



African Language Teachers Association

ALTA 2021 VIRTUAL ANNUAL CONFERENCE
APRIL 23 – 24, 2021
9am – 6pm ET (USA)

Theme:

**The Collective
Mission of African
Languages in the
Next Decade**

This conference aims to pursue a new pathway for advocating innovative approaches in research and practices, maximizing professional exchanges and collaboration among African educators, and leveraging resources and strength in the African languages community. We cordially invite researchers, educators, practitioners, program developers, and administrators in the African languages community organizations, nationally and from the continent of Africa to attend the conference.

Program

ALTA 2021



Appreciation

Many thanks for the support from:



African Languages Program



African Studies Center



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Department of African Studies



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Dr Zoliswa O. Mali

Director, African Language Program

Boston University

“We missed this opportunity of professional development, nourishment and networking in 2020, regrettably so.

That is why we decided that nothing would stop us this year from holding our ALTA 2021! And, here we are!! Let us applaud ourselves for having defeated all odds and made ALTA 2021 happen! They say Unity is Strength! You united and pushed and pulled! Congrats!”



[Read the President's full address](#)



Professor Greg Kessler

Ohio University



Changing nature of Language Teaching in Relation to Technological and Pedagogical Innovations

Professor Kessler will share his thoughts about the changing nature of language teaching in relation to technological and pedagogical innovations. He will focus on the importance of designing instructional experiences that harness the potential of these emerging innovations in a thoughtful manner. He will share a number of recent developments related to learning, language and technology, including automation driven assessment, data driven learning, automated speech interfaces, and a variety of forms of natural language processing and artificial intelligence. Some of the tools and resources associated with these developments have found their way into language teaching and learning while others certainly will in the near future. He will discuss creative ways to focus on social communication while designing instructional experiences. He will share a number of recent developments related to language and technology and encourage teachers to create meaningful social experiences for learning. Many of these developments have the potential to dramatically alter learning. They may also threaten or intimidate language teachers and learners. The presenter will share thoughts about the need to embrace these developments as we move toward a new era of language learning: One in which these intelligent assistants and resources will significantly contribute to instructional practices.



[Read more about Prof. Greg Kessler](#)



REFLECTIONS ON ALTA

One of the many things I enjoyed about teaching isiZulu at Yale for 30 years was that I had complete freedom: freedom to develop the syllabi for all levels; freedom to choose and develop the materials I used in teaching, and freedom to assess and grade my students as I saw fit. By contrast my colleagues who taught in the larger language department—French and Spanish, for example—were required to adhere to a syllabus devised for use across many sections, to use a common textbook, to move forward at a similar pace week by week, and in most cases, to assess their students using the departmental rubric.

The downside to this freedom was that I had no colleagues with whom to discuss matters specific to the language I taught. My colleagues in Yale's Program in African Languages were, of course, a wonderful resource for ideas, and our regular meetings were unfailingly a source of support, strength and, occasionally, some good jokes. But when it came to teaching isiZulu, I was on my own. In addition, in my first years at Yale the cultural boycott of South Africa was still in place, and this meant no communication with African language instructors in South Africa, and no purchasing of materials from South Africa, which contributed to my isolation.

My situation was no different to that faced by most who are attending this meeting. The African Language Teachers Association (ALTA) brings together solo performers from all over the country. ALTA has been for me a vital link to instructors of isiZulu at other US universities, enabling us to collaborate and share ideas, and when necessary, to discuss problems and challenges.

The first meetings I attended, in the early 1990s, connected me to just one colleague teaching isiZulu at UCLA, and we were later joined by BU, U. Penn, MSU, Indiana and U. Wisconsin-Madison. (UCLA has since sadly left the group, ending many years of Zulu instruction dating back to the 1970s.)

ALTA meetings were seldom without disagreement. Our small group disagreed about the number and designation of office bearers (at one point we seemed to have more office bearers than members); about where languages would be offered in the summer; and about which languages should be proposed for Fulbright-Hays Summer Intensive Group Projects Abroad. This last issue was particularly contentious in the mid-1990s when some members (from other African countries) felt strongly that isiZulu should not be offered at all, given the stance taken by the Inkatha Freedom Party in the run up to South Africa's first democratic elections. Nevertheless, we seldom came to blows, and most issues were settled over breakfast meetings or drinks at the bar.

The entry of the National African Language Resource Center brought a big infusion of funds into the field of African languages, and despite some disagreements (naturally!) about representation, there

is no doubt that the large quantity of publications produced by NALRC has significantly increased the visibility of African languages, and the workshops for new instructors organized by NALRC have contributed to the professionalization of the field.

Now thirty years after I began my term as a teacher of isiZulu, many of the same challenges to African languages remain. Too few ALTA members hold multi-year appointments, and even fewer have tenure. Funding for the study of Africa has in many institutions been cut, and where there has been expansion it has tended to be in the fields of public health and political science, rather than history and culture. And there are new challenges. Developments in machine translation have convinced many of our colleagues in other departments that it is no longer necessary for students to devote time to mastering foreign languages. And finally, the COVID pandemic has placed a hold on foreign travel for American students, temporarily halting all our in-country programs.

ALTA is neither a large nor a powerful organization, but it plays a very important role in connecting African language instructors, especially those who, like me are alone in teaching their language. Over the years I have made lifelong friends through ALTA, and they remain the colleagues to whom I turn for help and advice today.

Sandra Sanneh

Senior Lecturer II, Emerita

Yale Program in African Languages

On behalf of all ALTA members, the ALTA Executive Board thanks Professor Sandra Sanneh for her meritorious service to our field and our organization. We wish her a fun-filled and happy retirement, and all the best in the next phase of her life.



9:00am – 9:10:

President's Welcome Address

9:10am – 9:20:

Conference Program Chair Statement

9:20am – 10:20:

Keynote Address: Professor Greg Kessler

10:20am – 10:30:

Tea/Coffee Break

10:30am – 12:00:

Panel Session A

10:30am – 11:00 | Paper 1:

NCSSFL-ACTFL Can-Do Statements: Their Importance and Practical Applications in a Foreign Language Classroom

Presenter: Beatrice Ng'uono Okelo, Bora Language Institute

Having knowledge of the vocabulary, grammar and culture of a language is very important. However, the most important factor in foreign language learning should be, "What can a language learner do with what he/she knows in meaningful communicative contexts?" This article will discuss the importance and practical applications of the NCSSFL-ACTFL Can-Do Statements in a foreign language classroom.

11:00am – 11:30 | Paper 2:

Teaching Language Across the Curriculum: Using COVID- 19 Resources to Teach Grammar

Presenter: Mantoa Motinyane - University of the Western Cape, South Africa

The COVID-19 pandemic has put a lot of strain of both teachers and learners alike. Language teachers were put in a situation where the usual face-to-face interaction changed overnight. The strain to move from the classroom to an online platform, and often faceless spaces, rendered the current teaching styles and resources almost useless. In the case of South Africa, where just over 50% of the population had access to the internet, teachers were forced to find ways of reaching out to their students without disadvantaging those who do not have access to online resources. Whereas a number of other interventions were put in place by various institutions in South Africa, the actual delivery and success remained the responsibility of the teachers. The aim of this paper is to outline and report on how COVID-19 materials written in isiXhosa were utilised to teach language functions and word formation rules in isiXhosa. Whereas the primary aim was to teach language, the secondary (unplanned) outcome was the use of these resources by students in their homes, thereby educating their own families about the pandemic while developing specific language skills.

11:30am – 12:00 | Paper 3:

The Promotion of Reading and Writing Competences in Kiswahili in Primary Schools in Kenya: Gains and Challenges

Presenter: Pamela Ngugi - Keyatta University

Ngugi (2009) shows that the introduction of Free Primary Education came with the provision of money to primary schools to purchase supplementary reading materials. This aimed at promoting the reading and writing competencies among children in Kenya. This paper discusses the gains attained, challenges faced in achieving this goal and make recommendations in view of the Competence Based Curriculum.

12:00pm – 12:55: Lunch Break

1:00pm – 2:15:

Panel Session B

1:00pm – 1:25 | Paper 4:

Challenges on Implementation of The Multilingual Policy by The Language Centre of The University of Fort Hare

Presenters: Godfrey Vulindlela Mona - Director, The Language Centre of The University of Fort Hare, South Africa

My paper argues that if we seek to devise strategies of enhancing the 'quality of teaching and learning in the context of free higher education' in South Africa, we should not underestimate the significance of the language question. The centrality of language made the Department of Higher Education and Training to develop a language policy framework, which seeks to promote multilingualism and equity of access to higher education. It is within this framework that the Language Centre of the University of Fort Hare is located. I argue that though the University has made significant progress in its attempts to implement the national language policy, there are still challenges that should 'make us worried'.

1:25pm – 1:50 | Paper 5:

Baptism by Fire(?): Navigating through 'COVIDed' Learning Environment by African Language Instructors in the US

Presenter: Filipo Lubua - University of Pittsburgh

The traditional educational system worldwide was hit very badly by the COVID-19 pandemic, and most educational institutions, professors, and students are still going through unprecedented times as a result. More specifically, from March 2020, most educational institutions, academic units, and individual professors in the US were in desperate need of appropriate technologies and skills necessary for adapting to the pandemic's nature that required social distancing and virtual learning. At the time studies are being conducted to examine the pedagogical impact of COVID-19 on foreign language instruction, the field of African Language in the US needs a critical examination of its own. This presentation will show how the African language programs and instructors navigated through the COVIDed learning environment. The presentation will critically examine the struggles and challenges the African language instructors faced and the lessons learned afterward. The presentation will highlight some of the tech-based approaches newly discovered and employed by the African language instructors during the COVID-19 period.

1:50pm – 2:15 | Paper 6:

The Impact of Using the Communicative Approach of Teaching English to Elementary School Teachers in Rwanda: A case of Kabwende and Nyabitsinde Primary Schools, in Musanze, Rwanda

Presenter: Betty Dlamini - Indiana University Bloomington



Day 1 - Friday April 23, 2021

The main purpose of this study was to evaluate the impact of the communicative approach to teaching language. This was a case of Rwandan teachers of English in three schools of Kinigi sector of Musanze, Rwanda. I used questionnaires and interview questions. I used both quantitative and qualitative analysis methods. The paper delivers the findings and recommendations.

2:15pm – 3:30:

Panel Session C: (*Tech-Initiative Papers*)

2:15pm – 2:40 | Paper 7:

Enhancing Foreign Language Learning through Technology: Using “Ubongo kids” for Swahili

Presenter: Dainess Maganda - The University of Georgia

This study explores how an interactive educational TV program: “Ubongo kids,” allows Swahili language learners to develop their language skills. More specifically, by watching the “Ubongo kids” program, students learning Swahili in America showed increased vocabulary, read faster and used longer sentences in their conversations than those who learned the language without it. Teaching and research implications are discussed.

2:40pm – 3:05 | Paper 8:

Home-Made Pedagogy: Using Technology to Teach Heritage Children Yoruba Language in the US

Presenter: Olusegun Soetan - Pennsylvania State University

The linguistic communities in Africa and the diaspora are changing rapidly. In multiple researches, second language acquisition experts provide theoretical and critical explanations for the shift in language use in African communities, and the diaspora (see Junko and Sanuth, 2018). Daily, the linguistic ecology in many African communities expands to accommodate the neoliberal innovations that our global civilization produces, which diffuses from the center to the margin.

3:05pm – 3:30 | Paper 8:

African Languages and Mobile Technologies: A Case Study of the Zulu language and the Zulunomics App

Presenter: Phiwokuhle Mnyandu - Howard University

Many African languages continue to experience a dearth of high-quality, interactive, and up-to-date material for learning and peer-to-peer learning experience platform equal to their European counterparts. The market lack of technologically advanced tools, based on mobile technology platforms is slowly gaining attention from development-minded language professors and lay enthusiasts alike. Zulu is no exception to this trend. This presentation traces the development of, as well as evaluates the motivations and progress of the Zulunomics app as a single response to this challenge. The presentation also examines the role of language professors as tech developers, as well as the potential models by which other ‘peer’ African languages may participate in a community approach that strengthens each language using its unique and nuanced capabilities.

3:30pm – 3:40: Tea/ Coffee Break

3:40pm - 3:50

Tribute to Our Departed Hero, Dr. John Innis (Mtembezi)

3:50pm – 5:50 | **ALTA Past Presidents' Roundtable**

Chair: Professor Akinloye Ojo - University of Georgia, Athens

Presenting:

Professor Emeritus Lioba Moshi - University of Georgia, Athens

Professor Emeritus David Dwyer - Michigan State University

Professor Alwiya Omar - Indiana University Bloomington

Professor John Mugane - Harvard University

Professor Leonard Muaka - Howard University

Professor John Kiarie Wa’Njogu - Yale University

Professor Mamaramé Seck - Université Cheikh Anta Diop

5:50pm – 5:55: *Closing Remarks by Program Chair*

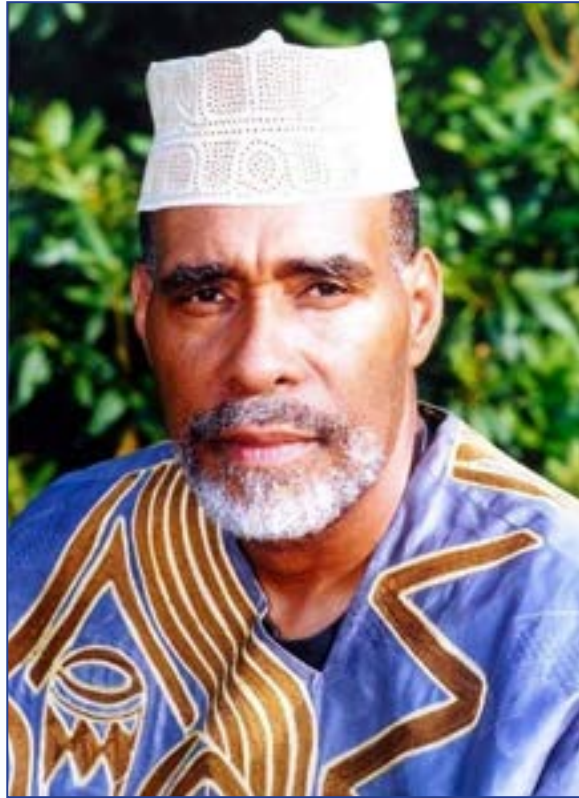
Tribute to Our Departed Hero



DR. JOHN INNIS,

also famously known by friends and colleagues as Mtembezi, was born in New York, NY on February 13, 1946. In 1963, an interest in languages led him to study French at Nassau Community College, NY and in 1964 he pursued a degree in French at Queens College, NY.

In 1968/1969, Dr. Inniss became a full-time student at Queens College, NY. In 1973, he graduated from Queens College with a B.A. in General Linguistics. That same year, he was awarded a full graduate scholarship to Columbia University, NY where he studied Applied Linguistics. In 1977, he started pursuing PhD studies in linguistics and African studies first at the University of Texas in Austin, Texas and then moved to Howard University where he earned a PhD in African Studies in 1999.



John spent 43 years teaching Kiswahili and English at several colleges and universities such as, Columbia University, York College, Cornell University, Yale University among other top U.S. universities. He was a published author and received numerous awards for his advancement of the Kiswahili language, he was the first American to be honored by the Tanzanian National Council for his work in Kiswahili. He presented, participated and convened conferences, workshops, round tables, training sessions at organizations such: African Studies Associations, African Heritage Studies Association, CHAUKIDU Global Association for the promotion of Kiswahili, and African Language Teachers Association where for one term served as president. He was frequently invited for interviews and group discussions on various topics on Voice of America Swahili program, BBC Swahili and Radio Deutsche Wells in Germany and radio stations in Tanzania.

Dr. Inniss established Bongo Productions, a self-financed company that has produced an enormous collection of print, audio and visual materials for Kiswahili teaching resources such as Kiswahili grammar exercises, reading, writing and comprehension and Kiswahili history and culture. The videos largely focus on interviews of regular Swahili people of different walks of life, Swahili writers and publishers.

Dr. Inniss is survived by: his wife Irene Nyirenda – Inniss; his five children, Joy (Steven Vanhook), Kimeu (Kristen Crockett Boynton), Catherine (Nnamdi Nzelibe), Victoria, and Faida; six grandchildren and many more relatives and close friends.

Adapted from the family's "Service of Celebration."

9:00am – 12:00 | Language Specific Panel (Parallel Sessions)

Session 1: Kiswahili (Swahili)

9:00am – 9:20 | Paper 1

Kufundisha Mnyambuliko wa Vitenzi vya Kiswahili

Presenter: Professor Jonathan Choti - Michigan State University

Wanafunzi wa Kiswahili hutatanishwa na kauli mbalimbali za vitenzi vya Kiswahili. Kazi hii itafafanua jinsi ya kufundisha kauli. Kauli zinazohusika ni kufanyisha, kufanyika, kufanyia, kufanyana/kufanyiana, kufanyiwa, na kufanyua. Nitazitofautisha kulingana na viambishi, maana, mpangilio wao. Kwa mfano: (a) Watoto walianguka, (b) Watoto waliangukwa, (c) Watoto waliangukiana, (d) Watoto waliangukana, (e) Watoto waliangukia mpira.

9:20am – 9:40 | Paper 2

Nafasi ya U5 katika Ufundishaji na Ujifunzaji wa Utamaduni katika Darasa la Kiswahili kama Lugha ya Kigeni

Presenter: Beatrice Ng'uno Okelo, Bora Language Institute

Utamaduni ni lengo la pili kati ya malengo matano ya Mradi wa Kitaifa wa Vipimo vya Kujifunza Lugha za Kigeni ya U5. Uelewa wa utamaduni wa wazungumzaji wa lugha lengwa ni muhimu sana katika darasa la lugha. Makala hii itajadili jinsi malengo ya U5 yanavyoweza kuzingatiwa katika ufundishaji na ujifunzaji wa utamaduni katika darasa la Kiswahili kama lugha ya kigeni.

9:40:am – 10:00 | Paper 3

Athali na Mihemko Katika Ujifunzaji wa Lugha ya Kigeni: Kielelezo cha Kiswahili Nchini Uganda na Burundi

Presenters: Sarah Ngesu - South Eastern Kenya University, Boaz Mutungi - Makerere University, Uganda, Chantal Biraronderwa - Lycee de la COMIBU Buyenzi Secondary School

Lengo la makala hii ni kuchunguza uhusiano uliopo baina ya mihemuko na ujifunzaji wa Kiswahili katika mazingira ambayo wajifunzaji hawapati igizo kutoka kwa wanajamii. Utafiti ulifanywa nchini Uganda na Burundi kwa wanafunzi wa shule za sekondari na Chuo Kikuu. Matokeo yanaonesha kwamba wajifunzaji hukabiliana na mihemuko. Waandishi wanapendekeza kwamba walimu wanapaswa kusawiri mazingira rafiki ya kuwawezesha wajifunzaji kukabiliana na mihemuko.

10:00am – 10:20 | Paper 4

Mtaala wa Elimu na Lugha za Kiafrika Katika Kuhifadhi Utamaduni

Presenter: Mary Zacharia Charwi - Dar Es Salaam University College of Education

Makala hii inajadili umuhimu wa lugha za Kiafrika kimawasiliano na kitamaduni na haja ya kuzihifadhi kupitia mipango ya kimakusudi ya kuziingiza kwenye mitaala ya elimu. Tutatumia Kiswahili kama mfano na kuonesha jinsi ushirikiano baina ya wataalamu wa lugha ughaibuni na nyumbani unaweza kuleta mafanikio makubwa ya lugha hizi kisera na kimatuzi

10:20am – 10:40 | Paper 5

Fasihi ya watoto katika kuendeleza elimu ya maadili nchini Kenya

Presenter: Pamela Ngugi - Kenyatta University

Elimu yenye maadili ni kipengele muhimu katika mtaala mpya wa elimu uliozinduliwa mwaka wa 2017 nchini Kenya. Lengo la makala hii ni kubainisha nafasi ya fasihi ya watoto katika kukuza maadili ili kulifikia lengo hili kwa kuhakiki vitabu mbalimbali vya fasihi ya watoto.

10:40am – 11:00 | Paper 6

Meza Mduara ya CHAUKIDU Kwenye Kongamano la ALTA 2020

Presenters: Abdul Nanji - Columbia University, Dr. Charles Bwenge - University of Florida

Dr. Filipo Lubua - University of Pittsburgh, Prof. Leonard Muaka - Howard University

Meza Mduara ya CHAUKIDU kwenye Kongamano la ALTA, 2020, kwanza litatoa Repoti ya Kongamano lake la Kimataifa la Tano lililokuwa Mjini Kampala, Uganda kwenye Chuo Kikuu cha Kyambogo, Desemba 13-15, 2019. Na pia itaeleza mapendekezo muhimu kwa Kongamano la Kimataifa la 2020.

Pili, Dk. Charles Bwenge atatoa wasilisho kuhusu ‘Uwekezaji katika Kiswahili Nyumbani na Soko lake Duniani: Tulipo na Tuelekeako’ ambalo litajadiliwa kwa undani na wanameza mduara

Session 2: Wolof

9:00 am – 12:00 | Wolof Instructors’ Roundtable

Mariame Sy - Columbia University

Mamarame Seck - Université Cheikh Anta Diop

Samba Camara - University of North Carolina at Chapel Hill

Lamine Diallo - Boston University

Session 3: Yoruba

9:00am – 9:20 | Paper 1

Lílo “BBC News Yorùbá” Fún Èkọ́ Kíkọ́ Yorùbá ní Amẹ́ríkà

Presenter: Victor Alabi - Indiana University Bloomington

Mo wo oríṣìí ọ̀nà tí a lè fi lo “BBC News Yorùbá” láti kọ́ Yorùbá ní ilú Amẹ́ríkà. Ìròyìn nípa ètò ọ̀ṣẹ̀lú, eré ìdaráyá, ìlera, ìròyìn àgbáyé, àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ́ fún kíkà àti kíkọ́. Bákan náà, fọ́rán ìfọ̀rọ̀wánìlẹ̀nuwò oríṣìí fún gbígbò àti síso. Mo wo ọ̀nà tí a lè fi lòò fún àwọn akẹ́kọ̀ọ́ ọ̀lọ̀dún ikíní, ikeji àti ikẹ́ta.

9:20am – 9:40 | Paper 2

Àgbéyèwò Ílò Ìmọ̀ Èrọ́ fún kíkọ́ Èdè Yorùbá ní ọ̀nà tó múnádóko

Presenter: Taiwo Ehineni - Harvard University

Ọ̀rìṣìrìṣì ìwádìí ló ti wáyé nípa àwọn ọ̀nà ilò ìmọ̀ èrọ́ fún kíkọ́ èdè. Àmọ́, tí iná ò bà tán láṣọ́, èjẹ́ kùí tán léèkànná, ni ọ̀rọ́ wíwá ìmọ̀ èrọ́ tó yanrantín fún ìgbélárugẹ́ èkọ́ èdè Yorùbá. Nitórí náà, bẹ̀bà yìí yòò ṣe

àgbéyèwò ilò ìmò èrò kan ti ó lè ran kíkò èdè Yorùbá lówó.

9:40am – 10:00 | Paper 3

Bí Iná Kò Bá Láwo: Àgbéyèwò ipò tí èdè Yorùbá wà ní àwọn Fásitì Amerika

Presenter: Gabriel Ayoola - University of Michigan

Bí omodé bá ṣubú á wo iwájú, tí àgbà bá ṣubú a wo èyìn wò. Bèè ni ipò tí èdè Yorùbá wà bá yí ní àwọn Fásitì lórílèdè Amerika nípa pé kílààsì Yorùbá n joro fún àwọn akékò. Bébà yì ṣe àgbéyèwò ohun tó fa sàbàbí òrò àti ọ̀nà tí iná èdè Yorùbá yóó gbà láti jó gòkè odò .

10:00am – 12:00 | American Association of Teachers of Yoruba (AATY) Business Meeting

Session 4: IsiZulu / isiXhosa

9:00am – 9:20 | Paper 1

Ukusebenzisa ubuciko bomlomo ekufundiseni iziphongozo kubafundi bamabanga athe thuthu

Presenter: Zinhle P. Nkosi - University of KwaZulu Natal

Ubuciko bomlomo babuyindlela yakudala yokufundisa ngomlomo ngoba okwakufundiswa kwakung-abhaliwe phansi emandulo, kodwa babunamandla ekufundiseni intsha kabanzi ngolimi, ukusetshenziswa kwalo, ukuziphatha kanye nangamasiko esizwe. Ingane yayikhula ikwazi ukusebenzisa ulimi ngenlele efanele, ibe ingakaze ifundiswe wuthisha esikoleni, kodwa ikhaya nomphakathi kwakubamba iqhaza ekudluliseni izifundo ezinganeni. Leli phepha libheka ikakhulukazi ukusetshenziswa kwezisho, izaga nezinganekwane ekufundiseni iziphongozo , okuhlanganisa izivumelwano, iziqalo zamabizo, nezinye izakhi, kubafundi abasemazingeni aphakathi nendawo ezikoleni zamabananga aphansi. Kusetshenziswe izingxoxo ezisakuhleleka nokubukela othisha befundisa njengezindlela zokuthola ulwazi locwaningo. Phakathi kokutholakele ukuthi zikhona izindlela zokulekelela abafundi ukuba baqonde ngezivumelwano zenkathi eyadlula nganye nezivumelwano zongumnini, nokunye, ngokusetshenziswa kobuciko bomlomo obukhethiwe ukufeza izinjongo zaleli phepha. Iphepha lisonga nangokuthi kubalulekile ukusebenzisa indlela esamdlalo ukugxilisa kubafundi izakhi zolimi nokusetshenziswa kwalo.

9:20am – 9:40 | Paper 2

Ukufundiswa kolimi lwesiZulu (izigaba zamabizo) ngokusebenzisa izilwane zaseNingizimu Afrika nezaseMelika

Presenter: Betty Dlamini - Indiana University Bloomington

Abafundi baseMelika abethabela ukufunda ulimi lwesiZulu babhekana nezingqinamba eziningi ezifaka phakathi ukufunda amagama olimi olusha nje kanye nendabakazi yokuthi amabizo olimini lwesiZulu akasebenzi njengakwezinye izilimi, ikakhulu isiNgisi okuyilona limi lwabo. Indabenkulu ibakhona lapho sekumele abafundi basebenzise izabizwana nezixhumaniso ezixhumanisa amabizo nezenzo. Ngolimi lwesiNgisi izabizwana zonke zisebenzisa amaganyana amancane amathathu: u- it okhomba izinto zonkana; u-he omelela izabizwana zabantu besilisa no-she omelela izabizwana zabantu besifazane. Indabenkulu yikho ukuthi olimini lwesiZulu amabizi ahlukaniwe ngezigaba zamabizo.

9:40am – 10:00 | Paper 3

Ukususa Iimpembelelo Zobukoloniyali Emfundweni Yeelwimi ZesiAfrika

Presenter: Buyiswa M Mini - Language Development Specialist, Linguistics and IsiXhosa



Ilizwe eli lonke kule mihla lithetha ngesihloko esikhulu esingokususwa kweempembelelo zobukoloniyali emfundweni. Eli phepha liyixoxa le nto ngokugxininisa ekufundisweni kweelwimi zaseAfrika. Linika ingxelo yezimvo zabathathi-nxaxheba kuphando olwalumalunga nokusetyenziswa kwesiXhosa eziklasini kwimfundo elwimi-mbini, eyeyokuqala eMzantsi Afrika phakathi kolwimi lwesiAfrika nesiNgesi. Liphakamisa ukuba kuboniswe intlonipho nophuhliso lwazo ngeenguqu kwimiba eliqela.

Amagama aphambili: ukususa ubukoloniyali; intlonipho nophuhliso lweelwimi zesiAfrika: inguqu kwimiba ethile yophando nochzao lwazo.

10:00am – 10:20 | Paper 4

Ubunzima bokufundisa amaklasi amancane kakhulu emfundweni ephezulu

Presenter: Galen Sibanda Irungu – Michigan State University

Abezemfundo bavame ukuveza ubuhle bokufundisa amaklasi amancane obufana lesikhathi esengeziweyo utitsha abalaso emfundini ngamunye ngamunye kanye lesikhathi esinengi sokwenza okuphathelele lokufundisa khona ngokwakho ngoba isikhathi sokuqoqa abafundi sisincane kulanxa bebanengi. Lo umsebenzi wona uhlose ukugxila kakhulu ebunzimeni bokufundisa amaklasi amancane kakhulu ezindimi zesintu emfundweni ephezulu kwelaseMelika lanxa uthinta ubuhle kan-cane.

10:20am – 10:40 | Paper 5

Kumbulwa Kwembeswa: Izingqinamba Zokufundisa Isizulu Ulimi Lwesibili Ezikoleni Zamabanga Aphansi

Presenter: Xolani D. Khohliso - University of Pretoria

Ukuphumelela kwabafundi besiZulu ulimi lwesiBili kuncike ezindleleni nasemaswini aphusile okufundisa. IsiZulu njengolimi olusathuthuka ludinga ukuba lusetshenziswe futhi luphathwe ngokucophelela. Lolu cwaningo lwenziwe ngenhloso yokuhlonza izingqinamba ezibhekana nothisha besiZulu ulimi lwesiBili ngesikhathi befundisa emagunjini okufunda anabafundi abaxube izinhlanga. Ulwazi olutholakele luhlaziywe kusetshenziswa iNjulalwazi kaKrashen yokuThola uLimi lwesiBili. Lolu cwaningo lulandele ubunjalo botho ngaphansi kwendlelande ye-ethinografikhi ngibuka ngeso lepharadayimu yokuhlolisisa. Ngisebenzise ithuluzi lwenhloolwazi esakuhleleka kothisha abayishumi nane, ngathamela izifunjwana zabo ngesikhathi befundisa ngiphinda ngenza inhlolovo yohlamibuzo ezikoleni ezingamashumi ayisithupha.

Ucwaningo ludalule ukuthi othisha bantula ulwazi lwezindlela kanye namasu okufundisa isiZulu uLimi lwesiBili, lokhu kuvela lapho befundisa isiZulu egunjini lokufunda elinabafundi abaxube izinhlanga. Lesi sikhathi siholela ekutheni othisha besiZulu uLimi lwesiBili bagcine sebefundisa ngomphonse wendlela yomhumusho wohlelolimi kuphela okuyiyona abayibona ibasebenzela. Leli phepha liphakamisa ukuthi abafundi abangamaZulu kufanele bafundiswe isiZulu ulimi lwaseKhaya bangahlanganiswa ekilasini elilodwa nabafundi abangasazi isiZulu abasifunda ulimi lwesiBili. Liphinde liphakamise ukuthi abafundi abaqeqeshelwa ubuthisha ezikhungweni zemfundo ephakeme kufanele baqeqeshwe ngokusezingeni lolimi abazolufundisa, uma bezofundisa ulimi lwaseKhaya kufanele babe segunjini elihlukile kulabo abazolufundisa ulimi lwesiBili.

Amatemu Anqala: Izingqinamba, ulimi lwesiBili, ukufundiswa kwesiZulu, amabanga aphansi, injulalwazi, imicabangonzulu.

10:40am – 11:00 | Paper 6

Umthelela wolimi lwezinkundla zokuxhumana ekufundeni nasekufundisweni kolimi lwesiZulu ezikoleni ezikhethiwe KwaZulu-Natali, eNingizimu Afrika

Presenter: Zanele Buthelezi - University of Zululand

Lo msebenzi ucwaninga ngomthelela izinkundla zokuxhumana ezinawo ekufundeni nasekufundisweni kolimi lwesiZulu ezikoleni ezikhethiwe esifundazweni saKwaZulu-Natali, eNingizimu Afrika. Ucwaningo lugxile ekucubunguleni ukusetshenziswa kolimi, incazelo, ukwakheka kwamagama kanye nokusetshenziswa kwezisho, izaga nezifenko. Izinkundla zokuxhumana ebezikhethelwe lolu cwaningo yilezo ezisetshenziswa kakhulu abaNyama eNingizimu Afrika ezibandakanya i-Facebook ne-WhatsApp. Ulwazi luqoqwe ngokucubungula imisebenzi yasekilasini, imibhalo yezinkundla zokuxhumana kanye nemposambuzo kubabambiqhaza abakhethwe ngokwenhloso. Indlela yobunjalo botho, ipharadaymu yomhumusho nenjulalwazi i-social networks analysis ilekelelana ne-language change zibe umgogodla wemicabangonzulu kulolu cwaningo.

Ucwaningo luthole ukuthi kudlondlobele kakhulu okubulala ulimi lwesiZulu kunalokho okulwakhayo. Indlela yokubhala ulimi engamukelekile isihambe yaze yayoba nezimpande ekubhalweni kolimi emakilasini. Kubonakala kuzoba nzima ukuzibhoncula lezi zimpande zokonakala kolimi kanti lo monakalo ubeka ubugugu namasiko engcupheni. Lesi yisimo esingathokozisi njengoba izilimi zendabuko zivele zicindezelwe isikhathi eside ngenxa yobandlululo nokuqonelwa wulimi lwesiNgesi. Izinkundla zokuxhumana ziyisitha esisha okumele kubhekanwe naso ukuze izilimi zesintu zingadodobali kodwa zithuthuke nobumsulwa bazo bungathunazeki.

Amagamangqangi: Izilimi zendabuko; izinkundla zokuxhumana; ukuthuthukiswa kolimi; isakhiwomagama; imithetho yezilimi zendabuko, ukufunda nokufundiswa kolimi.

11:00am – 11:20 | Paper 7

Ukufundisa inkcubeko nolwimi lwesiXhosa ngenkxaso yoluncwadi neendaba kubafundi besiXhosa abathe xaxa baseMelika

Presenter: Zoliswa O. Mali - Boston University

Ukufundisa abafundi ulwimi nenkcubeko yalo kuyinto ebaluleke kakhulu. Akubi lula ke ukwenjenjalo xa bekude nelizwe elilikhaya lolu lwimi bexhomekeke kumhlohli kuphela ukuva nokubona imihla ngemihla izandi zolwimi nemithananango ethile yenkcubeko yalo. Kwizintoyinto ezinokusetyenziswa ukukhawulelana nale meko eli phepha liza kuchaza libonise impumelelo yokubhenela kuluncwadi neendaba. Isizathu soku kukuba zombini ezi zithako zolwimi bezingalungiselelanga kufunzela abafundi abangaluncacanga beleni ulwimi, koko bangamla kumthubi osengelwe amakhaya ngqo. Abagxogxelwanga, badla namakhaya. Masibangule ke sibonisane sisebenzisa imizekelo emibini: Amabalana akwayimidlalo yeqonga kwincwadi kaRoy G. S. Dlulane Umzantsi Afrika Omtsha, nekaRustum Siyongwana Ubulumko bezinja. Siza kusebenzisa imizekelo kaYouTube yeendaba zikaMabonakude kuSABC nezephephandaba iSolezwe lesiXhosa. Sizama ukubabonisa intlalo yemihla ngemihla, ingakumbi ngale mihla kaBhubhane weCOVID19, ngokucaculula amanqaku abazikhethela wona baphulaphule, babhale, bafunde, bashwankathele, baxoxe bacamngce ngeengcamango zabo ngabakufundileyo.

12:00pm – 12:55 Lunch Break



Day 2 - Saturday April 24, 2021

1:00pm - 1:10

Retirement: Honoring Professor Sandra Sanneh

1:10pm - 3:10 | **ALTA Business Meeting**

3:15pm - *Conference Closing Remarks: Vice President*

Gratitude to all Conference Volunteers



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Next year's conference is April 22 - 23.

Expect more information soon...