Department of English:12ʰ International Conference

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Language and literature: challenges and perspectives in the 4th industrial revolution

Abstract
This presentation examines reading and writing in the 4th Industrial Revolution. The 4th industrial revolution is known to be characterized not only by technology but by ' current and developing environment in which 'disruptive' technologies and trends such as the Internet of Things (IoT), robotics, virtual reality (VR) and artificial intelligence (AI) are changing the way modern people live and work. Within the scope of Language and Literature, I examine how the 4IR impacts languages and literatures and some challenges to production and consumption of language and literature. With the current and ongoing expansion of the 4th IR, researchers in Language and literature need to question, understand and position language and literature in this 4IR. Artificial Intelligence is powered by language (informed by human language) and Virtual realities are powered by creativity. Some questions we ask are how does AI and VR impact creative writing? Whose agenda in the industry of language and literature? Is IT deterministic on the trajectory of language and literature teaching and research? How have linguists and literary researchers prepared themselves to integrate this era of 4th IR. How do AI powered tools like ChatGPT AI influence learning, writing and research in languages and literatures?

Effectiveness of Virtual Reality Based English for Academic Purposes Instruction: A Systematic Literature Review

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Abstract
In recent years, virtual reality (VR) has emerged as a promising tool for language learning, offering learners the opportunity to engage with authentic, immersive learning environments that simulate real-world situations and facilitate the use of multiple learning strategies. While VR has been shown to be effective in a variety of educational contexts, little is known about the mechanisms through which it impacts language learning and the factors that influence its effectiveness. To address this

gap in the literature the aim of the proposed study is to investigate the impact of VR on English for Academic Purposes (EAP) and to identify the mechanisms through which VR impacts language learning and the factors that influence its effectiveness. To achieve this aim, we conducted a systematic literature review of both qualitative and quantitative research works on the topic. This study is guided by an eclectic theoretical framework that considers the affordances, actions, processes, mechanisms, mediating variables, co-mediating variables and outcomes of VR-based EAP instruction. The expectation of this study is twofold. First, it should lead to an academic discussion on VR-related issues in the African education sector. Second, as it is known that the African education sector is still trailing behind in terms of the Fourth Industrial Revolution and digital humanities, this study should thus also enhance VR research in the African context.

Keywords: Academic English Proficiency, migration, international students, academic reading, Somali students, social environment

Rethinking Botswana Rural Schools - Teaching of Mother Tongue and Fast Changing Technology

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Abstract
This paper seeks to examine effective ways of introducing the teaching of mother tongue in Botswana schools by using technology. Pre-COVID teaching in primary schools hardly involved online platforms. COVID-19 catalyzed the need for online teaching platforms and uploading of teaching and learning materials in gadgets such as tablets are now considered a possibility as virtual classrooms. Since the pandemic struck, learning does not have to take place in a physical class as was the tradition previously. It is in light of these changes and 'shrinking' of the global village that that teaching can be adapted to allow for fast and effective introduction of mother tongue teaching. The provision of online accessibility allows for literature growth as online benchmarking can be done easily. In addition, teaching can be carried out remotely thus taking advantage of the gains necessitated by the uptake of alternative teaching strategies. This in-depth study will look at the interface between language and technology and demonstrate that mother tongue can be introduced whilst teaching remotely using technology. Digital technology allows for fast collation of data. For instance, to develop concise dictionaries and other teaching materials, digital technology can be used to analyze the phonology and the phonetics of the language in question, provide the necessary data and disburse it to teachers timeously. As the materials are developed, students' engagement will be crucial in producing relevant learning materials. Eventually, this collaboration may pique the interest of other international stakeholders in the area of language teaching.

Keywords: Remote learning, virtual classrooms, global village, digital technology, learning materials

Harnessing ICT For Public Health Communication During The Covid 19 Pandemic: The Challenges And Opportunities In Botswana

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Abstract
Botswana citizens used to have public communication facilitated mainly at the customary meeting place known as the *Kgotla*. In this regard, a large group of people would meet in a place commonplace that was designed within a community structure to chat about issues concerning their community. This was convenient especially since the Kgotla and the kgosi/kgosana system were established to cater for their nomadic lifestyles of having to perennially migrate between towns, villages and settlements every year, Even within the modernism and postmodernism era, both of which brought about developments in communication systems and new media channels, the *Kgotla* has remained the central meeting place in Botswana where public communication has been largely facilitated. However, with the recent COVID-19 pandemic which has altered what used to be the normal systems of life to the 'new normal', delivery of public health messages in group settings has been changed, as members of the community were compelled to adapt to fewer travels, social distancing and sanitization. As a result, the need to communicate information and progress made in society, including about the COVID-19 pandemic has become prevalent through electronic media spaces, such as broadcast television, mobile and social media. This research aims to investigate how the Government of Botswana and the citizens harness Information and Communication Technologies to communicate public health issues during the COVID-19 Pandemic. We examined the digital media outputs and platforms that were used in Botswana.

English Teachers' Readiness for Fourth Industrial Revolution: A TAM Analysis Case Study at a Cape Town High School

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Abstract
The use of technology in schools as teaching aids has open debates around the future of teaching and learning across the globe. Unlike in the past where technology in schools was predominantly associated with natural sciences, technology is increasingly becoming more accommodative of other subject areas in schools including literacy. It is also a fact that many schools in the African context lack to accommodate fast-paced technological advancements and transformations. These technological advancements and transformations are known to characterize the Fourth Industrial Revolution (4IR), which is increasingly sweeping across diverse sectors of the economy including the education sector. The main question however is how ready these schools are to accommodate 4IR advancements and transformations. The issue of readiness is crucial as it rests at the start and at the end of planning procedures for both investments and implementation. Using the Technology Acceptance Model

(TAM) theory and following a qualitative research approach, this case study examines the readiness a Cape Town high school for the use of technology in English classrooms. This study focuses on English Home Language teachers. It stresses the pivotal role of a language teacher that is not technologically challenged in facilitating technologically designed literacy lessons in a manner that can be described as smooth and appealing to the learners. Moreover, it puts into perspective the necessity for educators especially language practitioners to be adequately trained and prepared for whatever technological challenge the 4IR is or will be throwing at them in future.

"Anti-Texture" Agents in the Written English Essays of ESL Students in a Ghanaian University

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Abstract
Texture proves to be one of the key indicators for measuring the quality of a text. This stems from the fact that it is a text property that projects connectivity in texts through grammatical cohesion, lexical organisation, thematic patterning and participant tracking. However, establishing this text quality proves to be a challenge for most ESL students, especially those at the tertiary level. This has led to an array of studies to find the root cause(s) of this writing challenge of ESL students. However, it is quite surprising that there is still paucity of research on "anti-texture" agents in the written English essays of ESL students from the Ghanaian context, especially those at the tertiary level. This study therefore makes use of Halliday and Hasan's (1976) cohesive theory as a framework to explore the types of cohesive errors that serve as "anti-texture" agents in 150 written English essays of students from a Ghanaian university. The findings show that issues like *unclear pronoun references*, *wrong selection of cohesive devices*, *over usages of one cohesive device within specific linguistics units*, *wider textual distances between references and their referents*, *the omission of cohesive devices*, *wrong insertions of cohesive devices* and *references lacking referents* serve as barriers to ESL students quest to achieve texture in their texts. The study has pedagogical implication for ESL academic writing instructors, ESL students, educational research and curriculum planning and design. It also adds to the existing literature on textuality in students' texts.

On the Use of Digital Texts by Students of English, Literacy and Communication Courses in Nigeria and Botswana: Students' Experiences, Challenges and Solutions

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Abstract
The digital age opens up the opportunity for online learning. Yet, tutors have complained about students' lackadaisical attitudes to digital texts shared on learning management systems. This calls for research from the students' angle of the begging issue. Digital texts are quite essential in the teaching of English, Literacy and Communication Courses, which are mandatory courses for the academic development of all students in higher institutions. Digital texts enable students to have near real-life experiences that are required for the required

communicative competences in their diverse fields of study. This paper is a comparative study of the use of digital texts by students studying English, Literacy and Communication (ELC) courses in Nigeria and Botswana with insights from interactionism and constructivism theories. To address issues relating to the use of digital texts by students taking these courses, the specific objectives of the paper are to examine the use of three types of digital texts by students studying ELC courses, investigate the students' gains in attaining communicative competence and academic development through the digital texts; and identify the students' challenges in using digital texts towards probable solutions. To achieve the objectives, a survey is conducted through the use of google forms. The form is administered to both Year 1 and Year 2 students. To analyse the responses, the paper depends on a mixed methods approach to provide in-depth analyses as students write their opinions on the benefits, challenges and solutions. Therefore, the data are analysed quantitatively and quantitatively. Indeed, the discussion is premised on the results from the statistical data and themes of the qualitative data. The paper concludes that addressing issues raised by students on the part of institutions, tutors and students while taking ELC courses will enhance students' competences, study skills and overall academic development.

Keywords: Second language learning, communication, texts, literacy

The challenges of collecting electronic data in Botswana: Personal reflections on the Gendering ELT-project

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Abstract

The Onomastic Significance Of Names And Nicknames Of Zambian Football Teams

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Abstract
Football is sometimes referred to as a religion in Zambia, the point being that it is a central part of Zambian society and the Zambian way of life. It is the most loved game in Zambia and Zambians are known to be ardent supporters of their national team and preferred local football teams. Just like the national team, the football teams playing in the various Zambian football leagues have nicknames apart from the formal names by which they are known. The men's Zambia National Soccer Team is known as the Chipolopolo or Copper Bullets. The ladies' national soccer team is known as the Copper Queens. This paper concerns itself with analysing the names of the teams and the nicknames by which they are popularly known. Further, the study concerns itself with the factors and motivation behind the names and nicknames. The study will apply a qualitative approach in the context of a descriptive design. The themes emerging from the analysis will be the basis of the findings and conclusion. It is envisaged that the findings will provide insight into the nature, purpose and motivational impact of the names and nicknames. Common elements will be interrogated to identify patterns and trends. The conclusion will also address the significance of the names from a

variety of perspectives, including gender, cultural influence, geographical location of the teams, language used in naming.

An Onomastic Analysis of Character Names in Bessie Head's Maru and When Rain Clouds Gather

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This literary onomastics paper explores character naming in two of Bessie Head's novels, namely, *When Rain Clouds Gather* and *Maru*, both set in villages of Botswana. The purpose is to illustrate how the author uses character names to advance her themes and story lines. The paper relies heavily on the lexical transparency of the names from a Structural Linguistics perspective and on the socio-cultural contexts of the names from the sociolinguistics perspective. The analysis reveals that Head's choice of character names is intentional and deliberate, meant to achieve a specific purpose and this is reflective of the process of names and naming in real life scenarios, particularly in the African context. The names mirror the socio-cultural contexts of the characters and in the process reveal their personalities, physical attributes, and the types of relationships they have with other characters. The paper concludes that Head employs a lot of symbolism and irony in naming her characters, powerful features that help to effectively communicate her themes.

The Social Semiotics of Mambwe Clan Names and Praises

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Abstract
Clan names and praises are often framed within the theoretical parameters of onomastics and language studies. In this study, we expand the theoretical orientation to social semiotic studies and consider clan names and associated praises of the Mambwe-speaking people of Northern Zambia (South-Central Africa) as assembling artefacts that not only mediate in the collective self-representation of the Mambwe and their worldviews but are also part of the semiotic assemblages on which shared sociocultural narratives and identities are constructed. We show that the notion of semiotic assemblages allows a profound appreciation of the boundedness and symbiotic relationship of male-female gender roles, space, bioenvironmental factors and important community activities as well as the intergenerational continuance of folklore, ethnicity and self-asserting narratives. In this conceptualisation, the study of clan names and praises goes beyond consideration of linguistic resources to multi-layered semiotic modes resulting from interactions of trajectories of people, living and non-living objects, elements of special use, and activities as well as bioenvironmental factors in space and time.

Keynote speaker: **Prof. Connie Rapoo**

In Praise of the Ordinary: Writing (Cameroon) Literature in a Time of War

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Abstract
How does one do research or write about a place and a people in a time of war and global pandemic? The COVID-19 lockdown upended all plans I made to travel to Cameroon for research on the armed conflict that erupted in 2017—still ongoing, in my place of my birth. An appetite for the spectacular foregrounds and often stands in for the larger issues at stake in this or any armed conflict. I am, however, interested in the ordinary, in the mundane details of everyday life. In my talk/conversation, I will share how the ordinary informs critical and creative writing about this (un)civil war in Cameroon for it is the ordinary and especially the *gendering* of the mundane that is most revealing of the struggles of the minority Anglophone population than the spectacle of the war itself.

Albino subjectivity in Vandermerwe's Zebra Crossing

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Abstract
In the last decades literature has become prevalent in representing experiences of diseases in fiction. This paper examines ways in which albinism has been taken up in order to demonstrate the moral quality of characters affected by the disease. It will approach this analysis through the philosophy of *Ubuntu/Hunhu* which encompasses humanity, dignity and identity. The approach will be a close examination of Meg Vandermerwe's *Zebra Crossing* (2013). While there has been much critical works on albinism, this paper will add to the current scholarship by examining literary representations of albinism in the above mentioned fictional writing. The paper argues that characters with albinism are negatively affected due to stigma, superstition and discrimination that also threaten their *Ubuntu/Hunhu*. As a way of countering misconceptions there have been literary interventions that enable an appreciation of the individuals behind the skin condition. *Zebra Crossing* highlights ways in which albinism is presented as a bodily condition that intersects with other experiences on the continent including indigenous epistemologies, gender and family relationships in African societies.

Moving Beyond Anthropocentricism in Kazuo Ishiguro's novel Never Let Me Go (2005)

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Abstract
This paper examines, *Never Let Me Go* (2005), an eerie science-fiction novel by Kazuo Ishiguro. Applying insights generated by post-humanist critical theories, the paper shows how the novel puzzles out the ethical dilemmas that arise from the escalation of bio-technology, human genomics,

reproductive cloning, genetic engineering, and tissue/organ transplants. Blurring the distinction between science-fiction and social reality, the novel offers a glimpse into a sector in which body organs are harvestable, exchangeable, and commodifiable. The novel, as structured by the recollections of a protagonist who is a human clone, depicts the lives of clones produced and raised for the purpose of having their vital organs harvested and transplanted into genetically identical human beings. The clones are produced and groomed to eventually donate their organs piece by piece until they expire. The futuristic novel set in Britain chronicles how the clones deal with their own sense of identity, their treatment by human beings who raise and educate them as well as the tragic prospect of sacrificing their organs in order to rejuvenate the bodies and prolong the lives of human beings. In a world in which it is difficult to separate human beings from the technological contraptions and virtual devices that co-exist with them, we are compelled to reappraise the concept of the human. Advances in bio-science open possibilities of reconsidering human identities, thus the paper challenges as untenable the anthropocentric beliefs that conceive of the human being as exceptional.

Keywords: Anthropocentricism, post-humanist, bio-economy, bio-technology, Science-Fiction, Organ transplants.

Code Red: The Variability Of Emergency Alerts Anent People Of Colour

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Abstract

The topic of racial disparity is still one of the most contentious in the United States of America. This discussion is rather problematic as it brings about issues of intentional incompetence to light in a nation that preaches equality and prosperity. Therefore this study seeks to establish a direct correlation between intentional incompetence and racial profiling in services rendered to both Caucasians and people of colour by utilising symbolic interactionism and post-modernism. Previous studies have also proven that people of colour face systematic racism when receiving maternal care (health care system), as military retirees, (ex-army care), and most notably, in matters of child abductions (amber alert). Approximately 700 women die in the U.S each year as a result of gestation (Hill, Artiga and Ranji, 2022) and more than 750 complaints based on racial discrimination were reported in the army in 2020 alone (Stafford et al, 2021). Griffin and Miller, 2008 have also pointed out that the success of an amber alert depends on citizens' social responsibility to help regardless of race or ethnicity when terms such as 'driving while black' have become clichés. With media reports of racial profiling on the rise, this paper will put hearsays to rest and reflect on concrete evidence only.

Keywords: Social responsibility, Racial profiling, Amber alert, Symbolic interactionism, Systematic racism

The catastrophic effects of technology on both the human- machine and the society in Mary Shelly's Frankenstein.''

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Abstract
Mary Shelley's science fiction, *Frankenstein,* written in the 19th century presents the indisputable relationship between technology, the human and the posthuman. It depicts catastrophic effects of extreme and uncontrolled technological innovations like Victor's creation of a "human- machine", on both the creature and the society. The novel urges the reader or critic to interrogate not only the nature of man, but also, the human, which when either supplemented, displaced or destroyed by technology can have apocalyptic and catastrophic effects on humanity. Victor's obsession with scientific innovation leads to his creation of a monster which ends up killing human beings, a "machine that passes from stubbornness to rebellion" Turner (1966,3). Transhumanism and posthumanism (alongside poststructuralism), will be used as theoretical frameworks to help explain what happens when technology strips human life of the affective domain. Herbrechter, (2013) argues that the replacement of *"homo sapiens"* by *"robo sapiens"* transforms humanity and ultimately destroys it. The paper argues that any scientific technological innovation that aims at completely replacing the agency and values of the human can only lead to destructive and irreversible effects on human life.

Key words: technology, human, transhuman, posthuman, catastrophe.

"...But then you read:" Exploring the use of fiction and Poetry as a healing agent for those suffering from Depression

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Abstract
Books have the potential to heal a suffering human being. When one suffers, or is tormented by something in their life, they think their suffering is new on the face of the world, but it is rather the opposite. The strength of literature is that it reveals to one that nothing is new under the Sun, and this revelation has a healing effect. This paper will make a case for literature - specifically fiction and poetry - on how it stands a chance as a force against mental illness. The mental illness in question is depression - both clinically diagnosed and undiagnosed. Depression counts as suffering, so its pain will be discussed and made clear. Ways in which the fourth industrial revolution contributes to this suffering will also be investigated. The focus will be on the social media revolution, a seemingly small aspect of the 4IR, but arguably the most detrimental to human happiness, and the causal link between it and poor mental health. In conclusion, it shall be demonstrated by sampling poetry and works of fiction, how literature can heal. Secondary data analysis will be used throughout the paper.

Keywords: Fiction, Fourth Industrial Revolution, Literature, Mental illness, Reading, Suffering, Poetry

The Sociocultural Narratives of a Political Party Campaign Song in Zambia

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Abstract
Projecting semiotic studies as the junction at which literary studies and linguistics can potentially converge in time and space, we use the lyrics of 'Dununa Reverse', a campaign song for the Patriotic Front, a political party that won the 2016 general elections in Zambia. As our locus, we use the lyrics of the song as musical discourses to argue for resemiotization and intertextuality as defining attributes upon which the production and the consumption of the message of the song is built. This is in a quest to construct sociocultural narratives of the Zambian people. Thus, the article is guided by three interrelated objectives. Firstly, it intends to examine the creativity of Zambian artists who draw upon translanguaging to deploy various semiotic resources at their disposal while "sliding in and out" of multiple languages such that the perceived boundaries among languages becomes blurry. Secondly, the article attempts to show how sociocultural discourses are resemiotized from different sources as well as the lived experiences of the people to musicology. Lastly, taking the lyrics of the song as a text, the article intends to explore how individual texts are inescapably related to other texts in a matrix of irreducible plural and provisional meanings.

Keywords: Patriotic front, Musicology, Campaign song, Zambia, Resemiotization, Intertextuality.

The disembodiment of language and locality: the unsustainability of the familiar language for Zambia's language-in-education policy

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Abstract
This chapter interrogates the implications of multiple languages in a locality as it relates to language policy and planning. In particular, the chapter draws on mobility and the contact phenomenon as a window that offers critical reflections on Zambia's language-in-education policy. It is argued that an attempt to attend to instances of language use in all domains, especially in light of language policy and planning, ought to account for the mobility, and shifting locality because language cannot be tied to any locality as it is intrinsically and perpetually mobile. The chapter shows how there has been a policy failure to account for the disembodiment of language and locality, which invariably has led to the ultimate rejection of the notions of stability and immobility. The chapter concludes with lessons from the sociolinguistics of globalization, a paradigmatic shift away from an older linguistic and sociolinguistic tradition in which language was analyzed primarily as a local, resident, and stable community of speakers.

Keywords: Policy, planning, mobility, language, boundedness, stability

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Abstract
Decades since the end of colonial occupation of by colonizing nations, their influence on hitherto colonies continues to manifest in several spheres of political, social and economic life. One example is the use of foreign names and labels not only on people, but also on street names and buildings to mention only these. This paper takes as its focus names of certain landscapes in Botswana whose monikers are names of foreign countries or cities. Albeit insignificant, the names reflect in part the local name-givers' knowledge or awareness of global events which they use as nicknames on local landscapes to represent the symbolic relations between distant landscapes. By so doing, the name givers demonstrate their awareness and possible relationship or connection to certain global events which are mimicked in local spaces, making these toponymic nicknames potential replacements of extant known toponyms.

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Abstract
The infinitive has been quite topical in recent debates in Bantu linguistics. The majority of Bantuists who have written on this topic contend that the infinitive has dual characteristics, namely that it displays verbal as well as nominal properties (Schaderberg 2006; Riedel and De Vos, 2017; Gromova, 2017; Creissels and Godard, 2005; Makeeva and Ryabova, 2020; and du Plessis,1982a). Other Bantuists have attempted to determine the categorial nature of infinitives with du Plessis (1982a) arguing that Xhosa has clausal and nominal infinitives while Visser (1989) contends that there are three infinitival categories in Xhosa: a) the clausal infinitive, b) NP nominal infinitive and c) lexical class 15 nouns. This paper investigates the categorial status of infinitives in Ikalanga, as well as to determine the syntactic properties of infinitives in the language. Using Generative syntax (and other tests suggested in du Plessis, 1982a), the paper has determined that Ikalanga has clausal infinitives and nominal infinitives like other Bantu languages. The paper has however determined that unlike Bantu languages such as Xhosa, Ikalanga does not have lexical class 15 nouns. Further, using tests from the literature, the paper has determined that Ikalanga infintives display both verbal and nominal properties, consistent with what has been argued for other Bantu languages.

Relative Clause Constructions In Kiswahili: A Role And Reference Grammar Analysis

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Abstract
Kiswahili relative clauses (RCs) have received considerable theoretical attention such as Vitale (1981), Keach (1985); Demuth & Harford (1999), Ngonyani (2001), and others. These studies are all Chomskyan in approach, presenting some sort of derivational account for Kiswahili RCs. RCs in Kiswahili come as: tensed RC (1a); *amba-* RC (1b), and the tenseless RC (1c).

1a.*ki-tabua-li-cho-ki-som-a Hamisi*
7-book 1SM-PST-7.REL-7OM-read-FV Hamisi
'The book which Hamisi read'
 b. *ki-tabu amba-cho* (*Hamisi*) *a-li-ki-som-a* (*Hamisi*)
 7-book amba-7.RE (Hamisi) 1SM-PST-7OM-read-FV (Hamisi)
'The book which Hamisi read'
c. *ki-tabu a-ki-som-a=cho* *Hamisi*
 7-book 1SM-7OM-read-FV=7.REL Hamisi
 'The book which Hamisi reads/is reading'

This paper adopts the Role and Reference Grammar [RRG] framework (Van Valin 2005), a non-derivational structural-functional theory. RRG explains the morphosyntax of linguistic structures from a typological orientation; it can therefore better illuminate the morphosyntactic features of Kiswahili RCs, based on RRG's layered structure of the clause, for instance showing how the RC types in (1) can be classified as either restrictive and non-restrictive RCs. RRG also proposes a linking algorithm between syntax and semantics, and vice versa, for all types of constructions. I attempt an explanation of the syntax-semantics and semantics-syntax linking in Kiswahili RCs.

The Meaning of the Reflexive Zwi in Verbal Pronominal Formation

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Abstract
Kalanga (iKalanga) has peculiar reflexive structures that express subtle and distinct grammatical relations (GR) and grammatical functions (GF). The reflexive expresses the '-self, and this is the case where N1 is in co-reference to the pronominal marker, 'zwi-'. The zwi- is invariable as it is used for all nouns in all nominal classes. '*Mwana unozwiyendisa* ', 'The child walks himself'. In this phrase the relationship between the form and the meaning is important. The NP has the role of the agent, and the zwi- attached to the verb takes the object role. Using the Incorporation Theory (IT) propounded by Mark Baer (1986), the paper will discuss the subtle meaning of the reflexive in iKalanga and the various ways its interpretation can account for grammaticalized meaning that derive from the possessive. This is the case where the language expresses values of "oneself", which are translatable as "one's own'. Ex. *Yenda zwizwo = zwiyendila* 'go on your own / go by yourself'. This paper will make the point that there is in fact duality in the function of the reflexive which allows it to be interpreted genitivally in certain contexts. It will postulate that the genitive formation is based on the now obsolete and invariable

structure based on class 8 used as 'SM+body' to explain 'self' reflexivity (cf. *imi zwangu* 'I by myself). Thhis can come about as grammatical function change.

Genitive variation and animacy in Botswana L2 English

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Abstract
This paper presents an investigation of L1-influence on the use of English adnominal possessive markers (*'s-* and *of-*genitive) in different animacy conditions by Botswana L2 learners of English. The study sought to establish whether Setswana L1 possession principles would influence participants' preference patterns in their choice of English adnominal possessive constructions. Participants were given an online forced-choice grammaticality judgement task. Study results support two hypotheses: surface overlap and derivational complexity. Setswana possession has a structural overlap with the English *of-*genitive, and the *of-*genitive also has a less complex structure compared to the *s-*genitive. As expected, participants over-apply the *of-*genitive even in instances where animacy dictates the use of the *s-*genitive.

Syllables in Setswana personal names

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Abstract
This study analyses the most frequent 1,000 Setswana personal names to investigate the characteristics of syllables in names. The names are extracted from a corpus of 1,093,265 names using Wordsmith Tools. The study shows that the 1000 names comprised more male names than female and unisex names. Of all the names studied, 55.6% of them are male, while 40.2% are female and 4.2% unisex names. Most Setswana names have three syllables followed by those with four syllables. More than 70% of the personal names are either three or four syllable names. Six syllable names are rare in Setswana while the five syllable names are the third most common. The study further reveals that the most frequent first syllable terminate phoneme is the back close vowel; that of the penultimate syllable is the open central vowel, while one for the final syllable is the front close vowel. The results indicate that female names have more syllables, more phonemes; frequently terminate the initial syllable with front vowels, the final syllable with back vowels, and the penultimate syllable, the perceptually prominent syllable, with front vowels than male names. Unexpected results were observed in the frequency of syllabic nasals in female names as well as the non-significant penultimate syllable terminate phoneme in male names.

The Role of The School in the Spread and Creation of Varieties of English in Botswana

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Abstract
In Botswana, English has a few uses and a few users. It is spoken mostly by the educated and used mostly for official functions. This is probably the reason research on it is so scanty in both scope and quantity. The little that exists, is focused on the lexical and syntactic elements that characterize a Botswana variety of English and that makes it different from other varieties of English in the region and the world. However, given the high mobility and constant interaction of English speakers around the region and the world, it is becoming difficult to contain lexical elements in any one country, making lexical elements poor indicators of national varieties. This paper examines the role of the school as an agent of English that is responsible not only for its spread, but the creation of its different varieties. Botswana education system has two types of school systems: the public school system also known as Setswana medium and the private school system also known as the English medium school. The paper associates the Setswana medium school with the production of a Setswana medium variety of English and the English medium school with the production of an English medium variety of English. The paper argues that more than everything, the two varieties are differentiated by accent.

Representations of politics and politician/s in six varieties of world Englishes: Corpus Analysis of Variation

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Abstract
Linguistic studies at the level of discourse in world Englishes have so far focused on features of discourse as language in use (e.g., Kachru & Smith, 2008; Mesthrie & Bhatt, 2008) rather than on the analysis of 'discourse' as social practice (Fairclough, 1995; Fairclough, Mulderrig & Wodak, 2011), one of whose key aims is to explore representations of people, social actors, or other phenomena. The lack of such studies may be due to, until recently, the non-availability of big data for world Englishes, which is required for researchers to successfully analyse a concept like *representation*. With the advent of big (textual) data, such as the 1.9-billion-word GloWbE corpus (Davies & Fuchs, 2015), and the availability of sophisticated analytical tools, both enabled by corpus linguistics, it is now possible to study discourse in this way across different varieties of English. In this paper, I explore how the related words *politics* and *politician/s* are constructed in six varieties of Inner and Outer Circle Englishes worldwide. Using critical approaches to discourse and corpus analytical tools, I analyse these two

words in a corpus of over 1billion words (representing the six countries in the GloWbE corpus). I aim to find out what differences characterise discourses of *politics* and *politician/s* in Inner and Outer Circle countries, whether there are unique discourses of these terms in any of the six user countries, as well as what may account for any differences observed. Preliminary analysis points to culturally relevant variations both at the comparative levels of Inner and Outer Circle countries and of specific countries, variations which may be attributed to differences in people's experiences of (and attitudes towards) political activities and actors in their geographical contexts.

Keywords: discourse, representations, world Englishes, variations, corpus linguistics

Does the Botswana's new Languages in Education Policy Threaten the Role of English in Education in Botswana

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Abstract
Botswana has a *Languages in Education Policy* whose implementation was undertaken in 2023. The policy will introduce local languages in education at Reception, Standard 1 and Standard 2. It will entail the use of these languages as medium of instruction at these levels of education, in areas where they are spoken by most children. Consequently, Setswana will be taught as subject from Standard 1, and English as subject at Standard 4. Setswana will be compulsory in all primary schools of Botswana, private and public. Before this Policy, English started medium of instruction in Standard 2 and Setswana as medium of instruction from Reception. The question of the use of mother tongue languages was long advocated by UBESCO since 1953, and recent efforts of UESCO and UNICEF enjoin states to seriously consider mother tongue instruction to help child access their school and grasp their subjects, and to make schools child friendly. Botswana also wants primary schools to be all inclusive ad to ensure that no child is left behind. These lofty ideals of UNESCO, UNICEF and the Government are viewed with concern in certain quarters of the society because English, official and national language, will be purportedly negatively impacted in the acquisition processes. The paper will use language as a resource theoretical framework of multilingualism to argue that there is need to plan for language use and ensure that language use domains are properly defined to ensure that children learn school languages in a manner that will enhance their performance. It is the thesis of this paper that mother tongue languages fulfil and important role in education as they ensure easy access to understanding school subjects and ensuring that children perform better and grow up cherishing their cultures.

Keywords: Botswana, Language Policy, Mother tongues, medium of instruction language status planning,

A Multi-Modal Discourse Analysis Of Nonce Formations as a Campaign Tool In The 2022 General Elections In Kenya

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Abstract

Language is primarily a system that speakers use to make meaning. When there is no available term to refer to a new phenomenon or to communicate an idea, then speakers use their linguistic creativity to create new terms. This is especially witnessed in the political arena during the campaign period. Using a multi-modal approach, this study analysed nonce formations that were used as a campaign tool during the 2022 general elections in Kenya.Multi-modal discourse analysis. The nonce formations were purposively selected from WhatsApp platforms that supporters of the candidates were using to campaign for their candidates of choice or against the candidate they did not want to elect. Only words/phrases and images that were coined to campaign or communicate campaign ideals were selected. The data was analysed using a multi-modal approach and transitivity analysis based on Systemic Functional Grammar. The findings of this research indicate that nonce formations were a prominent campaign tool before the elections took place. This study contributes to the theory of nonce formations and neologisms and provides linguistic material for use in the study of political discourse and political register.

Keywords: Nonce Formation, word-formation processes, political discourse, multimodality, political campaigns

A Critical Discourse Analysis Of Abubakar Ibrahim's Season Of Crimson Blossoms"

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Abstract
In literary texts, words are effective tools used by writers to pass their intended messages to the readers. By this means, man also communicates his emotions, feelings, and abilities. This study uses Critical Discourse Analysis (CDA) model to examine "Season of Crimson Blossoms" by Abubakar Adams Ibrahim. Forty (40) dialogues were deliberately and purposively selected from the thirty-two (32) chaptered text and were analysed using the CDA perspective of Van Dijk. The aim of the study is to investigate the forms of implicit meaning in the selected text using the characterization and utterances in the text. It was found that the text is depicted as a critique of traditional social ideologies, exploring the tension between traditional Islamic beliefs and modern societal practices. The findings also reveal that some of the social issues and ideologies portrayed in the text include social norms, superstitious beliefs, gender inequality, sexual harassment, discrimination and threat, power dominance and superiority, opposition and resistance, suspicion and violence. The study recommends that writers must always ensure a balance with characterization, the type of utterances used and context in their texts.

Keywords: discourse analysis, imlicit meaning, traditional social ideologies, social norms, dominance, superiority