

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart”

- Nelson Mandela

AFRICAN LANGUAGES CONFERENCE 2014

DISCUSSIONS ACROSS THE GLOBE ON THE USE AND IMPLEMENTATION OF LANGUAGE POLICIES AT INSTITUTIONS OF HIGHER LEARNING



AMABHUBESI
CONFERCING & TRAINING
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OVERVIEW

This African Languages Conference – 2014 comes at a time when debate on the underrepresentation of African languages is raging across the continent. As you may be aware, indigenous African languages are very important in understanding the way African people comprehend, systematize, and broadcast essential knowledge to succeeding generations. This is done through both oral and written traditions as well as aesthetic practices. African languages perform a critical role in research as they serve as road maps for identifying how African social, political, and economic institutions evolve over time. This Conference on African Languages provides a platform for diverse scholarly discussions about the contributions of African languages across a variety of disciplines by bringing together university scholars, professionals, NGO personnel, technocrats working with languages in South Africa and yonder to share ideas.

African Languages Conference – 2014 will afford you the opportunity for learning latest developments in languages, meeting old acquaintances, making new contacts and networking across the field of language and linguistics. The conference seeks to examine the state of African languages in literature, scholarship, publishing, education, media and administration in South Africa. A deep understanding of African languages is relevant in the sense that it seeks to enrich the diverse composition of the population as it is believed that non-African languages have been researched adequately. The aim of this Conference is to encourage academics, scholars and practitioners representing an exciting diversity of cultures, languages and religion to meet and exchange ideas and views in a forum encouraging respectful debate. This event also comes against the background of the fact that many African students do not have the opportunity to learn their indigenous languages at institutions of learning due to reasons relating to the colonial legacy and the conception that views indigenous languages as inferior to European languages.

28th & 29th May 2014
FOCUS ROOMS SUNNINGHILL
JOHANNESBURG RSA

Dear Language Specialist,

*One continent, many languages
–Equal Opportunity*

*Amabhubesi Conferencing
explores the key to the future of
African languages: revitalization
and rejuvenation of the African
identity...*

*Looking forward to hosting
you at the African Languages
Conference – 2014.*

Pasi Mubaiwa

Amabhubesi Conferencing
African Languages 2014 (AFRL)



Who Should Attend?

- Academics
- Journalists
- Staffers from national cultural/heritage organisations.
- Historians
- Linguists
- Publishers and editors
- Curriculum developers and planners
- Language educators
- Electronic and print media personnel
- Librarians
- Policy makers
- Language practitioners and consultants

Benefits of Attending

- Obtain assessments of the current language landscape and best practice from academics, language practitioners and linguists.
- Learn using case studies as they are presented by experts within the field of languages and linguistics.
- Appreciate the role played by African languages in the integration and development of the African continent.
- Grasp the status of African languages in South African at university level
- Join in on the debate that explores how African languages can be employed in institutions of learning.
- Identify the opportunities and challenges faced by new media sociolinguistics as they use African languages using online technology.
- Understand African multilingualism as an epistemic resource.
- Explore the opportunities and challenges that bedevil learning African languages online
- Get into grips with challenges in executing language policies in higher education.
- Identify hindrances in the translating, learning and teaching of African languages in Africa.
- Unpack the advantages of multilingualism within the educational system.

Highlights of this conference

- Real and composite case studies are presented throughout the presentations from well acclaimed speakers which range from West to East Africa.
- There will be an array of leading academics from African universities.
- Discussions will cut across the use and implementation of language policies at institutions of higher learning.
- It throws insight into the status of African languages in various spheres of life.
- A networking opportunity that allows a strengthened force and support to the reviving of the languages that speaks to all



COURSE TIMES

08:00 - 09:00 Registration	10:15 - 11:00 Course continues	15:00 Tea Break
09:00 - 10:00 Key Note Address	13:00 Lunch break	16:15 Close
10:00 - 10:15 Tea break	14:00 Course continues	

OUR SPEAKERS



Since 2009 **Professor Matsinhe** is the Executive Secretary of the African Academy of Languages (ACALAN), the official language agency of the African Union, whose mandate is to develop African languages and, in collaboration with the member states of the African Union, promote their use in all domains of society in partnership with the former colonial languages – English, French, Portuguese, and Spanish. Professor Matsinhe holds a PhD in Linguistics with special reference to Bantu Languages from the School of Oriental and African Studies (SOAS), University of London.



Professor Koos Malan is a professor of public law at the University of Pretoria. He teaches constitutional law, administrative law and human rights law. He specialises and has published on constitutional theory including constitutional supremacy, constitutional change and democracy as well as on minority rights and language rights. Malan also penned an academic monograph titled *Politokrasie: in peiling van die dwanglogika van die territoriale staat en gedagtes vir in antwoord daarop* (Politocracy: a survey of the coercive logic of the territorial government and thoughts for an answer to it).



Professor Leketi Makalela is the head of the Division of Languages, Literacies & Literatures and Chair of the Wits School of Education's Research Committee, at the University of the Witwatersrand. He is a Fulbright scholar who obtained his PhD from Michigan State University, USA. His scholarly track-record saw him rated by the National Research Foundation as a researcher in biliteracy development, language policy and planning, and World Englishes.



Professor Baye Yimam is the Director of the College of Social Sciences and Humanities at Addis Ababa University (AAU). He has a BA in English, an MA in General Linguistics from AAU, and a PhD in Syntax from the School of Oriental and African Studies, University of London (1986). He held several administrative and academic positions at AAU. He served on several Senate Committees of AAU, boards of national and international academic journals as editor and/or advisor. His publications are found in national and international academic journals and books. He is a member of professional associations like the World Congress of Linguists, the World Congress of African Linguistics, the Academy of African Languages, and the Philological Society of Ethiopia.





Professor Kofi Agyekum, holds a BA, M. Phil and Ph. D in Linguistics. He is the Director of the School of Performing Arts, University of Ghana. He is a specialist in Ethnography of Communication, Linguistic Anthropology, Pragmatics, Discourse Analysis, Mother Tongue Education, Sociolinguistics, Stylistics, Semantics, Translation, Terminology, Lexicology, Lexicography, and Oral Literature. He has publications in journals like Pragmatics, Pragmatics and Cognition, Discourse Studies, Language and Dialogue, Journal of Language and Politics, Anthropological Research, Language and Society, etc. Prof Agyekum has 45 journal articles, 11 books and some chapters in books. He has also reviewed 5 books.

He has also reviewed 5 books.



Professor Christa van der Walt specialized in bi/multilingualism in learning and teaching, World Englishes, language planning, policy and politics. She is a lecturer of language education in the Department Curriculum Studies at Stellenbosch University. She has a D Litt Applied Linguistics from the University of Pretoria. She has

a wealth of experience lecturing in language education and applied linguistics. She lectured at Vista University and the then University of Potchefstroom (now North-West University). She has 7 books to her name and numerous publications in academic journals. Professor van der Walt is also engaged in the following projects: multilingualism in higher education, biliteracy development and academic literacies.



Prof Ana Deurmert has an MA degree in medieval literature and Germanic philology from the University of Freiburg, Germany. She has a PhD on language variation and language ideology in the history of Afrikaans at the University of Cape Town. She lectured in Germany, Australia. She lectures at the University of Cape Town. She researches on

African sociolinguistics/linguistic anthropology. She wrote articles on historical sociolinguistics, language contact, language and migration, language and economy, as well as sociolinguistic theory. She is working on the complex interplay of language, migration/mobility and technology (mobile phones, iPads and the Internet). She focuses on Asian migration to Africa, language and/of desire/fear/trauma, and the social history of language and multilingualism in South Africa.



Dr Surette van Staden has been working at the Centre for Evaluation and Assessment (CEA) at the Faculty of Education, University of Pretoria over the last ten years and currently holds a position at the faculty in the department of Maths, Science and Technology Education. She is the Co National Research Coordinator for the PIRLS/prePIRLS

2011 study, the results of which were released at a national press conference recently.



Dr. Maloba Wekesa is a lecturer at the University of Nairobi in the Department of Linguistics and Language. He holds a B.Ed (Arts), a Post Graduate Diploma in Journalism (PGDJ), a Masters Degree in Linguistics and a PhD in Linguistics. Dr. Maloba is also an adjunct lecturer at Moi University in the Department of Communication, The East

African School of Aviation and a guest lecturer at the Military Defense College in Nairobi. Dr. Maloba has published several book chapters in international and local papers and has many media commentaries to his name. He has presented papers in Europe, USA, Caribbean and Asia in the area of Linguistics and Communication.



Dr Lorraine Marneweck is an Executive Director at Class Act Educational Services. She has also been a part-time lecturer and researcher at both the University of Cape Town and the University of the Witwatersrand. Her PhD thesis (2005), *The Challenges of Curriculum Change Facing Rural Primary School Educators in the Limpopo Province*, was the culmination of her vast range of experience gained from 15 years of classroom practice to project managing large educator development and district development projects in Limpopo Province. She co-authored four school textbooks



Dr Ke Yu Yu is a post-doctoral fellow at Human Sciences Research Council (HSRC). She holds a Bachelor of Economics degree from the University of Shanghai for Science and Technology in China (1998), Masters degree in International Business from the Norwegian School of Economics and Business Administration (2003), and a PhD degree on Educational Management and Policy Studies from University of Pretoria in South Africa (2008).



Mr Felix Awung is a Senior Translator and a lecturer of languages and translation studies at the Durban University of Technology. He is working towards the completion of his PhD in Translation Studies at the University of the Free State. He has published researched works and presented papers at national and international conferences on languages and translation. His research interest areas are: agency in translation, language policy and sociolinguistics.



Dr Maxwell Kadenge is a Senior Lecturer in the Department of Linguistics, School of Literature, Language and Media at the University of the Witwatersrand. He holds a Postdoctoral Research Fellowship (Wits University 2009-2010), PhD Linguistics (University of Zimbabwe, 2008) and a BA Honours, Linguistics (University of Zimbabwe, 2003). He has supervised and assessed PhD, masters, honours and undergraduate students at UNISA, Midlands State University, University of Zimbabwe and the University of Witwatersrand



Dr Eventhough Ndlovu is a Senior Lecturer in the Department of African Languages and Literature at the University of Zimbabwe. He holds a Bachelor of Arts Honours Degree in Ndebele (2005) and a Master of Arts Degree in African Languages and Literature (2007) both from the University of Zimbabwe as well as a PhD degree (2013) from the University of the Free State. He has authored and co-authored several journal articles in internationally accredited journals, 2 book chapters in peer reviewed books, 2 book reviews in international journals and Ndebele poems. His research interests lie in language planning, policy and management, lexicography, translation, interpreting and sociolinguistics



Mrs Emure Masoke- Kadenge is a Masters Student in the School of Education, Department of Education Policy and Leadership Studies. Her main research interests are located in the areas of Educational Policy, especially formulation and implementation issues. Before enrolling at Wits University, she has taught English language and English literature in Zimbabwe at high school





CONFERENCE AGENDA

DAY 1 – 28 May 2014

08:15 - 09:00 REGISTRATION COMMENCES

09:00 – 10:00 KEY NOTE ADDRESS - COLLECTIVE DISCOURSE IN MANY VOICES: THE ROLE OF AFRICAN LANGUAGES IN THE INTEGRATION AND DEVELOPMENT OF AFRICA: CHALLENGES AND PROSPECTS.

It is recognized that linguistic and cultural diversity are a factor of Africa's integration and the promotion of African values including an encouragement of mutuality and solidarity amongst Africans. There is need to ensure the development and promotion of African languages as factors of African integration and development, of respect for values and mutual understanding and peace.

- The promotion of African languages has been on the agenda of the African Union (AU).
- There have been resolutions of the AU to promote African languages.
- This is necessary given the domination of European languages.
- It is also argued that African languages are resources which are part of the African social capital.
- The use of African languages for teaching and learning is highly recommended as it will make the transition from the home to the language of instruction simple and can make formal education be easily available to a wider population of students.
- African languages should be developed for use in a wider range of domains, particularly in education, mass communication, legislature, and technology.
- This social capital has an important role to play in the development of Africa.
- A paradigm shift is needed to allow the majority to participate to bring the much needed development.
- Eradication of illiteracy through mass literacy programmes cannot be achieved without the use of indigenous languages. Hence African governments must make use of such languages a cornerstone of their language policies.
- The potential of cross-border languages for communication and integration must be harnessed through collaboration and harmonization of language policies.
- Existing imported languages (otherwise known as partner languages) should continue to have a role in secondary and tertiary education as part of a planned bilingual policy.
- Efforts must be made to bring about linguistic equality and bring African languages at par with the former colonial languages like English, French and Italian etc.

Presenter: Professor Matsinhe, Executive Secretary of the African Academy of Languages (ACALAN), Bamako, Mali.

10:00 – 10:15 MORNING TEA

10:15 – 11:00 THE STATE OF AFRICAN LANGUAGES IN UNIVERSITIES - A CRITIQUE OF THE LANGUAGE POLICY IN SOUTH AFRICAN INSTITUTIONS OF HIGHER LEARNING.

- This paper/study draws on the preprogress in International Reading Literacy Study (prePIRLS) 2011 data.
- South African learner performance remains persistently poor

across international comparative studies.

- There are questions regarding the quality of education offered to South African children across grades and phases of formal learning.
- A lot of researchers and academics are interested in the perception that there are low levels of learner achievement in South African institutions of learning.
- Well intentioned policy, curricular reforms and implementation seem to fail dismally as learner achievement remains disappointingly low.
- What are the challenges presented by the Language in Education Policy?
- What are the possible solutions as evidenced from best practice for multilingualism and what it means for the South African education system?

Presenter: Dr Surette van Staden, Researcher, Center for Evaluation and Assessment, University of Pretoria.

11:00 – 11:30 AFRICAN INDIGENOUS LANGUAGES DEBATE: IS THE EMOTIONAL, PRACTICAL AND POLITICAL TENSION RESOLVABLE?

- Literature on the challenges facing indigenous languages in South Africa often observes a policy-practice gap and many constraints for a successful implementation of the much championed multilingual policy.
- The political agenda seems to be largely driven by an emotional rhetoric regarding language as a salient marker of identity contributing to a sense of belonging, self-worth and unity.
- On the other hand, implementation difficulties are often driven by practical constraints such as the availability and quality of the teaching resources needed to advance indigenous languages, as well as pressing concerns by the very speakers of those indigenous languages for social access and mobility.
- The political intensions (along with other voices in favour of promoting indigenous languages) mainly reflect the socio-political and intellectual interests of the middle class, who have already possessed sufficient social and economic capital to afford investment in other aspects of their human development and interests.
- The primary intention of the working class— which includes many speakers of those indigenous languages - however is first to increase their social capital.

Presenter: Dr Ke Yu Yu, Post-Doctoral Fellow, Human Sciences Research Council (HSRC).

11:30 – 12:00 THE ROLE OF THE MOTHER TONGUE IN EDUCATION AS A MEANS FOR THE SUCCESSFUL AND EFFECTIVE ACQUISITION OF OTHER LANGUAGES OF INSTRUCTION.

- The debate on mother tongue education dates back as far as the early 1950s and possibly beyond this era.
- The first meeting on the subject was discussed by UNESCO in an international forum which culminated in the publication of the 1953 UNESCO publication, The Use of Vernacular Languages in Education.
- Apart from the works by UNESCO, countless publications have been made and it seems the debate is far from being put to



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rest.

- There seems to be a dire need for massive re-education, regeneration, decolonisation and deployment of development communication and dialogical intervention strategies.
- Efforts must be made to create awareness on the role of the mother tongue in education as a means for facilitating the successful and effective acquisition of other languages of instruction.
- There is still a strong misconception that the earlier and longer means better with English and other predominantly used languages of instruction.
- Research has shown that the mother tongue is a prerequisite platform on which the successful acquisition and mastery of a second language proceeds.
- The mother tongue, particularly in mother tongue based multilingual education also serves a myriad of roles as well.

Presenter: Dr Eventhough Ndlovu, Senior Lecturer, University of Zimbabwe

12:00 – 12:30 CASE STUDY - LESSONS FROM THE FIELD: DEEPENING OUR UNDERSTANDING OF LANGUAGE ISSUES.

The lessons detailed in this presentation come from the Gauteng Primary Language and Mathematics Strategy (GPLMS); a project that Class Act was involved in for three years. Using language specific reading books, the lesson plans were developed in English and then versioned – not translated - into 9 other languages: isiZulu, Sepedi, Tshivenda, isiXhosa, Afrikaans, Xitsonga, isiNdebele, Sesotho and Setswana.

- There is a wide and quite unacceptable range in quality and quantity in the published reading materials for different languages.
- These differences are also apparent in the CAPS curriculum policy that does not do justice to all languages equally.
- The formal codification of certain languages has either not taken place, or has not filtered through to coaches and teachers.
- Common teaching methodologies and classroom routines can be successfully used across languages.
- increases in learner language results can be realized through using a coherent and systematic approach

Presenter: Dr Lorraine Marneweck, Executive Director, Class Act Educational Services, Johannesburg.

12:30 – 13:00 WHAT IS THE STATUS OF AFRICAN LANGUAGES WITH REFERENCE TO THEIR USE AS LANGUAGES IN THE RECORDING OF COURT PROCEEDINGS? AND WHAT IMPROVEMENTS CAN WE MAKE?

Language has an official as well as an unofficial use in South African courts (and courts of other jurisdictions). Languages are used for oral and written testimony in witnesses, accused and litigants in both civil suits and criminal cases. Language is also used in an official capacity in court proceedings for the recording of court proceedings and for the delivering of judgments by presiding officers.

- Use of different languages for recording court proceedings has direct implications for various individual rights of the accused, witnesses and parties involved in criminal cases and litigation.
- The various uses of language in courts.
- What are the constitutional provisions on official languages?
- Parity of esteem and equitable treatment.
- Impact of language policies on the constitutional rights
- What is meant by official and unofficial use of language?

Presenter: Prof JJ Malan, Professor in the Department of Public Law, University of Pretoria.

13:00 – 14:00 LUNCH AND NETWORKING

14:00 – 15:00 AFRICAN LANGUAGES ONLINE - OPPORTUNITIES AND CHALLENGES FOR NEW MEDIA SOCIOLINGUISTICS.

The internet and its most recent communication forms and platforms such as Facebook and Twitter play an increasingly important role in popular public discourses nowadays.

- Opportunities for new media sociolinguists
Digital Discourse offers a distinctly sociolinguistic perspective on the nature of language in digital technologies.
Applications of sociolinguistics (in education and in language policy and planning).
- Challenges
Although the new data from social digital discourse may have attractions for sociolinguists, they also present new challenges.
The socio-biographical data are a particular problem.
The ever changing digital technologies/media which require media sociolinguists to constantly adjust.
Multilingualism.
Gender differences.
Much of the academic work on new media studies is also done by rich-country scholars writing about the experiences of their own people.

Presenter: Professor Ana Deumert, Lecturer/Researcher, University of Cape Town

15:00 – 16:00 CASE STUDY - 'DECLARATION WITHOUT IMPLEMENTATION': AN INVESTIGATION INTO THE PROGRESS MADE AND CHALLENGES FACED IN IMPLEMENTING THE WITS LANGUAGE POLICY.

- What is language policy?
- Language policy implementation
- Language policy implementation in South African universities
- Some implementation successes where some African languages were introduced as part of the academic curriculum
- Principles of the Wits University Language Policy
- Challenges in implementing the Wits language policy
- Conceptual flaws within the Wits language policy
- Financial constraints in the implementation and promotion of the language policy

Presenters: Dr Kadenge and Dr Masoke-Kadenge, Wits University.

16:15 END OF DAY ONE

DAY 2 - 29 May 2014

08:45 RECAP OF DAY ONE PROCEEDINGS

09:00 – 10:00 AFRICAN MULTILINGUALISM AS AN EPISTEMIC RESOURCE: FROM COGNITIVE INCONVENIENCE TO A MULTILINGUAL LITERACY FRAMEWORK.

- Consistent with the 18th Century European way of reasoning, multilingualism as it is currently conceived means "multiple monolingualisms".
- It is proposed that there is an alternative way of thinking about multilingualism from a plural vision.
- There is linguistic diversity and the fact that the vast majority of learners are learning through a language in which neither they, nor in many cases their teachers, have developed the discourses and registers of schooling.
- It is argued that for a transformative epistemology of multilingualism for education in which all available languages and semiotic resources are used and promoted in the classroom in pursuit of learning.

Presenter: Prof Leketi Makalela, Head of the Division of Languages, Literacies & Literatures and Chair of the Wits School of Education's Research Committee, at the University of the Witwatersrand





10:00 – 10:15 MORNING TEA

10:15 – 11:15 CASE STUDY: AFRICAN INDIGENOUS LANGUAGES AND NATIONAL DEVELOPMENT: A CASE STUDY OF THE AKAN LANGUAGE IN GHANA.

This paper addresses the socio-cultural, political and linguistic impact of Ghanaian language programmes on radio and TV and their immense contribution to national development. Governmental policies and administration, issues about democracy, election, budget, corruption, serious fraud are all publicised through radio and TV.

- Radio has become a public forum for language, culture, religion, health, economics, education, business and grass root participation.
- The paper argues that Ghanaian language programmes on radio and TV have contributed a lot to the national developmental agenda.
- The radio as a form of mass communication is one of the tools for developing our indigenous languages.
- Radio and TV serve as mechanisms for the storage and revitalising of expressions, proverbs, idioms and other aspects of Ghanaian language and culture.
- The paper sees the impact of radio as immeasurable, but cautions that there must be control and regulations since the use of indigenous languages in the media also serves as the avenue for the use of intemperate language and political insults that bring about conflicts.

Presenter: Prof Kofi Agyekum, Director of the School of Performing Arts, University of Ghana.

11:15 – 12:00

CASE STUDY: IMPLICATURE AND EXPLICATURE: THE CORRELATES OF POLITICAL COMMUNICATION IN AFRICAN LANGUAGES.

It is not more the questions that are raised rather the tentative answers that are attempted that will inform the resolutions of this presentation when viewed against Western political ideology. This presentation will use case examples from Kenya.

- African languages have inherent complex challenges when viewed against Western political ideology.
- What argument makes a unity between the intention of the speaker and the code arguing that information processing and inference actually occurs beyond the code?
- What evidentiary support credits that inference can happen from the code?
- What are the limits of the code in terms of literal meaning and metaphoric meanings accruing from it?
- Is there a psychological and social dimension that has a role in inference and discourse organization?

Presenter: Dr Maloba Wekesa, Senior Lecturer, Department of Linguistics and Language, University of Nairobi

12:00 – 13:00 AGENCY IN THE TRANSLATION OF AFRICAN LANGUAGES AND CULTURES

Recent research in translation studies has underscored the role of translators as agents. This implies that a translator is not just a neutral conduit of a message from one language to another, but someone who is very much involved in the power interplay that determines the decision-making leading to the translation product.

- The sociology context of translation

Social theories : Luhmann, Latour& Bourdieu
Implications for translation studies

- Agency in translation
 - Translation and power
 - Translation and culture
 - Translation as resistance
 - Translation as manipulation
 - African languages & cultures in translation
 - Agency and practice
 - Redefining the role of African languages in translation
- Presenter:** Mr Felix Nkwatta Awung Senior Translator and a Lecturer of Languages and Translation, Department of Media Language and Communication, Durban University of Technology (DUT).

13:00 – 14:00 LUNCH AND NETWORKING

14:00 – 15:00 CONTEXT-SENSITIVE LANGUAGE POLICY DEVELOPMENT IN TERTIARY EDUCATION.

- Legislative framework for language in education policies
- Learning in an additional language: problems and possibilities
- Attitudes and orientations towards multilingualism
- Language management from Foundation to Senior Phase
- The disjuncture between policy and language practice in South African tertiary educational institutions.
- Towards new ways of developing language practices that support learning.

Presenter: Prof Christa Van der Walt, Chairperson and Lecturer, Department of Curriculum Studies, Stellenbosch University

15:00 – 16:00 THE FUTURE OF AFRICAN LANGUAGES – IS THERE SCOPE FOR RESUSCITATION OR REVIVAL?

To talk about the future of African Languages, one needs to first talk about the past and present of African languages. In a nutshell, the past is shrouded in negative colonial attitudes and sentiments that made a distinction between languages and vernaculars. The former refers to the written foreign languages of the 'civilized' Christian colonizers and the latter to the local oral languages of non-literate 'natives'.

- Those that have explicit endogenous or exogenous policies have not scored high in the implementation of their policies
- Given this, the future of African languages is one of survival of the fittest.
- At present not many African states have explicit language policies that protect their languages from the smothering effects of foreign cultures and promote their use in nation building and development efforts such as in education.
- A highly globalized economy requires highly globalized languages like English, French, probably, Chinese, and a few mega national languages and supra-national vehicular languages like Arabic, Hausa, Amharic, Somali, Kiswahili, Berber, Fulfulde, etc.
- The situation calls for large scale documentation, description and archiving of susceptible, semi-endangered, endangered, and highly endangered languages, for possible resuscitation and revitalization, should a need arise at local levels for their use as a means of identity (re)construction and expression.

Presenter: Professor Baye Yimam, Addis Ababa University

16:00 END OF CONFERENCE AND DEPARTURE



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- For any cancellations received less than 7 working days before the date of the event, the full fee will be payable and no refunds or credit notes will be given.
- If a registered delegate does not cancel and fails to attend the Summit, this will be treated as a cancellation and no refund or credit note will be issued.

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Delegate Substitution: Substitution is welcome at any time and do not incur any additional charges. Please notify AMABHUBESI in writing of any such changes at least 3 days before the date of the event.

- Please note that the speakers and topics were confirmed at the time of publishing, however circumstances beyond the control of the organizers may necessitate substitutions, alterations or cancellations of the speakers and/or topics.
- As such AMABHUBESI reserves the right to alter or modify the advertised speakers and/or topics if necessary. Any substitutions or alternations will be updated and sent to you as soon as possible.
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