

Chapter 3

University Language Planning and Development Office

Director: Dr Langa Khumalo

1. Introduction

South African Higher Education is increasingly waking up to the imperative of placing African languages at the center of academic activity. While it is axiomatic that language is at the heart of our human existence, and that it records our achievements and spurs our innovation and development, African languages have hitherto remained outside the academy for far too long.

The absence of African languages in education as languages of instruction (LoI) runs contrary to accepted research results that have concluded that education is most effectively conducted in a language familiar to the learner. Instruction through a home/local language improves the quality and quantity of interaction between the learner and the teacher. Cognitive development and literacy is best fostered in a language familiar to the learner. Thus instruction in a home language eases the transition between home and school.

The right to receive education in one's own mother-tongue was enunciated in a UNESCO document (1953:6) on indigenous languages in education. Tragically, according to studies by numerous scholars, the main reason why many children in Africa drop-out from school and why there is such a high failure rate of African learners is because Africa is uniquely one of the few continents where children receive knowledge in foreign languages (cf. Finlayson & Madiba 2002). The curriculum as it is, packaged and parcelled out in European languages, effectively incarcerates the African student both conceptually (cf. Nobles, 1986) and linguistically (cf. Mugane 2006).

There is need for schooling in Africa, and South Africa in particular, to rid itself of the twin disadvantage of conceptual and linguistic incarceration. It remains a spirited battle to convince the governments in Africa to adopt measures to free the education from 'linguistic incarceration'. South Africa is fortunate in that there is sufficient legislative framework that provides enough scope for the introduction, development and use of African languages in Higher Education. UKZN has thus taken language planning and development very seriously as a national imperative.

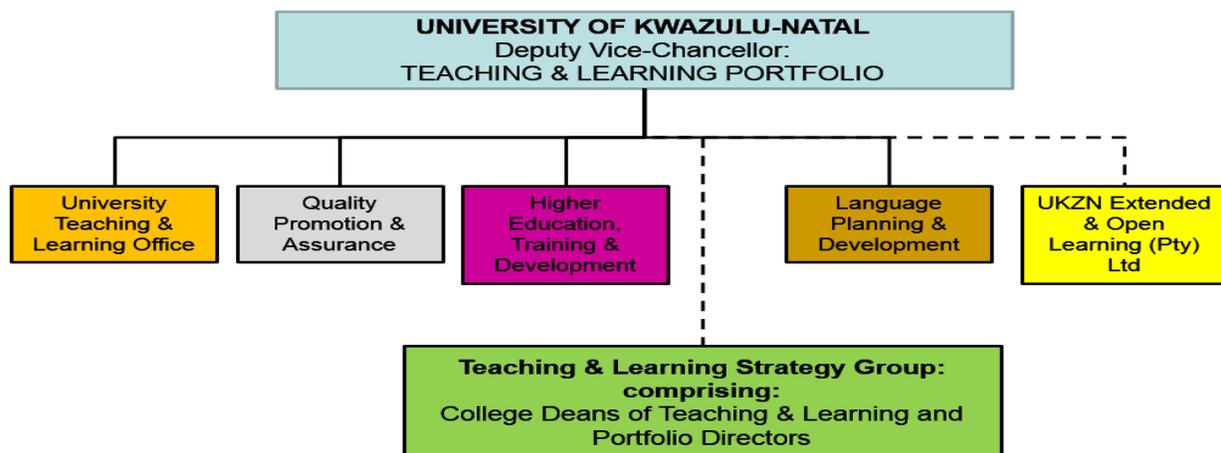
This report details some of the highlights of the language program at UKZN. These cover the introduction of the language policy and plan, the institutionalization of language planning and development through a clear commitment by the University Executive that has not yet been seen in the HE landscape, and the major language activities that the University Language Planning and Development Office (ULPDO) has embarked on between 2014 and 2015.

2. Language Policy and Plan

The University Language Board (ULB) was constituted in 2010 through a University Charter as a body that is responsible, *inter alia*, for monitoring and evaluating the implementation of the UKZN's language policy and plan, which was first approved by Senate in 2006. Following the University's college re-organization, the Higher Education Ministerial Committee visit in May 2013, and the enactment of the Use of Official Languages Act of 2012, the ULB initiated a process to revise the University's language policy and plan. A task team was appointed in 2013 to spearhead the process. The mandate was to strengthen the provisions of the language policy, and to align these provisions in order to ensure the language policy's responsiveness to both the needs of the entire University community, and most importantly, the country's constitution and other legislative frameworks on language. Both the language policy and plan was successful revised and passed by Senate in 2014.

The process to revise the language policy and plan was coordinated by the University Language Planning Development Office (ULPDO), which is a Unit in the University Teaching and Learning Office (UTLO), whose mandate is to operationalize the University language policy through a clear and effective language program (see Fig. 1). The ULPDO has since translated the University language policy and plan into isiZulu, and both documents are available online in both English and isiZulu.

Fig. 1.



2.1 Composition of the University Language Board

The ULB is made up of representatives from all sectors of the University community. This is reflective of the collective responsibility towards the successful implementation of the University's language policy. The language plan explicates the responsibility of each unit across the University and the necessary timelines. In 2014/2015 the ULB had the following members.

| | |
|------------------------------|--|
| Professor R Vithal (Chair) | DVC: Teaching and Learning |
| Dr. L Khumalo | Director: Language Planning & Development |
| Dr. R Dhunpath | Director: Teaching & Learning |
| Mr. L Seshoka | Executive Director: Corporate Relations |
| Dr. S Chalufu (Alternate) | Executive Director: Student Services |
| Mr. B Poo | Support Services Sector |
| Professor G Kamwendo | Academic Expert |
| Professor A Modi | Agriculture, Engineering and Science |
| Dr. A Matthews (Alternate) | Agriculture, Engineering and Science |
| Dr. M Matthews | Health Sciences |
| Ms C Engelbrecht (Alternate) | Health Sciences |
| Dr. G Mazibuko | Humanities |
| Dr. S L Ntuli (Alternate) | Humanities |
| Dr. A Bengesai | Law and Management Studies |
| Mr. K Zondi (Alternate) | Law and Management Studies |
| Mr. M Mbatha | Pan South African Languages Board (PanSALB) Representative |
| Mr. K Mngadi | Language coordinator |
| Mr. S Mthethwa | CSRC Representative |

The ULB meets quarterly. It is chaired by the Deputy Vice Chancellor of Teaching & Learning, a member of the Executive, which in itself demonstrates that language matters at UKZN are given centrality. The board meetings are a strategic platform for members to monitor and oversee the implementation of the language policy and plan across all sectors of the University. The ULB reports annually to the University Senate. Senate reports are submitted in both English and isiZulu.

2.2 Institutionalizing language planning and development

While the ULB provides oversight and strategic leadership in the implementation of the University language policy and plan, the University Language Planning and Development Office (ULPDO) operationalizes the activities of the ULB. The ULPDO has just completed its second year of operating fully following the appointment of key staff members. In its first year of inception ULPDO initiated various language programs. The flagship program, however, remains the twin process of isiZulu corpus building and isiZulu terminology development, which are germane in the intellectualization of isiZulu.

It was in its first year of inception that the ULPDO sought to anchor its operations on a clear vision, mission and objectives. In January 2014 the ULPDO held a strategic planning meeting in order to craft these, presented respectively below.

2.2.1 Vision

To be the centre of excellence in the promotion, development and the *scientification* of indigenous languages with specific reference to isiZulu.

2.2.2 Mission

Our mission is to embrace and foster functional bilingualism at the University of KwaZulu-Natal through the promotion of equitable use of the English language and isiZulu as provided for in the University Language Policy (2006 revised in 2014).

2.2.3 Objectives

- To promote the development of isiZulu to be a language of administration, teaching and learning, research and innovation while accentuating the role of English as a primary academic language.
- To promote, facilitate and oversee the adherence to the statutory provisions in the development of technical terminology in isiZulu.
- To monitor and render quality translation, editing and interpreting services to the entire university community.
- To develop an isiZulu National Corpus (INC) and isiZulu Term Bank (iTb) as important reservoirs for the development of robust Human Language Technologies (HLT) and for posterity.

The establishment of the ULB through a University charter, the approval of the University's language policy and plan (2006 revised 2014) through Senate, the creation and staffing of the ULPDO, the crafting of a clear language program based on an approved vision and mission has completed the institutionalization of the language planning and development framework at UKZN. Under this framework it is noteworthy that ULPDO reports quarterly to the ULB, while ULB reports once annually to Senate. Thus this structure has been lauded for its clear and regular reporting lines.

2.3 Multilingualism and social cohesion

One of the foremost aims of the University language policy (revised in 2014) is to “[...] preserve and promote respect for, and proficiency in, the languages referred to in the Constitution, and other languages, including the heritage languages, that facilitate potentially valuable cultural, scientific and economic ties [...]”. Multilingualism is thus the hallmark of the University language policy. This is vitally important for the University since its remit is to embrace and foster social cohesion within the University community. It is in this light that in 2014 ULPDO initiated as one of its running projects, the *Bua le nna* (Let’s Talk) program. The program is implemented in conjunction with the office of the director of student services through language champions and ULPDO staff. The program is aimed at teaching conversational Sesotho to non-Sesotho speaking students at UKZN student residences. The residences where the program has been piloted and rolled out were carefully chosen, one for female and the other for male residents, respectively Ansell May Hall and John Bews. This program seeks to introduce different indigenous languages to students in a relaxed, cheerful, but informative way. Consequentially students embrace, appreciate, and respect cultural and linguistic diversity. Thus far the students in both residences, and the language champions are very excited to have been part of this program.

On the 23rd of April 2014 the ULPDO also launched another exciting program, the South African Sign Language Advocacy Day at UKZN. The theme of the program is “UKZN Connecting People with SA Sign Language”. This was done notably because the Use of Official Languages Act of 2012 officially recognizes SA sign language as a language equal in status to the eleven official languages of the country. The advocacy day brings awareness to the Deaf Community at UKZN and brings to the fore the issues that confronts the Deaf Community amongst us. The ULPDO is thus proud to have initiated the two programs as part of its broad mandate to enhance the status and role of the previously disadvantaged languages to be central languages in the life of a University.

3. Implementing the language policy and plan

3.1. IsiZulu language module

The year 2014 was a momentous year in which the African Languages discipline successfully rolled out the compulsory isiZulu module to new entrant undergraduates following a Senate decision in 2013 to compel all new undergraduate students to enrol for a credit bearing isiZulu module. A total of 1,089 first level students successfully completed the compulsory isiZulu language module in 2014.

The UKZN Medical School has a specialized isiZulu module for all their students designed to suit their professional needs. This watershed decision alone (the Senate decision of 15 May 2013) has seen an exponential interest in the study of isiZulu as an academic subject at UKZN as shown in Table 1.

Table 1. Student intake for 2015.

| Module Code | Module | Student Numbers: SMS |
|-------------|-------------------------------------|----------------------|
| KISW101 | Elementary Kiswahili Language A | 9 |
| ZULM101 | Introduction to IsiZulu A | 532 |
| ZULM105 HC | Academic Writing | 67 |
| ZULM105 WC | Academic Writing | 202 |
| ZULM201 | Advanced IsiZulu A | 165 |
| ZULM204 | Translation and Interpreting 1 | 30 |
| ZULM301 | Sociolinguistics and Lang. Planning | 26 |
| ZULM304 | IsiZulu Modern Prose & Drama | 23 |
| ZULN101H | Basic IsiZulu Language Studies A | 396 |
| ZULN101W | Basic IsiZulu Language Studies A | 684 |
| ZULU 711 | Intro. To Lexicography | 12 |
| ZULU714 | Translation and Interpreting | 11 |
| CMED1ZU | IsiZulu | 72 |
| | TOTAL = 2229 | |

The 2015 compulsory isiZulu class (Basic IsiZulu) alone has 684 student. The 2015 intake stood at over 2000 students. This is an exponential rise for a discipline that was threatened by lack of students in the last five years. Quoting from the original UKZN Senate communiqué:

UKZN is proud that it is the first South African institution of higher learning to make bilingualism a compulsory requirement for undergraduates and thus contribute to providing the country's young professionals with vital communication skills. Communiqué, 15/05/2013.

It is imperative to also point out that ULB received reports from the College of Humanities that postgraduate research at MA and PhD levels is increasingly being done in isiZulu. Students are successfully submitting to the Higher Degrees Committee their proposals in isiZulu. UKZN has previously graduated PhD dissertations completed in isiZulu, some of which have been included in the

isiZulu national corpus. Staff in the School of Education and the School of Arts have published academic articles written in isiZulu in DoHET accredited journals in 2014. These are respectively Dr Nkosi who published in the South African Journal of African Languages (SAJAL), and Professor Hlongwa and Dr Sibiya who published in the Humanities Journal *Alternations*.

3.2 Terminology development

One process that is crucial in the intellectualization of a language is the development of discipline specific terminology. The paucity of such specialized terminology is often cited as the reason why African languages cannot be used as LoI or languages of teaching and learning. UKZN, through the ULB, has to date poured in considerable resources (see Table 2) in the development of isiZulu terminology in Administration, Architecture, Anatomy, Computer Science, Environmental Science, Law, Physics, Nursing as shown in Table 3. It must be highlighted that the process of developing terminology is a complex and arduous one, which has to be managed carefully and competently (see Fig. 1). UKZN through the ULPDO works closely with PanSALB, DAC, eThekweni Municipality, KZN Legislature, DUT, UniZulu and UMZUKAZWE (the isiZulu National Language Body) in this regard.

Table 2. Some of the ULB funded projects 2014/2015.

| Year | Surname | School/Department | Title of the project | Amount Approved |
|--------------|--------------|-------------------|--|-----------------------|
| 2013 | Buthlezi | Humanities | Development of discipline specific terminology for professional psychologists | R 90 000.00 |
| 2013 | Christiansen | Humanities | Games for isiZulu Teaching | R 70 000.00 |
| 2013 | Frescura | Humanities | Illustrated dictionary of Southern African Architectural Terms | R 50 000.00 |
| 2013 | Modi | AES | Various projects involving isiZulu tutorials. Introducing Supplemental instruction in isiZulu AES. | R 730 000.00 |
| 2013 | Keet | AES | COMMUTERM | R 56 880.00 |
| 2013 | Mathews | Health Sciences | Mini video productions | R 25 000.00 |
| 2014 | Modi | AES | Translation of College of AES handbook into isiZulu | R 80 000.00 |
| 2014 | Bengesai | LMS | Translation of College of LMS handbook into isiZulu | R 80 000.00 |
| 2015 | Zondi | LMS | Bilingual tutorials and glossary of legal terms | R 200 000.00 |
| 2015 | Mershen | HS | isiZulu immersion program for clinical competence | R 230 000.00 |
| Total | | | | R 1 611 880.00 |

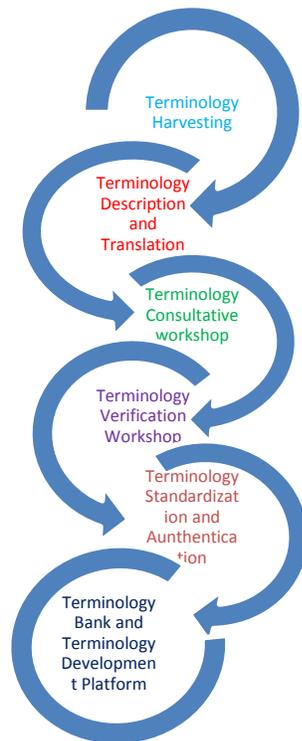
Some of the funded projects have made more progress than others. Prof. Buthlezi presented a paper with Dr Keet at ALTA conference in 2014. Prof. Frescura's project successfully standardized architectural terms in 2014. A manuscript on an illustrated bilingual glossary of architecture terms is currently being finalized for publication with the UKZN Press. Prof. Modi has regularly reported on projects under his wing at ULB. Notably environmental science terms have been submitted to the ULPDO for consultation, verification and standardization, and the AES handbook has been translated.

Dr Keet's project has been the most successful and the most visible. She also has a publication in Alternations (Vol. 21) 2014. More at <http://www.meteck.org/files/commuterm/>.

Dr Mathews has also made tremendous progress towards the development of Computer Assisted Language Learning (CALL) technologies for medical students, and her reports have been submitted regularly at the ULB. Dr Bengesai has received the completed translation of the CLMS handbook from ULPDO. The School of Law (Mr. Zondi) received further ULB funding in 2015, and Health Sciences also received further funding in 2015 through Prof. Mershen Pillay.

One of the most important principles in terminology development is to observe statutory and mandatory processes. ULPDO has designed a unique terminology development process with five important stages that incorporate the statutory processes facilitated by PanSALB. The five stages are terminology harvesting, terminology description and translation, terminology consultation, terminology verification, and terminology authentication and standardization. These processes can be monitored through an electronic platform developed by ULB: the terminology development platform. The ULPDO has also developed an isiZulu term bank for the ease of access and dissemination of authenticated and standardized terminology. The five stages are illustrated in Fig. 1.

Fig. 1. Terminology development processes



In the period under review ULPDO has successfully hosted 14 terminology development workshops. To date, the office has standardized 3480 terms. The approval of these terminologies has increased the number of authorized terminology for official usage both inside and outside UKZN. Table 3 shows a detailed outline of the terminology that has been developed to date in various specialized disciplines through the ULPDO.

Table 3. Terminology workshops spread sheet 2014/2015.

| No. | Discipline | Number of terms developed | Number of verified terms | Number of standardized terms | Number of terms remaining | RAG |
|-----|--------------------------|---------------------------|--------------------------|------------------------------|---------------------------|-----|
| 1. | Anatomy | 673 | 834 | 834 | 0 | |
| 2. | Literature and Onomastic | 271 | 0 | 0 | 0 | |
| 3. | Architecture | 210 | 222 | 224 | 0 | |
| 4. | Computer Science | 145 | 146 | 0 | 0 | |
| 5. | Corporate Relations | 192 | 192 | 0 | 0 | |
| 6. | Law | 748+492 | 256+492 | 256 + 498 | 492 | |
| 7. | Environmental Studies | 513 | 513 | 513 | 0 | |
| 8. | Nursing | 549 | 549 | 549 | 0 | |
| 9 | Research | 493 | 493 | 0 | 0 | |
| 10. | Physics | 606 | 606 | 606 | 0 | |
| 11. | Linguistics | 516 | 516 | 0 | 0 | |
| | Total | 5408 | 4819 | 3480 | 492 | |

3.3 Corpus building

A corpus is variously described as a collection of naturally occurring texts of either written or spoken language, which is stored and accessed by means of computers, and is useful as a basis for developing spell checkers, thesaurus and other Human Language Technologies (HLTs). The building of an isiZulu National Corpus (INC) is an important precursor to the development of isiZulu as a scientific language. This is in consonant with the University's effort to fully intellectualize isiZulu so that it becomes a language of research, innovation, teaching and learning. To this end the ULPDO piloted the

INC at its official opening on the 25th of November 2014, at a modest size of 1.1 million running words.

In January 2015, at its strategic planning meeting, the ULPDO set a target of 5 million running words as the INC corpus size to be achieved by the end of the year. In the intervening period the office embarked on a process of visiting relevant leading institutions like Shutter and Shooter, iLanga and Isolezwe newspapers, and the UKZN Legislature, SABC’s Ukhozi fm, among others, explaining the corpus building initiative how each institution could profit from it. As a result of collaboration with these institutions the ULPDO surpassed its set target of 5 million, and by the end of December 2015 it had a corpus size of a staggering 10, 080, 530 million tokens. This is shown in Fig. 2.

Fig. 2. INC size in 2015.

| N | text file | file size | tokens (running words) in | tokens used for word list | sum of entries | types (distinct words) | type/token ratio | standard TTR | STTR std.dev. | STTR basis | mean word length | word length std.dev. |
|----|---------------------------|------------|---------------------------|---------------------------|----------------|------------------------|------------------|--------------|---------------|------------|------------------|----------------------|
| 1 | Overall | 89 111 520 | 10 080 530 | 9 800 507 | | 1 076 76 | 10,99 | 69,10 | 33,03 | 1 000 | 7,17 | 3,08 |
| 2 | zuluamanothi00001.bt | 163 705 | 19 703 | 19 657 | | 7 802 | 39,69 | 64,98 | 32,57 | 1 000 | 7,10 | 2,58 |
| 3 | zuluamanothi00002.bt | 2 377 | 356 | 293 | | 172 | 58,70 | | | 1 000 | 4,88 | 3,34 |
| 4 | zuluamanothi00003.bt | 13 383 | 1 525 | 1 514 | | 873 | 57,66 | 63,30 | | 1 000 | 7,52 | 2,61 |
| 5 | zuluamanothi00004.bt | 53 823 | 5 892 | 5 652 | | 2 749 | 48,64 | 58,58 | 34,25 | 1 000 | 7,19 | 3,74 |
| 6 | zulubhayibheli00001.bt | 3 886 206 | 435 481 | 404 291 | | 71 375 | 17,65 | 58,29 | 44,43 | 1 000 | 7,44 | 3,13 |
| 7 | zuluezasegagasini00001.bt | 43 | 4 | 4 | | 4 | 100,00 | | | 1 000 | 7,50 | 2,08 |
| 8 | zuluezasegagasini00002.bt | 82 642 | 8 948 | 8 505 | | 4 432 | 52,11 | 70,40 | 24,24 | 1 000 | 7,35 | 3,17 |
| 9 | zuluezasegagasini00003.bt | 97 109 | 10 966 | 9 781 | | 3 589 | 36,69 | 52,39 | 34,24 | 1 000 | 7,01 | 3,24 |
| 10 | zuluezasegagasini00004.bt | 95 277 | 10 457 | 9 533 | | 4 135 | 43,38 | 58,63 | 28,31 | 1 000 | 7,23 | 3,28 |
| 11 | zuluezasegagasini00005.bt | 1 862 | 42 | 41 | | 33 | 80,49 | | | 1 000 | 4,98 | 3,63 |
| 12 | zuluezasegagasini00006.bt | 22 326 | 2 390 | 2 313 | | 1 536 | 66,41 | 71,50 | 20,15 | 1 000 | 7,45 | 3,01 |
| 13 | zuluezasegagasini00007.bt | 89 640 | 10 006 | 9 356 | | 4 092 | 43,74 | 59,17 | 29,66 | 1 000 | 7,11 | 3,23 |
| 14 | zuluezasegagasini00008.bt | 69 906 | 7 697 | 7 167 | | 3 563 | 49,71 | 64,06 | 26,11 | 1 000 | 7,19 | 3,14 |

1 283 entries Row 1 10 080 530

The ULPDO is planning to launch its first prototype corpus-based isiZulu spellchecker during the course of 2016. This would be the first HLT developed from the INC that would directly profit the institutions that produce large amounts of data in isiZulu such as the publishing houses and newspaper stables.

4. Hosting international conferences and symposia

One of the highlights of this reporting period was without doubt the successful hosting of the international conference of the African Association for Lexicography (AFRILEX) from the 6th-9th of July 2015, and the first Biennial Language Research Symposium on the 19th - 20th of October 2015. AFRILEX brings together lexicographers, terminologists, dictionary users and publishers. The conference brought together local and international theoretical lexicographers and lexicologists to discuss *inter alia* modern advances in dictionary making, dictionary use, dictionary access, and terminology creation, storage and dissemination. Last year's 20th international conference edition was held at the University of KwaZulu-Natal at the Howard College campus's Unite Building. Renowned international expert in Lexicography, Dr Kathrin Kunkel-Razum from the German Institut für Deutsche Sprache (IDS) conducted a pre-conference workshop on *Electronic Lexicography*. The keynote speaker from overseas was Dr Michael Rundell, an expert corpus lexicographer and founder member of the European Association for Lexicography (EURALEX). He is also the current Editor-in-Chief of the Macmillan range of learner's dictionaries. Our local keynote speaker was Professor Mbulungeni Madiba from the University of Cape Town. He was then chairperson of the Pan South African Language Board (PanSALB), and is an expert in language planning and corpus linguistics. The conference delegates were from Southern Africa, North Africa, Europe and Asia.

The first Language Research Symposium attracted a number of academics across the four colleges at UKZN coming together to discuss progress in the implementation of the University language policy and plan. Professor Kwesi Kwaa Prah of the Centre for Studies of African Society (CASAS) delivered a keynote address on the intellectualization of African languages. Professor Phalandwa Mulaudzi of the Academy of African Languages and Science at UNISA delivered a keynote address on the second day of the Symposium. Both Afrilex and the Symposium were two important platforms that afforded academics to share advances and scientific strategies on language development and language intellectualization in higher education. The Director of the ULPDO was voted into the Afrilex Board and appointed by Oxford University Press (UK) as the Language Champion for isiZulu in their Oxford Global Languages Program in 2015.

4.1 National leadership

The development of African languages as important tools in the generation and dissemination of knowledge is now firmly in the national agenda. Language planning and development is now a

national imperative. UKZN is taking the lead in this effort. This is clearly demonstrated through the invitations the ULPDO director has received as a keynote/invited speaker to speak to the strategies that the HE should adopt in improving the role of African languages in knowledge production. In 2015 alone, the ULPDO director was the keynote speaker at the following conferences/symposia.

Invited Keynote Speaker: A Conference on Multilingualism at NMMU. Nelson Mandela Metropolitan University. 12 November 2015.

Invited Plenary Keynote Speaker: National Conference on Multilingualism in Higher Education. University of South Africa. 20-21 August 2015.

5. Publications

The research productivity output for members of the ULPDO in its two years of inception, 2014/2015.

2015.

1. **Khumalo, L.** Semi-automatic Term Extraction for an isiZulu Linguistics Terms Dictionary Using a Corpus Linguistic Method. *Lexikos* **25**: 495-506.
2. **Khumalo, L.** Advances in Developing Corpora in African Languages. *Kuwala ACALAN Journal* **1(2)**: 21-29.
3. **Khumalo, L.** Ukuqakatheka kokuthuthukisa izilimi zomdabuko: Isibonelo ngesiZulu eNyuvesi yakwaZulu-Natali, 13 - 22. In Ngubane S., Khumalo, L., Malambe G., Furvin, J. *Ukubumbanisa kwezilimi zesiNguni: Imicabango engenziwa kanye namathuba akhona. Monograph Series No. 263.* CASAS: Cape Town.

2014.

4. **Khumalo, L.** 2014. On the reciprocal in Ndebele. *Nordic Journal of African Studies* (NJAS) **23(3)**: 140-161.
5. **Khumalo, L.** 2014. On subject agreement in isiNdebele. *South African Journal of African Languages* (SAJAL)**34(2)**: 137-143.
6. Keet, C. M. and **Khumalo, L.** 2014. Toward Verbalizing Ontologies in isiZulu. In Davies, B. Kaljurand, K and Kuhn, D. (Eds.) 2014. *Controlled Natural Language. Proceedings.* 78-89, **Springer.**

7. Keet, C. M. and **Khumalo, L.** 2014. Basics for a Grammar Engine to Verbalize Logical Theories in isiZulu. In Bikakis, A, Fodor, P and Roman, D. (Eds.). 2014. *Rules on the Web: From Theory to Applications. Proceedings.* 216-225. **Springer.**
8. **Khumalo, L.** 2014. Generative grammar and cognitive grammar: a case of the passive construction in Ndebele: 37-55. In L. Khumalo, editor, 2014. *African Languages and Linguistics Theory.* Cape Town: CASAS.
9. **Khumalo, L.** (Ed). 2014. *African Languages and Linguistics Theory.* Cape Town: CASAS. i-iii, 1-297.