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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

Social Justice and Education in the 21st Century Willie Pearson Jr., Vijay Reddy, 2021-04-10 The world is not an equal place There are high and low income countries and high and low income households For each group there are differential educational opportunities leading to differential educational outcomes and differential labor market opportunities This pattern often reproduces the privileges and inequalities of groups in a society This book explores this differentiation in education from a social justice lens Comparing the United States and South Africa this book analyzes each country's developmental thinking on education from human capital and human rights approaches in both primary and higher education The enclosed contributions draw from different disciplines including legal studies sociology psychology computer science and public policy

Multilingualism in Mathematics Education in Africa Anthony A. Essien, 2023-12-14 This book brings together the first book collection of African research in mathematics education in multilingual societies and chronicles current research in different linguistic contexts across the African continent including Algeria Namibia Malawi Morocco Rwanda South Africa on issues of multilingualism in mathematics education but more importantly it foregrounds pertinent issues for future research With many of the authors building on earlier path breaking African research the book is a unique contribution of careful thinking through how linguistic diversity and multilingualism manifest in ways that differ from one geopolitical context to another This volume is an important contribution to the growing recognition of multilingualism as the global linguistic dispensation in mathematics education It is an invitation to how we might as an international community where more and more multilingualism is the norm rather than an exception pay more attention to the multilingual agency and capabilities of both students and teachers in order to better harness the epistemic potential of multiple languages in contexts of language diversity in mathematics education

Multilingual Education Yearbook 2021 Anthony A. Essien, Audrey Msimanga, 2021-05-04 This edited book attempts to foreground how challenges and complexities between policy and practice intertwine in the teaching and learning of the STEM subjects in multilingual settings and how they policy and practice impact on educational processes developments and outcomes The unique feature of this book thus lies in its combination of not just language issues in the teaching and learning of the STEM subjects but also in how these issues relate to policy and practice in multilingual contexts and how STEM research and practice may inform and shape language policies and their

implementation in multilingual contexts This book is of interest to stakeholders involved in STEM education such as researchers undergraduate and graduate students tertiary level teachers teacher educators curriculum developers as well as other professionals with responsibilities in STEM education subjects The book is written in a way that is accessible to a wide range of backgrounds including those who are in language education **Southern African Linguistics and Applied**

Language Studies ,2009 Blended learning environments to foster self-directed learning Christo van der Westhuizen,Mncedisi C. Maphalala,Roxanne Bailey,2023-03-31 This book on blended learning environments to foster self directed learning highlights the focus on research conducted in several teaching and learning contexts where blended learning had been implemented and focused on the fostering of self directed learning Several authors have contributed to the book and each chapter provides a unique perspective on blended learning and self directed learning research From each chapter it becomes evident that coherence on the topics mentioned is established One of the main aspects drawn in this book and addressed by several authors in the book is the use of the Community of Inquiry CoI framework when implementing teaching and learning strategies in blended learning environments to foster self directed learning This notion of focusing on the CoI framework is particularly evident in both theoretical and empirical dissemination presented in this book What makes this book unique is the fact that researchers and peers in varied fields would benefit from the findings presented by each chapter albeit theoretical methodological or empirical in nature this in turn provides opportunities for future research endeavours to further the narrative of how blended learning environments can be used to foster self directed learning

Language in South Africa Rajend Mesthrie,2002-10-17 A wide ranging guide to language and society in South Africa The book surveys the most important language groupings in the region in terms of wider socio historical processes contact between the different language varieties language and public policy issues associated with post apartheid society and its eleven official languages Scholarship Students in Elite South African Schools Jennifer Wallace,Jennifer Feldman,2022-11-16 This book provides a narrative account of the experiences of twenty former scholarship students from historically disadvantaged communities who attended elite public and private secondary schools It draws on in depth one on one semi structured interviews conducted with former scholarship recipients who were between the ages of 19 and 24 years at the time of the interviews Various themes are explored specifically focusing on elite schooling in relation to the experiences and navigational practices of the scholarship recipients and the adjustments that they felt they needed to make in order to fit into the elite school space The book analyses and discusses the reflective experiences of students who were awarded a scholarship to attend an elite secondary school It reveals that accepting the gift of a scholarship is far more complex multi layered and at times harsh and even painful for the individual recipients than is possibly realized by those involved in this practice This book contributes to academic educational debates within the sociology of education elite schools and schooling in the post apartheid South African context Metadata and Semantics Research Emmanouel

Garoufallou, Richard J. Hartley, Panorea Gaitanou, 2015-09-03 This book constitutes the refereed proceedings of the 9th Metadata and Semantics Research Conference MTSR 2015 held in Manchester UK in September 2015 The 35 full papers and 3 short papers presented together with 2 poster papers were carefully reviewed and selected from 76 submissions The papers are organized in several sessions and tracks general track on ontology evolution engineering and frameworks semantic Web and metadata extraction modelling interoperability and exploratory search data analysis reuse and visualization track on digital libraries information retrieval linked and social data track on metadata and semantics for open repositories research information systems and data infrastructure track on metadata and semantics for agriculture food and environment track on metadata and semantics for cultural collections and applications track on European and national projects

South African Schooling: The Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

English in Business and Commerce Tamah Sherman, Jiri Nekvapil, 2018-05-07 This

volume fills an important gap in exploring English in the domains of business and commerce through the prism of sociolinguistics and the sociology of language as opposed to analyzing business genres or taking a linguodidactic approach It expands the regional coverage of English in Europe with several studies based in Central Europe and also considers contexts which interact with Europe even though they are physically outside of it Asia Africa It addresses English as just one of several languages at play in the ecology of the countries It focuses not only on the position of languages as declared in documents of various organizations that is language policy but also everyday linguistic practices as observed in business contexts that is interactions The studies are divided into three thematic areas ideologies and discourses on English in the business sphere the management of English in business and organizational contexts and English and other languages on local and international labor markets It will be of interest to readers concerned with multilingualism in the economic sphere and the workplace and the interplay between macro and micro levels during the management of communication in organizations

Childhood Sexuality and AIDS Education Deevia Bhana,2015-08-27 Primary schoolchildren are frequently shielded from education on sexuality and sexually transmitted diseases in an effort to protect their innocence In countries like South Africa where AIDS is particularly widespread it is especially important to address prevention with younger boys and girls as active social agents with the capacity to engage with AIDS as gendered and sexual beings This volume addresses the question of children s understanding of AIDS not simply in terms of their dependence but as active participants in the interpretation of their social worlds The volume draws on an interview and ethnographic based study of young children in two socially diverse South African primary schools as well as interviews conducted with teachers and mothers of young children It shows how adults sustain the production of childhood sexual innocence and the importance of scaling up programs in AIDS intervention gender and sexuality It makes significant contributions to the global debate around childhood sexualities gender and AIDS education

Language, Youth and Identity in the 21st Century Jacomine Nortier,Bente A. Svendsen,2015-03-19 The language of young people is central in sociolinguistic research as it is seen to be innovative and a primary source of knowledge about linguistic change and the role of language This volume brings together a team of leading scholars to explore and compare linguistic practices of young people in multilingual urban spaces with analyses ranging from grammar to ideology It includes fascinating examples from cities in Europe Africa Canada and the US to demonstrate how young people express their identities through language for example in hip hop lyrics and new social media This is the first book to cover the topic from a globally diverse perspective and it investigates how linguistic practices across different communities intersect with age ethnicity gender and class In doing so it shows commonalities and differences in how young people experience act and relate to the contemporary social cultural and linguistic complexity of the twenty first century

Teaching and Learning Shakespeare through Theatre-based Practice Tracy Irish,Jennifer Kitchen,2023-12-28 How can the study of Shakespeare contribute to equipping young people for the challenges of an

uncertain future This book argues for the necessity of a Shakespeare education that finds meaning in the texts through inviting in the prior knowledge experiences and ideas of students combines intellectual social and emotional learning and develops a critical perspective on what a cultural inheritance is all about It offers a comprehensive exploration of the educational principles underpinning theatre based practice and explains how and why this practice can open up the possibilities of Shakespeare study in the classroom It empowers Shakespeare educators working with young people aged 5 18 to interact critically creatively and collaboratively with Shakespeare as a living artist Drawing on the authors research and experience with organizations including the Royal Shakespeare Company Shakespeare s Globe the Folger and Coram Shakespeare Schools Foundation Part One consolidates recent developments in the field and engages in lively dialogue with core questions of Shakespeare s place in the classroom Part Two curates a series of interviews with leaders and practitioners from the above and other Shakespeare institutions exploring their core principles and practices Part Three presents chapters from and about classroom teachers who share their experiences of successfully embedding theatre based approaches to Shakespeare in their own diverse contexts

The Ambiguity of English as a Lingua Franca Stephanie Rudwick, 2021-08-29 Grounded in ethnography this monograph explores the ambiguity of English as a lingua franca by focusing on identity politics of language and race in contemporary South Africa The book adopts a multidisciplinary approach which highlights how ways of speaking English constructs identities in a multilingual context Focusing primarily on isiZulu and Afrikaans speakers it raises critical questions around power and ideology The study draws from literature on English as a lingua franca raciolinguistics and the cultural politics of English and dialogues between these fields It challenges long held concepts underpinning existing research from the global North by highlighting how they do not transfer and apply to identity politics of language in South Africa It sketches out how these struggles for belonging are reflected in marginalisation and empowerment and a vast range of local global and glocal identity trajectories Ultimately it offers a first lens through which global scholarship on English as a lingua franca can be decolonised in terms of disciplinary limitations geopolitical orientations and a focus on the politics of race that characterize the use of English as a lingua franca all over the world This book will be of interest to students and researchers in linguistic anthropology sociolinguistics World Englishes ELF and African studies

Namibian English in Its Multilingual Environment Gerald Stell, 2025-08-18 Already much discussed within the World Englishes research paradigm English in Namibia only began to develop into a dominant lingua franca from 1990 onwards The study s central research questions are How does spoken English vary in Namibia Does it form one variety or several And what is distinctly Namibian about it To answer these questions this study draws on perceptually contextualized speech data collected among young urban Namibian generations It first identifies the historical and contemporary uses of English in Namibia in comparison with other languages The patterns of code switching into which Namibian English is embedded are illustrated based on a corpus of informal multilingual Namibian speech The study then

zooms in on its phonetic and grammatical features with particular emphasis on how these features are perceived and socially distributed and whether they represent transfers from native languages or imports from exogenous English varieties **The Language Issue in the Teaching of Mathematics in South Africa** Lindiwe Tshuma, 2021-01-26 The book is the result of a five year project that culminated within the first three years in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017 and this book in the succeeding two years The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000 **Democratic Science Teaching: Building the Expertise to Empower Low-Income Minority Youth in Science** Sreyashi Jhumki Basu, Angela Calabrese Barton, Edna Tan, 2011-11-12 Democratic science pedagogy has the potential to shape learning outcomes and science engagement by taking on directly issues of pedagogy learning and social justice In this text we provide a framework for democratic science teaching in order to interrogate the purposes and goals of science education in classrooms globally as well as to call attention to ways of being in the classroom that position teachers and students as important and powerful participants in their own learning and as change agents of a larger global society We develop three core conceptual tools for democratic science teaching that together frame ways of thinking and being in classrooms that work towards a more just world Voice Authority and Critical Science Literacy Each conceptual tool is developed in the introductory chapters then taken up in different pedagogical and analytic ways in the chapters that span the text The chapters present researcher teacher and student centered lenses for investigating democratic science education and reflect elementary through high school education both in school and out of school in the US and globally **Children's Cultures after Childhood** Justyna Deszcz-Tryhubczak, Macarena García-González, 2023-08-15 Children's Cultures after Childhood introduces theoretical concepts from new materialist and posthumanist childhood studies into research on children's literature film and media texts with attention to the entanglements of which they are part Thirteen chapters by international contributors from diverse disciplinary fields literary studies cultural studies media studies education and childhood studies offer a cross section of empirical and theoretical approaches sharing an inspiration in the notion of after childhoods proposed by Peter Kraftl a children's geographer to conceptualize theoretical and methodological orientations in research on children's lives and on past present and future childhoods This interdisciplinary collection will be of interest to scholars working in children's literature and culture studies education and childhood studies **The Portuguese in the Creole Indian Ocean** Fernando Rosa, 2015-10-14 This monograph is an exploration of the historical legacy of the Portuguese in the Indian Ocean in particular in Goa Macau Melaka and Malabar Instead of fixing the gaze on either the colonial or the indigenous it attempts to scrutinise a creole space that is rooted in Indian Ocean cosmopolitanism

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