

## CURRICULUM VITAE

### General information

Title, name and surname:	Dr Napjadi Eugene Letsoalo
Citizenship:	South Africa
Professional registrations:	African Language Association of Southern Africa (ALASA)

### Contact details

Home Address:	
Cell phone number:	
E-mail address:	

### Qualifications

Qualification type:	PhD
Field of study:	Linguistics
Institution:	University of Limpopo
Year obtained:	2019

Qualification type:	MA (Master of Arts)
Field of study:	Linguistics
Institution:	University of Limpopo
Year obtained:	2016

Qualification type:	BA Hons (Bachelor of Arts Honours) (cum laude)
Field of study:	Translation Studies and Linguistics
Institution:	University of Limpopo
Year obtained:	2014

Qualification type:	BA (Bachelor of Arts)
Field of study:	Communication Studies
Institution:	University of Limpopo
Year obtained:	2013

### Research expertise

Field(s) of specialisation	Research interests	TRREE Modules
Phonetics; Phonology; Syntax	Language and gender Youth Languages Language and politics Terminology Lexicography Paremiology	Introduction to Research Ethics Research Ethics Evaluation

### Awards

Name of award	Year awarded	Awarding body
Mail & Guardian 200 Young South Africans	2022	Mail & Guardian
Multilingualism Award	2022	Pan South African Language Board
Best Digital Humanities Collection: Community Engagement	2022	National Institute for the Humanities and Social Sciences
Best Paper Award	2020	National Institute for the Humanities and Social Sciences
Excellence in Tuition Award: Student Assessment	2019	University of South Africa
Best Paper Award	2018	Global Science and Technology Forum
Young Linguist Award	2017	Linguistics Society of Southern Africa

## Grants

Name of award	Year	Amount	Awarding body
Human Language Technologies Projects	2022	R2 369 905.00	Department of Sport, Arts and Culture
Digital Humanities Open Educational Resources Champions initiative	2022	R20 000.00	South African Centre for Digital Language Resources
NIHSS Working Groups Programme	2021	R426 616.00	National Institute for the Humanities and Social Sciences

## EMPLOYMENT HISTORY

### Management

Period	Position	Responsibilities
June 2023 – Present	University of South Africa  Chair of Department	<ul style="list-style-type: none"> <li>• Give effect to the department's operational plan.</li> <li>• Achieve the outputs targets as per the key performance indicators.</li> <li>• Manage the department's resources efficiently, effectively, economically and in accordance with the relevant principles and policies of Unisa.</li> <li>• Provide the Director of School with information as and when required to enable the monitoring and evaluation of performance.</li> <li>• Ensure that all aspects of the management and organisation are kept under regular review.</li> <li>• Ensure the efficient management and administration of the department, including the effective utilisation of staff, the maintenance of discipline, the promotion of sound labour relations and affirmative action, and the proper use and care for Unisa property.</li> <li>• Ensure that account records are kept and financial procedures are adhered to, that the Department's resources are utilised properly, effectively and efficiently within the legal boundaries, and that information requested by the Director of School to enable an internal audit of the Department's books, is provided.</li> <li>• Participate in the policy and management structures of Unisa, and accordingly coordinate and integrate the department's activities with the rest of the College and Unisa.</li> </ul>
Jan 2023 – May 2023	University of South Africa  Acting Chair of Department	<ul style="list-style-type: none"> <li>• Give effect to the department's operational plan.</li> <li>• Achieve the outputs targets as per the key performance indicators.</li> <li>• Manage the department's resources efficiently, effectively, economically and in accordance with the relevant principles and policies of Unisa.</li> <li>• Provide the Director of School with information as and when required to enable the monitoring and evaluation of performance.</li> <li>• Ensure that all aspects of the management and organisation are kept under regular review.</li> <li>• Ensure the efficient management and administration of the department, including the effective utilisation of staff, the maintenance of discipline, the promotion of sound labour relations and affirmative action, and the proper use and care for Unisa property.</li> <li>• Ensure that account records are kept and financial procedures are adhered to, that the Department's resources are utilised properly, effectively and efficiently within the legal boundaries, and that information requested by the Director of School to enable an internal audit of the Department's books, is provided.</li> <li>• Participate in the policy and management structures of Unisa, and accordingly coordinate and integrate the department's activities with the rest of the College and Unisa.</li> </ul>

## Teaching and Learning

Period	Position	Responsibilities
2017 - 2022	<b>University of South Africa</b>  Module leader for Module LIN1501 and LIN2603 at	<ul style="list-style-type: none"> <li>• Develop study materials.</li> <li>• Prepare lecture materials and present them in study materials and myUnisa.</li> <li>• Compile and maintain a file of evidence for each module.</li> <li>• Maintain MyUnisa course site, customise welcome message, monitor discussion forum.</li> <li>• Compile, proofread and monitor all study material (including tutorial letters and exams) in terms of content, style and layout; must sign all tutorial letters.</li> <li>• Post tutorial letters on MyUnisa.</li> <li>• Compile assessment plans and electronic model answers for MCQs.</li> <li>• Set and mark assignments and exams timeously.</li> <li>• Manage team of lecturers associated with the module.</li> <li>• Compile and submit prescribed booklists.</li> <li>• Special exam arrangements.</li> <li>• Final mark summaries.</li> <li>• Student consultations.</li> <li>• Student support.</li> <li>• Determine the revision needs of courses in cooperation with QA team and critical readers.</li> <li>• Develop OER for the design and development of course material.</li> <li>• Effectively use technologies in the modules.</li> <li>• Implement continuous assessment.</li> </ul>
2016 – 2022	Back-up lecturer for Module LIN2601	<ul style="list-style-type: none"> <li>• Stand in when module leader is away or unavailable for telephone calls, student queries, group visits etc.</li> <li>• Proofread and check all study material (including tutorial letters and exams) in terms of content, style and layout.</li> <li>• Sign white internal tutorial letter form.</li> <li>• Mark a prearranged proportion of assignments and exams</li> <li>• Act as second examiner</li> <li>• Check assessment plans</li> </ul>
2016-2017	Module LIN1502 & LIN3705	
2019 -2020	Module LIN3703	
2013 - 2016	<b>University of Limpopo</b>  Tutor for Generative Grammar for third year students	<ul style="list-style-type: none"> <li>• lecture planning, preparation and delivery</li> <li>• contact and teaching time with students</li> <li>• consultation time with students</li> <li>• checking and assessing students' work</li> <li>• invigilating examinations</li> </ul>
2014 - 2016	Tutor for Interpreting Practice for second year students	<ul style="list-style-type: none"> <li>• lecture planning, preparation and delivery</li> <li>• operating a teacher-led language teaching system (Sanako)</li> <li>• contact and teaching time with students</li> <li>• consultation time with students</li> </ul>

## TUITION

### Open Distance and e- Learning

At the University of Limpopo, the Generative Grammar department employs the Blackboard learning management system as a means of facilitating electronic learning. This online instructional platform has been instrumental in integrating technology into the core curriculum. Utilizing Blackboard, I effectively engaged with my students by providing them with announcements, course outlines, study materials, and quizzes within the system. For the Interpreting Practice module, I employed the teacher-led language teaching software known as Sanako Lab. This software serves as a comprehensive language lab management system, granting me control over the multimedia resources and student activities within the language lab environment. It allowed me to seamlessly distribute course materials, closely monitor students' progress, and facilitate interactive language exercises. By utilizing Sanako Lab, which was implemented within dedicated language labs, I witnessed notable enhancements in my students' proficiency across speaking, listening, reading, and writing skills. Through the utilization of this software, I was able to actively engage students in language learning through interactive practice sessions, easily develop and customize lessons to suit individual needs, and effectively monitor and record students' progress. The implementation of these robust systems has significantly increased the availability and accessibility of e-Learning resources, making the learning experience more streamlined and readily accessible for all.

Within the realm of Open Distance electronic Learning at Unisa, my teaching and facilitation of linguistics have been greatly aided by the utilization of myUnisa through platforms such as Sakai and Moodle. Due to the physical separation between my students and myself, myUnisa serves as an invaluable tool in assisting students with their studies and helping them effectively manage their time. Through myUnisa, I provide my students with access to various interactive features, including the Discussion Forum. This forum acts as a virtual space where students can engage in online conversations pertaining to the modules I teach. It serves as a platform for students to introduce themselves, share their language backgrounds, and engage in discussions with their peers. While I oversee and moderate these forums, I encourage students to actively participate and lead the majority of the discussions. An essential component of each course code webpage on myUnisa is the inclusion of the Official Study Material. This section contains vital resources such as study guides and tutorial letters, providing students with the necessary materials to support their learning journey. Additionally, under the section titled "Additional Resources," students can find links to engaging websites that offer supplementary readings and further exploration of the subject matter. To ensure effective communication and timely updates, I utilize the Announcements feature on myUnisa. Through this platform, I inform students about assignment deadlines, group discussions, and the release of new tutorial letters, among other relevant information. Furthermore, I created Learning Units, where I simplify the content from the study guide to assist students in answering assignment questions and reinforcing their understanding of the material. An integral aspect of the learning experience on myUnisa is the availability of formative assessments. Students have the opportunity to complete these assessments, receiving immediate feedback that aids in the evaluation of their progress throughout the duration of the course.

I have developed Open Educational Resources for the design and development of course materials for LIN1501 and LIN2603. These OERs are in line with Open Distance e-Learning.

- Letsoalo, N. 2022. Developing Sepedi Phrase Structure Rules: lexical and phrasal categories. Unisa Open Teaching and Learning Materials, 21 Aug. 2022, CC BY-NC-SA 2.5 ZA, <https://hdl.handle.net/10500/29302>
- Letsoalo, N. 2022. Speech Production Organs. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <https://uir.unisa.ac.za/handle/10500/28902>
- Letsoalo N. 2021. Speech Organs Movement during Articulation. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <http://uir.unisa.ac.za/handle/10500/27688>
- Letsoalo, N., Mathevula, D., and Gouws, P. 2021. Learn to speak ROBOTICS indigenously. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <https://uir.unisa.ac.za/handle/10500/28361>
- Letsoalo, N, Mponya, M, Makua, M, Sello, K, Somo, M & Moumakoe, T. 2021. Mzansi Taal: Online Dictionary and Encyclopedia Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <http://hdl.handle.net/10500/27823>
- Letsoalo N. 2020. Speech Sound Description. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <http://uir.unisa.ac.za/handle/10500/27375>
- Letsoalo, N.E and Shaku, K.J. 2018. Learning grammatical patterns and principles. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <https://uir.unisa.ac.za/handle/10500/25151>

### Student Support

Blended learning encompasses a range of teaching and learning strategies, pedagogies, educational technologies, and student support, combining traditional and online learning opportunities (Unisa's ODeL policy, 2018: 2). As a lecturer, my role is to guide students in developing their potential and accommodating their unique learning styles. I design module content that caters to diverse learning preferences while ensuring its relevance to students from different backgrounds. In the context of distance education, an optimal classroom environment is one in which students can connect with both their lecturer and their peers through internet technologies. Therefore, connectivism, a learning theory that emphasizes technology and networked learning, aligns well with my approach. Siemens (2005) posits that incorporating technology and fostering connections in the teaching and learning environment is essential in embracing learning theories within the digital age. Connectivism highlights the significance of online peer networks, such as myUnisa discussion forums (the university's Learning Management System), WhatsApp groups, YouTube, and emails, as platforms for learning and information sharing among students.

Ensuring student success and satisfaction is of utmost importance in the context of student support at Unisa. Due to the inherent physical separation between students and the institution in ODeL, it is vital to establish robust mechanisms for student support to foster engagement, address concerns, and promote a positive learning experience. To facilitate student support, I actively encourage students to explore supplementary websites available on myUnisa, utilize the university library, and regularly consult reputable sources. These resources encompass e-books, scholarly databases, and academic journals, all of which can be accessed remotely. Such access enables students to conduct research, enhance their comprehension of course materials, and supplement their learning, thereby empowering them to broaden their knowledge and deepen their understanding across various subjects. Building a sense of belonging and cultivating a supportive learning environment are critical goals. Many students value the sense of being part of a teaching environment that resembles a close-knit family. To foster this atmosphere, I prioritize mutual respect and equal participation within my classes. Platforms like WhatsApp and discussion forums serve as additional teaching tools where everyone's ideas are acknowledged and discussed. Dedicated student portals or online platforms are also provided, incorporating communication channels such as live chat and helpdesk services, which allow students to seek assistance and receive prompt responses to their queries or concerns. Moreover, I strongly encourage one-on-one consultations to address any further inquiries and provide clarification. By emphasizing the broader aspects of the subject matter, I facilitate my students' transition from a comprehensive knowledge foundation to the development of specific expertise in their respective subject areas. Continuous assessment serves as another mechanism of student support, providing regular evaluation and constructive feedback. This assessment approach involves online methods, including quizzes or assignments, which enable students to assess their comprehension of course content. The timely and meaningful feedback I provide helps students identify areas for improvement and enhance their learning outcomes.

## RESEARCH

### Publications: Journal Articles

Letsoalo, N & Kgasago, T.J. (2023). COVID-19 crisis communication in Sepedi: the quality of translation by the Limpopo Department of Health. *South African Journal of African Languages*, 43(2): 113-121.

Letsoalo, N. (2023). Morphophonological realisation on inflected verbal roots with initial vowel sounds in Sepedi. *South African Journal of African Languages*, 43(2): 122-130.

Ngoepe, M., Shaku, K and Letsoalo, N. 2022. Development of an indigenous language through crowd-sourcing on social media. *Bulletin of the National Library of South Africa*, 76(1): 63 – 78.

Letsoalo, N., Mabaso, D and Gouws, P. 2022. Access to information through translation: a case of multilingual OER robotics project at a South African university. *South African Journal of Libraries and Information Science*, 88(1): <https://sajlis.journals.ac.za/pub/article/view/2150/1623> doi:10.7553/88-1-2150

Letsoalo, N and Rammala, J.R. 2020. Derivation of interrogative words from wh-stems in Sepedi. *South African Journal of African Languages*, 40(2): 164-170.

Letsoalo, N. (Forthcoming). Toxicity in gendered Sepedi proverbs: a textual analysis. *Southern African Linguistics and Applied Language Studies*.

### Publications: Book Chapter

Letsoalo, N. 2022. What if it's Culture? A Closer Look at the Gender Situation in Sepedi 'Manyalo' Songs. In: Baloyi, M.E., Molobi, V.M.S and Naicker, L. *Religion, Marriage, Sexualities, Culture and Family Dynamics*. Pietermaritzburg: Cluster Publications, pp 171-220.

### Publications: Conference Papers

Letsoalo, N.E. 2018. Towards the development of political terminology for South Africa's indigenous languages. 7th Annual International Conference on Language, Literature & Linguistics (L3 2018), GSTF, 62-69.

### Publications: Open Educational Resources

Letsoalo, N. 2022. Developing Sepedi Phrase Structure Rules: lexical and phrasal categories. Unisa Open Teaching and Learning Materials, 21 Aug. 2022, CC BY-NC-SA 2.5 ZA, <https://hdl.handle.net/10500/29302>

Letsoalo, N. 2022. Speech Production Organs. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <https://uir.unisa.ac.za/handle/10500/28902>.

Letsoalo N. 2021. Speech Organs Movement during Articulation. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <http://uir.unisa.ac.za/handle/10500/27688>.

Letsoalo, N., Mathevula, D., and Gouws, P. 2021. Learn to speak ROBOTICS indigenously. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <https://uir.unisa.ac.za/handle/10500/28361>.

Letsoalo, N, Maponya, M, Makua, M, Sello, K, Somo, M & Moumakoe, T. 2021. Mzansi Taal: Online Dictionary and Encyclopedia. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <a href="http://hdl.handle.net/10500/27823">http://hdl.handle.net/10500/27823</a>
Letsoalo N. 2020. Speech Sound Description. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <a href="http://uir.unisa.ac.za/handle/10500/27375">http://uir.unisa.ac.za/handle/10500/27375</a>
Letsoalo, N.E and Shaku, K.J. 2018. Learning grammatical patterns and principles. Unisa Open Teaching and Learning Materials, CC BY-NC-SA 2.5 ZA, <a href="https://uir.unisa.ac.za/handle/10500/25151">https://uir.unisa.ac.za/handle/10500/25151</a>
<b>International Presentations: workshops and conferences</b>
Letsoalo, N. 2023. Automated self-guided orientation through WhatsApp bots: A case of CODEL context. Paper presentation at the 11 <sup>th</sup> Teacher Education & Interdisciplinary Research Conference, Swakopmund Hotel and Entertainment Centre, Namibia, 10-14 April 2023.
Letsoalo, N.E and Motseki, M.C. 2018. Language usage in the construction of gender and culture in a Pedi context: A criticism of toxic masculinity. Paper presentation at the International Conference on "Complexities, Appeals and Paradoxes of Language", Birkbeck, University of London, 17 November 2018.
Letsoalo, N.E. 2018. Language in Conflict: politeness in the street version of Sepitori'. Paper presentation at the International Congress of Linguists, Cape Town, 2 - 6 July 2018.
Letsoalo, N.E. 2018. Toward the development of political terminology for South Africa's African languages. Paper presentation at the 7th Annual International Conference on Language, Literature & Linguistics, Singapore, 25 - 26 June 2018.
<b>Local Presentations: workshops and conferences</b>
Letsoalo, N & Kgasago, T.J. 2022. The quality of translation during COVID-19 crisis in Limpopo Department of Health: Crisis Communication in Sepedi. Paper presentation at the 2nd NIHSS Humanities and Social Sciences Alumni Conference, Online, 2-3 November 2022.
Letsoalo, N. 2022. Modernizing Indigenous Knowledge: emoji-based proverbial writing system. Paper presentation at the 2022 Spring Lectures, University of Limpopo, 5-6 September 2022.
Letsoalo, N. 2021. Masculinity in language: A psycholinguistic approach to the interpretation of figurative expressions in Sepedi among young men. Paper presentation at the 2nd NIHSS Humanities and Social Sciences Alumni Conference, Online, 3-4 November 2021.
Letsoalo, N. 2021. Towards the development of multilingual OERs at Unisa: A case of Department of Linguistics and Modern Languages. Paper presentation at the CHS Unisa Curriculum Transformation Webinar on "Accelerating Transformation to Consolidate the African Intellectual Programme", Online, 13-14 September 2021.
Gouws, P and Letsoalo, N. 2021. Learning to Speak Robotics Indigenously. Paper presentation at the CHS Unisa Curriculum Transformation Webinar on "Accelerating Transformation to Consolidate the African Intellectual Programme", Online, 13-14 September 2021.
Letsoalo, N. 2020. What if it's culture? A closer look at the gender situation in Sepedi 'manyalo' songs. Paper presentation at the NIHSS Inaugural Humanities and Social Sciences Alumni Conference, Online, 4-5 November 2020.
Letsoalo, N. 2019. From social contact to social distance: results on gender attitudes from Sepedi dictionaries. Paper presentation at the SADiLaR language seminar, University of Limpopo, 31 July 2019.
Letsoalo, N. 2019. Young men in denial: Exploring the meaning and interpretations of the saying 'go pompa lebili leo le sa tleago'. Paper presentation at the 21st BIENNIAL ALASA International Conference, Bloemfontein, University of the Free State, 8 -10 July 2019.
Letsoalo, N.E. 2018. Derivation of interrogative words from wh-stems in Sepedi'. Paper presentation at the NIHSS Annual National Doctoral Conference, Johannesburg, 31 October - 1 November 2018.
Letsoalo, N.E. 2018. Decolonising the craft of translation for academic purpose in South Africa. Paper presentation at Theta sizwe: Intersections, Practices, and Identities - Rethinking Gender in African Languages and Literature (International Conference), University of Pretoria, 5 - 6 April 2018.
Letsoalo, N.E. 2017. Some aspects of verbal morphophonemics in Northern Sotho. Paper presentation at Conference of the Language Associations of Southern Africa (LSSA/SAALA/SAALT/ALASA/AFRILEX), Rhodes University, 26-29 June 2017.
<b>Current Projects</b>
SOVENGA: A multilingual proverbs dictionary – Sepedi – Xitsonga – Tshivenda – English
Soshanguve+ Paremiology: An introductory guide
Multilingual and multicultural approach to language learning and communication
Lexicography for modern day language use: the South African taal dictionary and encyclopaedia
Documenting the work of Ramadimetja "Pleasure" Peta
Learning to Speak Robotics Indigenously
Masculinity in language: A psycholinguistic approach to the interpretation of figurative expressions in Sepedi among young men
A Comprehensive Sepedi Online Dictionary

## COMMUNITY ENGAGEMENT

**Project 1: Skills Training for corpus building and presentation**

Corpus linguistics is one of the fields of study in the Department. The project is aligned to three modules in the department: (1) Multilingualism: the role of language in the South African context, the module is very practical in that it gives students the tools to enable them to describe the basic structure of any language they choose to study; (2) Language in a changing world, this module examines the factors in society which cause languages to change, as well as attitudes towards language change and their implications for language planning and language practitioners, and (3) Approaches in Linguistics, the primary aim of this module is to give the student an overview of the key issues in the fields of Corpus Linguistics. The project will guide/inform our curriculum, what needs to be added/emphasised in training. We host workshops to upskill dictionary developers and advise on the development of an online colloquial dictionary that will benefit South Africans and youth in particular, and tourists visiting the country.

**Project 2: Skills Training for Editors and Translators**

This project focuses on language practitioners who need to improve their editing and/or translation expertise. The project will take the form of workshops. The target groups are novice and professional editors/ translators in government departments, e.g. Education, National Language Services (Arts & Culture), Unisa Language Services and any other stakeholder who would want our services. The workshops are conducted at Unisa and outside Unisa depending on where the service is needed. It has been discovered that some language practitioners in South Africa assume duties as freelance and/or in-house editors or translators without having been trained in these fields and as a result they do not produce quality outputs. This project seeks to improve the status quo by offering training workshops that will improve practitioners' skills in editing/ translating. This project is linked to LIN3702, a module that introduces students to the practice and profession of translation and editing. It aims to help students to identify and solve translation problems at word, sentence and text level, by using relevant and appropriate translation strategies. In this project we hold workshops to upskill freelancers, upcoming and expert editors and translators.

**Project 3: Inspired towards Science Engineering and Technology**

Inspired towards Science Engineering and Technology (I-SET) is a Community Engagement flagship project of the College of Science, Engineering and Technology (CSET) at UNISA. I-SET aims to inspire awareness and interest in the fields of science, engineering and technology. The I-SET community includes learners, students, educators, community leaders and academics. The focus of the project is robotics. I-SET purpose is to equip and support the I-SET community in the coaching and mentoring of robotics; to participate in events that will inspire the interest of the learners in science, engineering and technology; to inspire science, engineering and technology by liaising with media and through the hosting of relevant events; to use Web 2.0 technologies to create and deliver open educational resources (OER) for use by learners and their communities; to identify, investigate and research community engagement research questions within the project; and to offer free online training and development. We develop robotics terminology for South Africa's indigenous languages, and translate existing I-SET robotics materials into the 11 official languages of South Africa.

**REFERENCES**

<b>Title, Initial &amp; Surname</b>	<b>Occupation</b>	<b>Contacts</b>
Prof M Ngoepe	Executive Director: Library & Information Service, University of South Africa	
Prof SJ Kubayi	Senior Lecturer (University of Limpopo)	
Prof K Moropa	Former CoD: Linguistics and Modern Languages (UNISA)	