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English in Business and Commerce Researching Multilingualism Transforming Transformation in Research and Teaching at South African Universities Development of Higher Education in Africa Language and Institutional Identity in the Post-Apartheid South African Higher Education A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond Social Justice and Education in the 21st Century Foreignising Finnish Language Policy in Higher Education Multilingual Universities in South Africa Education in a New South Africa Applied Ethnomusicology Springer Handbook of Nanotechnology Reading the Fantastic Imagination The Ambiguity of English as a Lingua Franca University Pathway Programs: Local Responses within a Growing Global Trend Challenges for Language Education and Policy Qualitative and Nutritional Improvement of Cereal-Based Foods and Beverages Doctoral Education in South Africa Driving Change The Politics of Slums in the Global South Language and Decoloniality in Higher Education Guardian of the Light The Transformative Power of Language Higher Education and Hope English Language as Hydra The Palgrave Handbook of Innovative Community and Clinical Psychologies African Values, Ethics, and Technology Contemporary Campus Life Object Medleys AIMING FOR THE STARS Information Communication Technologies: Concepts, Methodologies, Tools, and Applications Africanising the Curriculum Contaminations and Ethnographic Fictions Multilingual Higher Education Illustrated Glossary of Southern African Architectural Terms, English-isiZulu Disrupting Higher Education Curriculum Decolonisations of Literature Can Themba Weaving dreams

Weaving dreams Aug 27 2019

Multilingual Universities in South Africa Mar 27 2022 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.

Springer Handbook of Nanotechnology Dec 24 2021 This comprehensive handbook has become the definitive reference work in the field of nanoscience and nanotechnology, and this 4th edition incorporates a number of recent new developments. It integrates nanofabrication, nanomaterials, nanodevices, nanomechanics, nanotribology, materials science, and reliability engineering knowledge in just one volume. Furthermore, it discusses various nanostructures; micro/nanofabrication; micro/nanodevices and biomicro/nanodevices, as well as scanning probe microscopy; nanotribology and nanomechanics; molecularly thick films; industrial applications and nanodevice reliability; societal, environmental, health and safety issues; and nanotechnology education. In this new edition, written by an international team of over 140 distinguished experts and put together by an experienced editor with a comprehensive understanding of the field, almost all the chapters are either new or substantially revised and expanded, with new topics of interest added. It is an essential resource for anyone working in the rapidly evolving field of key technology, including mechanical and electrical engineers, materials scientists, physicists, and chemists.

Applied Ethnomusicology Jan 25 2022 Applied ethnomusicology is an approach guided by principles of social responsibility, which extends the usual academic goal of broadening and deepening knowledge and understanding toward solving concrete problems and toward working both inside and beyond typical academic contexts (International Council for Traditional Music 2007). This edited volume is based on the first symposium of the ICTM's Study Group on Applied Ethnomusicology in Ljubljana, Slovenia in 2008 that brought together more than thirty specialists from sixteen countries worldwide. It contains a Preface, an

extensive Introduction, and twelve selected peer-reviewed articles by authors from Australia, Austria, Canada, Germany, Slovenia, Serbia, South Africa, the United Kingdom, and the United States of America, divided into four thematic groups. These groups encompass: diverse perspectives on the growing field of applied ethnomusicology in various geographical and problem-solving contexts; research and teaching-related connotations; the potential in contributing to sustainable music cultures; and the use of music in conflict resolution situations. The edited volume *Applied Ethnomusicology: Historical and Contemporary Approaches* brings together previously dispersed knowledge and perspectives, and offers new insights to various disciplines within the humanities and social sciences. Rooted in diverse scholarly traditions, it addresses a variety of challenges in today's world and aims to benefit the quality of human existence.

Information Communication Technologies: Concepts, Methodologies, Tools, and Applications May 05 2020 The rapid development of information communication technologies (ICTs) is having a profound impact across numerous aspects of social, economic, and cultural activity worldwide, and keeping pace with the associated effects, implications, opportunities, and pitfalls has been challenging to researchers in diverse realms ranging from education to competitive intelligence.

Language and Institutional Identity in the Post-Apartheid South African Higher Education Sep 01 2022 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.

Multilingual Higher Education Jan 31 2020 The general perception that a good command of English is enough to gain access and to be successful in higher education hides the complexity of learning and teaching in multilingual environments, and this book shows that all higher education environments are multilingual to some extent. Strategies like translation, interpreting and switching from one language to another not only support learning but also build competence for multilingual professional environments. Whether institutions focus on widening access to minoritised communities or whether they want to attract more international students, the book argues that a multilingual pedagogy is needed to improve student access and success. Building on work by Nancy Hornberger, Colin Baker and Ofelia García, the book extends strategies and techniques from bilingual education at school level to multilingual higher education. **Contaminations and Ethnographic Fictions** Mar 03 2020 In an unusual merging of academic and literary practices, this volume attempts to identify a form (or forms) that is congenial with the subject of interrogation: the world in transition, with South Africa as the main focal point. Approaching anthropology from the position of the literary writer, Oscar Hemer here takes the reader through a kaleidoscope of perspectives—a stream-of-consciousness understanding of “writing the city” of Johannesburg, embedding ethnography in subjectivity; a challenge to binaries both temporal and gendered in examining the growth of the IT metropolis Bangalore to a combusting mega-city; an auto-ethnographic interweaving of fictional

reportage with a close-reading of anthropological and philosophical treatises, including Mary Douglas's *Purity and Danger* and Edouard Glissant's *Poetics of Relation*, among others—to interrogate themes of transition, identity, purity and variation in the Western Cape. As the form transcends boundaries to create a methodological hybrid, creolization comes to the fore as a theoretical concept and as cultural practice.

The Politics of Slums in the Global South Apr 15 2021 Seeing urban politics from the perspective of those who reside in slums offers an important dimension to the study of urbanism in the global South. Many people living in sub-standard conditions do not have their rights as urban citizens recognised and realise that they cannot rely on formal democratic channels or governance structures. Through in-depth case studies and comparative research, *The Politics of Slums in the Global South: Urban Informality in Brazil, India, South Africa and Peru* integrates conceptual discussions on urban political dynamics with empirical material from research undertaken in Rio de Janeiro, Delhi, Chennai, Cape Town, Durban and Lima. The chapters engage with the relevant literature and present empirical material on urban governance and cities in the South, housing policy for the urban poor, the politics of knowledge and social mobilisation. Recent theories on urban informality and subaltern urbanism are explored, and the issue of popular participation in public interventions is critically assessed. The book is aimed at a scholarly readership of postgraduate students and researchers in development studies, urban geography, political science, urban sociology and political geography. It is also of great value to urban decision-makers and practitioners.

Transforming Transformation in Research and Teaching at South African Universities Nov 03 2022 What is transformation in contemporary South African higher education? How can it be facilitated through research and pedagogic practices? These questions are addressed in this edited collection by established academics and emerging research students from nine South African universities. The chapters give us access to students' worlds: how they construct, experience and navigate their complex spheres, on and off campus. By engaging with students as knowledge producers, we transform popular ways of thinking about race, gender, class, sexuality, disability and age as singular and natural markers of difference and diversity. Rather than taking diversity as fixed and rooted in nature, we explore how diversity is imagined and lived in particular contexts on and off campus.

Reading the Fantastic Imagination Nov 22 2021 The purpose of *Reading the Fantastic Imagination: The Avatars of a Literary Genre* is the observation of the very hybridity of the fantastic genre, as a typical postmodern form. The volume continues an older project of the editor and a large number of the contributors, that of investigating the current status of several popular genres, from historical fiction to romance. The scrutiny continues in this third volume, dedicated to the fantastic imagination and the plethora of themes, moods, media, and formats deriving from it. FanLit is surely trendy, even if it is not highbrow, despite its noble ancestry. This apparent paradox characterizes many of the literary genres en vogue today, from historical fiction to romance. This very contradiction forms part of the basis for this book. After the success of the previous book in the series dedicated to a "borderline" literary genre - *Romance: The History of a Genre* was declared by Cambridge Scholars Publishing as the Critics' Choice Book of the Month in January 2013 - this collection of studies about the fantastic imagination takes a further step into completing a larger research project which seeks to investigate the varieties of popular fiction. Although all contributors in the series teach canonical literary texts, they did not hesitate to plunge into the opposite area of fictional work and, moreover, continued doing so even though such a project caused the "raise of a few (high)brows," (Percec 2012, 232) as argued in the Endnote of *Romance: The History of a Genre*.

Decolonisations of Literature Oct 29 2019 An Open Access edition of this book is available on the Liverpool University Press website and the OAPEN library. This book sets out to understand how the meaning of 'literature' was transformed in the Global South in the post-1945 era. It looks at institutional contexts in South Africa (mainly Johannesburg), Brazil (São Paulo), Senegal (Dakar) and Kenya (Nairobi), and engages with critical writing in English, Portuguese and French. Critics studied in the book include Antonio Candido, Tim Couzens, Isabel Hofmeyr, Es'kia Mphahlele, Léopold Senghor, Taban Lo Liyong and Ngũgĩ wa Thiong'o. By reading these intellectuals of the Global South as producers of theory and practice in their own right, the book attempts to demonstrate the contingency of what is here called the worlding of the concept of literature. 'Decolonisation' itself is seen as a contingent, non-linear process that unfolds in a recursive dialogue with the past. In a bid to offer a more grounded approach to world literature, a key

objective of this study is therefore to investigate the accumulation of temporalities in institutional histories of critical practice. To reach this objective, it engages the method of conceptual history as developed by Reinhart Koselleck and David Scott, demonstrating how the concept of 'literature' is resemanticised in ways that dialectically both challenge and consolidate literature as a concept and practice in post-colonised societies.

University Pathway Programs: Local Responses within a Growing Global Trend Sep 20 2021 This volume is the first to compile the insights of experienced and informed education researchers and practitioners involved in the delivery of university pathway programs. These programs have emerged as effective responses to global, national and local students' needs when transitioning to Higher Education. The book opens with an overview of the main drivers for the development of university pathway programs, and a description of the main characteristics of such programs, as well as of the different types of programs available. It examines topics such as the way in which policy and governance issues at the institutional, state, and federal level affect university pathway programs' financial models, compliance and quality assurance mechanisms as well as program provision. It also looks at how to address issues related to 'non-traditional' background students such as those from lower socioeconomic background, students for whom English is an additional language (EAL), indigenous students, mature age students and humanitarian entrants. The volume showcases thirteen university pathway programs offered in Australia, Canada, New Zealand, South Africa, Qatar, and the United Kingdom. These examples provide valuable insights that will help guide future practice in the field as the programs described effectively foster and support the development of students' academic literacies, study skills and awareness of the socio-cultural norms that are necessary to participate successfully in higher education settings. In reporting the strategies to overcome challenges in the areas of curriculum development and implementation, of equity, inclusion and participation, of cross-sector collaboration and of student welfare, the volume promotes reflection on these issues and, therefore, better equips those education practitioners embarking on the university pathway program journey.

Guardian of the Light Feb 11 2021 "Denis Hurley was not born in a lighthouse as some people imagine. His father was the keeper of the lighthouse at Cape Point, the guardian of the light that warns the sailors of dangers and guides them away from destruction. Now the son did not follow in his father's footsteps. But he became a lighthouse keeper too; the guardian of the light that warns of dangers and saves us from destruction. The lighthouse has become a symbol of light and hope and our Archbishop has been doing this work of warning and guiding for the greater part of his [life]. And he has done it with great faithfulness for which today we give thanks." - Alan Paton, author of *Cry the Beloved Country* (Vintage, 2002) Born in Cape Town in 1915 of Irish parents, Dennis Hurley became the youngest Catholic bishop in the world in 1947 at 31 and would later come to be regarded, along with Desmond Tutu, as one of the South African state's "most wanted" political opponents. His inspiring life as a courageous opponent of South Africa's apartheid regime for over 50 years and as a champion of the reforms and spirit of Vatican II is chronicled in this indispensable work.

English in Business and Commerce Jan 05 2023 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.

Object Medleys Jul 07 2020 How do we get at the meanings of everyday (and not so everyday) objects, and

how might these meanings enrich educational research? The study of objects is well established in fields such as archaeology, art history, communications, fine arts, museum studies, and sociology—but is still developing in education. *Object Medleys: Interpretive Possibilities for Educational Research* brings together 37 educational researchers from wide-ranging contexts and multiple knowledge fields to a dialogic space in which subjects and objects, living and nonliving, entangle as medleys to open up understandings of connections made with, between, and through objects. *Object Medleys* offers diverse, innovative modes and lenses for representing, interpreting, and theorising object studies. The book is distinctive within scholarship on object inquiry in that much of the research has been conducted within Southern African educational contexts. This is complemented by contributions from scholars based in Canada and the United Kingdom. The original research represented in each peer-reviewed chapter expands academic conversations about what counts as data and analysis in educational research. Overall, *Object Medleys* illuminates the applied and theoretical usefulness of objects in response to pressing educational and societal questions. “*Object Medleys* is a rich and fascinating exploration of new possibilities, with potential for research, teaching, and learning that seems almost unlimited. This book is a rich assembly of affordances for exploring and widening the role of objects in educational research. It relocates attention from language and text towards embodied and material storytelling practices where new and marginalised ways of expression can find their ways into classrooms, thereby opening completely new avenues of teaching and learning.” – Kenneth Mølbjerg Jørgensen, Professor, Aalborg University, Denmark “In a time when materiality is being brought at the centre of critical inquiry in the social sciences and humanities, this edited collection offers unique insights into the relationship between objects, subjectivities, and learning. Beautifully written and cogently argued, the book breaks new ground by casting a critical spotlight on artefacts that might appear mundane at first sight but, on closer inspection, reveal complex patterns of educational potential.” – Tommaso M. Milani, Associate Professor, University of the Witwatersrand, Johannesburg, South Africa

Illustrated Glossary of Southern African Architectural Terms, English-isiZulu Jan 01 2020 Since 1994, South Africa has undergone a steady erosion of its indigenous built environment, with a concomitant loss of indigenous building technology and its specialised terminology. This glossary is based on the premise that readers cannot understand the culture of a people unless they have a grasp of the nuances and hidden meanings of the language. The authors bring together in one volume the terminologies that are used by southern Africa's rural builders. The terminology used by indigenous builders is included here, as well as the terminology used by subsequent colonial white settlers, including buildings of the so-called Cape Dutch, English Georgian, Victorian, and Indian Traditions. The text is set out in alphabetical order. It comprises each term in its original language, its translation where appropriate into isiZulu, and its definition in English and isiZulu. One of the strengths of *English-isiZulu Glossary of Architectural Terms* is its visual component of accompanying sketches that expertly illustrate the terms. This book is designed not only to assist in the teaching of architecture, but also to aid others who are interested in the field. Researchers and practitioners in disciplines such as anthropology, archaeology, culture studies and building science will find it a valuable addition to their libraries. (Series: UKZN Bilingual Glossary Series) [Subject: Architecture, African Studies, Anthropology, Art History]

Higher Education and Hope Dec 12 2020 Around the world, the landscape of Higher Education is increasingly shaped by discourses of employability, rankings, and student satisfaction. Under these conditions, the role of universities in preparing students for all facets of life, and to contribute to the public good, is reshaped in significant ways: ways which are often negative and pessimistic. This book raises important and pressing questions about the nature and role of universities as formative educational institutions, drawing together contributors from both Western and non-Western perspectives. While the editors and contributors critique the current situation, the chapters evince a more humane and compassionate framing of the work of and in universities, based on positive and valued relationships and notions of the good. Drawing together a wide range of theoretical and conceptual frameworks to illuminate the issues discussed, this volume changes the debate to one of hopefulness and inspiration about the role of the higher education for the public good: ultimately looking towards a potentially exciting and rewarding future through which humanity and the planet can flourish.

Language and Decoloniality in Higher Education Mar 15 2021 *Language and Decoloniality in Higher Education* brings together a collection of diverse papers that address, from various angles, the issue of decoloniality, language and transformation in higher education. It reflects the authors' cumulative years of experience as educators in higher education in different southern contexts. Distilled as case studies, the authors use a range of decolonial lenses to reflect on questions of knowledge, language and learning, and to build a reflexive praxis of decoloniality through multilingualism. Besides a number of decolonial perspectives which readers will be familiar with, this volume also explores a conceptual framework, Linguistic Citizenship, developed over the past two decades by scholars in southern Africa. In this collection, Linguistic Citizenship is used as a lens to 'think beyond' the inherited colonial matrices of language which have shaped this region (and many other southern contexts) for centuries, and to 're-imagine' multilingualism – and semiotics, more broadly – as a transformative resource in the broader project of social justice. Although each chapter has firm roots in the South African context, these studies have much to offer others in their 'quest for better worlds'. Of particular interest to global scholars are the authors' recounts of how they have grappled with leveraging the country's multilingual resources in the project of promoting academic access and success in the face of historical hierarchies of language and social power.

Foreignising Finnish May 29 2022

Doctoral Education in South Africa Jun 17 2021 Worldwide, in Africa and in South Africa, the importance of the doctorate has increased disproportionately in relation to its share of the overall graduate output over the past decade. This heightened attention has not only been concerned with the traditional role of the PhD, namely the provision of future academics; rather, it has focused on the increasingly important role that higher education – and, particularly, high-level skills – is perceived to play in national development and the knowledge economy. This book is unique in the area of research into doctoral studies because it draws on a large number of studies conducted by the Centre of Higher Education Trust (CHET) and the Centre for Research on Evaluation, Science and Technology (CREST), as well as on studies from the rest of Africa and the world. In addition to the historical studies, new quantitative and qualitative research was undertaken to produce the evidence base for the analyses presented in the book. The findings presented in *Doctoral Education in South Africa* pose anew at least six tough policy questions that the country has struggled with since 1994, and continues to struggle with, if it wishes to gear up the system to meet the target of 5 000 new doctorates a year by 2030. Discourses framed around the single imperatives of growth, efficiency, transformation or quality will not, however, generate the kind of policy discourses required to resolve these tough policy questions effectively. What is needed is a change in approach that accommodates multiple imperatives and allows for these to be addressed simultaneously.

Language Policy in Higher Education Apr 27 2022 In today's increasingly interconnected, knowledge-based world, language policy in higher education is rapidly becoming a crucial area for all societies aiming to play a part in the global economy. The challenge is double faceted: how can universities retain their crucial role of creating the intellectual elites who are indispensable for the running of national affairs and, at the same time, prepare their best-educated citizens for competition in a global market? To what extent is English really pushing other languages out of the academic environment? Drawing on the experience of several medium-sized language communities, this volume provides the reader with some important insights into how language policies can be successfully implemented. The different sociolinguistic contexts under scrutiny offer an invaluable comparative standpoint to understand what position can – or could – be occupied by each language at the level of higher education.

Researching Multilingualism Dec 04 2022 *Researching Multilingualism* expertly engages with a new sociolinguistics of multilingualism, taking account of this new communicative order and the particular cultural and social conditions of our times. Seventeen chapters are divided into four sections covering: researching discourses, policies and practices; contemporary mobilities; Researching multilingual communication on-line; Multilingualism in research practice. This state-of-the-art overview of research methodologies in multilingual settings will be of interest for all students and researchers working in the area of multilingualism within Linguistics, Applied Linguistics, Education and Communication Studies.

Contemporary Campus Life Aug 08 2020

The Palgrave Handbook of Innovative Community and Clinical Psychologies Oct 10 2020 This handbook highlights a range of ground breaking, radical and liberatory clinical and critical community psychology projects from around the world. The disciplines of critical community psychology and clinical psychology are currently experiencing radical innovations that in this book are characterised as moving from the individualising practice realm toward an altogether more contextualising orientation. Both fields are responding to an array of political, social and economic injustices and a global political context. Community and clinical psychologists have found themselves reorienting their practice to confront, resist and subvert the structures that are so damaging to the lives of the vulnerable people they work with. This text posits that these approaches refute and resist the psychologising that has strengthened oppressive structures. Such practices are starting to engage in the political character of power-knowledge relationships that demand a more action-oriented and less clinical psychology praxis and there is a growing interest in, and commitment to, social justice in the field of mental wellbeing. Using examples of scholar, activist and practitioner work from around the world, this collection explores and documents those practices where the traditional remits of community and clinical psychology have been subverted, altered, stretched, changed and reworked in order to reframe practice around human rights, creativity, political activism, social change, space and place, systemic violence, community transformation, resource allocation and radical practices of disruption and direct action. Carl Walker is a community psychologist at the University of Brighton and a borough councillor in Worthing, UK. He is on the British Psychological Society's Community Psychology section committee. Sally Zlotowitz is a clinical and community psychologist working in various roles including as Director of Public Health and Prevention at MAC-UK. She is past chair of the British Psychological Society's Community Psychology section and a co-founder of Psychologists for Social Change. Anna Zoli is a senior lecturer in Psychology, and course leader of the MA Community Psychology at the University of Brighton, UK. She is on the British Psychological Society's Community Psychology section committee, and a fellow of the Higher Education Academy (FHEA).

Disrupting Higher Education Curriculum Nov 30 2019 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

AIMING FOR THE STARS Jun 05 2020 AIMING FOR THE STARS is a memoir of Dr Sphumelele Ndlovu and his life of hardship, which led him to becoming a Scientist. His mother sold chickens to provide for her children, never considering himself worse off than others. The family was poor. Sphumelele's life was also derailed when strikes caused 24 out of the 28 teachers at his school to abandon their posts in his matric year. Education was Ndlovu's ticket to a better future, and he knew at a young age, that he wasn't going to

give it up without a fight. Ndlovu's PhD placed him to be part of a team of scientists set out to measure the distance between the Earth and Moon using lasers. It is the sixth-ever such venture, but the first to be carried out by an African team. A man whose horizon was once confined to the perimeter of a chicken coop now handled tools that allowed his eyes to glide over galaxies.

Social Justice and Education in the 21st Century Jun 29 2022 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.

The Ambiguity of English as a Lingua Franca Oct 22 2021 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.

Challenges for Language Education and Policy Aug 20 2021 Addressing a wide range of issues in applied linguistics, sociolinguistics, and multilingualism, this volume focuses on language users, the 'people.' Making creative connections between existing scholarship in language policy and contemporary theory and research in other social sciences, authors from around the world offer new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think "out of the box" and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and languaging on individual language users rather than on the masses.

Education in a New South Africa Feb 23 2022 A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education.

African Values, Ethics, and Technology Sep 08 2020 This book charts technological developments from an African ethical perspective. It explores the idea that while certain technologies have benefited Africans, the fact that these technologies were designed and produced in and for a different setting leads to conflicts with African ethical values. Written in a simple and engaging style, the authors apply an African ethical lens to themes such as: The Fourth Industrial Revolution, the moral status of technology, technology and sexual relations, and bioethics and technology.

Can Themba Sep 28 2019 Mahala's biography gives insight into the life and writing of Can Themba (1924-1967), an iconic figure of the South African literary world and Drum journalist who died in exile This rich and absorbing biography of Can Themba, iconic Drum-era journalist and writer, is the definitive history of a larger-than-life man who died too young. Sphiwo Mahala's intensive and often fresh research features unprecedented archival access and interviews with Themba's surviving colleagues and family. Mahala's

biography takes a critical historical approach to Themba's life and writing, giving a picture of the whole man, from his early beginnings in Marabastad to his sombre end in exile in Swaziland. The better-known elements of his life – his political views, passion for teaching and mentoring, family life and his drinking – are woven together with an examination of his literary influences and the impact of his own writing (especially his famous short story 'The Suit') on modern African writers in turn. Mahala, a master storyteller, deftly follows the threads of Themba's dynamic life, showcasing his intellectual acumen, scholarly aptitude and wit, along with his flaws, contradictions and heartbreaks, against a backdrop of the sparkle and pathos of Sophiatown of the 1950s. Can Themba's successes and failures as well as his triumphs and tribulations reverberate on the pages of this long-awaited biography. The result is an authoritative and entertaining account of an often misunderstood figure in South Africa's literary canon.

Africanising the Curriculum Apr 03 2020 The alienating nature of the dominant curriculum in African schools and universities is an issue which simmered just below the surface in the 2015 student protests that swept through the South African higher education sector. The collection of essays found in this timely publication, offers compelling arguments for the deliberate embrace of the African culture to advance African knowledge and enhance African lives. It proposes fresh perspectives on what shape and form a decolonised curriculum should take on.

A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond Jul 31 2022 A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond is an interdisciplinary publication located in the discipline of forensic linguistics/ language and law. This handbook includes varying comparative African and global case studies on the use of language(s) in courtroom discourse and higher education institutions: Kenya; Morocco; Nigeria; Australia; Belgium Canada and India. These African and global case studies form the backdrop for the critique of the monolingual English language of record policy for South African courts, the core of this handbook, discussed in relation to case law and the beleaguered legal interpretation profession. This handbook argues that linguistic transformation and decolonisation of South Africa's legal and higher education systems needs to be undertaken where legal practitioners are linguistically equipped to litigate in a bilingual/ multilingual courtroom that enables access to justice for the majority of African language speaking litigants, enforcing their constitutional language rights.

Driving Change May 17 2021 Driving Change tells a story that exemplifies a basic law of physics, known to all - the application of a relatively small lever can shift weight, create movement and initiate change far in

excess of its own size. It tells a story about a particular instance of development cooperation, relatively modest in scope and aim that has nonetheless achieved remarkable things and has been held up as an exemplar of its kind. It does not tell a story of flawless execution and perfectly achieved outcomes: it is instead a narrative that gives some insight into the structural and organisational arrangements, the institutional and individual commitments, and above all, the work, intelligence and passion of its participants, which made the SANTED Programme a noteworthy success.

The Transformative Power of Language Jan 13 2021 A new study of the importance of language for sociocultural change in Africa, from postcolonial to globally competitive knowledge societies.

Qualitative and Nutritional Improvement of Cereal-Based Foods and Beverages Jul 19 2021 Increased consumer awareness of the effects of food in preventing nutrient-related diseases and maintaining physical and mental well-being has made nutritional improvement an important goal for the food and beverage industry, including the cereal sector. The Book "Qualitative and Nutritional Improvement of Cereal-Based Foods and Beverages" collects research articles aimed at exploring innovative ways to improve cereal-based foods and beverages; an old—if not ancient—group of products which are still on our table every day. The main directions of research aimed at nutritional improvement have to face either excess or deficiency in the diet. To this end, different strategies may be adopted, such as the reformulation of products, the introduction of functional ingredients, and the application of biotechnologies to increase the bioavailability of bioactive compounds. These interventions, however, can alter the physico-chemical and sensory properties of final products, making it necessary to achieve a balance between nutritional and quality modification. This book offers readers information on innovative ways to improve cereal-based foods and beverages, useful for researchers and for industry operators.

Development of Higher Education in Africa Oct 02 2022 This volume of the International Perspectives on Education and Society series investigates the challenges and prospects for higher education in Africa, especially issues of development, expansion, internationalization, equity, and divergence.

English Language as Hydra Nov 10 2020 English Language as Hydra argues that, far too often, the English language industry has become a swirling, beguiling monster, unashamedly intent on challenging local lingua-diversity and threatening individual identities. This book brings together the voices of linguists, literary figures and teaching professionals in a wide-ranging exposé of this enormous Hydra in action on four continents.

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