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# Isizulu Paper3 2014

**C.M. Doke, Benedict Wallet Vilakazi, D.  
M. Malcolm, Mzilikazi Khumalo**

### **Isizulu Paper3 2014:**

**The Transformative Power of Language** Russell H. Kaschula, H. Ekkehard Wolff, 2020-09-10 Language has played a pivotal role in societal transformation in postcolonial Africa towards the creation of globally competitive knowledge societies however so far this role has been under researched and under estimated This volume addresses this gap in the literature by bringing together a team of globally recognised scholars to explore the effect of language on African postcolonial societies and how it has contributed to achieving mental decolonisation A range of languages are explored both imported ex colonial and indigenous African and case studies from different spheres of public discourse are investigated from universities to legal settings Demonstrating that multilingualism is a resource for rather than barrier to successful transformation this book brings the intellectualisation and institutionalisation of African languages to the forefront of development discourse and provides an insightful snap shot of how current academic research public discourse political activism and social community engagement have contributed to societal transformation in South Africa

**Self-directed learning research: An imperative for transforming the educational landscape** Elsa Mentz, Thabisile Buthelezi, Josef de Beer, Adri du Toit, Aubrey Golightly, Sarah Gravett, Marietjie Havenga, Anita Lubbe, Judah P. Makonye, Neal Petersen, Paulinah Phahamane, Jessica Pool, H.J. (Hennie) Steyn, Johannes (Hannes) L. van der Walt, Charl Wolhuter, 2016-12-31 This book will benefit specialists in the field of the education sciences It represents significant progress in knowledge production Self directed learning has become increasingly important not only for education in South Africa but also for education sciences in the international arena This is a result of the changing education landscape caused by the demands of the 21st century as well as the rapid change in knowledge production Learners should be equipped with skills to take responsibility for their own learning New innovative strategies should be incorporated into teaching and learning in order to meet the changing demands in education Traditional teacher centred practices are still the norm in most South African schools and higher education institutions and do not adequately prepare students for lifelong learning in the 21st century The content focuses on the theory behind self directed learning explores strategies such as cooperative learning problembased learning case based teaching and large group teaching that enhance self directed learning and the use of blended learning in a self directed learning environment The book demonstrates how self directed learning can be enhanced in mathematics computer science and life science education and through the use of student tutors for geography Digital technology could for example also be used in innovative ways for education in isiZulu folk poetry The findings are based on original empirical research and a sound theoretical conceptual framework In an environment of rapidly changing knowledge production this book responds to the challenge of how to equip learners with the necessary skills to take responsibility for their own learning The book presents innovative teaching and learning strategies for meeting the changing demands in education Group activities the responsibilities of learners and the obstacles that hinder their learning are analysed and the way in which educators can

support them is discussed Educational values such as mutual trust are discussed and self directed assessment is explored This is a timely collective work authored by experts who subscribe to the approach of self directed learning Educators should discover new teaching and learning strategies and value the integration of self directed learning in the classroom

*Controlled Natural Language* Brian Davis,Kaarel Kaljurand,Tobias Kuhn,2014-07-21 This book constitutes the refereed proceedings of the 4th International Workshop on Controlled Natural Language CNL 2014 held in Galway Ireland in August 2014 The 17 full papers and one invited paper presented were carefully reviewed and selected from 26 submissions The topics include simplified language plain language formalized language processable language fragments of language phraseologies conceptual authoring language generation and guided natural language interfaces *Rules on the Web: From Theory to Applications* Antonis Bikakis,Paul Fodor,Dumitru Roman,2014-07-21 This book constitutes the refereed proceedings of the 8th International RuleML Symposium RuleML 2014 co located with the 21st European Conference on Artificial Intelligence ECAI 2014 held in Prague Czech Republic in August 2014 The 17 full and 6 short papers presented together with 3 keynote talks were carefully reviewed and selected from 48 submissions The papers cover the following topics semantic web rule languages and standards rule engines formal and operational semantics and rule based systems the relation between natural language and rules automation of business rules generation from existing data and aspects related to legal rules and norms for web and corporate environments

**Disrupting Higher Education Curriculum** Michael Anthony Samuel,Rubby Dhunpath,Nyna Amin,2017-05-10 Discomfort with the inappropriateness of university curricula has met with increasing calls for disruptive actions to revitalise higher education This book conceived to envision an alternative emancipatory curriculum explores the historical ideological philosophical and theoretical domains of higher education curricula The authors acknowledge that universities have been and continue to be complicit in perpetuating cognitive damage through symbolic violence associated with indifference to the pernicious effects of race categorisation gender inequalities poverty rising unemployment and cultural hegemony as they continue to frame curricula cultures and practices The book contemplates the project of undoing cognitive damage offering glimpses to redesign curriculum in the 21st century The contributors international scholars emergent and expert researchers include different nationalities orientations and positionalities constituting an interdisciplinary ensemble which collectively provides a rich commentary on higher education curriculum as we know it and where we think it could be in the future The edited volume is a catalytic tool for disrupting canonised rituals of practice in higher education It has been a while since a scholarly book so authoritative in its claims and innovative in its concepts threatens to shake up the curriculum field at its foundations Rich in metaphor and meaning the superbly written chapters challenge a field that once more became moribund as we settled sic far too comfortably into accepting handed down frames and fictions about knowledge authority power and agency that imprint cognitive damage on those forced to the margins of schools and universities *Disrupting Higher Education Curriculum* demonstrates however that

it is in fact from those margins of the education enterprise that academics teachers and learners can see more clearly how patterns of thought and action hold us back from placing and experiencing our African humanity at the centre of the curriculum Jonathan Jansen Rector and Vice Chancellor of the University of the Free State South Africa *English-isiZulu / isiZulu-English Dictionary* C.M. Doke, Benedict Wallet Vilakazi, D. M. Malcolm, Mzilikazi Khumalo, 2014-05-01 The first the English and Zulu Dictionary dictionary was published in 1958 by Wits University Press and compiled by C M Doke and B W Vilakazi intended as a companion to the Zulu English Dictionary compiled by Doke and Vilakazi first published 1948 by Wits University Press The first combined edition with English isiZulu isiZulu English was published in 1990 and remains the definitive authority A revised isiZulu orthography is introduced in this Fourth Edition in line with the approved PanSALB 2008 orthography revisions undertaken under the auspices and control of the Wits Language Centre Johannesburg

English-Medium Instruction and Translanguaging BethAnne Paulsrud, Zhongfeng Tian, Jeanette Toth, 2021-01-20 This book offers a critical exploration of definitions methodologies and ideologies of English medium instruction EMI contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels in a variety of countries with different approaches to translanguaging different named languages and different policies These studies include several underrepresented contexts across the globe providing a broad view of how translanguaging in EMI is understood in these educational settings Furthermore this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom **Digital**

**Libraries: Providing Quality Information** Robert B. Allen, Jane Hunter, Marcia L. Zeng, 2015-12-17 This book constitutes the refereed proceedings of the 17th International Conference on Asia Pacific Digital Libraries ICADL 2015 held in Seoul South Korea in December 2015 The 22 full papers 9 short papers 7 panels 6 doctoral consortium papers and 19 poster papers presented were carefully reviewed and selected from 141 submissions The papers for this 2015 conference cover topics such as digital preservation gamification text mining citizen science data citation linked data and cloud computing

*Language and Institutional Identity in the Post-Apartheid South African Higher Education* Leketi Makalela, 2022-03-21 This book examines the intersections between education identity formation and language in post apartheid South Africa with specific attention to higher education It does so against the backdrop of the core argument that the sector plays a critical role in shaping re producing and perpetuating sectoral class sub national and national identities which in turn in the peculiar South African setting are almost invariably analogous with the historical fault lines determined and dictated by language as a marker of ethnic and racial identity The chapters in the book grapple with the nuances related to these intersections in the understanding that higher education language policies overt and or covert largely structure institutional cultures or what has been described as curriculum in higher education institutions Together the chapters examine the roles played by higher

education by language policies and by the intersections of these policies and ethnolinguistic identities in either constructing and perpetuating or deconstructing ethnolinguistic identities upon which the sector was founded The introductory chapter lays out the background to the entire book with an emphasis on the policy and practice perspectives on the intersections The middle chapters describe the so called White Universities Black Universities and Middle Man Minorities Universities The final chapter maps out future directions of the discourses on language and identity formation in South Africa s higher education

**Extended Curriculum Programmes** Tennyson Mgutshini, 2022-04-30 The introduction of ECPs in South African Universities is seen by many as South Africa s key strategy for addressing the problem of poor patterns of student success and has its basis on the uncontested acceptance that an extended study duration may be necessary to bring some categories of learners to a level of parity with the readiness expectations of their course of study Even so this transformative strategic imperative has been plagued by a range of challenges that include poor systems readiness poor selection mechanisms in the identification of ECP students poor numeracy and literacy amongst students and indifferent teacher involvement in ECPs This volume offers a rare insight into many of the above recognised challenges and in so doing provides critical matter for thought for educators within the higher education sector

**Like Family** Ena Jansen, 2019-04-01 An analytic and historical perspective of literary texts to understand the position of domestic workers in South Africa More than a million black South African women are domestic workers Precariously situated between urban and rural areas rich and poor white and black these women are at once intimately connected and at a distant remove from the families they serve Ena Jansen shows that domestic worker relations in South Africa were shaped by the institution of slavery establishing social hierarchies and patterns of behavior that persist today To support her argument Jansen examines the representation of domestic workers in a diverse range of texts in English and Afrikaans Authors include Andr Brink JM Coetzee Imraan Coovadia Nadine Gordimer Elsa Joubert Antjie Krog Sindiwe Magona Kopano Matlwa Es kia Mphahlele Sisonke Msimang Zukiswa Wanner and Zo Wicomb Like Family is an updated version of the award winning Soos familie 2015 and the highly acclaimed 2016 Dutch translation Bijna familie

**Researching Multilingualism** Marilyn Martin-Jones, Deirdre Martin, 2016-11-10 Pt 1 Researching trajectories multilingual repertoires and identities pt 2 Researching discourses policies and practices on different scales pt 3 Researching multilingual communication and multisemioticity online pt 4 Multilingualism in research practice voices identities and researcher reflexivity pt 5 Ethnographic monitoring and critical collaborative analysis for social change

**Knowledge Engineering and Knowledge Management** Eva Blomqvist, Paolo Ciancarini, Francesco Poggi, Fabio Vitali, 2016-11-12 This book constitutes the refereed proceedings of the 20th International Conference on Knowledge Engineering and Knowledge Management EKAW 2016 held in Bologna Italy in November 2016 The 51 full papers presented were carefully reviewed and selected from 171 submissions The papers cover all aspects of eliciting acquiring modeling and managing knowledge the construction of knowledge intensive systems and services for the Semantic Web

knowledge management e business natural language processing intelligent information integration personal digital assistance systems and a variety of other related topics A special focus was on evolving knowledge i e the impact of space and time on knowledge representation concerning all aspects of the management and acquisition of knowledge representation of evolving contextual and local models Critical Issues in South African Education Charl C.

Wolhuter,2020-12-31 The main thesis of this book is that given that South African education faces major challenges the BRICS Brazil Russia India China and South Africa constellation of states offers thus far overlooked a valuable tertium comparationis a source of international comparative perspectives to inform the domestic scholarly discourse on education This book first investigates the national contexts and development of education in the BRICS countries arguing that this grouping represents a valuable but yet overlooked field for illuminating South African education issues with international perspectives The book consists of chapters arguing for and illustrating this thesis from a variety of angles Common to all chapters is that authors used the comparative method in education that is comparing the national education system in their education societal context interrelationships of the BRICS countries The chapters focus on a number of critical issues in South African education including the language of learning and teaching issue the alignment of the world of education with the world of work early childhood education and the development of world class universities Regarding the last for example China has been the terrain of the most intensive national projects of establishing world class universities with Project 985 Project 211 and the Double First Class University project The chapters demonstrate what South Africa in approaching her education issues can learn from the experience of the BRICS countries **South Africa, Greece, Rome** Grant

Parker,2017-08-31 How have ancient Greece and Rome intersected with South African histories This book canvasses architecture literature visual arts and historical memory Some of the most telling manifestations of classical reception in South Africa have been indirect for example neo classical architecture or retellings of mythical stories Far from being the mere handmaiden of colonialism and later apartheid classical antiquity has enabled challenges to the South African establishment and provided a template for making sense of cross cultural encounters Though access to classical education has been limited many South Africans black and white have used classical frames of reference and drawn inspiration from the ancient Greeks and Romans While classical antiquity may seem antithetical to post apartheid notions of heritage it deserves to be seen in this light Museums historical sites and artworks up to the present day reveal juxtapositions in which classical themes are integrated into South African pasts **Transitivity, Valency, and Voice** Denis Creissels,2024-10-15

This book sets up a consistent theoretical and terminological framework for the study of the phenomena that are commonly subsumed under the terms transitivity valency and voice These three concepts are at the heart of the most basic aspects of clausal structure in any language however there is considerable cross linguistic variation in the constraints on how verbs combine with noun phrases that refer to participants in the event that they denote or to the circumstances of the event In

this book Denis Creissels explores and accounts for the extent of this cross linguistic variation capturing its regularities and examining the historical phenomena that have resulted in the emergence of constructions and markers The novel framework developed in the book allows similar phenomena to be identified across typologically diverse languages and facilitates systematic comparison of the manifestations of these phenomena in the grammars of individual languages

**Letters to my Native Soil** Lindy Stiebel, Therese Steffen, 2014 Lewis Nkosi's influence as both a South African writer and critic has been profound His significance stems from the fact that he was one of the very few surviving members of the Drum generation of writers of the 1950s one who continued to write throughout the apartheid and post apartheid decades As an author of plays critical essays and novels Nkosi's voice is preserved in Letters to My Native Soil which collects correspondence between the writer and others and provides a valuable insight into a working writer's life in Europe and at home The book is illustrated with personal photographs and accompanied by Nkosi's own work in the form of appendices Series African Languages African Literatures Langues Africaines Litteratures Africaines Vol 6

**After Access** Jonathan Donner, 2015-12-11 An expert considers the effects of a more mobile Internet on socioeconomic development and digital inclusion examining both potentialities and constraints Almost anyone with a 4G mobile phone and a nearby cell tower can get online with an ease unimaginable just twenty years ago An optimistic narrative has proclaimed the mobile phone as the device that will finally close the digital divide Yet access and effective use are not the same thing and the digital world does not run on mobile handsets alone In After Access Jonathan Donner examines the implications of the shift to a more mobile more available Internet for the global South particularly as it relates to efforts to promote socioeconomic development and broad based inclusion in the global information society Drawing on his own research in South Africa and India as well as the burgeoning literature from the ICT4D Internet and Communication Technologies for Development and mobile communication communities Donner introduces the After Access Lens a conceptual framework for understanding effective use of the Internet by those whose digital repertoires contain exclusively mobile devices Donner argues that both the potentialities and constraints of the shift to a more mobile Internet are important considerations for scholars and practitioners interested in Internet use in the global South

**Investment and Interventions to Improve the Quality of Education Systems** Jin Chi, Eduardo Velez Bustillo, 2021-12-28 Quality improvement is a major current goal of Education in China and this will be achieved through overall quality improvement of the education system as a whole a situation that is also the case across the world Deploying a cost benefit analysis and multidisciplinary perspectives from education economics neurocognition gender studies child development and international development this book presents a range of critical interventions in education development and investment that have proven to be effective in many countries around the world The book draws on theoretical and practical experience in the field of education investment and analyses key issues in China's early childhood education early reading girls education brain science application in international education small scale schools in low income



areas and teacher education Students and scholars of education and development and Chinese education will benefit from this title *Multilingual Universities in South Africa* Liesel Hibbert, Christa van der Walt, 2014-04-03 Focusing on the use of African languages in higher education this book showcases South African higher education practitioners attempts to promote a multilingual ethos in their classes It is a first time overview of multilingual teaching and learning strategies that have been tried and tested in a number of higher education institutions in South Africa Despite language in education policies that extol the virtues of multilingualism practice remains oriented towards English only learning and teaching In the multilingual contexts of local campuses this book shows how students and lecturers attempt to understand their multiple identities and use the available languages to create multilingual learning environments

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