Grade 8 Afrikaans Second Language Exam Papers

A discussion of the role which language, or, more properly, languages, can perform in the reconstruction and development of South Africa. The approach followed in this book is characterised by a numbers of features - its aim is to be factually based and theoretically informed.

Continuing Professional Teacher Development in Sub-Saharan Africa explores the prospects that the on-going continuous professional development (CPD) of teachers working in schools offers for meaningful change, particularly towards improving the quality of educational provision for the majority of the continent's children. By reflecting on teacher professional development efforts and their place in broader education reforms, the book highlights the challenges of teacher CPD in these education contexts - contexts strongly shaped by endemic poverty, under-development and social upheaval. The collection draws together examples of innovation and resilience, and the valuing of teachers as critical role players, enabled and empowered through their on-going development as education professionals. Drawing together a wealth of experience, the volume identifies the policy and research implications for the future of CPD across the continent, providing important lessons that can be integrated into a post-2015 development agenda for Africa.

Learning English focuses on young children's acquisition of spoken and written English in monolingual and bilingual contexts and explores the debates surrounding English in schools and colleges, and the often controversial nature of the English curriculum in different parts of the world. English is learned in most parts of the world, both through use in the home and community, and as a major language of education. Learning English represents just some of this diversity.

Current Issues and Directions in Research and Inquiry

Negotiations and Language Policy Options in South Africa

Learning From Others

Multilingualism in a Multicultural Context

Multilingual classroom contexts

Instructional Practices from Global Contexts

Details problems of language policy in South Africa

A longer-range purpose is to collect comparable information on as many polities as possible in order to facilitate the development of a richer theory to guide language policy and planning in other polities that undertake the development of a national policy on languages. This volume is part of an areal series which is committed to providing descriptions of language planning and policy in countries around the world."--BOOK JACKET.

From a historical and cultural point of view, South Africa and Western Europe have much in common. The sociolinguistic commonalities are clearly evident in the status and use of English and Afrikaans, both of which have their roots in an intricate European migration history. This volume aims at capturing new facts about multilingualism in these two multicultural contexts by means of case studies on dominant and dominated languages in two regions in particular, i.e., KwaZulu-Natal in South Africa and the Netherlands in Western Europe. Through the exploration of local realities offered in this volume, the similarities and differences between the two geopolitical contexts become abundantly clear. This should lay the foundation for the comparative work that is eventually envisaged.

International Guide to Qualifications in Education

The Role of Language in National Transformation, Reconstruction and Development

Parliamentary Publications

African Books in Print

Language Planning and Policy in Africa

Afrikaans Sonder Grense 3

Cette étude sur les langues parlées en Afrique du Sud se divise en trois parties : l'histoire des langues, bilinguisme et institutions de recherche sur le langage ; étude des principales langues employées ; l'enseignement des langues, en particulier l'afrikaans et l'anglais

This volume brings together studies of instructional writing practices and the products of those practices from diverse Indigenous languages and cultures. By analyzing a rich diversity of contexts—Finland, Ghana, Hawaii, Mexico, Papua New Guinea, and more—through biliteracy, complexity, and genre theories, this book explores and demonstrates critical components of writing pedagogy and development. Because the volume focuses on Indigenous languages, it questions center-margin perspectives on schooling and national language ideologies, which often limit the number of Indigenous languages taught, the domains of study, and the age groups included.

By far the majority of South African students get their schooling in a second language, which means that our classrooms are multilingual. This state of affairs is not exclusive to our country, as can be seen in the many academic conferences on multilingual learning and teaching. Terms like translanguaging and biliteracy appear in many articles and books that discuss the role language in education. What makes the multilingual nature of our South African classrooms challenging, is the fact that many learners switch from one language of learning and teaching to another at various points in their school career: from home language to English or Afrikaans after the foundation phase, from one language of learning and teaching to another when they move to new schools, high school or tertiary institutions. This book is an attempt to highlight the transitions; from home to school, from foundation to intermediate phase, from primary to high school, and from high school to tertiary institutions.

Language and Communication Studies in South Africa

Fiat Lux

Teaching Writing to Children in Indigenous Languages

South African Language Rights Monitor 2006

Psychosocial Pathways Towards Reinventing the South African University

Language and Institutional Identity in the Post-Apartheid South African Higher Education

?This book proposes a conceptual-empirical framework for exploring forms of continuity and change along psychosocial pathways in South African universities. It illustrates how the psychosocial pathways are grounded in the symbolic narratives and knowledges of young scientists, engineers and architects - all interlocutors in the research from which this book is based. Alala, Mamoratwa, Welile, Odirile, Kaiya, Amirah, Takalani, Nosakhele, Naila, Ambani, Khanyisile, Itumeleng, Ethwasa and Kgnaya provide collective standpoints in the multiplicities within and between the lived lives and told stories of young Black South African women in Science, Technology, Engineering, and Mathematics (STEM) fields. In doing so, this compelling work advances possibilities for demythologising scientific endeavour as a white male achievement and shifting knowledge communities across gendered, racialised, class and national divides. This book presents an innovative narrative methodology, utilising the myth of the Minotaur to examine the state of the hierarchical labyrinth in "post"-apartheid South Africa. Throughout the work the author wrestles with and self-reflexively highlights her own positionality as a white, middle-class South African woman to examine how this affects the production of this research in ways which serve to preserve the colonial knowledge system. With the rise of the Rhodes Must Fall and Fees Must Fall student movement in South Africa, demanding for the fall of institutionalised racial hierarchies, the author uses the cover image of narrative formations in the spirit of exploration to think with and through undulating networked forms that could possibly forge new psychosocial pathways towards decolonising and reinventing South African universities. This work offers a unique conceptual and methodological resource for students and scholars of psychosocial and narrative theory, as well as those who are concerned about the politics of higher education, both in South Africa and in other contexts around the world.

This book is the result of research from over fifteen countries, asking which background and environmental factors influence achievement in mathematics and science. This research is based on data from the Third International Mathematics and Science Study (TIMSS), which was conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) in 1995 and 1998. In many countries researchers have started secondary analysis of the data in search for relationships between contextual factors and achievement. In these analyses two different approaches can be distinguished, which can be characterised by the metaphors of 'fishing' and 'hunting'. In the 'fishing' approach, researchers begin with an open mind, considering all possible context variables as potentially influential. Applying analysis techniques such as regression analysis, Lisrel, PLS, HLM, and MLN, they then identify important factors within their countries or across a number of countries. In the 'hunting' approach, researchers hypothesise certain context variables and trace the effect of these variables on mathematics and/or science achievement.

This book examines the crucial issues affecting Human Rights Education in contexts of culture, religious and societal diversity. It exhibits an impressive scholarly achievement, capturing and combining the insights of both established academics and emerging researchers. Each author succeeds in distilling the knowledge of their particular fields of interest, as well as conveying the essence of their intuitive understanding and the richness of the context. This book considers a variety of connected content and methodological issues in three major sections: 'Philosophical and policy perspectives', 'Gender discourses: diverse perspectives' and 'Discourses on narratives as safe spaces'. The Edition is further strengthened by allowing international reviewers the opportunity of engaging with the contributors in the Introduction and Conclusion, an innovative departure from conventional formats and which will provide a global perspective to the readers. The focus of the various chapters succeeds in establishing both a foundation and platform for dialogue surrounding human rights and human rights education in modern policy and governance. Aptly named "Safe Spaces", the Edition offers in-depth and credible ("safe") nuances ("spaces"), in terms of the somewhat reified concept of human rights, at a time when human rights remains a highly topical and contested international issue. As such, the book imparts an immense scope of theoretical and empirical perspectives, reflected by the distinguished intellectuals who navigate the terrain of their respective disciplines with profound erudition. This book represents a collaborative effort of immeasurable value. This exemplary edition is both timeous, and will prove timeless.

Language in South Africa

Perspectives on Policy and Practice

Learning English

Contexts of Learning Mathematics and Science

Safe Spaces

Final Report of the Language Plan Task Group (LANGTAG), Presented to the Minister of Arts, Culture, Science and Technology, Dr. B.S. Ngubane, 8 August 1996

The English language as spoken in Namibia has virtually been overlooked in most textbooks, handbooks, and surveys of varieties of English around the world, or else has only been mentioned in passing. However, this variety of English has recently attracted the attention of several researchers and the present volume brings together most scholars actively involved in the research on English in Namibia from various linguistic fields to present their current research. It covers a wide range of linguistic issues, such as empirical analyses on various levels of linguistic description and use, as well as the application of diverse methodologies, from questionnaire surveys, sociolinguistic interviews and focus group discussions, to corpus linguistics, linguistic landscaping, and digital ethnography. This book represents the first comprehensive collection of articles and in-depth discussions of this emerging variety of World Englishes.

Do you know a bit of English, and want to improve without a teacher? Whether you're a student, a traveller, or you just want to learn basic English, this plain-speaking guide will help you pick up the essentials so you'll be understanding and speaking English in no time. Improve your grammar, speech, vocabulary and pronunciation at your own pace, and prepare yourself to get around in any English-speaking country comfortably - and without embarrassment! Learning English as a Foreign Language For Dummies includes: Part I: Getting Started Chapter 1: You Already Know a Little English Chapter 2: Basic English Grammar Chapter 3: Greetings and Introductions Part II: English in Action Chapter 4: Shopping and Numbers Chapter 5: Eating Out Chapter 6: Out on the Town Chapter 7: Hobbies and Free Time Chapter 8: Talking on the Phone Chapter 9: At the Office and Around the House Chapter 10: Written English - Newspapers and Signs Part III: English on the Go Chapter 11: Money Chapter 12: Checking into a Hotel Chapter 13: Asking Directions and Getting Around Chapter 14: Handling Emergencies Part IV: The Part of Tens Chapter 15: Ten Ways to Speak English Quickly Chapter 16: Ten Favourite English Expressions Chapter 17: Ten Holidays to Remember Chapter 18: Ten Phrases That Make You Sound Fluent in English Part V: Appendices Appendix A: Phrasal verbs explained Appendix B: Common Verbs [Agree, Can / be able, Come, Do, Go, Have, Make , Need, Put, Think] English Irregular Verbs Appendix C: About the Downloadable Content

This volume offers empirically grounded perspectives on translanguaging as a locally situated, interactional accomplishment of practical action, and its significance within different domains of social life–school, education, diasporic families and communities, workplaces, urban linguistic landscapes, advertising practices and mental health centres – focusing on case studies from different countries and continents. The 14 chapters contribute to the understanding of translanguaging as a communicative and discursive practice, which is relationally constructed and strategically deployed by individuals during everyday encounters with language and cultural diversity. The contributions testify to translanguaging as an interdisciplinary and critical research paradigm by assembling scholars working on translanguaging from different perspectives, and a wide range of social, cultural, and geographical contexts. This volume contributes to the further development of new theoretical and analytical tools for the investigation of translanguaging as everyday practice, and how and why language practices are constructed, negotiated, opposed or subverted by social actors.

Database of South African Training and Capacity Building Providers

Problems of Language Policy in South Africa

Mission of Malice

Human Rights Education in Diverse Diverse

Annual Report

Research in Education

"This book was born out of an idea that I had during the period in which I spent time with several young people who had approached me to assist them in different ways, including personal development, career advancement and growth, as well as growing their businesses and entrepreneurial acumen and skills. I took the challenge but felt that more could be achieved, hence this book. The chapters in this book are written by each one of these young people. They chose the topics, guided by me, and the plan was to simply convey a message from each one of them about leadership. They did not do this for fame or to sell this book to make money, but to share their ideas. The topics covered in this book will appeal to different readers, and some readers might find more lessons in one chapter or in more chapters than one. I urge each one of you who read this book to pick one or a few lessons and share it with those you wish to make a difference to. Mentorship of young people is critical, but this does not mean that the mentors will provide handouts in the form of money. People who wish to grow, are not interested in money, they are interested in a piece of your generous heart." - Mike Teke

The South African Language Rights Monitor (SALRM) Project surveys the mainstream newspapers of South Africa with a view to compile annual reports on the developments on the language front in the country. While the main focus is on language rights and language (rights) activism, the Monitor also covers other language-related problems, including name changes and aspects of language promotion.

This comprehensive guide to research and debate centres around language learning in childhood, the age factor and the different contexts where language learning happens, including home and school contexts. The scope is wide, capturing examples of studies with different age groups, different methodological approaches and different languages.

Faculty Entrance Requirements of Universities in the RSA

Perspectives on an emerging variety

Eerste Addisionele Taal. Onderwysersgids

Improving Teaching and Learning

Translanguaging as Everyday Practice

Children Learning Second Languages

Diane Shorrocks-Taylor School of Education, University of Leeds,UK In September 1998, a conference was held at the University of Leeds entitled 'International comparisons of pupil performance: issues and policy'. It was arranged by two groups within the School of Education at the University, the newly formed Assessment and Evaluation Unit and the Centre for Studies in Science and Mathematics Education. Thejoint interest in international comparisons of performance had itself arisen from earlier involvement in a follow-up study of the 1995 TIMSS work in England, reported in a later chapter in this book, in which the TIMSS assessment outcomes were studied alongside the outcomes from the National Curriculum testing programme in England. Some of the results of this investigation had proved both interesting and challenging so the decision was made to promote wider discussion of some key issues by inviting contributors from all over the world to a meeting the major aims of which were to promote an exploration of : - the theoretical foundations of international comparative studies of student performance; - the practical problems of carrying out such studies; - the appropriateness of the assessment models and approaches used in international comparisons; - the role of international comparative studies in raising standards of student performance; - and how international studies affect the shaping of national policy on education.

The Rocky Rioter Teargas Show was the title of a satrical pamphlet written by students at the time of the 1976 Soweto Uprising. This book draws from contemporary accounts, newspaper reports and interviews with observers and participants to present an accesible account of the event.

In the 1980s, Erika Bornman's family join, and ultimately move, to KwaSizabantu, a Christian mission based in KwaZulu-Natal, which is touted as a nirvana, founded on egalitarian values. But something sinister lurks beneath 'the place where people are helped'. Life at KwaSizabantu is hard. Christianity is used to justify harsh punishments and congregants are forced to repent for their sins. Threats of physical violence ensure adherence to stringent rules. Parents are pitted against children. Friendships are discouraged. Isolated and alone, Erika lives in constant fear of eternal damnation. At 16, her grooming at the hands of a senior mission counsellor begins. For the next five years, KwaSizabantu wages emotional, psychological and sexual warfare on her, until, finally, she manages to break free and escape at the age of 21. Escaping a restrictive religious community is difficult, but rehabilitation into 'normal' life after a decade of ritual humiliation, brainwashing and abuse is much more painful, as Erika soon discovers. She cannot ignore her knowledge of the grievous human-rights abuses being committed at KwaSizabantu, and so she embarks on a quest to expose the atrocities. Mission of Malice – My Exodus from KwaSizabantu chronicles Erika's journey from a fearful young girl to a fierce activist determined to do whatever it takes to save future generations and find personal redemption and self-acceptance.

Education Statistics

This Generation Leads
Wrestling with the Ghost of a Bull
My exodus from KwaSizabantu
The Inside Story of the 1976 Soweto Uprising
Human Sciences Technology
This book covers a representative sample of the types of technology developed by the South African Human Sciences Research Council (HSRC). It is divided into five sections: (1) "Introduction" (Andries R. van den Berg); (2) "Technology for Education and Training" (A. Cecilia Bouwer); (3) "Technology for Managing Human Resources" (Terry R. Taylor); (4) "Human Sciences Technology in Managing Problems Arising from Social Issues" (Arie G. Oberholster); and (5) "Future Perspectives" (Roelf J. Prinsloo). The aim of the book is to indicate social and organizational needs that could be addressed through human sciences technology. This publication serves three functions: to create a greater awareness of the fact that the human sciences need not be restricted to describing and explaining what is going on in society; to stimulate students in the human sciences with a listing of a wide array of technology; and to promote cooperation with other professionals and stakeholders in utilizing the potential of the human sciences to improve the quality of life of all South Africans. References are included with each section. (TMK)
Continuing Professional Teacher Development in Sub-Saharan Africa
The Latest Leadership Ideas from South Africa
Transitions and transactions
The Education Gazette
Host Bibliographic Record for Boundwith Item Barcode 30112044535307 and Others
Towards a National Language Plan for South Africa