity and secondly has many unintended consequences.

Furthermore, it remains conspicuous that, while developed countries in the world predominantly utilise the home language of learners for educational purposes, the developing countries mostly rely on foreign languages as mediums of tuition, to the detriment of skills levels and economic competitiveness.

The aim of this paper is to put forward a formula aimed at establishing an optimal, viable and sustainable multilingual education environment in which the principle of additive multilingualism can act as a driving force to meet the demands of a diverse, learner-centred, cost-effective South African education system in which access to and success within the system can be optimised.

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Stability amid change: what our theoretical frameworks accomplish for us

The way we conceptualise lingual phenomena enables us to capture theoretically lingual states and events in a way that makes our experience of language coherent, consistent and intelligible. Now a new paradigm, a complex systems approach, has arisen that makes change the essence of what we survey. The approach itself, however, even in characterising language change and development in novel ways, must, like those paradigms that preceded it, seek a stable theoretical framework for itself. In that it is remarkably similar to those paradigms that went before: structuralism, generativism, cognitive linguistics, and even the social semiotic framework underlying systemic functional grammar, and conversation analysis. It can be demonstrated that each of these, and the paradigms they represent, isolated one or more dimensions of what might be called the lingual mode of reality, and in their focus on

these distinguished their framework from competing ones. What makes a complex systems approach unique is not that it takes a singular (organic) view of language change, therefore, but that it bundles together a more than usual number of such aspects into a truly complex linguistic idea. It nonetheless will reveal its own theoretical blind spots as time passes, and should be treated with the same critical circumspection as those linguistic paradigms it will soon replace. We do not yet have, and are unlikely to acquire soon, a comprehensive theoretical framework that unites all of linguistics, that makes our theoretical vision of lingual phenomena coherent. To accomplish that, we need much more meta-analytical discussion and debate.

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Simulating authentic interpreting contexts as an assessment tool

For interpreters, as for translators, the chief ethical rules of the profession relate to four key aspects: accuracy, impartiality, confidentiality and accountability, which are aimed at protecting the client as well as the translator or interpreter (Schweda Nicholson & Martinsen 1995:264). These ethical rules are well formulated and should be easy to follow, but they are not. They do not always help interpreters to solve individual ethical or linguistic problems that they encounter while actually interpreting, because the individual requirements of the task at hand often do not correspond with the ethical rules interpreters are required to follow, particularly in a legal context (Wallmach 2002). At the root of this is the faulty conceptualisation of the task of the interpreter itself. Definitions of professionalism and ethical behaviour in interpreting have tended to be framed around the myth of an interpreter as a detached onlooker, a passive and mechanical conveyor of others' words and thoughts, simply the re-producer of a text. As Cynthia Roy (2000) has pointed out, focusing on linguistic accuracy alone and viewing the interpreter's role as that of neutral intermediary means that the interpreter's ability to understand the nature of social situations, to manage the direction and flow of talk, to meet and manage the participants' expectations not only of the meeting itself, but also of his or her role as interpreter, are not acknowledged, and certainly not tested.

But if we as trainers do acknowledge that interpreting is an active communication process which requires the interpreter to make informed decisions on a number of levels, what are the implications for training and assessment? How can students' discourse competence be tested in an examination setting, traditionally a sterile, artificial environment? Can we adequately test whether students are able to interpret in institutional contexts, i.e. contexts where the interacting parties orient to the goal-rational, institutionalised nature of their action? (Arminen 2005: xii). It becomes clear that satisfying the requirement of interpreter neutrality need not rest on traditional notions of linguistic accuracy to form and content alone, but that another level of neutrality, that of relational neutrality, might be used to describe any relationship, perceived or actual, that the interpreter may have with any of the participants in an interpreted event, and the effect that this could have on the interaction. In this paper, I critically analyse some of the summative assessment practices employed in assessing interpreting students. Videotaped data of simulated authentic situations such as job interviews, interpreted interactions between hotel staff and a guest (part of World Cup interpreter training), interpreted police interviews and counselling sessions make it possible to observe the behaviour of student interpreters and the extent to which they influence the interaction.

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Phonological skills and literacy in Northern Sotho speaking children

The aim of this study was to develop and test a tool that would assist educators/educational psychologists with the early identification of Northern Sotho speaking children suffering from dyslexia. A well-known theory of dyslexia is that it is caused by a phonological processing deficit (De Bree, 2007; Snowling, 2001). The ability of individuals to process phonological information is often measured with a non-word repetition (NWR) task, as this task entails encoding, storing and retrieving phonological representations. Many researchers have found a relation between NWR and reading ability. Dyslexic children typically obtain lower scores on NWR compared to their peers (Caroll & Snowling, 2004; Rispen, 2004). The relation between phonological processing skills and reading ability has not been properly researched in the African languages spoken in South Africa.

In this paper, I will present data gathered with a new NWR test in Northern Sotho. In addition to phonological processing, phoneme awareness, phonological working memory and reading levels (in both English and Northern Sotho) were assessed. 40 Grade 3 learners from two schools in Atteridgeville took part in the study. The subjects were divided into two groups: group 1 attended a school with a 'straight for English' policy while group 2 attended a school where initial literacy instruction takes place in Northern Sotho. The results indicate that (in agreement with the literature) there is a correlation between phonological skills and reading in Northern Sotho. Furthermore, group 2 performed significantly better in all of the tests (except for the working memory test) than group 1. These findings suggest that a total lack of mother tongue instruction not only influences reading levels negatively, it also causes phonological skills in the mother tongue to develop slower or to stagnate. The implications of these findings for the identification of dyslexic readers in Northern Sotho will be discussed.

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Can you learn or teach Mathematics in Setswana?

At the NWU we are currently in the second year of supplying simultaneous interpreting from English to Setswana to teacher training students and to practising teachers during professional development training. This is done in the Numeracy classes for Foundation Phase students and in the Sediba certificate course for high school teachers wishing to improve their Mathematics teaching skills. The paper will discuss the use of simultaneous interpreting from English into the Setswana in support of numeracy and mathematics conceptualisation by non-English mother tongue students in tertiary education. In view of the responsibility of tertiary institutions to promote African languages as languages of higher learning, these efforts are of great importance. The focus then shifts to how the actual interpreting takes place in class, how the translations of study guides and other assignments are dealt with, and past and present challenges. After that the paper will deal with the results of questionnaires completed by and interviews conducted with the students concerned to give a brief overview of their thoughts on and experiences of the service.