



Reclaiming Africa's Intellectual Futures

**THE 4TH TRIENNIAL SCHOOL OF ARTS (SOA)  
CONFERENCE, SUN CITY RESORT,  
NORTH WEST PROVINCE, SOUTH AFRICA**

Define tomorrow.

UNISA



**16 – 20 OCT**

**2023**

## Conference Programme

Development, Promotion and Preservation of Languages  
through Art, Culture, Heritage, Sports and Music



## Message from the Executive Dean

Ladies and gentlemen, esteemed guests, and participants, a warm welcome to the 4<sup>th</sup> Triennial Conference of the School of Arts (SoA). We are gathered here amidst the picturesque backdrop of Sun City in the Northwestern Province, and we couldn't be more delighted to have you join us. The choice of this vibrant location, renowned for its blend of leisure, entertainment, and cultural diversity, serves as an emblematic backdrop to our conference's central theme. Sun City's rich history as a hub for art, culture, music, and entertainment echoes the very essence of our conference. The SoA conference aims to foster a deeper understanding of the significance of language in society and its profound impact on various aspects of people's lives. It is designed to provide a platform for in-depth discussions on how to localize the International Decade of Indigenous Languages in Africa, with a particular focus on South Africa. Language is not merely a tool for communication; it is a vessel through which the rich tapestry of culture and tradition is passed down through generations. This conference offers us an opportunity to explore how language preservation, development, and promotion contribute to the vibrancy of diverse communities worldwide.

Globally, the International Decade of Indigenous Languages seeks to draw attention to the critical status of many indigenous languages across the world and encourage action for their preservation, revitalization, and promotion. Nationally, South Africa's Minister of Higher Education and Training advocates for the implementation of language policies in higher education institutions, where universities are adopting two or three indigenous languages as their official languages. At the local level, the University of South Africa (UNISA), unique in its use of all 11 official languages in teaching and learning, leads the way in promoting linguistic diversity and cultural appreciation.

The SoA, as part of the College of Human Sciences, contributes significantly to the theme of this conference through various departments. Departments such as African Languages, Linguistics and Modern Languages, English and Afrikaans are proud advocates for languages. Heritage is celebrated through departments like Storytelling, Oral history, Information Sciences, and the Department of History. Music, as an art form, finds expression in the Department of Art and Music, where various genres and even music bands have emerged from graduates. The richness of culture is explored through the Department of History, the Department of Archaeology and Anthropology, and the Department of Development Studies.

Within the College of Human Sciences, various milestones have been achieved, including the development of multilingual Open Educational Resources (OERs), the creation of multilingual proverbs dictionary in several languages, the project on Multilingual Robotics glossary, and the innovative Multilingual Spelling BEE competition, where learners spell words from multiple languages. Additionally, the College is involved in a multitude of projects aimed at promoting and preserving indigenous languages, digital resources, children's literature, and Wikipedia Africa.

As we gather here, we remember the wisdom of Nelson Mandela, who said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Your presence at this conference is paramount, and your contributions will play a significant role in shaping the future of language development, arts, culture, heritage, sport, and music in Africa. We look forward to the exchange of ideas and the collective efforts that will emerge from our discussions, reflecting our shared commitment to the development, promotion, and preservation of languages and culture in the beautiful diversity of our world. Welcome, and let us embark on this enlightening journey together.

**Prof ZZ Nkosi**

Executive Dean: College of Human Sciences



## Message from the Chairperson

Dear conference delegates

As we gather here at the Suncity Resort in the North West Province of South Africa for the 4th Triennial School of Arts (SoA) Conference, it is privilege of the School of Arts to extend a warm welcome to all participants, esteemed guests, and scholars from around the world. This conference carries a profound theme, "Development, Promotion, and Preservation of Languages through Art, Culture, Heritage, Sports, and Music," which resonates with the essence of cultural and linguistic diversity that characterizes our world.

The choice of this theme is particularly apt, as it aligns with a global endeavor endorsed by the United Nations General Assembly - the international decade of indigenous languages spanning from 2022 to 2032. We convene here, under the banner of University of South Africa (UNISA), a university with a rich legacy deeply intertwined with the history and culture of South Africa and the African continent.

2023 holds special significance for UNISA as it marks our institution's 150th anniversary. Over the past century and a half, we have remained steadfast in our commitment to education, research, and fostering an environment where ideas, cultures, and languages flourish. Our university, often regarded as a mega university due to its significant student population, welcomes learners from every corner of the globe.

With almost 400,000 students and international scholars representing 130 countries, UNISA stands as a unique testament to the power of education to connect people, transcend borders, and celebrate the beauty of diversity. In this spirit, we are proud to host the 4th SoA Conference, a platform where diverse voices and experiences converge to explore solutions to one of the most crucial challenges of our time - the preservation and promotion of indigenous languages.

This conference, with its focus on art, culture, music, heritage, sports, and digital spaces, embodies the essence of what UNISA has stood for over its long history. It brings together experts from various fields, bridging the realms of academia, culture, and technology, to create a space where these important themes are explored in depth.

It is our hope that the discussions and insights shared during this conference will contribute significantly to our shared vision of preserving the invaluable linguistic treasures of our world's indigenous communities. When we celebrate the diversity of languages and cultures and understanding the critical role of these languages in the digital age, we can collectively work toward a more inclusive, just, and interconnected world.

As we commemorate 150 years of UNISA's history, let us take this opportunity to not only look back at the milestones we've achieved but also to look forward and envision the transformative potential of the next 150 years. The conversation we start here, the knowledge we exchange, and the collaborations we foster will undoubtedly play a vital role in shaping that future.

We extend our deepest appreciation to all those who have made this conference possible, the organizers, sponsors, presenters, and participants. Together, we embark on a journey to ensure that the languages of our ancestors continue to resonate in the hearts and minds of generations to come.

Thank you for your participation, and let this conference be a beacon of hope and inspiration as we continue to celebrate the heritage of languages, culture, and education for many years to come.

**Delvah Mabaso**

2023 School of Arts Conference Committee Chairperson

## Message from the Abstract Committee

Dear Esteemed Participants and Conference Attendees

We stand on the threshold of a remarkable journey, one that promises to delve deep into the essence of language, culture, heritage, sports, and music as they interlace in the multifaceted tapestry of our lives. The titles submitted for the School of Arts Conference under the theme, "Development, Promotion, and Preservation of Languages through Art, Culture, Heritage, Sports, and Music," offer a tantalizing glimpse into this vibrant world of exploration and discovery.

At the heart of our academic pursuits lies the unwavering belief in the power of language as a bridge between generations, a vessel for culture and heritage, and an instrument of transformation. Language, in its myriad forms and expressions, weaves the stories of our past, anchors us in the present, and paves the way for our future. This conference is a testament to our shared commitment to nurturing, celebrating, and advancing the languages that shape our diverse identities.

The titles that have been submitted for consideration by the abstract committee are nothing short of extraordinary. Each one presents a unique perspective, a window into a world of research that is as profound as it is enlightening. They exemplify the very essence of our theme, reflecting how art, culture, heritage, sports, and music serve as powerful mediums to breathe life into our languages.

Topics such as the preservation of indigenous languages, the impact of colonialism on endangered African languages, and the development of language through artistic expression remind us of the pivotal role language plays in defining our cultural identities. The analysis of proverbs, folktales, and contemporary media in various languages underscores the dynamic relationship between language and culture. While the study of sports and music, and their roles in language development, highlights how these forms of expression transcend barriers and unite us through shared experiences.

As we embark on this conference, we celebrate the richness and diversity of these titles, which collectively showcase the resounding dedication of our academic community to languages, art, culture, heritage, sports, and music. We are here to honor and explore the magic that occurs when these elements converge to breathe life into our words.

We extend our heartfelt gratitude to the reviewers for their meticulous review of these submissions and commend the authors for their outstanding work. Each contribution, each title, is a vital piece in the grand mosaic that is our conference, and we eagerly anticipate the dynamic discussions, the sharing of knowledge, and the profound connections that will emerge.

Let us come together as scholars, artists, and enthusiasts to celebrate, learn, and contribute to the enduring legacy of language and culture. In the days ahead, may we be inspired, challenged, and enriched by the remarkable work that will be presented at this conference.

**Dr Napjadi Letsoalo, Dr Arnold Mushwana and Dr Philangani Sibiya**

2023 School of Arts Conference Abstract Sub-Committee

## Keynote Speakers

The selection of speakers for the School of Arts Conference under the theme "Development, Promotion, and Preservation of Language through Arts, Culture, Heritage, Sport, and Music" is a testament to the diverse and interdisciplinary nature of this event. Each speaker brings a unique perspective and expertise to the conference, contributing to a comprehensive exploration of the theme. Let's take a closer look at each speaker:

### Speaker 1: Ms. Maya Wegerif aka Sho Madjozi



Ms. Wegerif, an accomplished and multi-award-winning artist, has achieved remarkable success in just a few short years. Her artistry is characterized by a blend of languages, including Xitsonga, English, and Swahili, and genres such as gqom, Afro-pop, and hip hop. Her unique approach to music and fashion pays homage to her Tsonga heritage while embracing a global sensibility. Sho Madjozi's audacious energy and colorful aesthetic have made her a trendsetter and a household name. Her breakthrough performance of "John Cena" on the Colors platform garnered global attention and expanded her fanbase. Her work exemplifies the power of music and culture in language preservation and promotion, a key aspect of the conference theme.

### Speaker 2: Professor Sunday O. Ojo



Professor Sunday O. Ojo is a distinguished academic with over 40 years of experience in the field of computer science. His academic career has taken him to several African universities, where he has engaged in teaching, research, and postgraduate student supervision. His passion for preserving indigenous languages and promoting digital literacy is reflected in his role as the Executive Director of the Inclusive African Indigenous Language Technology (AfrILT) Institute. He is dedicated to ensuring that all Africans can communicate and access information through the internet in their indigenous languages, thereby preventing language extinction. Prof. Ojo's involvement in the global collaborative DataScientia project and his extensive academic career highlight the intersection of technology, language, and culture, aligning with the conference's theme.

### Speaker 3: Prof. Tendai Chari



Prof. Tendai Chari is an Associate Professor and a National Research Foundation (NRF) C3 Rated Researcher, specializing in English, media studies, and linguistics at the University of Venda, South Africa. His academic and research journey spans over two decades and includes contributions to the understanding of political and everyday communication, popular culture, music, and the interface between digital media, communication, and indigenous African languages. His extensive publications, co-edited books, and collaborations with international institutions illustrate his commitment to research and education. Prof. Chari's presence at the conference adds a valuable perspective on the role of media, communication, and language in promoting and preserving culture and heritage.

#### **Speaker 4: Prof. Tella Adeyinka**



Prof. Tella Adeyinka is a highly accomplished academic and researcher in the field of library and information science. His educational journey, from obtaining a Bachelor's degree in Guidance and Counseling/Political Science to a Ph.D. in Library and Information Science, showcases his commitment to knowledge and information. His extensive research and publications in reputable international journals and books have contributed significantly to the field. As the Head of the Department of Library and Information Science at the University of Ilorin, Nigeria, he plays a pivotal role in advancing information literacy, communication technology, and knowledge management. His role as an external examiner for Ph.D. candidates at various universities and his position as a research fellow at the University of South Africa underline his academic influence. His expertise in information science and technology aligns with the conference theme's focus on the digital space and information preservation.

#### **Speaker 5: Mr. Chepape Makgato**



Mr. Chepape Makgato is an accomplished independent artist, art historian, curator, and arts writer. He is also the founder and creative director of the Samanthole Institute of Creative Arts, focusing on arts and literacy youth programs. His journey as a visual artist and curator has taken him across three continents, and his work is featured in various notable collections. He has also ventured into theater production, promoting the arts as a means of cultural expression and preservation. His commitment to youth libraries in rural schools in Limpopo demonstrates his dedication to literacy and education. His presence at the conference reflects the vital role of art and culture in language development and preservation.

These speakers collectively bring a wealth of knowledge and diverse perspectives to the School of Arts Conference, enriching the discussions on language development, arts, culture, heritage, sport, and music. Their expertise and experiences underscore the importance of interdisciplinary collaboration in addressing the conference's central theme.

List of committee members

<b>Title</b>	<b>Full names</b>	<b>Position</b>
Mr	Delvah Mabaso	Chairperson
Ms	Dakalo Takalani	Deputy Chairperson
Ms	Mokgadi Seshibedi	Secretariat
Ms	Christine Rabalao	Secretariat
Ms	Mante Mphahlele	Secretariat
Ms	Martha Malefo	Secretariat
Ms	Sisipho Tshongweni	Secretariat
Dr	Napjadi Letsoalo	Member
Dr	Arnold Mushwana	Member
Dr	Reinardt Fourie	Member
Dr	Philangani Sibiya	Member
Dr	Bongani Mkhonza	Member
Dr	Kganathi Shaku	Member
Dr	Mashilo Modiba	Member
Dr	Linah Masombuka	Member
Ms	Neliswa Mzimba	Member
Ms	Thabisile Mchunu	Member
Ms	Kitsiso Seete	Member
Mr	Jimmy Mabina	Member
Mr	Given Ranko	Member
Mr	Thabang Masedi	Member
Ms	Mandu Molaudi	Member

# Part A: Programme



# Conference Schedule

**Monday, 16 October 2023**

<b>Time</b>	<b>Activities</b>
07:30-08:00	Registration of Delegates: Warriors Hall

**Sign Language Interpreters**

<b>Sibusiso Mondlane</b>
<b>Onkutlwile Mere</b>

	<b>Chair: Prof Siyasanga Tyali</b>
08:00-08:30	<b>Official Opening</b> Vice Principal Teaching and Learning, Community Engagement and Student Support – Prof ZT Motsa Madikane
08:30-09:00	<b>Conference Context</b> Executive Dean: College of Human Sciences – Prof ZZ Nkosi
09:00-09:15	<b>Message of Support</b> ILIFA-Indigenous Languages Initiative for Advancement – Mabutho Kid Sithole
09:15-09:30	<b>Message of Support</b> Executive Director of Puku Children's Literature Foundation – Elinor Sisulu
09:30-10:00	<b>Keynote Address</b> <b>Ms Maya Wegerif aka Sho Madjozi</b> [Title of Address – Huku na beer: a case for pan-indigenous dialogue]
10:00-10:30	<b>TEA BREAK</b>

**PARALLEL SESSIONS**

	<b>Session 1A</b> Venue: Lupata Room Theme: Library and Archives Chair: Dr Riah Mabule	<b>Session 1B</b> Venue: Warriors Hall Theme: Languages, Linguistics and Literature Chair: Dr Beryl Xaba	<b>Session 1C</b> Venue: Cinema Style – Zimbas Room Theme: Art and Culture, Sport, and Media Chair: Prof Tendai Chari	<b>Session 1D</b> Venue: Linus & Juveni Theme: Languages, Linguistics and Literature Chair: Prof Osborn Makombandlela Chauke
10:30-11:00	Decoloniality: The curatorial role played by archives and modern museums in the promotion and preservation of indigenous languages  <b>Daniel Rankadi Mosako</b>	Women's characterisation through actions in the post-democratic era from N.E Sigogo's (2002), "Ḷa ḁa hafha ḁi a kovhela  <b>Mmbulaheni Lawrence Mudau</b>	Musicking and Translanguaging with Miriam Makeba and Mahlathini and The Mahotella Queens as Preservers of Languages: A Négritude Perspective  <b>Mante Mphahlele</b>	Beyond 'musicking': The linguistic abilities of the Atumpan of the Akan of Ghana  <b>Amos Darkwa Asare</b>
11:00-11:30	Collection development of Sepedi information sources in selected public libraries in Polokwane Municipality, Limpopo South Africa  <b>Madireng Monyela and Dimakatso Mathe</b>	Are Black women not worthy of a Black victory? A content analysis of Tshepo Jean's "We the People"  <b>Ivan Mkhomazi</b>	Music as Praxis: Songs on Black Queer, Joy, Love and Resistance – Songs in Majola's Boet/Sissy  <b>Melusi Mntungwa</b>	An analysis of multiple negation in Sepedi and Afrikaans languages  <b>Ms RM Maboja and Dr FS Ferris-Leone</b>
11:30-12:00	Why decolonisation of African librarianship is not an option but a necessity?  <b>Acquinatta Nomusa Zimu-Biyela</b>	Challenges faced by families due to abuse from fathers in some Tshivenda novels  <b>Nevhulamba Nditsheni Witness</b>	Exploring African-orientated aesthetics: i-jusi's Afrika-Typografika as an expression and preservation of African heritage  <b>Boitumelo Tapologo Kembo and Bongani Joseph Khoza</b>	Exploring the traces of linguistic Imperialism in South African Sign Language  <b>Petri du Toit and Tlou Maggie Masenya</b>
12:30-13:30	<b>LUNCH</b>			

	<b>Session 2A</b> Venue: Lupata Room Theme: Digital Space and Technology Chair: Dr Arnold Mushwana	<b>Session 2B</b> Venue: Warriors Hall Theme: Languages, Linguistics and Literature Chair: Dr Francinah Kanyane	<b>Session 2C</b> Venue: Cinema Style – Zimbas Room Theme: Film, Media, and Communication Chair: Dr Fiona Ferris	<b>Session 2D</b> Venue: Linus & Juveni Theme: Languages, Linguistics and Literature Chair: Ms Mante Mphahlele
13:30-14:00	The effect of the predictive writing mode on smartphones: A case study of IsiZulu and English written memes <b>Zinhle Mildred Mshengu</b>	The translation of Igbo idioms into Sesotho sa Leboa in Things Fall Apart <b>Francinah Mokgobo Kanyane</b>	The role of South African community radio stations in promotion of South African indigenous languages and culture <b>Phinda Mkontwana</b>	Panegyric poetry (maboko) and the former presidents of Botswana (1966-2018) <b>Wazha Lopang and Tshepho Mosweu</b>
14:00-14:30	South African indigenous languages and digital technologies: access, promotion, and preservation <b>Ndivhuwo Doctor Sundani</b>	The impact of transliteration in the translation of isiNdebele and isiZulu's Long walk to freedom <b>Malele, Nomsebenzi</b>	Confirmation and conformity: Evidence of the expansion of technological terminology of Sesotho as observed in Lesedi FM programmes <b>Ntsana M.C. Mokuoane and Matseliso A. Kulo</b>	An investigation of death in J.C. Dlamini's poem, "Nada Ngidedele Ngife." <b>Lungile Friedah Zuma</b>
14:30-15:00	The Intellectualization of IsiZulu language: A review of the terminology development processes at the University of KwaZulu-Natal and the Department of Arts and Culture (provincial and national) <b>Njabulo Manyoni</b>	Jokes aside, challenges in the translation of humour and metaphor <b>Riah Mabule</b>	Factors that attract readers to isiZulu language newspaper Isolezwe <b>Pheelo Percyval Mabizela</b>	Travesty of rape and its ramifications to a male character in kuxabene ubendle <b>Masuku, Norma</b>
15:00-15:30	<b>TEA BREAK</b>			

	<b>Session 3A</b> Venue: Lupata Room Theme: Literacy Chair: Mr Abram Jabu Sibanyoni	<b>Session 3B</b> Venue: Warriors Hall Theme: Languages, Linguistics and Literature Chair: Mr Ivan Mkhomazi	<b>Session 3C</b> Venue: Cinema Style – Zimbas Room Theme: Film, Media, and Communication Chair: Mr Ernest Baloyi	<b>Session 2D</b> Venue: Linus & Juveni Theme: Languages, Linguistics and Literature Chair: Ntsana Mokuoane
15:30-16:00	Using a storytelling programme to prepare learners for basic education in Limpopo, South Africa  <b>Mahlatse Shekgola and Ngoako Solomon Marutha</b>	The Promotion and Development of Riddles: The Case of Sesotho  <b>Thato Mabolaeng Monyakane</b>	The role of social media in converging the African Languages: a case study of <i>tiktok</i> social media video sharing in promoting Sepedi language  <b>Thabang Masedi and Kitsiso Seete</b>	Word formation strategies used in the plants' names of Northern Sotho  <b>Seleka Maria Tembane</b>
16:00-16:30	Visual literacy towards mainstreaming oral literature in the classroom  <b>Lindelwa Mahonga</b>	Banginkulu or Bangikulu? The /n/ orthographic incongruities in Xitsonga  <b>Arnold Mushwana</b>	The practice of African languages in the cinematic sci-fi movie, Black Panther  <b>Andzisani Prunel Sibiya</b>	Native language use in the 21st century English classroom: is it all doom and gloom?  <b>Ndamulelo Innocentia Mabidi</b>
16:30 – 17:00	An investigation into the relationship between Afrikaans mother tongue teaching and school performance  <b>Seymour I Bothman</b>	Exploring the Role of Youth Languages in Developing Standard Languages: A Comparative Study of Sepitori and Tsotsi Taal in South Africa  <b>Kupe Zolani Knowledge</b>	Afrikaans reality television, femininity and consumption: a qualitative discourse analysis of Die Real Housewives van Pretoria and Die Real Housewives van die Wynlande  <b>Martine van der Walt Ehlers</b>	Speaking the unspeakable: The use of euphemism in Xitsonga  <b>Ndzalama Maluleke and Relate Mnisi</b>

**Day 2**

Tuesday, 17 October 2023	
Time	Activities
08:00-08:30	Registration of Delegates: Warriors Hall

Chair: Prof Lorrete Jacobs				
08:30-08:50	<p><b>Opening Remarks</b></p> <p>Executive Director – Library and Information Services: Prof M Ngoepe</p>			
08:50-09:00	Introduction of guest speaker			
09:00-10:00	<p><b>Keynote Address</b></p> <p><b>Prof Sunday Ojo</b></p> <p>[Title of Address – Leveraging Advances in Human Language Technology for the Development, Promotion, and Preservation of African Indigenous Languages- Challenges and Opportunities]</p>			
10:00-10:30	<b>TEA BREAK</b>			
<b>PARALLEL SESSIONS</b>				
	<p><b>Session 4A</b> Venue: Lupata Room Theme: Library and archives Chair: Prof Magezi Baloyi</p>	<p><b>Session 4B</b> Venue: Warriors Hall Languages, Linguistics and Literature Chair: Mr Melusi Mntungwa</p>	<p><b>Session 4C</b> Venue: Cinema Style – Zimbasa Room Theme: Art and Culture, Sport, and Media Chair: Dr Mashilo Modiba</p>	<p><b>Session 4D</b> Venue: Linus &amp; Juveni Theme: Languages, Linguistics and Literature Chair: Prof Mampaka Mojapelo</p>
10:30-11:00	<p>The status of digital and information technologies and literacies within the archival centre in South Africa from 2016</p> <p><b>Amos Shibambu</b></p>	<p><i>Asitolikwa?</i> Reversing and Digitizing the isiXhosa-English Dictionary</p> <p><b>Cullen Mackenzie</b></p>	<p>Relevance of patriarchal proverbs in the black women’s contemporary life</p> <p><b>Pemla Ditsele</b></p>	<p>The importance of speech sounds in word formation in Sesotho sa Leboa: a case of first year students at the of University of Limpopo</p> <p><b>Mantsha Modiba</b></p>

11:00-11:30	A sociolinguistic investigation of code-switching in South African indigenous languages: Stimulus for code-switching in social media  <b>Xaba Beryl</b>	Exploring Female Colloquial Reference in South Africa: A case of an online colloquial dictionary  <b>Neliswa Mzimba</b>	An analysis of multiple negation in Sepedi and Afrikaans languages.  <b>Rachel Mmapitso Maboja and Fiona Ferris-Leone'</b>	Practical e-lexicography for teaching and learning: the case of Multilingual Linguistic Terminology project  <b>Marissa, Griesel and Mojabelo, Mampaka</b>
11:30-12:00	Preservation management to mitigate archiving risks to audio-visual records for prolonged access to languages of South Africa  <b>Nthabiseng Ncala and Z. Nsibirwa</b>	Determining the attitudes of isiZulu first language students towards learning Sepedi as an additional language at a university level in Pretoria  <b>Nokuthula Getrude Mbatha</b>	The influence of language preference and communication in a multicultural teaching and learning environment  <b>Thabang Masedi and Kitsiso Seete</b>	Recognizing indigenous African languages multilingualism: A translator's experiences of translating between indigenous African languages  <b>Mpanza Choice Dimakatso</b>
12:30-13:30	<b>LUNCH</b>			
	<b>Session 5</b> Venue: Warriors Hall Theme: Panel Discussion 1 Moderator: Dr Napjadi Letsoalo			
13:30-15:00	<b>A catalogue for children literature in South African indigenous languages</b>  Mpho Ngoepe, Elinor Sisulu, Phila Sibiya, Kepi Madumo			
15:00-15:30	<b>TEA BREAK</b>			

PARALLEL SESSIONS				
	Session 6A Venue: Lupata Room Theme: Literacy Chair: Mr Delver Mabaso	Session 6B Venue: Warriors Hall Theme: Languages, Linguistics and Literature Chair: Dr Norma Masuku	Session 6C Venue: Cinema Style – Zimbasa Room Theme: Film, Media, and Communication Chair: Dr Mashilo Modiba	Session 4D Venue: Linus & Juveni Theme: Languages, Linguistics and Literature Chair: Dr Riah Mabule
15:30-16:00	Multiliteracy pedagogy application to support heritage within an information literacy module in a comprehensive open distance e-learning university (CODEL)  <b>Lorrette Jacobs and K McGuirk</b>	The impact of cultural norms and values in the teaching of Life Sciences Human Reproductive system at school  <b>Lebogang Steven Shirindzi and Relate Mnisi</b>	A healing-centered approach through documentary films: The preservation of Bushman languages in the Northern Cape  <b>Lorato Mokwena and Jacob Cloete</b>	The Intellectualization of IsiZulu language: A review of the terminology development processes at the University of KwaZulu-Natal and the Department of Arts and Culture (provincial and national)  <b>Njabulo Manyoni</b>
16:00-16:30	The influence of storytelling on primary school learners' performance  <b>Marcia Nkwe</b>	The new shield is crafted from an old one: Riddles of the Fourth Industrial Revolution  <b>Ntsana M.C. Mokuoane</b>		An analysis of usage and importance of Isindebele ideophones on Mbala Ngubaba by PB Skhosana  <b>Abram Jabu Sibanyoni</b>
16:30-17:00	Exploring academic writing challenges of first year English as an additional language students at an ODeL institution in South Africa  <b>TJ Ntsopi</b>	Character traits of tenderpreneurs versus animals in some siswati folktales  <b>Thembinkosi Blessing Ngomane</b>		ParaConc as a tool for analysing translated texts: The case of African Indigenous languages  <b>Nzimande Erick Nkululeko</b>

**Day 3**

Wednesday, 18 October 2023	
Time	Activities
08:00-08:30	Registration of Delegates: Warriors Hall

Chair: Prof Stanley Madonsela				
08:30-08:50	<p><b>Opening Remarks</b></p> <p>Chair of Department – Linguistics and Modern Languages: Dr N Letsoalo</p>			
08:50-09:00	Introduction of guest speaker			
09:00-10:00	<p><b>Keynote Address</b></p> <p><b>Prof Tendai Chari</b></p> <p>[Title of Address – African Languages, Media, Culture, and Coloniality of Power: Beyond Tokenism]</p>			
10:00-10:30	<b>TEA BREAK</b>			
<b>PARALLEL SESSIONS</b>				
	<p><b>Session 7A</b> Venue: Lupata Room Theme: Library and archives Chair: Prof Mpho Ngoepe</p>	<p><b>Session 7B</b> Venue: Warriors Hall Languages, Linguistics and Literature Chair: Prof Osborn Makombandlela Chauke</p>	<p><b>Session 7C</b> Venue: Cinema Style – Zimbas Room Theme: Art and Culture, Sport, and Media Chair: Dr Moffatt Sebola</p>	<p><b>Session 7D</b> <b>Session 4D</b> Venue: Linus &amp; Juveni Theme: Film, Media, and Communication Chair: Dr Theodore Rodrigues</p>
10:30-11:00	<p>Promotion of reading culture in mother tongue by librarians in selected rural community libraries of Limpopo, South Africa</p> <p><b>Madireng Monyela</b></p>	<p>Reimagining the role of Proverbs in the 21st Century: Don't we need new ones?</p> <p><b>Delvah Mabaso</b></p>	<p>The portrayal of women by selected Xitsonga music composers</p> <p><b>Tintswalo Mapengo and Osborne Risimati Chauke</b></p>	<p>Language diversity in multivoiced organisational communication</p> <p><b>Louise Isabel Van Dyk</b></p>



11:00-11:30	The use of Electronic Information Resources by postgraduate students at the University of Limpopo  <b>Lefose Makgahlela</b>	BapediSpace: A modern 'morala' for the promotion of Sepedi language and culture  <b>Kganathi Shaku</b>	The representation of men and women: A case of Xitsonga proverbs  <b>Ndzalama Maluleke and Lebogang Shirindzi</b>	A festival of languages: an analysis of high school learners' multimedia competition entries  <b>Ferris-Leone, Fiona</b>
11:30-12:00	The role of Luthuli Museum Institution in the management of society records and archives in Stanger, KwaZulu-Natal, South Africa  <b>Skhumbuzo Linda Ntuli and L.P Luthuli</b>	Assigning Meaning in a Literary Text: The Case of 'Mantsopa (1963)  <b>Thato Mabolaeng Monyakane</b>	The power and influence of events on naming of children amongst the Vatsonga  <b>Ernest Mbhazima Baloyi and Lebogang Steven Shirindzi</b>	Language preservation or political gimmick. An appraisal of the Zimbabwean government's continuous assessment learning activity (CALA) Shona Component  <b>Jakaza Ernest</b>
12:30-13:30	<b>LUNCH</b>			
	<b>Session 8</b> Venue: Warriors Hall Theme: Panel Discussion 2 Moderator: Dr Ntsana M.C. Mokuoane			
13:30-15:00	<b>Preserving intercultural wisdom in the age of digitalization: unlocking the treasures of diversity through a multilingual proverbs dictionary project</b> Moffatt Sebola, Fiona Ferris, Bulelwa Nokele, Napjadi Letsoalo feat. Mpho Ngoepe			
15:00-15:30	<b>TEA BREAK</b>			

**PARALLEL SESSIONS**

	<b>Session 9A</b> Venue: Lupata Room Theme: Digital Space and Technology Chair: Dr Beryl Xaba	<b>Session 9B</b> Venue: Warriors Hall Theme: Languages, Linguistics and Literature Chair: Dr Kganathi Shaku	<b>Session 9C</b> Venue: Cinema Style – Zimbas Room Theme: Film, Media, and Communication Chair: Prof Sunday Ojo
15:30-16:00	Reconceptualisation of Domestication Theory through the Domestication of Open Educational Resources  <b>Siphamandla Mncube</b>	Redefining compound words in Sepedi language  <b>Rachel Mmapitso Maboja</b>	A feminist reading of the sexualized chicken fast-food outlet: A case of Mambo’s chicken social media commercials  <b>Shepherd Mpofu and Thabisani Ndlovu</b>
16:00-16:30	Error Analysis in a Multilingual Spelling Bee Competition  <b>Jimmy Mabina</b>	Sightline of Imbokodo: Memory and engendering indigenous languages in contemporary South African society  <b>Andile Xaba</b>	Meaning loss in the subtitles of Uzalo <b>Thabisile Beauty Mchunu</b>
16:30-17:00	The use of technology to preserve South African minority languages  <b>Respect Mlambo and Muzi Matfunjwa</b>	Comparative analysis of the phonological structure of Tshiphani (Standard Tshivenda) and Tshivenda dialect  <b>Takalani Dakalo and Thilivhali Mukosi</b>	Linguistic faces of multilingualism: Billboards and notices in Sesotho sa Leboa  <b>Maropeng Z. Maponya and Mampaka L. Mojapelo</b>

**Day 4**

Thursday, 19 October 2023	
Time	Activities
08:00-08:30	Registration of Delegates: Warriors Hall

Chair: Dr Napjadi Letsoalo			
08:30-08:50	<p><b>Opening Remarks</b></p> <p>Chair of Department – Information Science: Prof L Jacobs</p>		
08:50-09:00	Introduction of guest speaker		
09:00-10:00	<p><b>Keynote Address</b></p> <p><b>Prof Tella Adeyinka</b></p> <p>[Title of Address – Indigenous Languages and the Development of a Global Community through Cultural Heritage: Library and Information Science's Contribution]</p>		
10:00-10:30	<b>TEA BREAK</b>		
<b>PARALLEL SESSIONS</b>			
	Session 10A	Session 10B	Session 10C
	Venue: Lupata Room Theme: Digital Space and Technology Chair: Dr Siphamandla Mncube	Venue: Warriors Hall Theme: Languages, Linguistics and Literature Chair: Mr Jerry Mudau	Venue: Cinema Style – Zimbas Room Theme: Art and Culture, Sport, and Media Chair: Mr O Moletsane
10:30-11:00	<p>Going full circle: The impact of Information and Communication Technologies on languages and writing in South Africa</p> <p><b>Jan Resenga Maluleka</b></p>	<p>Assessing the quality of proverbs translations among South Africa's indigenous languages using House's (2014) Translation Quality Assessment (TQA) model</p> <p><b>Mamoya Letseleha</b></p>	<p>Evaluation of the effectiveness of online education and discussion to what extent online courses can replace traditional classroom teaching</p> <p><b>Mdhluli, Justice and Mudau, Mmbudzeni Jerry</b></p>

11:00-11:30	<p>Infusing Setswana proverbs into technologically framed social media: A case of moral regeneration</p> <p><b>Masote Steven and Otshepeng Edmond Moletsane</b></p>	<p>The Effects of Colonisation on endangered indigenous African languages in Africa</p> <p><b>Oluwole O. Durodolu and Mojapelo, Samuel Maredi</b></p>	<p>The relevance of Decolonizing African Traditional Language within Traditional Funeral context, South African Study.</p> <p><b>Magezi Elijah Baloyi</b></p>
11:30-12:00	<p>The role of digital humanities in preservation of indigenous knowledge for research: A case of Uhuru Gardens National Monument and Museum in Kenya</p> <p><b>Afline Susan Awuor, Grace Wambui Kamau, and Ashah Owano</b></p>	<p>Deception considered a catalytic agent of lies: The legal implications in the courtrooms</p> <p><b>Stanley Madonsela</b></p>	<p>Johannes Kerkorrel (Ralph Rabie) – protesttesting and singing journalist: a brief reflection of his anti-apartheid protest music</p> <p><b>Christo P Cilliers</b></p>
12:30-13:30	<b>LUNCH</b>		
	<p><b>Session 11</b>  Venue: Warriors Hall  Theme: Panel Discussion 3  Moderator: Dr Arnold Mushwana</p>		
13:30-15:00	<p><b>Engaging with digital humanities: Creating term banks as OER and as standardisation tools</b>  Marissa Griesel and Mampaka L. Mojapelo</p>		
15:00-15:30	<b>TEA BREAK</b>		
	<p><b>Session 12A</b>  Venue: Lupata Room  Theme: Literacy and Culture  Chair: Dr Moffat Sebola</p>	<p><b>Session 12B</b>  Venue: Warriors Hall  Theme: Languages, Linguistics and Literature  Chair: Dr Linah Masombuka</p>	<p><b>Session 12C</b>  Venue: Cinema Style – Zimbasa Room  Theme: Film, Media, and Communication  Chair: Dr Siphamandla Mncube</p>
15:30-16:00	<p>Mother tongue story-telling and story reading: promotion and development of indigenous early literacy education</p> <p><b>Khulekani P. Zuma</b></p>	<p>The People are Everything, Nature is Nothing: Eco-crimes and Narratives of the Post-apartheid in Deon Meyer’s Two Crime Novels</p> <p><b>Ditshego Masete</b></p>	<p>Exploratory study of audience reception of isiZulu newspaper <i>Isolezwe</i></p> <p><b>Pheelo Percyval Mabizela</b></p>

16:00-16:30	What are we to you? Jezebels, Sapphires and Mammies uncovered. The fallacy of power and control portrayed by black women in Tyler Perry films  <b>Mercy Bvuma</b>	Power Mismanagement by Family Leaders; A Thorn in The Flesh of Their Family And Community Members: The Case of leadership presented in Xitsonga texts  <b>Cordelia Nkwinika</b>	The medias representation of COVID-19 and male mental healthcare in South Africa  <b>Sabihah Moola</b>
16:30-17:00	Good whites, bad whites and racial harm in South African Higher Education  <b>Hannelie Marx Knoetze</b>	UNongqawuse! Uhlolo lomgangatho wenguqulelo yesiNgesi ye-Ingqumbo yeminyanya, The wrath of the ancestors, kusetyenziswa imodeli kaHouse (2014)  <b>Bulelwa Nokele</b>	

**Thursday, 19 October 2023**

<b>Time</b>	<b>Activity</b>
18:30-22:30	GALA DINNER: DRESS CODE IS TRADITIONAL ATTIRE

**Day 5**

Friday, 20 October 2023	
Time	Activities
08:00-08:30	Registration of Delegates: Warriors Hall

	<b>Chair: Prof Magezi Baloyi</b>		
08:30-08:50	<b>Opening Remarks</b> Chair of Department – African Languages: Prof S Madonsela		
08:50-09:00	Introduction of guest speaker		
09:00-10:00	<b>Keynote Address</b>  <b>Mr Khehla Chepape Makgato</b>  [Title of Address – Titles Reclaim Power Of African Indigenous Languages in the Works of Black Artists]		
10:00-10:30	<b>TEA BREAK</b>		
<b>PARALLEL SESSIONS</b>			
	<b>Session 13A</b> Venue: Lupata Room Theme: Languages, Linguistics and Literature Chair: Mr Ndzalama Maluleke	<b>Session 13B</b> Venue: Warriors Hall Theme: Languages, Linguistics and Literature Chair: Dr Riah Mabule	<b>Session 13C</b> Venue: Cinema Style – Zimbas Room Theme: Film, Media, and Communication Chair: Dr Mashilo Modiba
10:30-11:00	The use of derogative terms in relation to certain sectors of society: a case of Tshivenda  <b>Avhaphani Judith Ndhobela</b>	A Critical Discourse Analysis of Communication Channels Used by Leaders in Xitsonga oral prose narratives: A Case of <i>Evukon 'wanini bya N'wamfenhe</i> by Rikhotso (1994)  <b>Cordelia Nkwinika</b>	The commodification of “ <i>Tsotsitaal</i> ” as a political marketing strategy used by South Africa’s main political actors  <b>Mopailo Thomas Thatelo</b>
11:00-11:30	The relevancy of Tselane le Dimo Folktale in today’s youth lifestyle  <b>Aaron Mpho Masowa</b>	Revealing Corruption Through Strategic Narration in Mandla Langa’s <i>Memory of Stones</i> (2000)  <b>Dzunisani Sibuyi</b>	(In)Scribing Being and Belonging in a (De)humanising Space: Notions of ‘Home’ in Tshindane Mashuwa’s Poetry  <b>Moffat Sebola</b>

11:30-12:00	<p>Mining activities and cultural heritage of Mapela community in Mokopane, Limpopo Province, South Africa</p> <p><b>Joseph Matshotshwane and Samuel Mojapelo</b></p>	<p>How the generation and writing of crawls or slides that appear during the Xitsonga news reading contradict the spelling and orthography rules of the language.</p> <p>University</p> <p><b>Ernest Baloyi</b></p>	<p>Creating a translanguaging space for Nguni language-speaking future engineers – A translanguaging framework</p> <p><b>Theodore Rodrigues</b></p>
-------------	---	---	---

	<b>Chair: Dr Linah Masombuka</b>		
12:00-12:20	<b>Closing Remarks</b>		
	Executive Dean – College of Human Sciences: Prof ZZ Nkosi		
12:20-12:30	<b>Announcements</b>		
	Conference Committee Chairperson: Mr Delvah Mabaso		
12:30-13:30	<b>LUNCH AND DEPARTURE</b>		

# **Part B:**

# **Abstracts**



## **Beyond 'musicking': The linguistic abilities of the Atumpan of the Akan of Ghana**

Amos Darkwa Asare  
University of South Africa  
asare.darkwa@ucc.edu.gh

### **Abstract**

Music in Africa has inextricably been linked with language by many scholars. The Atumpan of the Akan of Ghana is regarded as a talking drum functioning as speech surrogates. Largely, the Akan Atumpan serves as the master drum in Adowa musical ensembles and as a major supporting drum in Fontomfrom musical ensembles. Beyond the musical roles, the Atumpan has been used for sending messages and playing of appellations for important dignitaries during important functions. Thus, the tonal inflections of well-known spoken Akan languages can reproduce speech patterns on the Atumpan to be understood and recognized by a knowledgeable listener depending on the player. As a speech surrogate instrument, the texts transformed and produced on the Atumpan are coded messages mostly in proverbs. Even though the Akan Atumpan possesses these linguistic qualities, it is mostly known for its musicking. In this paper, I investigate the linguistic capabilities of the Akan Atumpan and argue that appreciating the sounds from the Atumpan is dependent on its linguistic understanding. Using an autoethnographic approach, I systematically analyze and interpret my personal experiences as an Akan drummer to generate a self-cultural understanding of the relationship between the Akan language and the Atumpan. Specifically, I examine how the Atumpan presents specific cultural codes embedded in complex linguistic messages.

## **The role of digital humanities in preservation of indigenous knowledge for research: A case of Uhuru Gardens National Monument and Museum in Kenya**

Aflin Susan Awuor  
Technical University of  
Kenya  
aflinawwuor@gmail.com

Grace Wambui Kamau  
Technical University of  
Kenya  
grace.kamau6@gmail.com

Ashah Owano  
Technical University of  
Kenya  
maryowino715@gmail.com

### **Abstract**

Digital humanities provides an opportunity for people from different disciplines and backgrounds to collaborate and conduct joint and inter-disciplinary research. Indigenous knowledge is crucial to understanding and preserving the culture and traditions of local communities but is often underrepresented in academic research. Digital humanities offers new possibilities for preserving, and sharing indigenous knowledge. Preservation of indigenous knowledge in Kenya is crucial for maintaining cultural diversity and advancing research. However, there is a risk of losing this knowledge due to modernization, globalization, undocumented, and inadequate preservation methods. This paper investigates the contribution of Uhuru Gardens National Monument and Museum of Kenya to the cultural heritage of the country and advancing research in various fields, and the extent to which it is using digital humanities to collect, document, disseminate, preserve and showcase indigenous knowledge, and the challenges and opportunities involved. Qualitative research design will be adopted, involving interviews with museum staff, observations of how digital humanities tools are used, and how visitors engage with the exhibits. Qualitative data collected will be analysed thematically. The findings of this study will highlight the importance of preserving and utilizing indigenous knowledge for

both cultural heritage and scientific advancement in Kenya and beyond, serve as a model for similar initiatives in Africa, and contribute to the broader field of digital humanities. These insights will benefit researchers, practitioners, and policymakers interested in exploring the intersection of digital technologies and cultural heritage.

### **Asitolikwa? Reversing and Digitizing the isiXhosa-English Dictionary**

Cullen Mackenzie  
South African National Lexicography Units  
ballt@lexiunitsa.org

#### **Abstract**

South African National Lexicography Units (SANLU), in partnership with the isiXhosa National. The Greater Dictionary of isiXhosa (GDX) has long been the gold standard for anyone working with isiXhosa, even though it had one major drawback: it was mono-directional. Over the past 3 years, SANLU has worked closely with the isiXhosa National Lexicography Unit to digitize a selection of the isiXhosa lemmas and then generate the English translation equivalents needed in order to create the bilingual isiXhosa-English Dictionary. This has been done using TshwaneLex, and has not been an easy task in any way. The poster presentation will outline the processes followed, the challenges faced, and the interesting dynamics in responding to the classic proverb: 'isiXhosa asitolikwa'. The poster will also chart the ongoing work towards digitization of all official SA languages during the International Decade of Indigenous Languages.

### **The relevance of Decolonizing African Traditional Language within Traditional Funeral context, South African Study.**

Magezi Elijah Baloyi  
University of South Africa  
baloye@unisa.ac.za

#### **Abstract**

Death and dying has always been defined within a particular cultural context. That implies that all forms of mourning and bereavement were conducted from cultural perspective from the beginning. The separation that was made between cultural ways of understanding, performing mourning rituals and indigenous knowledge has brought not only confusion, but a dislocation of African identity regarding burial practices. One of the fundamental aspects is that language which is a vehicle to transfer culture has been altered, tainted, and coined to suit the colonial agenda. During that language shift, a lot of meanings were lost and hence we are left with only language and vocabulary that suite the colonial agenda while the real African meanings of concepts are no more. Carrying out some of the rituals became difficult without the originality of the language used. The intention of this article is to address how language has been instrumental in changing the way the funeral communication and all forms of mourning were affected. It is the gist of this paper to argue that the vocabulary and the language that is used after colonisation within funeral context is dislocated and as such it affects the traditions of African mourning practices negatively.

## **The power and influence of events on naming of children amongst the Vatsonga**

Baloyi EM and Shirindzi LD  
University of South Africa  
baloyem@unisa.ac.za

### **Abstract**

There are many views regarding the ways in which personal names are bestowed upon children, and the choice of a name is influenced by a particular event in a family, community or nation. Traditionally, the Vatsonga personal names were chosen by the grandparents or other senior people within the family, community or nation. Personal names were not chosen randomly, but personal names go hand in glove with culture. When a child is given a personal name he or she is stuck with the stigma of that event forever. Certain names are given to influence the character of the bearer, but sometimes names are given to remind the name-giver of something very important. There is a belief that when you inherit a name, you inherit the whole package, that is, the good, the bad and the ugly. This study will help one to understand the culture of the family, community or nation under scrutiny because personal names reflect the customs and beliefs of the family, community or nation under study. The main purpose of the study is to analyse the pattern of naming children amongst the Vatsonga. The methodology to be used is qualitative. The qualitative method is concerned with human beings, that is, interpersonal relationships, personal values, meanings, beliefs, thoughts and feelings. The most suitable approaches to this study will be the historical and sociological approaches. The preliminary findings show that the way people name their children gives us information about their ethnic and social background, and the context in which they live.

## **An investigation into the relationship between Afrikaans mother tongue teaching and school performance**

Seymour I Bothman  
University of South Africa  
bothmsi@unisa.ac.za

### **Abstract**

The focus of the research is to investigate why Afrikaans mother tongue learners from historically disadvantaged school communities are struggling to achieve academic success. The study will not concentrate on schools of non-mother-tongue speakers, for example, where English is the medium of instruction and learners perform successfully despite their circumstances.

Three secondary research questions are arising from the key question:

- Why do some schools perform better than other schools?
- Why do some schools achieve academic excellence despite poor social and socio-economic circumstances, and others do not?
- What happens in classrooms where Afrikaans is the medium of instruction of learners (historically disadvantaged school communities)?

Although mother tongue education is regarded as a guarantee for academic success, this teaching approach cannot be considered as the only determining factor that ensure good learner performance. According to Webb (2006), Plüddeman (2006) and Taylor (2013) the arguments about the medium of instruction are not thoroughly accounted for in the school practice. On the other hand, international and national studies clearly

indicate the important role of mother-tongue education during the early school phase (Alexander (1998); Alexander (1990); Heugh (2000); Makoni (1998); Baker (1988); Baker and Garcia (1996); Cummins (1984); Krashen (1996); Liddicoat (1991) and Skutnabb-Kangas and Cummins (1988).

The goal of the research is summarised as follows:

- a) To establish what the most important characteristics of successful schools are.
- b) To establish what the role of mother-tongue education is and to which degree it should be studied in an integrated way with other factors of school performance.
- c) To establish how mother-tongue education appears in different school contexts.
- d) To establish the school practices and teaching methods that will enhance academic performance.
- e) To determine the systemic factors influencing academic performance.
- f) To develop a sound understanding of schooling in different contexts and to provide solutions that could improve learning and teaching practice.

The neglect of mother tongue education in the teaching and learning process can lead to most learners failing. Currently, the Department of Basic Education is embarking on plans to introduce mother-tongue education on a national level. According to the Bua-Lit Collective Group (2018) mother tongue education and literacy are closely related and neglecting it will aggravate the pattern of Grade 4 literacy performances that strongly resemble in Grade 1 academic results (Van der Berg, 2015).

The following research instruments for the quantitative and qualitative research will be used to gather information:

- a) Questionnaires (Likert scale) with learners, teachers of Grade 11 schools in the Overberg Education District, which is situated in the Western Cape. The method will be used because it gave participants the freedom to respond is more beneficial for the research process, than the disadvantages (Mahlangu,1987), & Norval,1988).
- b) In-depth interviews with school management.
- c) The use of field notes during interviews and observations: to reflect on observations made during the research process.

### **What are we to you? Jezebels, Sapphires and Mammies uncovered. The fallacy of power and control portrayed by black women in Tyler Perry films**

Mercy Bvuma  
University of South Africa  
bvumamp@unisa.ac.za

#### **Abstract**

As one of the most celebrated African American playwright and film makers, Tyler Perry has also been criticized for his explicit, dispassionate and at times exaggerated portrayals of black women. This has left many feminists and at times anti- feminists in awe, considering the many characters portrayed in films, which are otherwise considered distasteful and embarrassing to many. Although research indicate that many consumers of his films indicate that they resonate with these films, and that these films are to a certain extent a "true" reflection of their identity, the issue of representation of gender in his films remains questionable.

The study will employ Black feminism as a theoretical basis. Black women are under a "three - fold attack" or are "triple victims", and suffer from racism, sexism, and economic emancipation (Gordon 1987: viii). They been denied opportunities and even disregarded

as writers, more especially lesbian writers. They have been ignored by white male critics, Black male critics and also white women critics who “think of themselves as feminists”, and hence the study to expose writers such as Perry who are amongst contributors of these attacks and discrimination. Through a discourse analysis, the study seeks to explore the connotations of misogyny and sexism masqueraded as power and dominance in Tyler Perry films.

### **Johannes Kerkorrel (Ralph Rabie) – protesttesting and singing journalist: a brief reflection of his anti apartheid protest music**

Christo P Cilliers  
University of South Africa  
cillicp@unisa.ac.za

#### **Abstract**

This article expore and describe Ralph Rabie’s (Johannes Kerkorrel) music by reflecting on his protest music as a member of the Alternative Afrikaans Movement. Rabie (1960-2002) known as Johannes Kerkorrel (John Church organ) was an Afrikaans singer-songwriter, journalist and playwright and one can argue one of the most noticeable members of the Alternative Afrikaans Movement until his suicide on 12 November 2002. South Africa with ten homelands around the late 70’s experienced turbulence under the apartheid government while unrest was ongoing. From the late 1980’s to 1996, the voices of opposition started to back the countrywide awareness against the apartheid regime. The unbanning of the African National Congress, producing musical events, such as the Voelvry tour, influenced the latter. This music movement inspired the Afrikaner youth. It is within this historical background that the Afrikaans speaking youth, increasingly started to disassociate themselves from dominant institutions such as the government, their parents and the Calvinist church. Military violence influenced the lyrics and the artistic features of Voelvry songs. The struggle against apartheid included a struggle against racism: thus anti-racism and the experience of ‘interacial’ solidarity. The focus and emphasis is on the lyrics over other aspects of musical sound.

Kerkorrel’s music introduced the Afrikaner youth to an exciting new discourse at a specific historical fork in the road – before the historically unbanning the ANC as an exiled political organisation. This means that a small element of Afrikaner culture has been shaped for a change.

### **Relevance of patriarchal Setswana proverbial expression in the black women’s contemporary life**

Pemla Ditsele  
University of South Africa  
ditsep@unisa.ac.za

#### **Abstract**

Today, many proverbs from various indigenous African languages are viewed as harsh toward women and favoring men. Some people think that proverbial expressions that are viewed as oppressing women were introduced into society by men so they could dominate women. This article seeks to investigate the originators of Setswana proverbial expressions, what those expressions sought to accomplish, and the current applicability of Setswana proverbial idioms that are perceived as oppressive. The articles use a

qualitative technique to acquire data using the corpus method of data collection, utilizing socio-cultural and womanism ideas. According to the findings, proverbial expressions in Setswana that oppress women are typically introduced by men and are no longer relevant due to the advancement of gender equality and gender-based violence.

### **The Effects of Colonisation on endangered indigenous African languages in Africa**

Oluwole O. Durodolu and Samuel Maredi Mojapelo  
University of South Africa  
woledurodolu@gmail.com, mojapsm@unisa.ac.za

#### **Abstract**

The effects of colonisation on indigenous African languages were profound and far-reaching. When European powers colonised Africa, they imposed their own languages on the indigenous populations and discouraged the use of native African languages. This had a number of negative consequences for African languages and their speakers: Loss of linguistic diversity: Many African languages were suppressed or even banned by the colonial authorities. This led to the loss of many languages and the extinction of some of them. Underdevelopment of African languages: The colonial authorities often invested little in the development of African languages, such as creating written scripts, grammar rules, dictionaries, and educational materials. This meant that many African languages remained underdeveloped and were unable to keep pace with the modern world. Alienation of native speakers: The imposition of foreign languages led to the alienation of native speakers of African languages from their own cultural heritage. Young people were forced to learn European languages in schools and to see their native languages as inferior or primitive. Linguistic imperialism: The imposition of foreign languages also had the effect of promoting linguistic imperialism. This meant that European languages were seen as superior to African languages and were used in official contexts, such as government, education, and the media. This had the effect of undermining the status and prestige of African languages and promoting the dominance of European languages. Cultural imperialism: The imposition of foreign languages also had a broader cultural impact. European cultural norms and values were often imposed on African populations, leading to the erosion of indigenous cultures and the loss of traditional knowledge systems. Our cultures were viewed as inferior. In conclusion colonisation had a significant impact on African languages, leading to the loss of linguistic diversity, the underdevelopment of African languages, the alienation of native speakers, the promotion of linguistic and cultural imperialism, and the erosion of indigenous cultures.

### **A festival of languages: an analysis of high school learners' multimedia competition entries**

Fiona Ferris-Leone  
University of South Africa  
ferrifs@unisa.ac.za

#### **Abstract**

This paper investigates competition entries in different modalities from high school learners in two provinces in South Africa. The competition, which formed part of UNISA's annual Language Festivals Project required learners to express their understanding of

multilingualism and its importance in society in any modality and language/s that they chose. The competition entries are in the form of various artefacts (plays, posters, presentations, songs, and paintings) and learners appropriated diverse forms of expression (art forms, dialects, languages, colours) to bring across their message. A multisemiotic discourse analysis is done on the various artefacts to investigate the different modes and modalities that learners selected and how these were appropriated to give insight into their understanding of multilingualism. This paper is important in understanding not only high school learners' knowledge of multilingualism, its functions, and its importance in society, but it also gives insight into the various multilingual and multimodal tools that learners use to bring their messages across for the competition.

### **Practical e-lexicography for teaching and learning: the case of the Multilingual Linguistic Terminology project**

Marissa Griesel  
University of South Africa  
griesel.marissa@gmail.com

Mampaka L. Mojapelo  
University of South Africa  
mojapml@unisa.ac.za

#### **Abstract**

Some years ago, African languages across institutions of higher learning in the country, including Unisa, faced the threat of discontinuation as academic subjects. The prospect of this loss also raised the possibility that the wealth of knowledge contained in certain landmark publications associated with these courses would be threatened with obscurity. When the South African Centre for Digital Language Resources (SADiLaR) was established, Unisa's Department of African Languages took on the role of language development node. One of the projects housed at Unisa focused on the preservation, development and standardisation of a multilingual linguistic terminology targeting all the African languages offered in the department. The aim of the project is in line with the constitutional provisions on the development of African languages, the right of every student to receive education in the language of his/her choice, and the National Development Plan 2030 provision that states: "Quality education encourages technology shifts and innovation that are necessary to solve present-day challenges" (NDP 2030: 261). The goal was to preserve knowledge from old paper-based sources on an additional electronic platform that is freely accessible to support teaching and learning, language practice and research (aligning with catalytic niche areas '4IR & digitalisation' as well as 'student support'). This presentation aims to demonstrate the progress made in the Multilingual Linguistic Terminology project that is hosted on Lexonomy, as an example of e-lexicography applied in the open distance education sphere. It also strives to show that the procedure followed in this project can be extrapolated to create similar resources for any study field, as illustrated by the team now also adding literary terminology to the resource.

## Multiliteracy pedagogy application to support heritage within an information literacy module in a comprehensive open distance e-learning university (CODeL)

Lorette Jacobs  
University of South Africa  
Ejacobl1@unisa.ac.za

Karin McGuirk  
University of South Africa  
mcguik@unisa.ac.za

### Abstract

Within an educational context, multiliteracy pedagogies focus on the ability of students and educators to identify, interpret, create, and communicate meaning using a variety of communication methods relevant to oral, visual, musical, and alphabetical forms. Related to our advanced technological society, knowledge of multiliteracies is imperative to move beyond reading and writing communication to also be able to converse with others in a meaningful manner using a variety of technological tools. Within the context of offering learning opportunities in an open distance e-learning environment (CODeL), the emphasis is on students and educators being able to transfer meaning in different cultural, social, or domain-specific contexts linked to the heritage of different students, using new information and communication media. Educators are required to extend the range of literacy pedagogies so that it does not unduly privilege alphabetic representations but bring into the online classroom environment multimodal representations aligned to the unique values, traditions, culture, and artifacts handed down by generations. The importance of utilising multiliteracy pedagogies towards heritage in South Africa is embedded in the Constitution of the country; indicating that everybody is to be equal and that no discrimination is allowed based on skin colour, age, religion, language, or gender. Loosely following the multiple intelligence theory of Gardner, the aim of this paper is to propose ways in which multiliteracy pedagogies can be applied in the context of an information literacy module to support heritage and the requirements of the Constitution that students be treated as equal in an online learning environment. The multiple intelligence theory provides the foundation for utilising various 'intelligences' (verbal, spatial, musical, logical, bodily, and naturalist), embedded in heritage, to present and interpret learning content in multiple ways. A qualitative approach was applied to explore ways in which multiliteracy pedagogies can be used in support of heritage within an information literacy module offered at a CODeL university. Through the application of autoethnography, the researchers obtained insight into the use of different techniques relevant to various 'intelligences' to encourage students' engagement in online learning activities through methods extending the traditional alphabetical forms. Utilising technology tools such as video clips, gamification, music, multimedia tools, drawings, virtual reality engagement, and simulations are examples of how multiliteracy pedagogies can be applied to encourage and promote heritage as a motivation for students to become immersed in the learning process.



## **Language preservation or political gimmick. An appraisal of the Zimbabwean government's continuous assessment learning activity (CALA) Shona Component**

Ernest Jakaza,  
Midlands State University, Zimbabwe  
jakazae@staff.msu.ac.zw

### **Abstract**

The Zimbabwean government's Ministry of Primary and Secondary Education reintroduced the continuous assessment learning activity (CALA) component for grade 7, form 4 and 6 learners 2021. Indigenous language subjects are among the other subjects that learners are assessed. The study seeks to make an appraisal analytical inquiry on the Shona language components for grade 7, form 4 and 6 for the CALA. The study will make an evaluation of the relevance of the components and their contribution towards language preservation and assess whether it is a political gimmick by the Zimbabwean government. The study will take an exploratory approach to make an appreciation of the Shona CALA components. The researcher will adopt a qualitative research approach and case study design in analysing the grade 7, form and 6 Shona CALA components. The research shall adopt Pierre Bourdieu's concept of linguistic capital and Jean Piaget's Constructionism. Grade 7, form 4 and 6 CALA components will be purposively selected. The paper argues that the Shona components, in as much as they have been criticised to have been poorly planned and implemented (Juet, Admire, Shingirai, Obert & Faitira, 2021), they are contributing to language preservation and development.

## **The translation of Igbo idioms into Sesotho sa Leboa in Things Fall Apart**

Francinah Mokgobo Kanyane  
University of South Africa  
kanyafm@unisa.ac.za

### **Abstract**

The purpose of this article is to explore the way in which Serudu has translated idioms in Things Fall Apart by Achebe (1958), which have been translated into Sesotho sa Leboa as Di wele Makgolela (1993). The researcher looks specifically at how Igbo culture is represented through idioms and how some characters are translated using idioms. A descriptive comparative analysis of Serudu's translation techniques is used to achieve this. The study is qualitative in nature and content analysis approach is employed. The research demonstrates that Serudu uses literal translation, an idiom with an idiom, cultural substitution, and the substitution of target text idiomatic terms for literal language expressions in the source text. It is concluded that Serudu considers both the source text's and the target text's cultures when presenting Igbo culture.

## Exploring African-orientated aesthetics: i-jusi's Afrika-Typografika as an expression and preservation of African heritage.

Boitumelo Tapologo Kembo  
University of South Africa  
kembobt@unisa.ac.za

Bongani Joseph Khoza  
University of South Africa  
bonganik@uj.ac.za

### Abstract

This paper presents a case study of selected typeface designs from i-jusi's, Afrika Typografika I, II, and III from a postcolonial indigenous perspective, prioritising the visual manifestation of the notion of survivance through typography<sup>1</sup>. Gerald Vizenor (2008:1) articulates survivance as a research approach celebrating the degree to which indigenous people have maintained their cultural and spiritual values in resisting colonialism and its offspring, hegemony. Afrika Typografika I,II,III is a three-part series of the i-jusi magazine that promulgates type-specific themes, hand lettering, and typeface designs as narratives depicting individual experiences of broad African culture, history, and heritage. Our problem statement concerns positioning through theory the aesthetics in which i-jusi's Afrika Typografika is rooted. We parallel the aesthetics in Afrika Typografika typeface designs as a response to Ngugi wa Thiongo's call to write in the languages of Africa. Typography is a physical manifestation of language and, thus a carrier of culture. Therefore, in this context, i-jusi typeface designs promote self-determination, reclaiming, and storytelling to celebrate a collective sense of life, diversity, and connectedness. Self-determination, reclaiming, and storytelling are key concepts that feature prominently within the agenda for indigenous research and activism, and thus foreground uncanonical, multivocal creative imperatives in type design. Our paper forms part of a growing body of research on indigenous and postcolonial knowledge that investigates decolonial perspectives and priorities within the South African design practice.

## Good whites, bad whites and racial harm in South African Higher Education

Hannelie Marx Knoetze  
University of South Africa  
marxh1@unisa.ac.za

### Abstract

Even before the Covid-19 pandemic transformed and divided the world, there was a marked rise in – what is broadly referred to as – Alt-Right narratives. Narratives of South African, white victimhood are part of these discourses which increasingly find footing on, and are driven, online. The digital space, and social media in particular, emboldens the formation, and renegotiation, of identities, alliances and imagined communities. This has been the focus of my research for quite some time. However, recent developments in the field have encouraged me to reconsider some of my previous points of departure, or engage them in friendly criticism.

In contrast to explicit alt-right narratives, which is easier to identify, and distance oneself from, especially in the context of being a “Good white” (Thompson 2010), it is infinitely harder to confront the ways in which “progressive whites” (DiAngelo, 2021) play a role in racism.

---

<sup>1</sup> A typeface is a series of drawings/characters – letterforms, numbers, punctuation marks and symbols of the same design. Typography is the study of the design of typefaces, specifically in our paper, referencing typographic aesthetic.

Situated within a qualitative paradigm, this paper aims to present some preliminary thoughts on how DiAngelo's theorisation of "Nice racism" and the ways in which progressive white people perpetuate racial harm, play out within an academic context. Specifically, within the context of tertiary re-curriculation from a decolonial perspective. My analysis is approached from the theoretical perspective of what Hunter and Van der Westhuizen (2022) call Critical studies in whiteness, an approach that extends the parameters of Critical whiteness studies. One that, while not dispensing of the body, culture or identity, seeks to "re-historicise and re-spatialise the understanding of bodies and identities as part of a global colonial world system which presently has whiteness at its heart" (xvi).

### **Exploring the Role of Youth Languages in Developing Standard Languages: A Comparative Study of Sepitori and Tsotsi Taal in South Africa**

Zolani Knowledge Kupe  
University of South Africa  
kupezk@unisa.ac.za

#### **Abstract**

Multilingualism is a method of developing languages, but not everyone supports it due to perceived costs associated with translation and interpreting services. Indigenous languages also face slow development due to speakers' unwillingness to fully use their languages. However, youth can play a crucial role in language development through their language variants known as youth languages. This study investigates whether youth languages can be used to develop so-called standard languages, focusing on emerging variants like Sepitori in addition to Tsotsi Taal in South Africa. Participants for the study were recruited from Soshanguve, Itsoeng, and Langa or Khayelitsha, where languages are mixed due to migrant laborers from various regions. Telephonic interviews were conducted with participants residing outside Pretoria. The paper demonstrates that youth languages comprise numerous variants that can aid in maintaining multilingualism. Additionally, youth can be neologists, creating their own terms and words by pruning existing ones. The findings of this research can help address the slow progress in language development through multilingualism projects and scarcity of terms in African languages. Furthermore, the study challenges the myth that youth languages are rude and only applicable to the youth. In conclusion, youth languages can be utilized as a tool for language development, contributing to the maintenance of multilingualism and neologism. The results of this research have practical implications for addressing language development challenges and misconceptions about youth languages.

### **Augmented Reality on Social Media: Promoting Interest in Learning Proverbs of African Languages**

Napjadi Letsoalo  
University of South Africa  
letsone@unisa.ac.za

#### **Abstract**

Proverbs are an important part of African cultures, embodying the wisdom, values, and beliefs of the people. However, younger generations are losing knowledge and

appreciation for proverbs due to declining interest in traditional methods of learning. To address this issue, this paper proposes the use of augmented reality (AR) on social media platforms to promote the learning of African language proverbs. Design Science Research Methodology (DSRM) is used as an approach that focuses on the design process and generates knowledge about the design method and the artifact itself. This paper involves analyzing African proverbs and their cultural significance to inform the development of the AR application. A prototype of the AR application is designed and developed, incorporating African proverbs in an interactive and engaging manner. The AR content is designed to be accessible and user-friendly, catering to the preferences of younger generations who are familiar with social media platforms. The application was tested on a sample of African language learners, and their feedback was collected through surveys and interviews to assess the effectiveness of the AR content in promoting interest and engagement in learning African proverbs. The findings of this research contribute to the field of education and language learning by exploring the potential of AR on social media platforms as a novel and effective approach to promote interest in learning African language proverbs. The results highlight the benefits of incorporating AR into language learning, including enhancing cultural understanding, fostering engagement, and improving learning outcomes among younger generations.

### **Indigenous language and culture promotion through folktale narration: A case of siSwati folktale**

Remah Lubambo  
University of South Africa  
lubamrj@unisa.ac.za

#### **Abstract**

Language and culture are inextricably linked because culture carries language and language carries culture, so their significance cannot be underestimated. Language and culture must be preserved because they contain invaluable wisdom, traditional knowledge, expressions of art and beauty, and indigenous people's identity. Saving and promoting indigenous languages is critical to safeguarding indigenous peoples' cultural identities and dignity, as well as their traditional heritage. Indigenous languages are facing challenges of not being spoken due to modernisation and evolution changes, as well as the use of the internet, and they are in danger of disappearing in the near future. As a result, the objective of this research is to determine whether native Siswati folktale narration can be used to promote language and culture and further preserve the language for future generations, despite the challenges posed by dominant languages. A qualitative research approach will be employed in the application of research techniques for data collection, interpretation, and analysis. Purposive sampling will be used, where two folktales are chosen as a sample from a population of Siswati folktales. In this article, Afrocentricity theory will be used to guide the researcher in determining whether Siswati folktale narration can be used as a tool to promote language and culture, further preserve the language, and protect it from extinction. The theory is regarded as a social change theory, and it is centred on Africans. The theory will help determine how far Siswati folktales can be used to promote and preserve Siswati as a language. The study's findings are significant because they can be used to promote, sustain, and develop Siswati as a language.

## **Native language use in the 21<sup>st</sup> century English classroom: is it all doom and gloom?**

Ndamulelo Innocentia Mabidi  
University of South Africa  
mabidni@unisa.ac.za

### **Abstract**

The practice of encouraging learners to speak English from a young age to ensure future employment and success has been a controversial subject for decades. Children learn more and are likely to stay in school if they are first taught in a language they speak and understand. Yet, an estimated 37% of students in low- and middle-income countries are required to learn in a different language, putting them at a significant disadvantage throughout their school life and limiting their learning potential. Even beyond the classroom, there are numerous disadvantages to learning in English. While the notion that English is a global language has been reinforced over the past few years, in some countries and institutions of learning, English is frowned upon. Hence, the use of a native language in the classroom. As evidenced in learning institutions that offer vernacular languages as a first additional language or where the medium of instruction is a native language, learners perform well, while this is not the case for learners who adopt English as a medium of instruction. A native language encourages learner engagement, improved performance, and commitment, to name a few. Given this practice, the study affirms the gravity of adopting a student's native language for successful learning in the 21<sup>st</sup> century classroom. A systematic literature review will be employed in this study.

## **Error Analysis in a Multilingual Spelling Bee Competition**

Jimmy Mabina  
University of South Africa  
mabinj@unisa.ac.za

### **Abstract**

In societies with diverse languages, studies underscore spelling errors as a significant concern in written work among learners, hampering performance due to inaccurate word spelling. The lack of indigenous language use by these learners is central, severely impacting their spelling skills. This intersects with spelling bee competition, probing how participants handle words from both mainstream and indigenous languages. Despite studies done on errors during spelling competitions in mainstream languages, a persistent gap exists in studies on indigenous languages on how to effectively address and mitigate spelling errors while considering linguistic nuances. This paper focuses on types of errors made by Sepedi, Xitsonga and Tshivenda spellers at the Inaugural Multilingual Spelling Bee competition hosted by UNISA in 2022. The paper employed qualitative and quantitative approach to examine the various errors made during the elimination rounds. The data for the study were obtained using a competition test script to shed light on error implications. The study includes 62 learners (Sepedi, Xitsonga, Tshivenda speakers) from 15 schools across Grades 8 to 11. Thematic analysis was applied to identify shared erratic patterns, while correlation analysis was applied to identify potential relationships between variables, such as multilingual proficiency and indigenous language competence. The paper reveals five error types: omission, insertion, substitution, transposition, and miscellaneous, with omission errors being most prevalent. These errors offer insights into participants' strategies for word accuracy, illuminating

connections between linguistic traditions (including indigenous languages) and the broader linguistic landscape. The exploration of the errors made during a multilingual spelling bee competition contributes to the understanding of the dynamic interplay between linguistic diversity, multilingualism, and the preservation of indigenous languages.

### **Exploratory study of audience reception of isiZulu newspaper Isolezwe**

Pheelo Mabizela  
University of South Africa  
mabizpp@unisa.ac.za

#### **Abstract**

In South Africa, the usage and positioning of English as the dominant language leads to the marginalisation of African languages. The promotion of English as the predominant language in South Africa develops from historical injustices such as apartheid and colonialism. In modern society, education, mass media, globalisation and expansion of information communication technology exacerbates the use of English while African languages face a threat of extinction.

However, the popularity of African language publication such as Isolezwe has prompted the researcher to develop a curiosity about what attract readers to this publication. Therefore, this research study examines the audience reception of the isiZulu language newspaper Isolezwe by exploring what factors attracts readers to the newspaper. A mixed methods design is followed by using focus group interviews together with content analysis as research methods. The focus group research probes what readers like and dislike about Isolezwe newspaper while the content analysis describes the news characteristics of Isolezwe newspaper as a major attraction of readers. The results of the study reveal that readers of the newspaper are attracted because of its cultural and geographic proximity and for relaying news in isiZulu that covers the KwaZulu Natal region. Furthermore, readers prefer stories on social issues happening in communities. Readers also favour Isolezwe newspaper because it covers stories about the entertainment culture, music, television, radio, celebrities, books and sports. The researcher recommends that Isolezwe increase coverage of in-depth political stories and international news. Excessive advertising creates disfavour with readers therefore Isolezwe should strike a balance between news stories and advertising in the newspaper.

### **An analysis of multiple negation in Sepedi and Afrikaans languages.**

Rachel Mmapitso Maboia and Fiona Ferris-Leone'  
University of South Africa  
maboarm@unisa.ac.za and ferrifs@unisa.ac.za

#### **Abstract**

This paper analyses multiple negation in Sepedi and Afrikaans languages. Negation is a universal aspect, Sepedi and Afrikaans languages are no exception. In most cases multiple negation is used to emphasise or to strengthen negative meaning. This paper also analyses ways and instances where multiple negation is used. It will identify negative markers that are used during multiple negation and what makes them unique for multiple. Languages mentioned above are capable of utilising more than one negative marker in

one negative grammatical construction. Relevant data will be gathered from previously published works that concentrated on negation. The researchers being native speakers of the afore-mentioned languages will also use their native knowledge. The paper uses qualitative research approach, purposive sampling and discussive research design. The data reveal that the two languages have different ways of negating when emphasising. Sepedi features a few negative markers, such as ga, sa, or se (not) which are often employed to emphasise or strengthen meaning. On the other hand, in Afrikaans, the negative marker nie (not) can be used two times on one grammatical construction to denote multiple negation and strengthen the negative meaning.

### **Redefining compound words in Sepedi language**

Ms Rachel Mmapitso Maboia

University of South Africa

maboarm@unisa.ac.za

012 429 2427

#### **Abstract**

The aim of this study is to redefine compound words in Sepedi language. Compound words are defined as words which need at least two independent morphemes to create a new word. This study uses recently coined compound words to test whether compound words in Sepedi language are also made up of two or more independent morphemes. The study further focuses on the structure of Sepedi compound words and how they are formed. Furthermore, this study uses qualitative research approach and autoethnography as a method of data collection. The data is analysed using descriptive analysis since the objective of this study is to redefine and describe how compound words in Sepedi are formed and to prove whether they are formed with two or more independent morphemes or not. The sample of this study is compound words. The findings show that, compound words in Sepedi language are mainly formed with the head which belong to noun classes, a root or stem and the ending. The so-called independent morphemes are made up of different morphemes before they can have a meaning and function as words.

### **Jokes aside, challenges in the translation of humour and metaphor**

Dorah Riah Mabule

University of South Africa

mabuldr@unisa.ac.za

#### **Abstract**

Metaphor and humour are observed in all cultures and all ages. Humour can demonstrate superiority, vulgarity, Freudian id conflict or a defence mechanism to hide one's true feelings. In this view, an individual may use metaphor and humour to demean or disparage others or to inflate one's own self-worth.

In this Novel 'Ga di mphelele', by MS Machitela, the theme is "to be a casanova does not end well as it always brings misery to one's self and the family". The main character Gadimphelele which means 'it does not end for me', is always in trouble of some sort. The theme is developed through humour and metaphor. The following incidences are used to develop the theme:

- The relationship between Ga di mphelele and Nurse (Boitumelo's mother)
- The relationship between Ga di mphelele and Moitshwarahlephi from Mamelodi (Dineo and Mahlatse's mother)

- The relationship between Gadimphelele and the old lady from Brits (who died and her children chased Ga di mphelele away from their mother's house)

The plot is characterised by various stages in the book and these are some of the examples of conflicts that built a plot and also that developed a theme of this book:

- (a) Conflict between Gadimphelele and the gangster over crime that he committed.
- (b) Conflict between Gadimphelele and his wife Morongwe over the child who was fathered by Tshepho.
- (c) Conflict between Gadimphelele and the children of the woman whom Gadimphelele was living with over his slum house after the death of their mother.

The paper will base mainly its analysis on the four theories of humour which are:

- The relief theory
- The superiority theory
- The incongruity theory
- The comprehension – elaboration theory

### **Deception considered a catalytic agent of lies: The legal implications in the courtrooms**

Stanley Madonsela  
University of South Africa  
madonfs@unisa.ac.za

#### **Abstract**

Whereas deception is commonly viewed as an unethical action, some people weigh some lies as more detrimental than others. Several deception theories have been integrated to arrive at the intentional element that this concept has in the legal system. This is considered within the elements of social, psychology and communication contributions that have been built into this concept. It is the overarching vehicle of deception which is mostly the language and its associated agent that are used to deceive. Considering the diverse views of the scholars studying deception, it still raises some debates on what aspect should be considered deceptive communication in the courts of law. Whilst this paper is not an attempt to provide a universal definition of deception, it attempts to provide the elements of prototypical deception with a view to disinter lies as deliberate attempts concealed in deception. Deception forms part of implicatures and considering the diverse nature of implicatures, blanket statements such as false implicatures will be interrogated as catalytic agents of lies in the courts. This will be done by integrating the views of most influential scholars in this field to formulate a comprehensive understanding of deception and its implications in the courts of law.

### **Visual literacy towards mainstreaming oral literature in the classroom**

Lindelwa Mahonga  
University of South Africa  
mahonl@unisa.ac.za

#### **Abstract**

A participatory learning and a language-based approach will be adopted to illustrate how elements of oral literature passed on from generation to generation can be seamlessly



infused into a rapidly revolving, modern-day classroom setting suited for either face-to-face or online interaction. The main aim of the presentation will be to use visual literacy as a cross/inter/transdisciplinary critical inquiry application towards transcending boundaries between learning and teaching groups, cultural groupings, families, communities, business and public service organisations. The adoption of visual literacy as a tool also serves to bring attention to the need for considering different learning styles when designing learning material, bearing in mind the possibility of poor literacy skills and learning difficulties. Examples from South African languages will not only acknowledge different world views but will also highlight how the rich indigenous knowledge traditions can promote various learning fields for development or commercial purposes while creating modern-day, localised solutions to various challenges as institutions continue to navigate the Africanisation of their curricula.

### **The use of Electronic Information Resources by postgraduate students at the University of Limpopo**

Lefose Makgahlela  
University of Limpopo, South Africa  
Lefose.Makgahlela@ul.ac.za

#### **Abstract**

Electronic Information Resources (EIR) play a vital role in promoting students' learning in institution of higher learning. The significance of equipping academic libraries with quality electronic information resources in institution of higher learning cannot be over emphasized. Institution of higher learning libraries across the world spend a lot of their budget to make IER available to users. Like other institution of higher learning, University of Limpopo, spend a huge amount of money to subscribe to various IER. It is therefore important for the library to know if the university is getting value for money spend on IER by ensuring they are being optimally utilized by students, and academic staff. This study is conducted to examine the usage of EIR by post graduates' students at the University of Limpopo. The purpose of the paper was to establish the level of use, awareness and constraints of the usage of EIR at the University of Limpopo. A quantitative research methodology was adopted, and survey questionnaires were used to collect data from postgraduate students at the University of Limpopo. The population of the study comprised postgraduate students from the Faculty of Humanities. The finding of the study found that the majority of the students were aware of the IER provided by the library. The findings further revealed that the postgraduate students mostly used Internet resources, e-books and e-journals as the IER. The finding of the study also established that load shedding, inadequate and slow internet access and lack of sufficient PCs in the university computer labs were the three major challenges to the effective use of IER. The study made the following recommendations, among others, improved electricity backup on campus, increase internet bandwidth, more lasting data and more PCs be made available in the computer labs.

## Going full circle: The impact of Information and Communication Technologies on languages and writing in South Africa

Jan Resenga Maluleka  
University of South Africa  
Maluljr@unisa.ac.za

### Abstract

Majority of African countries faced a chaotic history at various levels. Politically Africa got divided into chunks in line with her former colonial rulers. South Africa was also colonized by both the Netherlands and Great Britain at various times. The key reasons for colonizing Africa were to control her economically, politically and religiously. On the religious front, European missionaries aimed to impose their religions believes by teaching South Africans how to read and write using their own Roman symbols (alphabet) so that the bible can be translated into various languages for mass distribution. Before the arrival of missionaries, Africans had their own ways of capturing their spoken words in symbols as evident in the rock paintings across different regions of Africa and hieroglyphics in Egypt to say the least.

Some scholars argue that missionaries supplied unwritten African languages with a written form and provided the beginnings of a translated literature which was good while some scholars argue that books in African languages were mainly produced to advance the Christian cause. That created a problem because the different Bantu languages developed independent of one another as a result Bantu words that sound the same are written differently in different Bantu languages. It is in the best interest of Bantu languages to standardize the use of written words and it looks like the horse has already bolted on that issue. Having said that, nature has a way of balancing things out.

The recent developments in Information and Communication technologies have influenced how information is created and shared. The web 2.0 technologies have revolutionized how the global community interacts with one another. With that, the new symbols of communicating spoken words were born. This study therefore aims to employ content analysis to demonstrate how the written word will in the future make a full circle to return to how things were, where a single written message can be understood the same in various spoken languages.

### Say it as it is: The essence of euphemism in Xitsonga

Ndzalama Maluleke  
University of Limpopo  
ndzalama.maluleke@ul.ac.za

Relate Mnisi  
University of South Africa  
mnsir@unisa.ac.za

### Abstract

Euphemisms are a type of figurative language in which certain words and phrases, often considered taboo, are rephrased to be more appealing and adhere to society's moral and values. Like in many African Languages, in Xitsonga, the use of euphemism is an indication of euphemism's essence in providing daily traditional guidance to society. Even though Xitsonga euphemisms are figurative, they are part of culture and tradition. They aid in the development of everyday communication, while maintaining what is acceptable in the society. For instance, instead of saying Tatana u dakwile (My father is drunk), one should say Tatana u tsakile (My father is happy). As a result of this, the purpose of this article is to examine how euphemism assist Vatsonga society in maintaining a more

effective and acceptable manner of communication daily. Since this study is qualitative in nature, it depended on the qualitative approach, in which the primary data were collected through interviews and from several Xitsonga language books. The data collected from different Xitsonga language books and through interviewing different participants was analysed by means of qualitative corpus analysis. The findings of this study show that Vatsonga uses euphemism to maintain politeness in conversations or communications, deception and maintain cultural norms and values.

### **The representation of men and women: A case of Xitsonga proverbs**

Ndzalama Maluleke  
University of Limpopo  
ndzalama.maluleke@ul.ac.za

Lebogang Steven Shirindzi  
University of South Africa  
shirils@unisa.ac.za

#### **Abstract**

Tradition transmits beliefs and principles from one generation to another generation, these beliefs and principle reflects a culture's personality, aesthetic, and history. Tradition includes proverbs, proverbs that have been passed down through generations in a culture and shape life with their figurative meanings. Proverbs have social roles such as advising, teaching, judging and other roles. The same is true for Xitsonga proverbs, which serve several functions in society, including the portrayal of men and women. As a result, the article discusses the following Xitsonga proverbial representations of men and women in positions of authority and leadership, marriage, love, family concerns, and their role in society. The article is qualitative in nature and the data was collected from different Xitsonga books such as Tihlungu ta rixaka, Vutlhari bya Vatsonga (Machangani) and other Xitsonga Language books using the corpus method of data collection. The findings show that both men and women are portrayed differently, good and bad, depending on the circumstances. Xitsonga proverbs are very much influential in the Vatsonga society, it is believed that they advocate truth.

### **The Intellectualization of isiZulu language: A review of the terminology development processes at the University of KwaZulu-Natal and the Department of Arts and Culture (provincial and national).**

Njabulo Manyoni  
University of KwaZulu-Natal  
manyonin@ukzn.ac.za

#### **Abstract**

The paper critically analyses the terminology development processes that are undertaken by the University of KwaZulu-Natal and the Department of Sports, Arts and Culture (henceforth respectively UKZN and DSAC). UKZN's Language Policy and Plan (2006 revised 2014) places language at the centre of the teaching and learning activity. The policy refers to the intellectualization of isiZulu to mean that the language should be developed to enable the speakers of the language to access knowledge in all its complexities. Khumalo (2017) states that the development of discipline specific terminology is the university's response to the assertion that describes African languages as languages that cannot be used as languages of teaching, learning and research due to their lack of discipline specific terminology. The University recognizes that there is a

need to have sufficient disciplinary terminology to facilitate the intellectualization process. For the development of isiZulu to occur, there needs to be sufficient terminology to facilitate the usage of the language as a language of administration, teaching, learning and research. The paper critically examines the state of the art in the terminology development processes as undertaken by the UKZN and DSAC (provincial and national) and identifies existing gaps i.e. a lack of a theoretical framework that guides the process of terminology development and identifies inconsistencies in the processes and the resultant terminologies in similar disciplines. Furthermore, it identifies the consequences thereof and proposes a system that can be utilized to alleviate the existing challenges in the current systems that are utilized by the DSAC and UKZN.

### **The portrayal of women by selected Xitsonga music composers**

Tintswalo Mapengo  
University of Limpopo  
tintswalo.mapengo@ul.ac.za

Osborne Risimati Chauke  
University of Limpopo  
Osborne.chauke@ul.ac.za

#### **Abstract**

The title of this study is “The portrayal of women by selected Xitsonga music composers”. The main problem of this study is the gender stereotyping of women by Xitsonga music composers. According to Neidhart and Carling (2003:08), women’s identities and roles have traditionally been associated with weaknesses, poor intelligence, laziness and lack of credibility. The purpose of this study is to analyse the way women are portrayed by Xitsonga music composers in their songs. The sample of this study comprised one song by Dr. Thomas Hasani Chauke and Shinyori Sisters, one from Solly Makamu, one from Oscar Makamu and one from Eckson Maluleke. The identification of the selected composers from the different eras was purposively done to reveal the fact that even in an era of democracy, where people are supposed to be treated equally and live peacefully, stereotypes persist in different communities. The songs will be analysed to identify their themes and how women are portrayed in the selected song lyrics. In this study, the researcher, to explore the portrayal of women in four selected Xitsonga songs, will use a qualitative research design. This study is foregrounded in the Feminist literary theory and Psychoanalysis Theory. The analyses also revealed biasness in the manner in which women were portrayed. A reflection of women stereotypes was observed where women were portrayed as gold-diggers, untrustworthy, greedy, bullies, prostitutes, immoral, troublemakers and betrayers. This study recommends that the perception of women and men should be equal.

### **Linguistic faces of multilingualism: Billboards and notices in Sesotho sa Leboa**

Maropeng Z. Maponya  
University of South Africa  
Maponmz@unisa.ac.za

Mampaka L. Mojapelo  
University of South Africa  
Mojapml@unisa.ac.za

#### **Abstract**

Most establishments in the private and public sectors of South Africa seem to embrace multilingualism. This is evidenced by the array of notices, announcements, and advertisements present in several languages around the country. The gesture is good for inclusivity and social cohesion. However, the languages in which the messages are written

form a crucial element of the exercise. This presentation examines the extant display of multilingualism to determine whether it benefits the languages, language users and language development. Language samples of Sesotho sa Leboa (Northern Sotho) from public domains were linguistically analysed to assess attention to linguistic detail during the exercise of embracing multilingualism. It was found that in some cases phonological, orthographical, morpho-syntactic, and semanto-pragmatic aspects lack sufficient attention. It is recommended that the advancement of previously marginalised languages such as Sesotho sa Leboa include quality assurance from language practitioners who take care of grammatical conformity and pragmatic considerations.

### **The role of social media in converging the African languages: a case study of tiktok social media video sharing in promoting Sepedi language**

**Thabang Jerry Masedi**  
University of South Africa  
emasedtj@unisa.ac.za

**Kitsiso Seete**  
University of South  
Africa  
seetek@unisa.ac.za

**Vhulenda Vanelia Maudu**  
University of South Africa  
57383219@mylife.unisa.ac.za

#### **Abstract**

This article explores the use of social media video sharing platform (TikTok) in promoting Sepedi language. The launch of TikTok in 2016 had enable most of youth creativity in sharing through video sharing using the language of their choice. Even though the platform has afforded every user to become a content creator, there are still few videos that are posted using the African languages without including English subtitles. The are number of video content posted without the subtitles and still gained more popularity and viewership. In this article, qualitative content analysis is utilised to explore the promotion of Sepedi language on TikTok without subtitles. The study adopted purposive sampling technique to sample 10 Sepedi influential Sepedi content creators. Furthermore, two video sharing from each Sepedi content creator were analysed through content analysis. The findings revealed that the promotion of African languages particularly Sepedi can be encouraged without the subtitles when sharing the videos. The findings of the study further accentuated that TikTok video sharing plays a crucial role in preserving African languages. Based on these findings, this paper recommends that the promotion of video sharing on the social media TikTok using the African languages should be taken into consideration to allow the promotion of different languages across the globe.

### **Exploring the traces of linguistic Imperialism in South African Sign Language**

**Petri du Toit**  
Durban University of Technology

**Maggie Tlou**  
Durban University of Technology  
tloum@dut.ac.za

#### **Abstract**

Linguistically it meant that languages spoken in Africa did not share the same prestige and status, which negatively impacted their development and standardisation. Under colonialism, imperialism aimed to expand Europe's economic and power base to countries across the globe. Therefore, under colonial rule English became the world's lingua franca and it was proclaimed as the language of education, religion, and governance. Linguistic

imperialism has been regarded as another way of imposing Western ways of viewing the world upon diverse groups of people. Perhaps Georg Hegel's (1770-1831) quote: "The only thing that we learn from history is that we learn nothing from history", and it became evident when after South Africa's independence, Afrikaans was also declared the medium of instruction in schools under the Bantu Education Act of 1974. Deaf people are often confronted with derogatory terminology that includes deaf-and-dumb, finger language, deaf mute etc. as their language is often denigrated to a monkey language. Despite the discrimination in its many forms, the South African Deaf community and language activists have made great strides in language planning efforts to enhance the status of Sign Language evident in its eminent declaration as the country's official 12th language. The Deaf community thus continues their advocacy work as they fight against superior attitudes based on the majority's ability to hear. This qualitative content analysis research explores the intersecting concept of linguistic imperialism in South Africa and the Deaf community as a minority linguistic and cultural group, the imposition of hearing perspectives of the world onto Deaf people and the phenomenon of hearing linguistic imperialism in specific lexical items colloquially referred to as "hearing signs". The study aimed at presenting a mini-repository of specific lexical items commonly referred to as non-native Deaf lexicon in comparison to their standardised native lexical counterparts, drawing on a linguistic phonological framework for sign language.

### **The People are Everything, Nature is Nothing: Eco-crimes and Narratives of the Post-apartheid in Deon Meyer's Two Crime Novels**

Ditshego Masete  
University of Venda, South Africa  
maseteditshego7@gmail.com

#### **Abstract**

In his *Ecocritical Explorations in Literary and Cultural Studies: Fences, Boundaries and Field*, Patrick Murphy makes a critical call for literary critics to study "nature-oriented mystery novels ... in order to understand the degree to which environmental consciousness and nature awareness has permeated popular and commercial fiction" (2009: 143). It is within this background which Murphy has positioned contemporary crime fiction as a socio-political and socio-economic commentary tool that this examination of contemporary South African crime fiction is positioned. This paper examines two post-2000 South Africa ecocritical novels; *Blood Safari* and *Trackers* by Deon Meyer which are narrated through a gripping, hair-raising and paced plot of a traditional detective novel. The paper argues that Meyer uses the crime novel to make various comments about the complicated, and at times the non/symbiotic relationship between the fauna and the flora in South Africa's largest environmental park, the Kruger National Park. Meyer positions the crime novel as an ecological commentary tool in the post-apartheid moment and further uses it to critically and literarily engage various environmental crisis which threatens the human, non-human, the wild, rural, suburban, and the urban in South Africa. Clearly it is within this space that Lemmer, the protagonist in both novels, with a pistol in his hand, love in his heart and parole conditions at the back of his mind is positioned traversing different spatialities, to exhume various crimes against nature.

## **Grow your own timber: UFS African Languages Press and the development, promotion and preservation of indigenous languages**

Dina Mashiyane  
University of the Free State

MashiyaneDM@ufs.ac.za

Nthabiseng Jafta  
University of the Free  
State

JaftaNR@ufs.ac.za

Marcus Maphile  
National Library of South  
Africa

marcus.maphile@nlsa.ac.za

### **Abstract**

The future of indigenous people rests in promoting and preserving their languages as a means of communication and passing down practices from one generation to the next. In enhancing the sustainability of indigenous languages, libraries in Africa have been striving to collect and acquire books in various languages to support various needs, including teaching, learning and research. Due to the limited number of African indigenous authors and the fact that some institutional book procurement policies do not permit the purchase of books by self-published authors, libraries have had difficulty expanding their collections to represent diverse cultures and traditions (Bangani et al., 2018). Libraries have historically relied on external publishers and authors of indigenous languages to generate outputs for collection development without actively participating in the publication process to mitigate the limited accessibility of books written in indigenous languages. In accordance with their institutions' multilingualism policies, academic libraries are progressively initiating programmes and activities to promote the use of native languages.

Consequently, the University of the Free State Library and Information Services (UFS LIS) established the African Languages Press to enhance the developing, preservation, and promotion of indigenous languages. The press was established in 2022, coinciding with the United Nations' declaration of the International Decade of Indigenous Languages (2022-2032). Since then, the press has published works in several South African languages, including IsiZulu, Setswana, Xitsonga, Sesotho, Sepedi, and IsiSwazi. The works include poetry, fiction, and children's novels by university students and faculty. This paper will reflect on the successes and challenges of the press. The paper is anticipated to motivate the development of such initiatives in advocating for society to write and publish in their indigenous languages. Furthermore, the paper can be used as a policy development tool for libraries to reinvent their collection development endeavours to reflect diverse languages. Lastly, the paper can initiate further empirical research on this phenomenon.

## **Infusing Setswana proverbs into technologically framed social media: A case of moral regeneration**

Stephen Masote  
University of South Africa  
masotse@unisa.ac.za

Olaotse Moletsane  
University of South Africa  
moletog@unisa.ac.za

### **Abstract**

In pre-colonial Africa, in the absence of formal schools, language has been instrumental to the transfer of IKS by word of mouth from generation to generation. After a hard day's work, the adults would gather the children together by moonlight, around the outside fireplace and tell stories. These would include proverbs, which are also part of moral

stories, myths, legends, songs and riddles amongst others. The stories are meant to prepare young people for life, and so in each story there is a lesson to be taught, a lesson of good moral behavior. However, the problem is that these African moral values are being eroded due to modern technology, which has taken over our attitude and behavior towards our values, norms and cultural practices that makes us classify ourselves as civilized, especially the youth. This article aims to examine how the technologically framed social media can be used in sustaining the rich Setswana IKS, with special reference to the use of proverbs and Facebook. The theory of technological determinism in mass communication will be used as a framework for this article. This theory is relevant in that it presumes that a society's technology drives the development of its social structure and cultural values. It is significance to argue that while folklore belongs to the pre-colonial, pre-scientific and pre-industrial era it is still part of people's IKS. It will be recommended that there is a need for IKS is communicated even during the modern technology era.

### **The relevancy of Tselane le Dimo Folktale in todays' youth lifestyle**

Aaron Mpho Masowa  
University of South Africa  
masowam@unisa.ac.za

#### **Abstract**

Oral literature was used by many African families to pass down values and impart knowledge and good morals from one generation to the other. Folktales as part of oral literature were used by many families to pass knowledge from one generation to the other, before the origin of writing. However, the modern families of today they don't see any value in narrating this folktale to their children as they claim that they are no longer relevant to them. The aim of this paper is to find out if the folktale of Tselane le Dimo is still relevant to be narrated for todays' youth. The study will be guided by functionalism theory. Tselane le Dimo and secondary resources such as books and articles will be used to collect data. The findings of this paper indicates that narrating folktales is still necessary and Tselane le Dimo folktale is still relevant in todays' youth lifestyle. This paper conclude that modern African families should get back to their roots and narrate the stories to their children as to impart knowledge, values, and morals to them.

### **Travesty of rape and its ramifications to a male character in kuxabene ubendle (Pandemonium)**

Norma Masuku  
University of South Africa  
masukn@unisa.ac.za

#### **Abstract**

Rape is a crime that inflicts indelible scars on the survivors. This situation leaves women and young girls in a precarious position; and not secluding the general community that is directly and indirectly affected. A notable literature review delineates that rape in South Africa is systemic and endemic given that South Africa has the highest levels of rape incidents in the world. This, however, does not denote that some women are unbiased in the cause. This begs the question? Why do some women resort to deceitful ways to achieve their goal in life? Furthermore, what are the implications for men who are wrongly



accused of rape? The Conflict theory will be used to buttress the argument. This article will probe the Zulu novel titled Kuxabene Ubendle (Pandemonium) as a focal point of departure. The article argues that women should not use rape to settle scores. The consequences of such actions are dire and can destroy the lives of innocent men.

### **Preserving, promoting and revitalizing indigenous languages through living dictionaries**

Mokgadi Florah Mathole  
Department of Sports Arts and Culture  
mokgadima@dsac.gov.za

#### **Abstract**

The UNESCO declared 2022-2023 as the International Decade of Indigenous Languages with the hope of creating a pathway for promoting mainstream linguistic diversity and multilingualism, including digital sphere. Developing technological tools for digitizing indigenous languages is a call to answer in the global world where technology is the order of the day. This paper seeks to talk to the ways in which African languages can be developed through digitization. It further shows how techno - linguistic tools, can enhance the status of our indigenous languages in the global era. This paper further shows that living dictionaries address promotes the documentation, maintenance, preservation, and revitalization of indigenous languages. Anglocentrism has been dominating the internet sphere for the past decades. It is recorded that there are 7000 languages in the world. Only English dominates 80 percent of the internet, whilst indigenous languages are the least represented in the digital spheres. African languages are still crawling when it comes to tech-tools, especially living dictionaries. The methodology used to develop the living dictionary is qualitative method. Living dictionaries should be used to develop and improve current dictionaries, as a way of revitalizing and preserving. Developing living dictionaries will address inadequate presentation and incorrect description of cultural artifacts words. The current dictionaries available, especially in Northern Sotho reflects problems of lack of equivalence, exclusion of cultural artefacts. Living dictionaries should be considered as tool for developing African languages, preserve heritage, and play a role in the digitization sphere.

### **Mining activities and cultural heritage of Mapela community in Mokopane, Limpopo province, South Africa**

Joseph Matshotshwane  
University of South Africa  
matshjr@unisa.ac.za

Samuel Mojapelo  
University of South Africa  
mojapasm@unisa.ac.za

#### **Abstract**

Cultural heritage needs to be conserved and preserved for future generations. However, worldwide cultural heritage sites are affected by a variety of factors. One of the factors which affect cultural heritage sites is mining. Mining is regarded as the backbone of a particular country because it has the potential to improve socio-economic development of the people where mining activities take place. This is even more true for the majority of the citizens in the disadvantaged rural communities, in the Limpopo province, which communities are characterised by high poverty and unemployment levels, owing to the apartheid legacy. The purpose of the study was to investigate the mining activities at the

Mapela Community in Mokopane, in the Limpopo province and how the cultural heritage was affected. To collect in-depth data from the participants, the study adopted a qualitative research approach. Data was collected from the participants by using face-to-face interviews. The interview schedule was used to collect data from seven participants to the study. A purposive sampling technique was used to select participants. The study found that the mining activities have adversely affected the cultural heritage and traditional activities of the citizens, as mountains with traditional medicines, rock paintings, animals and plants were destructed. The Motlhotlo Mountain is now covered by the mining wastes and local citizens are now affected, as they cannot longer ascend it for cultural and traditional activities. The study concludes that, while the mining activities improve the socio-economic development of the local citizens, the cultural heritage of the citizens should be conserved and preserved for sustainability and posterity. The study recommends that the mining management should have negotiations with community members regarding where the mining activities should take place and produce measures which should be taken to conserve and preserve the cultural heritage of the communities.

### **Rethinking pedagogy: the prospects of adopting digital terrestrial television in an open and distance learning landscape**

Jabulani Nkuna  
University of South Africa  
nkunajm@unisa.ac.za

Blessing Mbatha  
University of South Africa  
mbathbt@unisa.ac.za

#### **Abstract**

Digital technologies have undoubtedly altered the function of media in higher education, transforming traditional practices of teaching and learning and public communication, as well as circumventing traditional media and challenging its privileged role as gatekeeper of information sharing, and entertainment. This paper examines the prospects of the pedagogical value of digital terrestrial television at the University of South Africa (Unisa). In an environment where the digital divide is prominent, the transition from analogue to digital television is the revolution that is set to change the face of television in South Africa. This paper employed a quantitative approach and collected data using a self-administered questionnaire. The target population were 264 Unisa students at the Sunnyside campus in the City of Tshwane who were selected using a simple random sampling. Data were analysed by using descriptive statistics, and relationships among variables were compared and interpretations were made. The results show that majority of the students are able to access television and they believe that DTT can be used to enhance teaching and learning. DTT has the capability of playing a pivotal role in collapsing the transactional distance in a tertiary institution such as Unisa. This is because many students have access to television and prefer watching television for almost four hours per day. Although most students reported that they watch television to access information and watch news, television also has a crucial role to play when adopted as one of the teaching tools in an ODeL environment.

## **Determining the attitudes of isiZulu first language students towards learning Sepedi as an additional language at a university level in Pretoria**

Nokuthula Getrude Mbatha  
University of South Africa  
Embathng@unisa.ac.za

### **Abstract**

The arrival of democracy in 1994 introduced the new language approach that aimed at conveying equality among languages that are spoken in the country. It also sought to bring a proper language planning strategy, which includes language acquisition planning. This article, then, seeks to pursue language planning choices and their impact on students and their learning experiences. A significant number of isiZulu first language students enrolled for the Language Practice course at the university in Pretoria. Considering the linguistic diversity of South Africa, plurality of cultures and the different roles played by languages, this university has developed a programme that seeks to provide access to learning additional languages for first language students. This study sought to understand the attitudes of isiZulu students towards learning Sepedi as an additional language for communicative purposes. The study adopted a mixed methods approach which used questionnaires and interviews for data collection. Data analysis was done using descriptive statistics for quantitative data and thematic analysis for qualitative data. Findings from the study indicate that isiZulu first language students have mixed feelings regarding the learning of Sepedi as an additional language at university level. Respondents and participants from the selected samples confirmed that they acknowledge the importance of learning Sepedi as an additional language because it might open career opportunities in business for graduates. Furthermore, the respondents and participants have a positive attitude and understanding that learning Sepedi as an additional language might also assist them in becoming multilingual and acknowledging other languages.

## **The role of South African community radio stations in promotion of South African indigenous languages and culture**

Phinda Mkontwana  
University of South Africa  
mkontp@unisa.ac.za

### **Abstract**

This research paper aims to investigate the role played by community radio stations in the promotion of South African indigenous languages and culture. Radio is a practical instrument for getting information, it is accessible to remote locations, and it doesn't need specialised operation knowledge. Therefore, community radio stations provide the most relevant, educational, local, and developmental information which educates, enlightens, and entertain the public in their language. To accomplish the aim of this study, a systematic literature review (SLR) was conducted. Employing the Cultural Norms Theory as a conceptual lens, the objectives of this study are to explore the role that community radio stations play in the promotion of indigenous languages and cultures, determine the challenges that affect the preservation and promotion of indigenous languages in community radio stations of South Africa and identify ways to develop and promote indigenous languages and cultures in South African community radio stations. Data for

the study was collected from journal articles, dissertations and theses, reports, and community radio station websites. Thematic analysis was used to analyse the collected data. The study found that community radio stations in South Africa can help to create, manage, share, and most importantly promote indigenous languages and culture in South Africa. Therefore, this study recommends that the Independent Communications Authority of South Africa (ICASA), Pan South African Language Board (PanSALB), and South African Centre for Digital Language Resources (SADiLaR) among other organisations should find ways to promote indigenous languages to promote marginalised languages and to educate, entertain and inform the local population in languages they speak.

### **The Use of Technology to Preserve South African Minority Languages**

Respect Mlambo  
North-West University  
Respect.Mlambo@nwu.ac.za

Muzi Matfunjwa  
North-West University  
Muzi.Matfunjwa@nwu.ac.za

#### **Abstract**

Minority languages in South Africa must be preserved so that they do not lose their identity and become extinct. The four minority indigenous languages with the fewest speakers among South Africa's eleven official languages are Xitsonga, Siswati, Tshivenda, and isiNdebele. The preservation of these languages in South Africa has been a long-standing challenge due to various social and economic factors. With the advancement of technology, opportunities have arisen to preserve and promote the use of these languages. Therefore, this study explores various technological strategies that can be used to preserve the minority South African indigenous languages. These languages can be preserved by making them widely accessible to users through various strategies such as localisation of daily used technology, translation through crowdsourcing, digitalisation and archiving. Digital learning tools such as machine translation and creating online dictionaries can also contribute to preserving the languages. Each of these strategies offer benefits on how technology could be employed effectively and facilitate the preservation of minority languages. This study demonstrates the significance of technology in preserving endangered languages and promoting their use around the world.

### **Meaning loss in the subtitles of Uzalo**

Thabisile Beauty Mchunu  
University of South Africa  
mchuntb@unisa.ac.za

#### **Abstract**

There has been a change in a way of language writing after the advent of social media platforms. It has been observed that due to multilingualism people are more creative and open-minded, but punctuation is compromised and that leads to bilingual conflicts on social media platforms like WhatsApp and Facebook, in that way semantic aspects of a narrative is compromised. This paper examines bilingual clashes of chats and posts by some social media users and how the violation of punctuation rules contributes to texts losing its meaning or having many interpretations and misinterpretations. This study also is qualitative in nature as it focuses on textual data collected from WhatsApp and

Facebook. Therefore, discourse analysis is the theory that underpins this study. Findings reveal that the application of punctuation marks/rules would assist in limiting bilingual clashes and many misinterpretations of a text. This research is intended for bilingual social media users to understand the importance of punctuation marks when code-switching in social media posts to avoid multiple interpretations and misinterpretations.

## **Reconceptualisation of Domestication Theory through the Domestication of Open Educational Resources**

**Siphamandla Mncube**  
University of South Africa  
ncubels@unisa.ac.za

### **Abstract**

The reconceptualization of domestication theory is significant because this theory can be used to engage with different IT artifacts in dynamic organizational settings. Still, there is little known about the uniformity of domestication theory when applied to a chosen domain of research. After an in-depth investigation of open educational resources in an open distance e-learning environment, the study aimed to propose the advancement or extension of domestication theory. This study opted for both deductive and inductive reasoning on different levels to dismantle the existing grand theory for transformation or extension. The application research approaches occurred at different levels. Deductive reasoning is addressed by relying on the underpinning theories to investigate the study artifact which was “open educational resources”. Inductive was used during the presentation and discussion of the findings. This helped to identify ideas, direction, and possible solutions emanated from the findings other than being confirmed by the theory. The Domestication theory was the main theory of inquiry. Additionally, one variable “Appropriation” from the Model of Technology was used as a substitute within the Domestication theory. The findings showed that the newly proposed domestication theory has transformed because the variables are independent and there is no need to always follow the linear process during the domestication of an artifact. Through the independent variable, the domestication process can be assessed under each variable. The process can be started bottom up or in the middle to the top or bottom. Furthermore, there are new additionally proposed variables: non-appropriation and dis-appropriation. This study recommends that studies that are looking forward to the domestication of any IT artifact can employ the current domestication theory. The study opens more opportunities for more testing and or criticism of the proposed model for better advancement within the world of knowledge.

## **Music as Praxis: Songs on Black Queer, Joy, Love and Resistance – Songs in Majola’s Boet/Sissy**

Melusi Mntungwa  
University of South Africa  
mntunml@unisa.ac.za

### **Abstract**

In South Africa, music has always been a powerful social agent used by the socially disenfranchised and abandoned. History points to how families, artists and creatives have

used music to teach, share intergenerational knowledges as well as communicate messages of resistance against oppressive systems. Within gender and non-normative sexualities discourse, music is theorised as affording these identities and social groups a way to talk back and affirm identity (Taylor 2014). Therefore, it is evident that music presents the potential of resisting and offers a refuge for those who disrupt normativity as well as a space in which queer bodies can affirm their gender and sexual identity. Majola uses his music to give prominence to queer identities and experiences while using his indigenous language to relay this message. This paper reflects on the music in Majola's seminal album *Boet/Sissy*, exploring his use of isiXhosa as a musical language through which he communicates about same-sex desire, life, resistance, and joy. A close reading of his music reveals themes of home and family, culture, love, oppression, community, and resistance, he even touches on a taboo love relationship between two initiates at initiation school. From this reading, this paper further examines how music can be used as a communicative tool through which archiving, and memorialisation takes place and unpacks how engaging in these processes of signification through isiXhosa potentially constitutes the creation of a new musical genre referred to as indigenous queer South African music. The paper concludes by theorising how the development of this genre of music in isiXhosa affirms Black queer identities by dismantling the belief that our indigenous languages are unintelligible and incapable of capturing the essence of the Black queer subjectivity in South Africa and casting apprehension on the idea that Black queerness is unAfrican.

### **The importance of speech sounds in word formation in Sesotho sa Leboa: a case of first year students at the of University of Limpopo (UL)**

Modiba Mantsha  
University of Limpopo  
mantsha.modiba@ul.ac.za

Sekgaila Chokoe  
University of Limpopo  
sekgaila.chokoe@ul.ac.za

#### **Abstract**

The knowledge of morphological rules are important for the development of every language. Students transiting from high school to tertiary, usually get excited when they pass languages with flying colours as reflected in their National Senior Certificate (NSC) results. Contrary to this, some research disputes this fact as most of the students do not know how words are created and which rules apply during word formation. Many of the students cannot write words properly when given written work such as essays. Morphemes, syllables, and words are in most cases wrongly spelt as students do not have a background of rules relating to the said phonological units. This study aims at exploring how best students can be assisted in regarding the said process of creating words. Furthermore, the study will also highlight challenges faced by students in constructing meaningful ideas when they write. The study will use the qualitative approach, employing a bifocal theoretical approach namely: Thematic and Error Analysis. Data will be obtained through written descriptive essays and focus group interviews which will measure students' competency in the said units of speech. Furthermore, students will be interviewed on the challenges they experience. Random sampling will be employed to obtain a sample of 20 students as per the RAOSOFT Calculator. The sample will be derived from the population of all students registered for the module HNSOO11 at UL. Thematic and Error Analysis will be employed to analyse the data. The study will provide insight for Northern Sotho students, teachers, and language practitioners

and specialists on the challenges that students experience when write writing within the broader context.

### **(In)Scribing Being and Belonging in a (De)humanising Space: Notions of 'Home' in Tshindane Mashuwa's Poetry**

Moffat Sebola  
University of Limpopo  
moffat.sebola@ul.ac.za

#### **Abstract**

This paper adds to the ongoing discourse of subalterns and the ways in which they inscribe their lives as scripts to explain their relationship with the places and spaces they view as home. From the same subaltern position, the paper contributes to the volatile discourse (debate) in settler/colonial studies that are part of the grand narrative and theories of postcolonial discourse. The subaltern, as the paper will show is not always the muted, waiting-to-be-saved subject, but a revolutionary self, protesting displacement, erasure and deracination. The paper will further highlight how the Muvenda poet, Tshindane Mashuwa, writing from the base of African orature unsettles the master narrative discourses of dominance, thus giving voice to voiceless. It will also demonstrate how Mashuwa defines and foregrounds the concept of 'home' despite the repressions enforced by apartheid/colonial machinations. To zero in on this discourse, I will predominantly focus on selected poems from her two texts, namely Mutambo wa Muhumbulo and Zwa Vhutshilo to reflect how being and belonging are constructed in the poet's creative oeuvre.

### **Confirmation and conformity: Evidence of the expansion of technological terminology of Sesotho as observed in Lesedi FM programmes**

Ntsana M.C. Mokuoane  
University of South Africa  
mokuomc@unisa.ac.za

Matseliso A. Kulo  
University of South Africa  
kuloma@unisa.ac.za

#### **Abstract**

The Fourth Industrial Revolution (FIR) has brought along a myriad of technological advances that have ushered in an exponential growth in terminologies in most languages in many countries. South Africa is no exception to the impact of the Fourth Industrial Revolution. From a linguistic perspective, South Africa has 11 official languages, with Sesotho being one of them. This means that the effect of the FIR is also felt in terminology development in Sesotho. This paper is aimed at investigating and highlighting terminology development in Sesotho because of the FIR. Much of modern communication revolves around nascent technological concepts, which may pose a challenge to communicating in indigenous languages. For this research project, mixed methods were employed to gather and analyse data. The data gathered and elicited is in the form of terms sourced from presenters and the recorded audios of Lesedi FM programmes mentioned above, for a period of six months (October 2018 to March 2019). Another source of data used was the terminology lists of the Department of Arts and Culture, Free State Province, including but not limited to the following sectors or fields; economy,

information and communication technology, education, tourism. The user-oriented theory was used to determine the term acceptability, appropriateness, suitability and conformity to term creation principles. The findings established new terms created and borrowed in tandem with the new technological age. The created or coined terms that are current in the language now point to the importance of radio as a communication tool to disseminate, inform and teach new terminology. Secondly, it reflects the phenomenon of the FIR in the Sesotho vocabulary, supporting the argument that indigenous languages, Sesotho in this case, are dynamic and can be intellectualized to enhance communication, teaching and participation in the economic sector of South Africa.

### **The new shield is crafted from an old one: Riddles of the Fourth Industrial Revolution.**

Ntsana M.C. Mokuoane  
University of South Africa  
mokuomc@unisa.ac.za

#### **Abstract**

Basotho children born after 2000 are not familiar with riddles compared to the generations before them. This is brought on by the Fourth Industrial Revolution conditions in which the parents raise these children. These conditions are precipitated by the history of colonialism on the economy, education, entertainment and the perception of Basotho by Basotho in particular. These conditions will be dealt with broadly in this paper. The investigation conducted revealed that Basotho are at loggerheads, asking themselves the value of their language and identity in the local, national and global sphere. The researcher used the qualitative method to collect data and engage Basotho on riddles. The Relevance Theory was used to argue that if old and new riddles are not collected and recorded using technology applications, Basotho will lose their history, knowledge and identity for good. The results show that Basotho do coin new riddles in the Fourth Industrial Revolution. The coined riddles show that Sesotho terminology is growing, not forgetting the culture that is also adapting to millennial forces. The aim is to in the end, create a digital riddling platform to enable easy access and teaching of riddles to the children born in 2000 onwards.

### **Is Oral literature an Erstwhile Literature? The relevance of a Sesotho folktale today - an analysis of Mmadiepetsane**

Thato Mabolaeng Monyakane  
University of South Africa,  
monyatm@unisa.ac.za

#### **Abstract**

Hatchten and indeed the apartheid system, together with the Bantu education policy mention that oral literature such as folktales is a thing of a past. When modern writing began among the Africans one of the works of the erstwhile authors and missionaries was to collect the folktales in order to preserve them for future generations as they will be lost. Jaccottet did the project of preserving Sesotho folktales with enthusiasm amongst the Basotho and ended up publishing two volumes of these folktales. Later the apartheid system allowed them to be read at school as they posed no danger and were only relevant in teaching a child to read and write and nothing to be conscientious about



except for reference to history and being read for pleasure. The paper wants to find out whether the statement made by Hatchten and the Bantu education system is correct looking at Sesotho folktales, whether they are not relevant enough for one to explain people experiences either in the past or today. The paper will analyse a Sesotho folktale Mmadiepetsane ('Maliepetsane) for the question above. The paper will discuss the relevance of folktales today through the lens of reception theory where for example a text relates to one's experiences and exposure or horizon of expectations.

### **The Hypocrisy of African Elites: Analyzing Mohapeloa 's Maranthana in Ifo Lapeng**

**Thato Mabolaeng Monyakane**  
University of South Africa  
monyatm@unisa.ac.za

**Thabisi Hoeane**  
University of South Africa  
hoeant@unisa.ac.za

#### **Abstract**

The aim of this paper is to find out whether "tichere Maranthana" in Mohapeloa's Ifo Lapeng displays a disdain and inability of African elites to comprehend that their societal role was to deliver their people from bondage and not to extoll in their misery by juxtaposing themselves as the better people than their own. The study will use the theory of deconstruction in examining issues concerning the quality of service provided by the elite in dealing with the education system as a three-legged pot of parents, government and the church; represented by the education officer – Mr Lekhonthula. Deconstruction theory mentions that while a literary text primarily provides a surface reading, there are underlying readings in the text and some might not conform to the surface reading of the text or a literary work in the explanation of the context described by the literary text. Lekhonthula unwittingly looks down upon an ordinary teacher in the character of John Letanka when Letanka tries to serve the school by encouraging excellence in sports and a larger roll; the community by encouraging the parents to practice farming so that they can send their children to school; as well as the church. Lekhonthula does not speak to the government and church management to provide assistant teachers to Letanka; his highlight is to come with a new car to inspect Letanka's school. Letanka is portrayed in tartared clothes and disdained as he attends parents' work parties.

### **The Promotion and Development of Riddles: The Case of Sesotho**

**Thato Mabolaeng Monyakane**  
University of South Africa,  
monyatm@unisa.ac.za

#### **Abstract**

The following riddle, phutshe la mohlaka o moholo (A pumpkin amongst wider ranging reeds in a lake)? – answer: kgwedi /mokgubu (moon / belly button) is performed amongst Basotho. No body remembers when this riddle and others that were formed before writing were created. The second riddle is ntho e jang ka mpa (something that eats with a belly)? The answer is given in Sesotho phalo ya difate or English plane in an original Sesotho riddle (plane, a tool used for smoothening wood). The riddle shows that it was developed during the introduction of modern objects amongst Basotho. This is during the missionary and the colonial period. In the contemporary times, children were asked to perform riddles in the teaching of Sesotho and among the riddles, the following riddle ensued. Ka penya tshitshidi madi a tlaala ntlo (I squeezed a bedbug and there was a blood

bath in the house)? – motlakase (electricity). When I became amazed, learners were surprised that I do not know this new riddle that is now fashionable. This paper seeks to find out whether there has been a promotion and development of riddles in the existence of Basotho oral literature.

### **Assigning Meaning in a Literary Text: The Case of 'Mantsopa (1963)**

**Thato Mabolaeng Monyakane**  
University of South Africa,  
monyatm@unisa.ac.za

#### **Abstract**

A few years after the establishment of Bantu education in 1954, the Oxford University Press approached 'Masechele Khaketla in the teacher's workshop at Victoria hotel in Maseru. They asked for her collection of Sesotho poems later to be entitled 'Mantsopa to publish for South African students at secondary school level. The Bantu Education curriculum had already been established by the Apartheid system. The system expressed that the African child was supposed to learn only how to read and write, and the messages of their literary texts should not reflect and conscientise them about their oppression under Apartheid or teach them politics. The aim of the present research is to find out whether 'Masechele Khaketla's poems only served the purpose of the Bantu Education system. The research will use the deconstruction theory, to analyse the title and the three poems of the 'Mantsopa poetry collection. The deconstruction theory is about the message in the literary text and mentions that the text's meaning remains 'open' to more than one interpretation.

### **Collection development of Sepedi information sources in selected public libraries in Polokwane Municipality, Limpopo South Africa**

**Madireng Monyela**  
University of Limpopo  
Jane.monyela@ul.ac.za

**Dimakatso Mathe**  
University of Limpopo  
Dimakatso.mathe@ul.ac.za

#### **Abstract**

Sepedi is one of the 11 official languages spoken in South Africa, whose natives are mainly found in the Capricorn and Sekhukhune districts Limpopo Province. Polokwane Municipality is located within the Capricorn District. The Municipality accounts for 3% of the total surface area of Limpopo; however, over 10% of the population of Limpopo resides within its boundaries. The Municipality serves as the economic hub of Limpopo and has the highest population density in the Capricorn district. In terms of its physical composition Polokwane Municipality is 23% urbanised and 71% rural. The largest sector of the community within the municipality resides in rural tribal villages where many communities cannot afford to access information services, therefore they rely on free libraries in their communities to fulfil their information needs. Public libraries were established to promote literacy, cultural heritage and dissemination of information. Research found a low oral reading frequency (ORF) among Sepedi readers at the rural schools. More than 80 % of the collection in the selected libraries are in English. The objectives of the study were to explore the collection development policy in the selected libraries, to find out the challenges of collecting Sepedi information sources, to establish

ways to ameliorate those challenges. The study used qualitative research approach. The population was comprised of 6 library personnel based in three rural community libraries in the municipality. Unstructured face to face interviews were used to collect data. Data was analysed using thematic analysis and direct quotations. Preliminary findings indicated that the collection development policy is existing however librarians use their own discretion for book selection. The study recommend the amendment of the policy and collection of more Sepedi information sources in all formats (print, audio-visuals and electronic).

## **Promotion of reading culture in mother tongue by librarians in selected rural community libraries of Limpopo, South Africa**

Madireng Monyela  
University of Limpopo  
Jane.monyela@ul.ac.za

### **Abstract**

Reading can be regarded as an instrument for acquiring lifelong learning. Without the ability to read, people are denied access to pertinent information about health, social, culture and political issues as well as sources of pleasure and enrichment. The economic, social and political health of the nation depends on building literate citizens that are able to read widely and apply it practically for development. Promoting a reading culture has long been a major theme of various countries in the world yet despite all these efforts one common threat emerges, no country is satisfied with the number of active readers among its population. Illiteracy and aliteracy in South Africa are deeply rooted social phenomena and are threatening the transformation and development of our nation, and even more alarming in the light of the higher literacy levels required in the workplace. Studies have shown that cognitive development as well as intellectual improvement is relatively faster in those who are fluent in their mother tongue. It has also been noted that if a student is educated in his/her mother tongue, the proportion of his or her educational achievement is greater than someone who is taught in a different medium other than their mother tongue. Languages are the greatest significant way of keeping our culture alive. People need access to a supply of relevant information sources and supplementary reading materials in order to develop not only the ability to read but also reading habit. Many communities, especially in rural areas, cannot afford to access information services. They therefore rely on free libraries in their communities in their quest for information services. Studies found challenges related to reading in mother tongue and lack of indigenous language books in rural community libraries of South Africa inherited from the previous government administration. Moreover in Limpopo community libraries, research found lack of staffing, lack of funds, poor infrastructure, lack of space, lack of talking books, associated to lack of reading in mother tongue and library utilization. The objectives of the study were to explore how reading in mother tongue is promoted by librarians, to establish effective ways of promoting reading in mother tongue, to determine means of sustaining reading culture in mother tongue. The study used a case study design and qualitative research approach. The population was comprised of 6 library personnel based in three rural community libraries in Limpopo. Unstructured face to face interviews were used to collect data. Data was analysed using thematic analysis and direct quotations. Preliminary findings indicated that the librarians use storytelling and reading competitions to promote reading culture, Low collection of

mother tongue books. The study recommends partnership among publishers and libraries and schools to sustain reading culture in mother tongue.

### **The visual representation of health education on COVID-19 African postage stamps: A qualitative multimodal semiotic analysis**

Sabihah Moola  
University of South Africa  
moolas@unisa.ac.za

#### **Abstract**

Although postage stamps are often considered as ephemera, they are an excellent primary source for the analysis of symbolic messages which governments wish to communicate to their citizens and the world. This complements the growing interest in visual data and analysis. The purpose of this article is to explain the visual rhetoric of health education, as aimed at creating social awareness, as represented on stamps relating to the COVID-19 pandemic, issued by selected African countries. This study made use of a qualitative multimodal research design to analyse the themes found on COVID-19 health stamps, from different African countries. It also aimed to explain how these themes were represented. A purposive sample was drawn from philatelic websites and other platforms. As stamps make use of images, colour and text to convey their message, a multimodal semiotic approach was needed, based on the work of Kress and Van Leeuwen (2001). The purpose of the study was to explore how health stamps have been used, to develop messages within a health communication/health promotional context, relating to the COVID-19 pandemic. Various health promotional models/theories were used as supporting literature, for the health stamp analysis. Findings indicated that stamps display the visual rhetoric of COVID-19 in an instructive manner by educating and informing citizens via health messages.

### **Decoloniality: The curatorial role played by archives and modern museums in the promotion and preservation of indigenous languages**

Daniel Rankadi Mosako  
University of South Africa  
mosakdr@unisa.ac.za

#### **Abstract**

This is a poster presentation proposal which outlines a strategy to promote and preserve indigenous languages through pedagogical, ontological, and epistemological practices in the archives and museum segments. Throughout the years museologists and archivists have pursued to preserve the indigenous languages using their special collections. However, attempts to promote indigenous languages to the broader public failed, mainly due to colonial dominance over indigenous practices and languages. Institutions and communities are specifically influenced by the historical dominance over cultural groups from colonial period to date. colonialism, and indigenous languages were systematically oppressed by white colonizers, imperialists, and the apartheid regime. Therefore, the decolonisation of special collections is a crucial process that guides the modern society's need to fill the knowledge gaps created by the biasness, deliberate exclusion of the marginalised voices, and mis-documentation of the history of many societies. Such

construed representation of other societies within the special collections is the resultant of the use of western epistemology lens over the non-western artefacts and histories. This conceptual paper discusses the value of indigenous languages in societies, it uses literature review as a qualitative method within a constructivism research paradigm. Among others, the South African National Development Plan 2030, the United Nations' Sustainable Development Goals 2030, and the Agenda 2063 of the African Union emphasise the importance of indigenous languages. According to preliminary findings, there is apposite role that is played by the archives and museum with regards to the curation, preservation, and promotion of indigenous languages using special collections.

### **Panegyric poetry (maboko) and the former presidents of Botswana (1966-2018)**

Tshepho Mosweu and Wazha Lopang  
University of Botswana

#### **Abstract**

The aim of this paper is to trace how traditional Batswana poets have changed the form and style of their poetry towards Botswana presidents over time. Botswana has had four democratically elected former presidents from 1966 until 2018. These are Sir Seretse Khama, Sir Ketumile Masire, Dr Festus Mogae and Dr Ian Khama Seretse Khama. During this period there has been tremendous economic growth in the country which has resulted in Botswana being a middle income country. However, side by side with this transformation into modernity there is the constant presence of traditional poetry which praises the personality and or the achievements of the presidents. The paper uses ethno-poetics as a theoretical approach and it will look at stylistic features and thematic considerations that contribute to the unique relationship that a praise poet has with the presidents. This is the first study of its kind and it is fitting in the context of where tradition lies within the ambit of the development, promotion and preservation of languages.

### **Recognizing indigenous African languages multilingualism: A translator's experiences of translating between indigenous African languages**

Choice Charity Mpanza  
University of South Africa  
mpanzcd@unisa.ac.za

#### **Abstract**

Often, when conversations or discussions are held around the issue of multilingualism in South Africa, it is often assumed that multilinguals are proficient in English and some other language and not multilingual in or across multiple indigenous African languages. Reports of multilinguals who are proficient in the indigenous African languages have been made (Makalela, 2014) and such multilinguals exist in many municipal/provincial border areas and in cosmopolitan areas but very few efforts are made to translate across indigenous African languages for the benefit of teaching and learning practices in such areas. This paper discusses a translator's experiences in trying to translate a collection of poems from isiZulu to seSotho. It looks at the challenges of lack of or insufficient reference resources written between these languages, differences in the use of idiomatic

expressions and the impact of cultural and other contextual factors in the translation of some terms and expressions.

### **A feminist reading of the sexualized chicken fast-food outlet: A case of Mambo's chicken social media commercials**

**Shepherd Mpofu**  
University of South Africa  
mpofus@unisa.ac.za

**Thabisani Ndlovu**  
University of South Africa

#### **Abstract**

In media economics, they sell sex sells. This mantra has held sway for a long time in the advertising industry as anything from cars, food, construction and the like may be sexualized to attract customers and increase sales. In this study, we analyse the Mambo's Chicken commercials and explore how sex and sexualization of men and women are used by a Harare based fast food outlet, Mambos Chicken. Their advertisements were condemned on social media as they were deemed sexually inappropriate in a context where violence against women was rife. Commercials were drawn from Mambos's Instagram page from March 2017-October 2021. In total, 39 commercials with explicit sexual undertones were selected for the study. In this chapter, we are interested in three issues. First, we perform a textual analysis of the commercials, analysing especially the layout of the chicken on the plates, the accompanying texts and the context within which the commercials were produced. Second, is how this sexualization tends to objectify women while valorising male sex drive and associated behaviors. Third, we subject these commercials to readings by and reactions from people who identify as feminists.

### **The effect of the predictive writing mode on Smartphones: A case study of IsiZulu and English written memes**

Zinhle Mildred Mshengu  
University of South Africa  
mshenzm@unisa.ac.za

#### **Abstract**

Technology has certainly changed the way we live in different ways. Undoubtedly, technology plays a significant role in every aspect of life. The cellphones use has increased all over the world, and nowadays, they are even called smartphones. This study aims to explore the effects of predictive writing mode in written IsiZulu and English memes on Instagram. Most smartphone users rely on the word predictive mode when they are writing, making it easier and faster, but is it worth not being able to write some words without relying on it? The study further explores the grammatical errors in spelling some of the words. Most bilingual people switch between the two languages when they struggle to spell a word. Furthermore, this predictive writing mode affects their ability to spell a word. How often have you typed and deleted a word while texting because you cannot correctly spell a word?

To achieve the aim of this study, a collection of data on one of the social networks, Instagram, is conducted. The researcher harvested IsiZulu and English-written memes from Instagram posts. Data is collected and analysed using texted based tools since this

is a qualitative study. The findings of this study were recommendations for coming up with innovations of enhancing predictive mode without affecting the languages or the language grammar. It further recommended that the predictive mode should be omitted if there is no possibility of innovation.

### **Evaluation of the effectiveness of online education and discussion to what extent online courses can replace traditional classroom teaching.**

**Mmbudzeni Jerry Mudau**  
University of South Africa  
mudaumj@unisa.ac.za

#### **Abstract**

This paper examines the effectiveness of online education as an alternative to traditional classroom teaching. Teaching and learning has undergone transformation over the years worldwide. Today, the advent of online education creates opportunities for teachers and students from all over the world to interact. There is general consensus that online education is becoming increasingly relevant and offers the greatest benefits such as flexibility and practicality. Online education seems to be growing in popularity over the last few years. Therefore, educational institutions are adopting online teaching as an effective teaching and learning method, especially in the wake of COVID-19 pandemic. Some scholars are in favour of online education while others prefer physical classroom setting. Since ancient times, physical education instruction in the classroom has been considered effective in imparting knowledge to students. However, a paradigm shift in pedagogy in favor of online teaching is seen as more effective and therefore the preferred form of teaching and learning. To meet this growing demand, educators should be adequately trained accordingly. This study employs a qualitative research approach as data are collected from participants in the form of words and phrases. Primary data are collected with the help of interviews and questionnaires. Participants were selected using a convenient and snowball sampling methods. Several studies have been conducted on the effectiveness of online education, but its efficacy remains unclear. As far as can be ascertained, very little research has been done in this area.

### **Vatsonga derogatory names directed at women who have multiple partners: a feminist perspective**

**Arnold Mushwana**  
University of South Africa  
mushwa@unisa.ac.za

#### **Abstract**

Name-calling is useful in explaining situations, emotions, and behaviour. Every name has a cause for existing, which can be explained and defended. Naming is a type of personal and cultural identity. Names are sometimes used to differentiate and transmit a message about a specific location or people, their behaviour and ideals. The objective of this research is to investigate and analyse the disparaging name-calling of women who have several partners in Vatsonga community. The article is based on feminist perspective, which promotes equality and equitable treatment of people regardless of gender. It is a descriptive study that applies a qualitative research methodology. Interviews are used to

acquire information from Vatsonga people. These names are examined for their etymology and meaning to the people who carry them. When compared to their male counterparts, ladies with several relationships are given negative terms, according to this report.

### **Exploring Female Colloquial Reference in South Africa: A case of an online colloquial dictionary**

Neliswa Mzimba  
University of South Africa  
mzimbn1@unisa.ac.za

#### **Abstract**

The significance of colloquial language dictionaries lies in their ability to capture and document the unique language used in informal, everyday speech within specific communities. A South African Taal dictionary called Mzansi Taal has documented colloquial terms, and among those are various terms referring to women. Gendered colloquial language use in South Africa is an important but relatively understudied area of research. While there has been significant research on language, culture, and gender in South Africa, there is limited research specifically focusing on the use of gendered colloquial terms and their social implications. This paper critically examines the relationship between language, culture, and gender stereotypes in the context of South African ethnic groups. Using a qualitative research approach with content analysis, the paper analyzes 20 selected words/terms for their literal and connotative meanings, as well as the social context in which they are used. It argues that despite societal changes, cultural beliefs regarding gender stereotypes persist in South African society and are reflected in language use. The study specifically focuses on gendered colloquial terms used to refer to females, as documented in the Mzansi Taal dictionary. It seeks to gain insights into how women are perceived in various social groups based on language use, and how culture influences the construction of such terms, particularly among young black men and women in South African townships. The findings of this study will contribute to understanding youth culture and potential changes in gender perceptions compared to the past, shedding light on the dynamics of language, culture, and gender stereotypes in South African society.

### **The use of derogative terms in relation to certain sectors of society: a case of Tshivenda**

Avhaphani Judith Ndhobela  
University of South Africa  
ndhoba@unisa.ac.za

#### **Abstract**

People use terms that convey meaning. The Vhavenda are not an exception to the rule. The use of certain words conveys derogatory meaning. Derogatory language is a language that is offensive, language that causes people to feel resentful, upset, and annoyed. The article will examine the use of derogatory terms given to Vhavenda women who have loose morals, for example Phiranawe (promiscuous). The purpose of this article is to alert people about the emotional and physical harm caused by the use of derogatory



terms on women and the Vhavenḁa. The theoretical framework that will be employed in the article will be ethnographic by Goddard (2006), because it is about the usage of language in the society. The data will be collected through the qualitative method, which will describe the terms used for derogation among the Vhavenḁa. Interviews will be the instrument to collect such data. For analysing terms, the narrative approach will be employed. The findings revealed that many derogatory terms are used to describe Vhavenḁa women with loose morals. The article will argue that Vhavenḁa's use of derogatory terms constitutes discrimination, as this is predominantly applied to women than to men.

### **Character traits of tenderpreneurs versus animals in some siSwati folktales**

Thembinkosi Blessing Ngomane  
University of South Africa  
engomatb@unisa.ac.za

#### **Abstract**

Most Africans tell and perform folktales for a variety of reasons. Emaswati used folktales to educate and instil morals at a younger age. Children were taught proper behavior and ubuntu practice. Children were taught not to steal, not to be selfish, not to be proud of what they have. They should also be honest in all aspects through the use of folktales. Characters in folktales play an important role and reflect human behaviour. The article aims at looking at the unsavoury characteristics which are similar between tenderpreneurs and bad characters in folktales. It analyzes the fascination of tenderpreneurs with characters in Siswati folktales. This article use qualitative approach and it will employ the critical discourse analysis to collect data from books, articles and internet. The article finds that some of the tenderpreneurs' behavior is reminiscent of folktale characters who are not honest in their life. The phenomenon of tenderpreneurship shows lack of moral values which were taught to children in folktales as part of traditional Siswati teachings and also that tenderpreneurs exhibit is greediness and selfishness, which is contrary to ubuntu teachings of sharing in the Emaswati community. The implication of the findings is that the luxurious lifestyle of tenderpreneurs is misleading. The wealth they accumulated unscrupulously is portrayed as if it is ethically gained.

### **Power Mismanagement by Family Leaders; A Thorn in The Flesh of Their Family And Community Members: The Case of leadership presented in Xitsonga texts**

Cordelia Nkwini  
University of South Africa  
khozanc@unisa.ac.za

#### **Abstract**

This paper addresses the social ills associated with family leadership that starts from the family environment then extends to the community while characterised by dominance and manipulation through communication channels. Most family leaders who tend to be community leaders expect the same acceptance of their power abuse in their families to equally continue in the community to a point of crumbling down when met with resistance. In this qualitative research, the Critical Discourse Analysis, Interactional Sociolinguistic Approach, and the Social Constructionist Approach are applied to

determine manifestations of dominance and manipulation in both the family and the community environments as inflicted by leaders. Data is collected from the novel, *Mibya ya nyekanyeka* by Mthombeni (2008). The key findings are that when the abusive and manipulative leaders are faced with opposition, they fail to stand up to their own dirty tactics. It is therefore concluded that because a family is the foundation phase for educating children to become future leaders, parents must groom their children to become balanced future leaders both in their families as parents and as community leaders wherever they will be planted.

**A Critical Discourse Analysis of Communication Channels Used by Leaders in Xitsonga oral prose narratives: A Case of *Evukon'wanini bya N'wamfenhe* by Rikhotso (1994)**

Cordelia Nkwini  
University of South Africa  
khozanc@unisa.ac.za

**Abstract**

This paper serves as a reminder to family leaders who are using dominance and manipulation to get into relationships for selfish gains then, ignore their commitment. Most family leaders tend to abuse their power in families to a point of failing to draw boundaries during their interactions using both verbal and nonverbal communication channels. As these manipulative leaders abuse their power through dominance and manipulation, most of their actions are not easy to trace back to them as manipulators but point to their tools or objects for dominance and manipulation who are usually their subordinates and associates. In this qualitative research, the Critical Discourse Analysis, and the Interactional Sociolinguistic Approach are applied to determine the extent of dominance and manipulation in families. Data is collected from an oral prose narrative, *Evukon'wanini bya N'wamfenhe* by Rikhotso (1994). The key findings are that when the subordinates chose to finally resist the dominance and manipulation, the consequences can be deadly. The conclusion is that to avoid embarrassment, leaders should avoid dominant and manipulative behaviour as it can be costly should their victims gain strength and resist the dominance and manipulation.

**UNongqawuse! Uhlolo lomgangatho wenguqulelo yesiNgesi ye-Ingqumbo yeminyanya, *The wrath of the ancestors, kusetyenziswa imodeli kaHouse* (2014)**

Bulelwa Nokele  
University of South Africa  
nokelbba@unisa.ac.za

**Amagqabantshintshi**

Ukubhala inoveli sisakhono esisodwa sobugcisa nobuchule. Ukuguqulela inoveli kolunye ulwimi kufuna ubuchwepheshe obuthe chatha kuba kufuneka umguquleli angene ezihlangwini zombhalingqangi. Inoveli luhlobo olulodwa lwembalo olufundisayo nolonwabisayo, okanye oluthunuka izivo zomlesi, nto ezo ekufuneka umguquleli angaphulukani nazo kwinguqulelo yakhe. Ukuhlolwa kwenguqulelo yenoveli yinto eqhelekileyo kwizifundo zenguqulelo. Kodwa uhlobo lwenguqulelo eyenziwe ngumbhalingqangi buqu, asinto ivamileyo ukwenzeka. Ingxam yolu phando kukuphonononga umgangatho wenguqulelo yenoveli ebhalwe ngesiXhosa yaze yasiwa

esiNgesini, ulwimi lwasemzini nolunenkcubeko eyahluke mpela kweyamaXhosa, nguqulelo leyo eyenziwe kwangumbhali wenoveli, kusetyenziswa isithako sikaHouse (2014). Olu phononongo luqwalasela ngokukodwa umgangatho wenguqulelo ngokubhekiselele ekufezekisweni kwenjongo yenguqulelo, kujoliswe ikakhulu kwinguqulelo yezaci namaqhalo njengemibhobho yenkcubeko. UHouse (2014) kwisithako sakhe sohlolo lomgangatho wenguqulelo esintlantluntathu, ucebisa ukuphicothwa kwembalo yentsusa, ukuphicothwa kwembalo yenguqulelo kunye nokuthelekiswa kwezi mbalo kuqwalaselwe umahluko ophakathi kwazo. Le thiyori ikwagxininisa ukubaluleka kokufezekiswa kwenjongo yenguqulelo. Ngokulandela indlela yophando echazayo ekuthiwa yiqualitative approach ngesiNgesi, ephendlisisa amaxwebhu okanye iimbalo, kuhlalutywe ezi noveli zimbini Ingqumbo Yeminyanya (Jordan 1940) no- The Wrath of the Ancestors (Jordan 1980) kusetyenziswa isakhelo sethiyori kaHouse (2014) sohlolo nekaBaker (2011) esimalunga nokukhawulelana nemingeni yokunqatyelwa ngamaqhalo afanelekileyo kulwimi ekuguqulelwa kulo. Iziphumo zohlalutyo zidandalazise ukuba, ukuze kufezekiswe iminqweno yomzi wopapasho umbhalinguquleli usebenzise indlela yokuguqulela egcina ulwimi nenkcubeko yembalo yentsusa ekuthiwa yiforeignisation ekuguquleni isakhiwo sebali kunye namaqhalo nezaci. Ngaphezu koko kuhlolo lomgangatho wenguqulelo iyonke kufumaniseke ukuba ithiyori kaHouse iyasebenziseka kwaye kucetyiswa ukuba ilingwe nakwezinye iinguqulelo abazenzela ngokwabo ababhalingqangi.

### **Abstract**

Writing a novel is a unique creative skill. To translate a novel requires more creativity because the translator assumes the position of the original novelist. A novel is a special kind of genre that is informative, educational, and entertaining, all of which must be recreated in the translation. Assessing a translation of a literary text like a novel has become a norm in translation studies. However, assessing a self-translation is rather scarce. This chapter assesses the quality of a self-translated novel from isiXhosa into English, a language that is different and unrelated, using House's (2014) model of translation quality assessment. The assessment also focuses on the fulfilment of the purpose of translation with special reference to the translation of proverbs. Following a qualitative approach and content analysis, House's model of quality assessment, and Baker's strategies for translating fixed expressions were applied on Ingqumbo Yeminyanya (Jordan 1940) and its translation, The Wrath of Ancestors (Jordan 1980). The findings revealed that by using foreignization the translator fulfilled the brief and the purpose of translation. Although there are structural differences between the two novels, the plot is the same. Jordan retained the foreign culture in the book and in the translation of proverbs by opting for literal translation or borrowing the source language expressions. It is recommended that House's model be applied in other self-translated works.

## **Exploring academic writing challenges of first year English as an additional language students at an ODeL Institution in South Africa**

Tumelo Jaquiline Ntsopi  
University of South Africa  
ntsoptj@unisa.ac.za

### **Abstract**

This study explored academic writing challenges of first year students who use English as an Additional Language (EAL) registered in the EAW101 module at an ODeL institution. Research shows that academic writing is a challenge for EAL teaching and learning contexts across the globe in Higher Education Institutions (HEIs) (Lea, 2004; Leah & Street, 1998; Leibowitz, 2004; Lillis & Scott, 2007; Moutlana, 2007; Nelson & Watkins, 2019; Pineteh, 2014; Humphreys, 2022). Academic writing is an important aspect of academic literacy in any institution of higher learning, more so in an ODeL institution. This has probed research that shows that academic writing is and continues to pose challenges for EAL teaching and learning contexts in higher education institutions. This study stems from the researcher's experience in teaching academic writing to first year students in the EAW101 module. The motivation for this study emerged from the fact that EAW101 is a writing module that has a high number of students in the Department of English Studies with an average of between 50-80 per cent pass rate. These statistics elaborate on the argument that most students registered in this module struggle with academic writing, and they need intervention to assist and support them in achieving competence in the module. This study is underpinned by Garrison, Anderson and Archer's (1999) Community of Inquiry (Col) framework and Moore's (1993) Transactional distance theory. This study adopted a qualitative research methodology and utilised a case study approach as a research design. Furthermore, the study gathered data from first year students and the EAW101 module's student support initiatives. To collect data, focus group discussions, structured open-ended evaluation questions and an observation schedule were used to gather data. The study is vital towards exploring academic writing challenges that first-year students in EAW101 encounter so that lecturers in the module may consider re-evaluating their methods of teaching to improve EAL students' academic writing skills. This study may help lecturers towards enhancing academic writing in a ODeL context by assisting first year students through using student support interventions.

## **The Role of Luthuli Museum Institution in the Management of Society Records and Archives in Stanger, KwaZulu-Natal, South Africa**

SKHUMBUBUZO LINDA NTULI  
University of Zululand  
Skhumbuzo7ntuli@gmail.com

L.P LUTHULI  
University of Zululand  
NgidiL@unizulu.ac.za

### **Abstract**

The study will advance to the development of current information with regards to records and archives management in Luthuli Museum public cultural institution. This study will identify critical archival challenges in the preservation of digital records in KwaDukuza community. Once the critical challenges are recognized, the specific factors within them will be identified and investigated for other digital archives solutions. This study will raise awareness in Luthuli museum institution and guarantee that records management

professionals are well informed and appropriately prepared to address emerging problems of digital by exposing the tools used to create, manage, store, preserve, and transmit content related to archives of the institution. This study will use the qualitative research method which aimed in investigating a more extensive picture to investigate the function of the Luthuli Museum Institution in managing records and papers in Stanger, KwaZulu-Natal. The study adopted a case study research design and will use a multiple forms of data collections such as in-depth interviewing, observation, and reviewing documents. This study will ensure that the Luthuli museum institution in Stanger Society is committed to maintaining the necessary documents to provide verification of transactions and activities and to make these accessible when necessary for society.

### **ParaConc as a tool for analysing translated texts: The case of African Indigenous languages**

**Erick Nkululeko Nzimande**  
University of South Africa  
nzimaen@unisa.ac.za

#### **Abstract**

Gouws and Prinsloo (2005:25) contend that, “Corpora in itself are of little use unless tools are available to manipulate the data in different ways.” Anthony (2013) share a somewhat similar view when he posits that corpora are simply linguistic data that require dedicated corpus-query software that can be used to query and manipulate them. A variety of corpus-query tools are available that can be used to achieve this goal. These include, but not limited to, software such as AntConc, MonoConc, WordSmith Tools, Sketch Engine and ParaConc. The aim of this chapter is to highlight how ParaConc, as a corpus-query tool, can be utilised in the analysis of translated texts, with special reference to African Indigenous languages. A parallel corpus consisting of isiZulu novel ‘Insila kaShaka’ (1961), its two English translations, ‘Jeje, the body-servant of King Shaka (1951)’ and ‘Insila, the eyes and ears of the King (2017)’, is used for purposes of demonstrating how the application can be used. The paper demonstrates that ParaConc comes in handy when analysing translated texts. It further shows that the software is much more affordable and user-friendly compared to other available software applications.

### **Creating a translanguaging space for Nguni language-speaking future engineers – A translanguaging framework**

Theodore Rodrigues  
University of South Africa  
rodritr@unisa.ac.za

#### **Abstract**

English additional language (EAL) Engineering students’ academic performance is often compromised by English-medium educational material that is dense and culturally unfamiliar. In addition, the deductive Engineering educational approach does not allow these students to experience a ‘real-life’ problem-solving teaching and learning environment. The result is often a high dropout and failure rate and a loss of valuable human Engineering capital for South Africa. Therefore, alternatives need to be

considered to transform hegemonic deductive learning spaces into an inductive space where these students can be unshackled, educationally recognised, and empowered to become productive citizens of South Africa. This chapter explores the impact of reading intervention circles to generate new knowledge and develop the social identity of a small sample of Nguni language-speaking (isiXhosa and isiZulu) students at a South African university of technology. This chapter adopts a case study design and uses translanguaging as a lens to view and discuss the qualitative findings obtained during focus group interviews and discussions with these students. This chapter highlights the trans-semiotising resources they employed in negotiating meaning with the semantically polarised English Engineering text and the value of student collaborations to develop academic literacies in tertiary education spaces in South Africa.

### **The influence of language preference and communication in a multicultural teaching and learning environment**

Kitsiso Seete  
University of South Africa  
seetek@unisa.ac.za

Thabang Jerry Masedi  
University of South Africa  
emasedtj@unisa.ac.za

#### **Abstract**

The issue of languages remains an area of interest in institutions of higher learning in South Africa. This led to universities to review their language policies; however, there is still a gap as to whether the issue of language affects academic performance or effective communication in teaching and learning. In South Africa, education occurs in a multicultural environment which, therefore, causes institutions of learning to be faced with multilingualism. For that reason, this paper attempts to explore the influence of language preference and communication in a multicultural teaching and learning environment in institutions of higher learning. To explore the influence of language preference and communication in institutions of higher learning, this paper employed a mixed-method research approach. Questionnaires and interviews were used to collect data. The findings illustrate that the language preference and communication between students and lecturers have an overall influence on the process of teaching and learning. The findings further revealed that society has an influence on the language preference and communication. It was also discovered that for effective communication to take place, both the lecturer and the student should understand the language used.

### **Resisting towards Our Being: Amagwijo as the Art Resisting Erasure**

Vuyolwethu Seti-Sonamzi  
University of South Africa  
setiv@unisa.ac.za

#### **Abstract**

The past decade has seen an uptake of the art of amagwijo in spaces beyond their traditional enclaves, during traditional events and township sporting events. We suddenly started seeing the art of ukugwija (singing amagwijo) in predominantly white schools, during predominantly white sporting events like rugby; which has been catalyst in the division and unification of the citizens of this country. The rise in the insistence ukugwija, this theoretical paper argues, is the insistence in the preservation of isiXhosa as a

language and the culture thereof. Moreover, this paper posits that the audacity to centre these songs in spaces that vehemently “other” the Black body is an attempt to humanise ourselves in places that advance the project of our dehumanisation. When children in the boy’s high school sing amagwijo; they transform the energy of the place to reflect their humanity, while sharing, advancing and preserving their culture and language; thus centering their own ways of knowing. This paper analyses the trend of ukugwija and advances the argument ukugwija is an art geared towards resisting erasure; that of our being and our epistemologies.

### **#BapediSpace: A modern ‘moral’ for the promotion of Sepedi language and culture**

Dr Kganathi Shaku  
University of South Africa  
shakukj@unisa.ac.za

#### **Abstract**

Internet linguistics concerns itself with how language is used on digital platforms such as blogs, social media, etc. The use of language on digital platforms has recently gained scholarly attention; as a result, the e-community has become a case of study in linguistics. One of the ongoing contributions made by an e-community is the promotion of language and culture through social media platforms. People use social media platforms such as Twitter, Facebook, TikTok, and Instagram as meeting places (hence ‘a modern moral’) to engage in discussions around language and culture. Twitter opened doors for a collective sharing of views through its conference-like meeting feature – Twitter Space. This paper explores the role of social media in the promotion of the Sepedi language and culture. A case of analysis in this paper is #BapediSpace. #BapediSpace receives scholarly attention because of its potential role in the promotion of the Sepedi language and culture. This paper explores the role of #BapediSpace in the promotion of the Sepedi language and culture. It uses qualitative research inquiry to engage with data, crowdsourcing, and observation are used as methods of data collection, and content analysis is used as a data analysis method.

### **Using a storytelling programme to prepare learners for basic education in Limpopo, South Africa**

Shekgola, Mahlatse  
University of South Africa  
shekgmm@unisa.ac.za

Ngoako Solomon Marutha  
University of South Africa  
emarutns@unisa.ac.za

#### **Abstract**

The purpose of the study was to demonstrate how a storytelling programme can be used to prepare learners for basic education. The study was based on a storytelling project conducted by the Department of Information Science of the University of South Africa in selected schools in Limpopo, South Africa. During the project, observation was used as a technique to assess how learners told and wrote stories when they were visited and participated in storytelling competitions. An improvement was noticed in learners’ storytelling from one year to the next during visits to the participating schools, thus showing the positive impact of the project on the way learners presented their stories both in written form and in verbal presentations. Based

on the findings of the study, it was recommended that both primary and secondary schools use a storytelling programme in preparing learners for basic education.

### **The status of digital and information technologies and literacies within the archival centre in South Africa from 2016**

Dr Amos Shibambu  
University of South Africa  
Shibaba1@unisa.ac.za

#### **Abstract**

The uptake of technology in developing countries is low because the citizens lack digital and information literacies to fully utilise information and communication technologies (ICTs) in order to navigate records and archives. Archives should be effortlessly accessible to the public in order to refer or learn about their historical heritage. However, in the absence of adequate digital and information literacies, it is difficult to locate a required archival document because every search retrieves many related archival documents. Archive centres should provide user-friendly services so that users can easily comprehend the content and its values. There should also be ICT infrastructure and low data price that enhance effective access to online archives. Despite the recent mandatory data price reduction by the dominant internet service providers, data price remains unaffordable in South Africa. The purpose of this study was to investigate the status of digital and information literacies within the archival centre in South Africa since 2016. This qualitative study used a scoping review to collect secondary data comprising research articles published in the years ranging between 2016 and 2022. The scholarly databases such as EBSCOhost and Springer were used to search data. The timeframe was informed by the interest in the developments made in archives since the digital technologies emerged. Data were thematically analysed. Major findings revealed that users do not know the type of materials that are available in the archival holdings and how to use them. There are low digital and information literacies to young and old community contributed by the exorbitant data costs, poor IT infrastructure and inconsistent electricity supply. The study concluded that the primary schools should have computer laboratories in order to impart these literacies at an early age and deploy ICT infrastructure to make archives ubiquitously accessible. Practical implications of this study include the alignment of curriculum towards ICT in order to face the everchanging digital technologies.

### **The impact of cultural norms and values in the teaching of Life Sciences Human Reproductive system at school**

LS Shirindzi and Mr R Mnisi  
University of Venda  
lebogang.shirindzi@univen.ac.za

#### **Abstract**

African languages are humanistic and respectful languages that forbid the use of vulgar language. There are many words and expressions in African languages that replace those that are deemed harsh or offensive. Due to Vatsonga cultural norms and beliefs, certain terms used in the study of Life Sciences are not permitted to be mentioned explicitly. As linguists and academics are advocating for the use of African Languages as a medium of



instructions at school, one ort to think deep on how some of the subject like Life Sciences could be handled in the classroom. In the teaching of Life Science in Xitsonga, there are several words that are frowned upon. When teaching about the reproduction system in Life Sciences, for example, they will discuss body parts involved in such production, such as the penis. It appears and sounds much easier for a teacher to pronounce the word penis in English, and it even sounds correct, but if a teacher pronounces the word penis in Xitsonga, saying mbolo, it will be considered vulgar because our cultural norms and values do not allow us to do so. The main purpose of this paper is to examine words that are considered vulgar in teaching Life Science in Xitsonga while taking into consideration Xitsonga cultural norms and values. The study is qualitative in nature because it is more concerned with quality than quantity. The corpus method was used to collect data for this study. Words considered vulgar in Vatsonga have been extracted and analyzed using this method from Life Science books. The preliminary findings show that it is extremely difficult to teach some Life Science chapters in Xitsonga due to its cultural norms and values.

### **An analysis of usage and importance of Isindebele ideophones on Mbala Ngubaba by PB Skhosana**

Abram Jabu Sibanyoni  
University of South Africa  
sibanaj@unisa.ac.za

#### **Abstract**

Ideophones are the color of sentence in a text, and they can bring the text into life, also able attracts the reader and audience in novel or drama. This article is going to focus on the use of isiNdebele ideophones in a novel textbook, titled Mbala Ngubaba. Looking at the functions of ideophones in a sentence, the types of ideophones used in the novel as well with the style the author used are the once that draws the readers attention. For an example, the ideophone “Babona umrhwatjhabula omhlaphe **twa!**” this text indicates the beauty and the extreme colour of something. “**Ncincinci** waze wayithwala enganabukgono mfazabantu” the writer expresses emotion of feeling sorry for someone. The ideophone can evoke emotion and we should not underestimate the influence of ideophone in linguistic literature. In this article is using qualitative method, qualitative approach stresses more on quality rather than numerical outcomes. Qualitative approaches can play a central role in achieving transformation goal because they offer opportunities for highlighting communities, and they are flexible and adaptable to the needs of contexts. The data will be collected from this textbook novel and other source of research which investigated about ideophones. This article is going to use stylistic theories, because this theory deals with the style of writing in a sentence.

### **The practice of African languages in the cinematic sci-fi movie, Black Panther**

Andzisani Prunnel Sibiya  
University of South Africa  
sibiyap@unisa.ac.za

#### **Abstract**

Black Panther is the first blockbuster science fiction film to be produced by Hollywood with a predominantly black cast, which places black people at the front and centre of

futuristic worlds (Giles, 2018). The movie has been watched and loved by millions of moviegoers locally and globally and has received glowing reviews (Williams, 2018). The movie captures what it means to be black, by using an African language to tell an African story. The language used in Black Panther is the South African Nguni language, isiXhosa. A survey of literature shows that there is scant research that has been done so far that has sought to explore how the sci-fi movie preserves and promotes African languages, particularly isiXhosa. The aim of the study was to analyse the use of the African language by the producers of the movie. This study aimed to explore how the international sci-fi film preserves and promotes South African languages. The study employed a qualitative methodology to explore the promotion of the isiXhosa language in the film. The study used a cultural studies approach as its conceptual frame and audience reception analysis as its methodology. A two-stage research design consisting of qualitative content analysis and focus group discussions was used. A purposive sampling method was employed to select its participants. The study found that cultures and language have primarily been seen as inferior to Western cultures and languages, the movie however, challenges that notion by promoting and reflecting on African cultures by using a South African language, isiXhosa.

### **Revealing Corruption Through Strategic Narration in Mandla Langa's Memory of Stones (2000)**

Dzunisani Sibuyi  
University of South Africa  
sibuyd@unisa.ac.za

#### **Abstract**

This article demonstrates how corruption is revealed in Mandla Langa's *Memory of Stones* (2000) through the deployment of narrational strategies by applying narrative theories by Gerard Genette's *Narrative Discourse* and *Narrative Discourse Revisited*, as well as Mikhail Bakhtin's *Dialogic Imagination* to the text. This is accomplished by analysing Langa's use of extradiegetic-heterodiegetic and intradiegetic-homodiegetic narrational strategies respectively employed by the anonymous narrator and character narrator Mpanza. The narration provided by these narrators is multi-voiced in its approach to the events depicting corruption from various completing and explanatory perspectives. In addition, Langa also employs narrative techniques of narrating times such as simultaneous, subsequent, and interpolated narration to highlight corruption taking place, which is highlighted by situating the story in its presentness moments coinciding with the corruption action. As a result, by emphasising the events portraying the plight of the main characters and their struggle to resist and defeat corrupt leaders, the narration strategically reveals corruption.

## **South African indigenous languages and digital technologies: access, promotion, and preservation**

Ndivhuwo Doctor Sundani  
University of South Africa  
sundand@unisa.ac.za

### **Abstract**

This study has adopted the non-empirical research design: a systematic review. Therefore, the sole purpose of this study is to explore the promotion and preservation of South African indigenous using digital technologies. The study's objectives are to (1) examine the importance of using digital technologies to promote and preserve South African languages, (2) explore barriers to effective access, promotion, and preservation of South African languages using digital technologies, and (3) propose strategies that promote and preserve South African languages using digital technologies. The Diffusion of Innovation Theory was found to be an appropriate theory for this study. In terms of data extraction, the data for the study was obtained by using scientific search engines for articles and books. The study's articles were obtained from computer-based scientific search engines such as Google Scholar, EbscoHost, ResearchGate, ScienceDirect, and Scopus. Thematic analysis was then used to analyse data for the study. According to the findings of this study, access to digital technologies that support South African languages is limited and this negatively affects the promotion and preservation of these languages. Therefore, the study recommends that the South African government in partnership with the South African Centre for Digital Language Resources (SADiLaR), United Nations Educational, Scientific and Cultural Organization (UNESCO), language experts, researchers, policymakers, and Information and Communications Technology (ICT) companies should implement strategies that could help to prevent barriers to effective access, promotion, and preservation of South African languages using digital technologies.

## **Comparative analysis of the phonological structure of Tshiphani (Standard Tshivenda) and Tshivenda dialect**

Dakalo Takalani  
University of South Africa  
takald@unisa.ac.za

Thilivhali Mukosi  
University of South Africa  
emukost@unisa.ac.za

### **Abstract**

Tshivenda, like other indigenous languages, exhibits a rich diversity of dialects that possess distinct linguistic features. Within Vhavanḁa society, Tshiphani is recognised as the standard dialect and widely spoken in areas such as Mphaphuli and Tshivhase. Tshimanḁa, another dialect of Tshivenda, is distinguished by its unique linguistic characteristics that set it apart from other dialects, particularly Tshiphani, which is considered prestigious. This study employs a descriptive approach, utilizing questionnaires and interviews as the primary means of data collection. It examines the phonological structure of the Tshimanḁa dialect, comparing it with that of Tshiphani, the standard Tshivenda dialect. The primary focus is on phonology, as there are minimal semantic differences between Tshimanḁa and standard dialect, except in a few cases. The author aims to demonstrate in this paper that a prominent phonological feature of

Tshimanda is the omission of speech sounds such as 'l' and 'w' in most consonants, in contrast to Tshiphani. However, the paper highlights that the omission of "l" and "w" sounds in some word categories, such as nouns, adjectives, verbs, and idioms, does not necessarily change the meaning of the words. It has been observed that the omission of the spoken sounds such as 'l' and 'w' causes uncertainty and ambiguity regarding sentence interpretation among non-Tshimanda speakers. The findings of this study are expected to contribute to the re-establishment of the self-identity of communities where the Tshimanda dialect is spoken, and raise awareness among Tshimanda speakers, promoting its use for socialization or as a native language.

### **Word formation strategies used in the plants' names of Northern Sotho**

Seleka Maria Tembane  
University of South Africa  
Etembasm@unisa.ac.za

#### **Abstract**

Word formation is a system of rules that can produce new words on the basis of existing lexical items. Names are words given to entities in the world and are used to identify things such as gods, people, days, continents, countries, rivers, mountains and plants. Word formation strategies are employed by a specific language in order to develop its terminology or vocabulary. Although early studies on Northern Sotho plants' names were conducted, the strategies used in the formation of these names were not investigated. The present study aims at analysing word formation strategies used in formulating plant names in Northern Sotho. Word formation strategies such as affixation, compounding, reduplication, derivational and semantic extension will be used in this study. The research framework is based on the theory of onomasiology (scientific naming theory) underpinned by the nomenclature principle used to classify plant names. Data of plant names will be collected from existing material sources. Qualitative approach will be used in analysing data. In this study, the researcher has found different types of word-formation strategies used in forming plant's names in Northern Sotho. The researcher recommends that more word formation strategies in plant names be investigated in other African Languages.

### **Language diversity in multivoiced organisational communication**

Louise Isabel Van Dyk  
University of South Africa  
vdykli@unisa.ac.za

#### **Abstract**

The world of organisations and the interacting people within that world has become increasingly complicated in recent years and finding ways in which we can live productively and sensibly in this complicated world is the primary challenge of organisational communication scholars and practitioners (Miller 2012:2). Conventional understanding of organisational forms and structures do not reflect current realities. In the last number of years we saw the emergence of a multitude of alternative organisational forms (flatter, complex team structures, and virtual organisations), organisations having to deal with diverse and often dispersed stakeholders (multicultural, multilingual, across country lines), and moves beyond simplistic notions of organisational

goals (Freeman et al. 2010: 260; Miller 2012: 12; Shockley-Zalabak 2014: 3). Similarly, understanding communication now requires exploring the intricate networks of social media communication, multivoiced/polyphonic communication, the convergence of communicative spaces, and the blurring of communication genres (Carbaugh 1988: 40; Miller 2012: 12). Against this background, this paper explores language diversity as a feature of multivoiced organisational communication. Using a discourse analysis of both South African professional publications and debates as well as scholarly literature in the field of organisational communication, the paper argues that polyphonic approaches to organisational communication open up new avenues for embracing language diversity and enables indigenous voices to be heard.

### **Sightline of Imbokodo: Memory and engendering indigenous languages in contemporary South African society**

Andile Xaba  
University of South Africa  
xabaa@unisa.ac.za

#### **Abstract**

In this article I propose that cultural objects may help engender the use of indigenous languages in contemporary South African society. Anecdotal evidence suggests that, since their children were admitted to so-called non-racial schools, some black parents were encouraged to limit their children's use of African languages. This may have contributed to the systemic marginalisation of indigenous languages in commerce, academia, and primarily middle-class social interactions. Even though indigenous languages are undermined, they are still useful conduits for asserting an African identity within a multicultural urban setting. When the Voortrekker Monument in Pretoria was completed in 1949, an ordinance was promulgated to limit the height of buildings between it and its preeminent cultural edifice, the Union Buildings (1913). In this way, the Voortrekker Monument was never separated from the Union Buildings' site, to reinforce colonialist apartheid ideology in the architecture of the capital city, and thereby, the national consciousness. In the democratic era, human rights orientated governance neutralised the colonial gaze by embedding new inscriptions on the Union Buildings, in which Imbokodo took a central position as part of the Women's Monument, which was unveiled at the Union Buildings in 2000. My proposal is that collective memory, that is, recollections of the Imbokodo's role in indigenous society dating back from the 18<sup>th</sup> century to the more recent memory of the 1956 Women's anti-pass march facilitates a conversation which asserts the relevance of indigenous cultural objects in contemporary society. As Jan Assmann (2011) suggests, collective memory is invested in monuments as an aspect of cultural memory, which includes spaces that are important to a community. Therefore, when democratic society re-establishes the sightline between itself and Imbokodo at the Union Buildings, it reclaims its culture and values. I suggest this continuous engagement nurtures the use of indigenous languages within contemporary society.

## **A sociolinguistic investigation of code-switching in South African indigenous languages: Stimulus for code-switching in social media**

Beryl Babsy Boniwe Xaba  
University of South Africa  
xababbb@unisa.ac.za

### **Abstract**

South African indigenous languages, like elsewhere in the world, are part of social media usage. In social media settings, bilingual and multilingual speakers mix languages or code-switch in their utterances. This often occurs when bilinguals or multilinguals use two or more languages in the same utterance. This results in code-switching becoming a characteristic feature of social media language usage. Notably, social media language is a new area of research that needs urgent exploration in sociolinguistics especially because it has not been intensely researched in South Africa. Therefore, the purpose of this article is to conduct a scholarly discourse in code-switching, making use of qualitative research. Findings are, when code-switching occurs in South African indigenous languages written with diacritics (such as SeSotho sa Leboa), no diacritics are used in social media writing; instead, newly invented discourse markers are used and they vary from one person to the other. The study also shows that the stimulus for code-switching varies from person to person. The article's conclusion suggests that when code-mixing and code-switching take place on social media, the sounds of those African languages must be accurately portrayed. This article should be viewed as an effort to record indigenous South African language discourses on social media and to identify the motivations/drivers behind their use, which is thought to be for communication purposes rather than language teaching and affirmation.

## **Why decolonisation of African librarianship is not an option but a necessity?**

Acquinatta Nomusa Zimu-Biyela  
University of South Africa  
zimuan@unisa.ac.za

### **Abstract**

This article used qualitative literature review to explore the position of African librarianship within the context of decolonisation of knowledge and why the need thereof. Africa has abundance of knowledge such as indigenous languages, folk stories, and oral tradition. But this knowledge has been disregarded and under-utilised especially within the education context including libraries. It is a cause for concern that African librarianship is still a pure reflection of western model librarianship. The little African collection available in heritage institutions such as libraries and archives, accessibility, visibility, and use are a challenge hence the importance of advocacy campaigns. This paper questions the role of libraries in an era whereby calls for epistemic justice have become a war cry for the decoloniality advocates. It aims to explore opportunities and challenges of decolonisation of African librarianship. The article is inspired by Africology theory, Lefa le Tsebo model, UNESCO Declaration on Indigenous languages (2022-2032) and the action plan of the IFLA -Indigenous Matters section action plans for (2022 to 2023) considering that occidental languages still dominate library collections. Africology theory and Lefa le Tsebo model both advocate for an inclusive and collaborative approach in the decolonisation and re-Africanisation of knowledge including African librarianship

during this post-colonial. The UNESCO Declaration on Indigenous languages (2022-2032) in its preamble, reaffirms the importance of linguistic rights enshrined in the 1948 Universal Declaration of Human Rights. The action plan of the IFLA -Indigenous Matters section action plans (2022-2023) aim to strengthen partnerships with various cultural heritage stakeholders including libraries to safeguard cultural heritage in its diverse forms, including traditional, historical, indigenous and contemporary expression. LIASA Transformation Charter also reiterates the importance of preservation of cultural heritage resources including indigenous languages.

### **Mother tongue story-telling and story reading: promotion and development of indigenous early literacy education.**

Khulekani P. Zuma  
University of Johannesburg  
kpzuma@uj.ac.za

#### **Abstract**

It has always been an African custom to ensure that indigenous African ways of learning and knowing using indigenous languages were continually developed and promoted, this was done through passing down cultural knowledge upon generations to generations using the art of story-telling and folklores for preservation and conservation of African heritage. However, the farmers of colonial education robbed and attacked at indigenous African languages and ways of knowing, with the mandate of implementing their western education systems in Africa while promoting their foreign language which is English to Africans. The colonial education system was crafted so that it could give birth to the demise of indigenous African languages and cultural degrade, and to enforce the embracement of western language and ways of living upon Africans. The western education system therefore gave birth to a lost nation who does not know of their original ways of learning and knowing. They crafted their colonial systems to enforce the art of unlearning the African ways of marriages, education, ways of believing, indigenous language speaking, ceremonies, African economic systems etc., while imposing to Africans a system of learning western ways of doing and speaking; this is therefore a clear symbol of a lost and captured nation through colonization. The aim of this study was to survey the librarians in the Gauteng public libraries regarding the role of indigenous language story-telling and story reading in the early literacy education to ensure a continuous indigenous language development, promotion and preservation. The objectives were to establish the role played by Gauteng public libraries to promote indigenous language early literacy education; to investigate indigenous language development through story-telling and story-reading in the public libraries; and to find out on the probability of indigenous language preservation through library book clubs. This was a survey study based on Gauteng public libraries. Online questionnaires were circulated to population made up of twenty librarians in Gauteng. Data was analysed using SPSS based on the objectives of the study.

## **An investigation of death in J.C. Dlamini's poem, "Nada Ngidedele Ngife."**

Lungile Friedah Zuma  
University of South Africa  
zumalf@unisa.ac.za

### **Abstract**

Death is the greatest foe of any living thing. Death is rare, yet it has been around for a long time. Most of the Zulu poetry that are written about death concentrate on the loneliness of love as the poet drifts off to sleep as their loves are torn apart by death. The purpose of this article is to examine J.C. Dlamini's feelings toward his beloved wife, Nada, as he prepares to leave her considering his impending death. The qualitative technique of research is applied in this study; therefore, this article uses new criticism theory which focuses solely on the content of a piece of literature and ignores all other factors. Words (linguistic items) extracted from this poem are evaluated and analyzed (semantic and pragmatic) considering the poet's sentiments for Nada make up the data analysis. The results shed light on J.C. Dlamini's thoughts regarding his wife Nada during the time when he begged her to let him die. According to him, Nada (his wife) is the source of joy and happiness that so many people perpetually crave for. Because the lowly is the home of holiness, J.C. Dlamini experiences this longing for the lowly as he battles a serious illness. We hear him pleading with his wife Nada to allow him pass away peacefully.

## **Reimagining the role of Proverbs in the 21st Century: Don't we need new ones?**

Delvah Mabaso  
University of the South Africa  
mathed@unisa.ac.za

### **Abstract**

In the realm of South African education, a remarkable shift has occurred between generations over the past few years. If you were to ask any South African child who attended school during the 20th century to share a proverb or explain the proverb you give them their response would be immediate. Yet, today's youth face a different reality. The question posed to present-day children often results in a prolonged pause before an answer emerges. This tradition of passing down proverbs, which used to be the central part of education, seems to have dwindled in modern times. Contrary to prevailing assumptions, proverbs have a significant influence on children's education and upbringing, as corroborated by paremiologists. Paremiologists have been confirming the potential of proverbs to serve as moral compasses for the young, instilling values of decency, solidarity, and compassion. The aim of the study is to kindle a creative flame to use proverbs on various platforms like social media, social talks, book writing, and speeches.



# THANK YOU FOR BEING PART OF THE CONFERENCE



Define tomorrow.

UNISA

