

Naledi Maponopono

ac.za

Educational Background

2021 Doctor of Philosophy in African Languages University of Cape Town
(In Progress)

ABSTRACT:

African languages in South Africa still compete for their status in the society at large, but particularly in institutions of higher learning (Nomlomo, 2019). Since the inception of democracy in South Africa, there were many political changes in favour of the black majority who were previously disadvantaged by racist apartheid laws which affected every aspect of their lives (Zikode, 2017). These political changes encompassed the recognition of eleven official languages in South Africa as equal under the law, contrary to the apartheid era which only recognised English and Afrikaans as official languages (Zikode, 2017). This official status meant that English and Afrikaans were used in classrooms as a medium of instruction as well as in official government communication (Maponopono, 2020). Given this lived reality, the unequal status of English and Afrikaans as measured against African languages and their status in South African society, has a historical context underpinned by inequality. Measures to alleviate this inequality among English and Afrikaans and indigenous African languages in democratic South Africa saw indigenous South African languages being enshrined in the South African Constitution with explicit provisions stating that African languages ought to be prioritised as a result of their “previously diminished” status (Constitution of the Republic of South Africa, 1996). The aim of this study is to focus on language policy implementation within institutions of higher learning with particular reference to the University of Cape Town as a case study. It observes the language practices within the university to assess the various patterns of implementation. The study will analyse the language policy planning in South Africa at large using Ruiz’s (1984) three orientations to language planning: language as a problem, language as a resource and language as a right. The findings of this study aim to assist language planners in the development of a language policy framework in higher education which includes strong monitoring and evaluation systems to alleviate problems at the implementation stage of language policies. The study uses qualitative means to observe the patterns of language policy implementation at the University of Cape Town. It highlights the challenges inherent at the implementation stage and provides ways in which these can be alleviated. The study aims to contribute to scholarly debate pertaining to the language policy implementation across discipline.

2018-2020 Masters in African Languages University of Cape Town
(Completed)

ABSTRACT:

The South African society is plagued with a complex and fascinating landscape of multilingualism that comprises of eleven official languages post the apartheid era. The apartheid era saw only English, and Afrikaans recognised as languages of official status across the nation even though indigenous languages existed in the country. The post-apartheid era which commenced in 1994 have been years in which extensive political negotiation and transition have been occurring which have encompassed establishing constitutional rights for indigenous languages in the South African dispensation. This included the choice for indigenous languages to be used as languages of learning and teaching (LoLT) and being offered as subjects at schools (Pluddeman et al, 2004: 13, 14). The aim of this study is to focus on language policy implementation practices in basic education

with particular reference to a primary school in Western Cape, City of Cape Town as a case study. It seeks to observe the language practices within the school in order to assess the various patterns of implementation and contribute to scholarly debate pertaining to policy implementation across disciplines. The study will analyse the language policy planning in South Africa at large using Ruiz's (1984) three orientations to language planning: language as a problem, language as a resource and language as a right.

2017-2017	Honours in African Languages and Literature Studies <i>(Completed)</i>	University of Cape Town
2011-2014	Bachelor of Social Science (Sociology, Public Policy and Administration, IsiXhosa Language and Literature Studies) <i>(Completed)</i>	University of Cape Town
2010	Matric Certificate	Westerford High School

Work Experience

Aug 2020- Present	Inkwenkwezi Language Services	Director (Own Company)
Nov 2021-Present	Curro Holdings	Curriculum Development Specialist/Head of Department: (IsiXhosa)
Feb 2019-Present	South African College of Applied Psychology	Lecturer (Independent Contractor)
March 2021 – May 2022	University of Cape Town	Lecturer and Course Convenor
Jan 2019-Jan 2021	Reddam House Atlantic Seaboard	Teacher (Grade 4-12)
Jan 2019-September 2020	DHET	Lecturer (L4; Adult Basic Education and Training)
May 2018-July 2018	History Department (UCT)	Translator
Jan 2018-Dec 2018	Groote Schuur Primary School	IsiXhosa Teacher (Grade R-7)
Jan 2018-Dec 2018	Pinelands North Primary School	IsiXhosa Teacher (Grade 4-7)
Sept 2017-Nov 2017	Centre for Higher Education Development (UCT)	Teaching Assistant (IsiXhosa)
June 2016- May 2017	National Department of Public Works	Administrative Liaison
Feb 2012- Nov 2017	University of Cape Town	Teaching Assistant

Publications

Essay published in a Book titled: *Living While Feminist*

Title of Essay: *My Body as a Site of Violence*

Published: 2020

Publisher: NB Publishers

Academic Conferences

2022 ALASA Biennial International Conference (21-24 September)

Paper Title: Too little time? Reflecting on the time afforded in teaching and learning of IsiXhosa at a particular school in the Western Cape.

Awards and Achievements

2010	IsiXhosa First Additional Language	3 rd (in the Province in NSC Results)
2012	Class Medal	IsiXhosa Language and Literature Studies IA
2013	Academic Achievement	Tugwell Hall
	Wellness Award	Tugwell Hall
	Class Medal	Research Areas in African Languages
	Class Medal	IsiXhosa Language and Literature Studies IIB
	Deans Merit List	UCT Humanities Faculty
2014	Member	Golden Key International Honour Society
2018	Honours Degree	Awarded First Class; Second Division

Leadership Positions

2023 (Present): South African Youth Council Provincial Coordinator (Western Cape)

Responsibilities:

- Administrative head of SAYC in the Province
- Responsible for implementation and coordination of SAYC programmes in the province
- Responsible for the operational capacity of SAYC structures in the province
- Submit reports to all PEC meetings
- Responsible for minutes of minutes
- Proper record keeping, and developing systems in this regard
- Co-signatory of all cheques of the PEC
- Represent province as ex-officio member to the NEC
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2017: UCT Students Representative Council: Postgraduate Academics Coordinator

Responsibilities:

- Chairs the SRC Postgraduate Academic Sub-Council
- Liaises with Postgraduate faculty councils
- Liaises with the Postgraduate funding office
- Liaises with postgraduate employees of the SRC to committees
- Promotes the development of an environment conducive to academic excellence
- Ensures that the SRC considers the needs and interests of postgraduate students in all its work
- Promotes and informs undergraduate students about postgraduate studies
- Advocates for adequate funding support for postgraduate students

2015: South African Students Congress Provincial Chairperson

Responsibilities:

- Political head of the organisation
- Providing political education
- Disciplinary issues
- Chairing meetings
- The spearhead of the organization in ensuring that the constitution is upheld as well as ensuring access to higher education irrespective of race, class or gender.

November 2014: South African Students Congress Provincial Secretary

Responsibilities:

- Organisational head
- Communication with all branches of SASCO and fraternal structures
- Representing the province as an ex officio member in the NEC
- Overseeing all programmes in the province
- Chairing Provincial Working Committee meetings
- Compiling comprehensive minutes of PEC and PWC meetings
- Conflict resolution
- Mediation
- Report writing

February 2013-November 2014: University of Cape Town Language Policy Committee Member

Responsibilities:

- Optimizing all aspects of language development related to multilingualism at UCT
- Representing students' interest in this regard

2011 Orientation Leader

Responsibilities:

- Facilitating transition to university for a diverse group of students across all racial and social classes
- Instilling the values of higher education
- Providing advice on curriculums given experiences as a senior student
- Mentoring new students
- Being a guide around campus
- Instilling the values of unity in diversity

Features

[News24 - Young Mandelas](<https://www.news24.com/news24/SpecialReports/YoungMandelas/30-young-mandelas-naledi-maponopono-20220715>)

UCT News - Language Learning Policy

Sage Blog - Passion-Driven Businesses

[Cape Talk - African Language Policy](<https://www.capetalk.co.za/articles/451899/talking-my-language-why-african-language-policy-is-crucial-in-sa-universities>)

CareersPortal - University Language Policy

Skills

Teaching/ Curriculum Development

Courses/Subjects/Modules I have taught/tutored

Curro Holdings

Curriculum Development Specialist for IsiXhosa FAL: **Grades 8-12 (DBE and IEB)**

This role involves the development of content for isiXhosa. This is a multi-faceted requirement that includes planning, sourcing and creating content as well as managing and assisting with the implementation of the subject at the DigiEd schools and Curro Online.

Content creation includes the development of print resources, videos, interactive online content and quizzes and the setting of tests and formal assessments.

The role also involves assisting and support teachers in all Digi-Ed schools and Curro Online with the following:

- Professional development,
- Curriculum organisation,
- Curriculum implementation,
- Performance assessments,
- Curriculum evaluation, and
- Assuring quality in teaching

University of Cape Town

(1) Sex, Love and Taboo (SLL1110F)

A **first-year** socio-linguistics course which actively engaged students in exploring the vocabularies of African languages with regard to sex, love and taboo. It encouraged students to explore the way in which African languages are used to talk about love and sex and promotes critical and creative thinking on the topic of taboo in African languages.

(2) IsiXhosa Communication IA (SLL1101F)

A **first-year course** taken up by second language speakers. It actively engaged students in furthering their communication skills in Xhosa through a series of well-developed modules focused on speaking, writing and listening to and understanding Xhosa. Grammar is taught in context and students are expected to apply their grammatical knowledge in task-based communication situations. The course also develops students' sociolinguistic knowledge of Xhosa and deepens their understanding of the link between culture, language and thought. Translation skills are developed by working with public notices and signs available in both English and Xhosa. **This is a second language acquisition course.**

(3) IsiXhosa Communication IIA (SLL2101F)

This is a **second year-level course**. It is a continuation of the SLL1110F course at a higher level. The course actively engaged students in further developing their communicative competence and translation skills. The use of pictures is used in class to further develop the vocabulary of students as well as other sociolinguistic elements which are explored through song lyrics and the like. Grammar is taught in context stemming from the first-year course. **This is a second language acquisition course.**

(4) IsiXhosa Communication IIIA (SLL3101F)

This is a **third-year level course** which forms part of the IsiXhosa Communication Major stemming from the latter two courses (SLL1101F) and (SLL2101F). Translation and sociolinguistic skills are developed to an advanced level. Students research the way in which Xhosa is transmitted and received in the media. **This is a second language acquisition course.**

(5) IsiXhosa Language and Literature Studies IA

This a **first-year course** students who are either mother tongue speakers of IsiXhosa, IsiZulu, IsiNdebele, IsiSwati or have done SLL1101F and SLL2101F as indicated above. The course introduced students to IsiXhosa language, literacy and culture. It examined the contributions of IsiXhosa linguistic and cultural competence to multilingualism discourses through an examination of language in context, literary discourse, language and society and translation studies

(6) Masithethe IsiXhosa Course

This course is offered by the Centre for Higher Education Development (CHED) as part of its Multilingualism Education Project and is aimed at equipping members of staff as well as students with basic communication skills in Xhosa. **This is a second language acquisition course.** The main focus of the course is on developing conversational skills. On completing the course participants should be able to converse in everyday situations and to respond to simple enquiries in their work situations. The course is offered at **Beginners' and Intermediate Levels.**

(7) IsiXhosa Communication for MBCHB Students (Year 1-3)

This course employs a combination of the Task-Based language teaching approach. A task "is an activity which requires learners to use language, with emphasis on meaning, to attain an objective" (Skehan 2003:3). In this approach, students are encouraged to participate in tasks that require them to engage in verbal conversations and interactions. While the central aim is to equip students with skills that will assist them in negotiating meaning, students are also encouraged to pay attention to the form of isiXhosa so that they may be able to extend their language use beyond the tasks related to the classroom. This approach has been proven to lead to 2

sustained language development. Any grammatical and syntactic structures that are required for performing certain tasks are taught as it becomes necessary.

Conversations and interactions involve paying attention to who, to whom, what, where and how aspect of language. Through interactions, students are exposed to the Xhosa way of life, as well as issues of cross- and inter-cultural communication. Students are encouraged to observe speakers' language and converse accordingly.

This is a second language acquisition course.

(8) IsiXhosa: Language Communication for Rehabilitation Sciences: Speech Language Pathology and Audiology

This course employs a combination of the Task-Based language teaching approach. A task "is an activity which requires learners to use language, with emphasis on meaning, to attain an objective" (Skehan 2003:3). In this approach, students are encouraged to participate in tasks that require them to engage in verbal conversations and interactions. While the central aim is to equip students with skills that will assist them in negotiating meaning, students are also encouraged to pay attention to the form of Xhosa so that they may be able to extend their language use beyond the tasks related to the classroom. This approach has been proven to lead to sustained language development. Any grammatical and syntactic structures that are required for performing certain tasks are taught as it becomes necessary.

Conversations and interactions involve paying attention to who, to whom, what, where and how aspect of language. Through interactions, students are exposed to the Xhosa way of life, as well as issues of cross- and inter-cultural communication. Students are encouraged to observe speakers' language and converse accordingly.

This is a second language acquisition course.

South African College of Applied Psychology:

(1) Language and Communication Skills in IsiXhosa – 1st year module

"This module acknowledges the need that exists for the development of 'profession specific' language to prepare the Registered Counsellor for spheres of work where English or Afrikaans is not the first language of choice. This is in light of the constitutional provision for multilingualism and the advancement of the status and use of the African languages in the National language policy for Higher Education proposed by the Ministry of Education in 2002, Section 3.1.2. This course highlights the fact that language is more than a set of grammatical rules, with attendant sets of vocabulary to be memorised, but addresses how language is a dynamic resource for creating meaning with the emphasis on learning a language as a social process. Whereas immersion is the best option for an understanding of cultural experiences, the module hopes to use language to gain an understanding of specific cultural experiences and beliefs amongst amaXhosa."

(2) Academic Literacy – 1st year module

"This module is designed to develop academic and information literacy competency and assists the student with a set of values and skills necessary for academic success. These skills will enable the student to not only comply with the required academic standards of the South African College of Applied Psychology (SACAP), but will also prepare the student for success throughout their academic and professional careers. This module aims to

guide the student through developing information literacy competencies, understanding the value of academic honesty and integrity, developing academic reading and writing skills, and finding one's own academic identity and using one's own academic voice."

(3) Diversity in the South African Context – 1st year module

"This module is designed to critically engage and explore diversity within South Africa. The purpose of the module is to create awareness of the impact of context and contextualised dynamics that ultimately shape the development of individuals and counselling practice within South Africa. The module also builds on awareness and expands the student's knowledge of issues of diversity. Diversity within this module is explored as a multidimensional combination of culture, worldview and identity, oppression, power, privilege, race, gender, sexuality, vulnerability, spirituality, religion, and disability. The student will be equipped with an awareness of the uniqueness of the South African context and an ability to explore South African identity and come to grips with influences that have shaped and continue to shape South African communities, families, and individuals. An understanding of ecological systems theory will be grasped and the development of self in the context of community reflected on. Throughout the module, the student's knowledge of specific contexts will be expanded to deepen students' critical awareness, respect, and acceptance of cultural worldviews, behaviour, and contextualised dynamics that ultimately shape the development of individuals and counselling practice within South Africa. The module also builds on awareness and knowledge and encourages the student to apply knowledge, while also conceptualising possible action for effective change within the South African context."

Reddam House Atlantic Seaboard

(IEB)

Developed the curriculum for IsiXhosa First Additional language as well as second additional languages which encompasses language acquisition and literature studies.

Groote Schuur and Pinelands North Primary School

(CAPS)

Taught IsiXhosa language acquisition from grade R-7 as well as developed IsiXhosa Second Additional Language Curriculum

Pinelands North Primary School

(CAPS)

Taught IsiXhosa from grades 4 -7 as well as developed IsiXhosa Second Additional Language curriculum.

Department of Higher Education and Training

(NQF LEVEL 4)

Adult Basic Education and Training (ABET)

Small Medium and Micro Enterprises Lecturer

Life Orientation Lecturer

Curriculum Development/Content Development

Reddam House Atlantic Seaboard

Developed IsiXhosa First Additional Language Curriculum (for Grades 4-12)

South African College of Applied Psychology

Developed Language and Communication Skills Module (for first years – NQF 5)

University of Cape Town

I convened and developed the curriculum for IsiXhosa Language and Literature Studies courses for both language and literate studies for first, second and third years (NQF 5, 6, 7). I also convened the IsiXhosa for Speech and Audio Therapy for second years (NQF 6).

Communication

- IsiXhosa (Fluent)
- English (Fluent)
- Afrikaans (Fair)
- SeSotho (Good)
- IsiZulu (Good)
- Public Speaking
- Writing

Translation

- Competent in translating texts and audio (English-IsiXhosa/IsiXhosa-English)

Interpreting

- Competent as an interpreter in all environments (English-IsiXhosa/IsiXhosa-English)

Research

- Qualitative Research Methods

Management:

- Heading an IsiXhosa Department at Curro with 10 teachers reporting to me
- Managing the curriculum in terms of content
- Developing assessments and guidelines
- Overseeing IsiXhosa department as a whole in terms of functionality and growth of the subject.

Computer Literacy

- Microsoft Office (Word, Excel, Power Point)
- Learning Management Systems: Moodle, Vula, NEO

Referees

1. Dr Rethabile Possa-Mogoera
Senior Lecturer; PhD Supervisor: UCT
2. Ms Somikazi Deyi
Lecturer; Masters Supervisor: UCT
3. Professor Mamokgeti Phakeng
Former Vice Chancellor: UCT