

Setswana Home Language Paper 1

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Text Variability Measures in Corpus Design for Setswana Lexicography
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Methods for Assessing Children's Syntax Botswana
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The Khoe and San Setswana English, English Setswana dictionary
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Mathematics, Education, and Society
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The Teaching of English as a Second Language in South Africa

The need of the national language Setswana to participate actively in society, politics and democratisation as both national language and lingua franca of Botswana, has caused language domination and suffocation on the part of the 25 or so minority languages. As a result, these languages are now going through a process of language shift and death. Consequently, their cultures, too, suffer great losses in order to keep pace with the mainstream society. The aim of the book is threefold: (a) to inform the large public, both local and international, about the sociolinguistic and related issues regarding the minority languages of Botswana, (b) to provide facts about the state and future trends of the minority languages in order to sensitise the public and the relevant authorities about the issues involved, and (c) to present ideas and insights in order to stimulate academic debates on the minority languages. Linguists from Botswana as well as from Europe and U.S.A. present their latest field research findings to shed light on the present situation of the minority languages.

Pula

A Supplement to the Oxford English Dictionary

Whose Education For All?

Tswana for beginners is a functional grammar explaining the meaning, structure and use of the various word categories. Well-formulated objectives and self-assessment questions enable students to study independently. Tswana for beginners was compiled to serve as a progression from Practical Tswana vocabulary and phrases (published by Via Afrika) and is integrated with the data contained in the trilingual dictionary Dikiinare ya Setswana-English-Afrikaans Dictionary/Woordeboek (Via Afrika). This grammar for beginners can therefore serve as an introduction to a more comprehensive knowledge of the Tswana language and culture.

Southern African Linguistics and Applied Language Studies

Afrika und Übersee

This book examines the new donor concept "education for all" which was coined at a World Bank initiated conference in 1990 in Jomtien, Thailand. The author uses her experience to examine what is going on in the education sector.

Sir Andrew Smith, M. D., K. C. B.

Compiled by the University of Botswana which houses

a unique collection of contemporary published and unpublished written material on the indigenous minority of Southern Africa. The aim was to make this literature available in one collection, and thus promote research on, with, and by, this minority. The volume lists over a thousand bibliographic entries covering the social sciences, languages and history, as well as publications from national and regional San organisations. Short abstracts of each entry are linked to a list of keywords and authors.

Challenges for Anthropology in the 'African Renaissance'

Text Variability Measures in Corpus Design for Setswana Lexicography

School Statistics

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The Khoe and San

Setswana English, English Setswana dictionary

Tswana for Beginners

West Africa

How elites forge good government and civil society in Botswana

Linguistics and Language Behavior Abstracts

These volumes replace the 1933 Supplement to the OED. The vocabulary treated is that which came into use during the publication of the successive sections of the main Dictionary -- that is, between 1884, when the first fascicle of the letter A was published, and 1928, when the final section of the Dictionary appeared -- together with accessions to the English language in Britain and abroad from 1928 to the present day. Nearly all the material in the 1933 Supplement has been retained here, though in

revised form (Preface).

Communication Skills for the Public Sector

Cross-border Languages

Talking Freedom

Assessment of Reading in International Studies

People in many African communities live within a series of concentric circles when it comes to language. In a small group, a speaker uses an often unwritten and endangered mother tongue that is rarely used in school. A national indigenous language—written, widespread, sometimes used in school—surrounds it. An international language like French or English, a vestige of colonialism, carries prestige, is used in higher education, and promises mobility—and yet it will not be well known by its users. The essays in *Languages in Africa* explore the layers of African multilingualism as they affect language policy and education. Through case studies ranging across the continent, the contributors consider multilingualism in the classroom as well as in domains ranging from music and film to politics and figurative language. The contributors report on the widespread devaluing and even death of indigenous

languages. They also investigate how poor teacher training leads to language-related failures in education. At the same time, they demonstrate that education in a mother tongue can work, linguists can use their expertise to provoke changes in language policies, and linguistic creativity thrives in these multilingual communities.

Africa Research Bulletin

Access to Information

This book is about the design of a Setswana corpus for lexicography. While various corpora have been compiled and a variety of corpora-based research has been attempted in African languages, no effort has been made towards corpus design. Additionally, although extensive analysis of the Setswana language has been done by missionaries, grammarians and linguists since the 1800s, none of this research is in corpus design. Most research has been largely on the grammatical study of the language. The recent corpora research in African languages in general has been on the use of corpora for the compilation of dictionaries and little of it is in corpus design. Pioneers of this kind of corpora research in African languages are Prinsloo and De Schryver (1999), De Schryver and Prinsloo (2000 and 2001) and Gouws and Prinsloo (2005). Because of a lack of research in corpora design particularly in African languages, this book attempts to fill that gap, especially for Setswana. It is hoped that the finding of this study will

inspire similar designs in other languages comparable to Setswana. We explore corpus design by focusing on measuring a variety of text types for lexical richness at comparable token points. The study explores the question of whether a corpus compiled for lexicography must comprise a variety of texts drawn from different text types or whether the quality of retrieved information for lexicographic purposes from a corpus comprising diverse text varieties could be equally extracted from a corpus with a single text type. This study therefore determines whether linguistic variability is crucial in corpus design for lexicography.

1995

South Africa's Magnifying Glass

Introduction to the Morphology of Setswana

This book brings together contributions from different scholarly contexts that address a diverse range of focused topics, as well as empirical and conceptual perspectives, on research with international studies. Some chapters focus on technical aspects, exploring opportunities for drawing causal inferences from the data, and investigating biases originating in distributional scale properties. Others are of a more conceptual nature, addressing changes in the relevance of socio-economic indicators across time

and countries, examining the exposure of mother-tongue and English instruction on performance and investigating the effects of test construction on gender difference. The discussion takes a much-needed meta-perspective on the usefulness of international large-scale assessments for educational research and allows reflection upon possibilities and opportunities for their improvement. This book was originally published as a special issue of *Assessment in Education*.

Kagisano Ka Thuto

African Languages in Basic Education

Anthropology, having progressed from being a colonial exercise to a post-colonial tool for intellectual rebirth, and with its central concern with culture and its fieldwork-based approach, must be central to the dialogue about Africa's future. This volume proceeds from a conference of the Association for Anthropology in Southern Africa to assess the state, status and future of anthropology in Southern Africa. It is inspired by the concept of the African Renaissance coined by Thabo Mbeki, and his implied intellectual call to arms to face problems within the African continent by using African ideals, institutions and intelligentsia; and in its diverse responses it is an effort to strengthen the movement. The essays are grouped into sections on: rethinking anthropology; the reinvention of culture and tradition; perspectives on gender and youth; the place of anthropology in development; and land,

space and landscapes. Particular weight is given to medical anthropology, and anthropology with applications for development.

Official Report of the Meeting of the Session of the Parliament

This book is designed in part as a handbook to assist students and researchers in the choice and use of methods for investigating children's grammar. The study of child language and, in particular, child syntax is a growing area of linguistic research, yet methodological issues often take a back seat to the findings and conclusions of specific studies in the field. This book is designed in part as a handbook to assist students and researchers in the choice and use of methods for investigating children's grammar. For example, a method (or combination of methods) can be chosen based on what is measured and who the target subject is. In addition to the selection of methods, there are also pointers for designing and conducting experimental studies and for evaluating research. *Methods for Assessing Children's Syntax* combines the best features of approaches developed in experimental psychology and linguistics that ground the study of language within the study of human cognition. The first three parts focus on specific methods, divided according to the type of data collected: production, comprehension, and judgment. Chapters in the fourth part take up general methodological considerations that arise regardless of which method is used. All of the methods described can be modified to meet the requirements of a

specific study. Contributors Helen Smith Cairns, Katherine Demuth, Jill de Villiers, Suzanne Flynn, Claire Foley, LouAnn Gerken, Roberta Michnick Golinkoff, Helen Goodluck, Peter Gordon, Kathy Hirsh-Pasek, Jennifer Ryan Hsu, Louis Michael Hsu, Celia Jakubowicz, Laurence B. Leonard, Barbara Lust, Dana McDaniel, Cecile McKee, Thomas Roeper, Michele E. Shady, Karin Stromswold, Rosalind Thornton
Language, Speech, and Communication series

Analysing the Frames of a Bible

South Africa's transformation to democracy has highlighted the need for reliable socio-economic information and analysis to inform the process of meeting our numerous and complex development challenges.

Culture and Development

Mathematics, Education, and Society

Evaluation of the Community Home-Based Care Pilot Project (Molepolole and Tutume Sub-Districts)

Reasonable Radicals and Citizenship in Botswana

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