The 67th Annual Conference of the

International Linguistic Association

at the University of Zululand

2023

67th Annual Conference

of the

International Linguistic Association

Rethinking Language and Linguistics for Liberatory Epistemologies and Ontologies

15–18 June 2023

UNIVERSITY OF ZULULAND

Acknowledgments

About the ILA

A Brief History of the International Linguistic Association

In 1943, a group of linguists at colleges and universities in the New York area, including many members of the École Libre des Hautes Études in exile, came together to form the Linguistic Circle of New York.

The model for the new organization was the Société de Linguistique de Paris. Among the first members were Henri F. Muller, Giuliano Bonfante, Roman Jakobson, Morris Swadesh, Robert Fowkes, Henry Lee Smith, Wolf Leslau, and Louis H. Gray.

In the following fifteen years the Linguistic Circle of New York became one of the main sources of new ideas in American linguistics. The fruits of its scholarship were disseminated to a great extent through its journal *WORD*, which had been established in 1945. Its first editor was Pauline Taylor.

In 1969, in recognition of the expanded character of its membership, the society's name was changed to the International Linguistic Association. The new organization was not unaffected by the academic restructuring of the 1960s and 1970s but has emerged from this period with a solid membership of about 1400, divided almost evenly among the United States, Europe, and various countries in Asia, Africa, and the Americas.

For a longer history of the ILA in Spanish, read the chapter "La Asociación Internacional de Lingüística" in *Entre dos Fuegos: Reminiscencias de Europa y Asia*, which was written by our former president, Eugenio Chang-Rodríguez.

Since 1955, the Association has sponsored an annual Linguistics conference to provide a forum for the exchange of ideas and research in progress among members of the international linguistic community. During the academic year, the Association also arranges meetings at which guest speakers present papers on their research in progress.

These meetings take place at 11:00 AM EST, usually on the first Saturday of the months of October, November and December, February, March, and May in New York City. They are open to the public and free of charge. You can find more information about our meetings at http://www.ilaword.org.

Executive Committee of the ILA

Welcome

Dear Participants,

The University of Zululand is delighted to welcome the International Linguistic Association to South Africa for its first meeting on the African continent. The theme of this year's meeting, 'Rethinking Language and Linguistics for Liberatory Epistemologies and Ontologies' stems from renewed calls for the decolonisation of education from the #RhodesMustFall movement of 2015 and beyond, which have re-directed the attention of scholars and public commentators to the often-problematic roles of dominant European languages such as English in formal education, especially in formerly colonised countries. The debates, and contestations which that movement has animated over the past few years have invited closer scrutiny of what Pennycook and Makoni (2020) identify as "the complicities between applied linguistics, colonialism, and capitalism". This foregrounds the immensely powerful impact – either negative or positive – of language policies and practices across social, cultural, economic, and political domains. In this regard, the enduring negative legacies of colonial misclassifications and mis-standardisation of indigenous languages continue to pose serious challenges today, to both linguists (applied, socio- and educational linguists) and language teachers in schools and universities at all levels.

This means that the need to rethink language and linguistics is urgent especially in terms of how they can contribute positively to ongoing debates on decolonisation of education in the formerly colonised world and also regarding language minorities in the so-called developed countries. There is an urgent need for alternative codes and an expanded conceptual repertoire to redress historical linguistic misconceptions and to promote language practices that recover and enhance African and Global South epistemologies and ontologies. This is critical to an understanding of knowledge production as "a territory" (Moetsi, 2016) to which marginalised, formerly colonised, historically disadvantaged, and excluded people have legitimate claims. New, liberatory approaches to language and linguistics would enhance the life chances of such populations by helping reclaim their "self-worth, power and creativity" in a world that is increasingly hostile to them.

This year's meeting of the International Linguistic Association has brought together scholars from Africa and the world, and we hope that it will contribute meaningfully to these debates.

Sincerely,
Zanele Buthelezi and Mogomme Masoga
Conference Co-Organizers

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Friday, 16 June 2023

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Schedule and Abstracts

Thursday, 15 June

3:00 PM – 4:00 PM   Premier Hotel The Richards
Registration

4:00 PM – 4:30 PM   Premier Hotel The Richards
Conference Opening

   Prof Xoliswa Mtose, Vice-Chancellor, University of Zululand

4:30 PM – 6:00 PM   Premier Hotel The Richards
Hybrid Seminar

6:00 PM – 8:00 PM   Premier Hotel The Richards
Reception and Dinner

Friday, 16 June
9:00 AM – 5:35 PM
Registration   **9:00 AM – 10:00 AM**

10:00 AM – 11:15 AM
Session 1   Premier Hotel The Richards
Language Policy and Decolonization   Premier Hotel The Richards
Chair: Rivalani X. Masonto

10:00 AM – 10:20 AM

Incorporating the Kirike Language in Pedagogy: Policy Recommendations as a Step Towards Decolonization

Aaron T. Kiani, *Federal Polytechnic of Oil and Gas, Bonny*

This paper examines the potential impact of incorporating the Kirike language into pedagogy as a step towards decolonization. Kirike, an indigenous language spoken by the people of Okrika, Rivers State, Nigeria, had been marginalized due to colonial language policies in education; this contributed to the erosion of Kirike culture and identity, resulting in the loss of language proficiency among Kirike children. The paper argues that policy changes incorporating the Kirike language into pedagogy can help reverse this trend. It draws on existing literature and empirical data to support the argument that there are ways to include Kirike in pedagogy to benefit students. It suggests practical steps to overcome attendant challenges: training more Kirike language teachers, developing more materials in Kirike, and creating an enabling learning environment for Kirike use. In conclusion, education policymakers are urged to explore the potential of incorporating Kirike and other marginalized indigenous languages into pedagogy.

10:25 AM – 10:45 AM

Beyond the Blame Game: Examining the Continued Culture and Language Loss Among Yoruba People

Adebola Fawole, *Southern African Higher Christian Education Trust*

Colonialism has significantly influenced the loss of culture and language in Africa. The Yoruba people, one of the biggest ethnic groupings in West Africa known for their rich cultural heritage and long linguistic history, are a good example of this. However, this paper attempts to engage in a theoretical conversation based on decolonial viewpoints rather than give an empirical investigation. Using the framework provided by decolonial theory, the analysis tries to refute the widespread idea that blame should only be placed on the colonial legacy long after many African nations gained their independence. It will also explore the many facets of ongoing linguistic and cultural loss within the Yoruba community and critically discuss how past power disparities, racial assimilation, corruption, economic decline, and institutional frameworks have sustained these processes. Finally, the paper attempts to identify viable solutions for reversing the trend among Yoruba people and other indigenous communities.

10:50 PM – 11:10 AM [via zoom]

Language and Decolonisation of Pedagogy: A Case of Setswana Use in Teaching Mandarin Chinese at the University of Botswana

Duna M. Raletsatsi, *University of Botswana*

In Botswana, English which came through colonialism is the only medium of instruction used in the education sector and this includes the University of Botswana where Mandarin Chinese courses are taught in English. The purpose of this paper is to argue that Setswana functions better than English in explaining many specific language phenomena in Chinese language teaching, because Setswana and Mandarin Chinese have many shared linguistic features. Through a detailed comparison of Mandarin Chinese and Setswana, we see commonalities: tones, adjective markers, and measure words, which are typically difficult for Batswana students studying Mandarin Chinese. The recommendation is that Setswana should be incorporated into local Mandarin Chinese language teaching to make optimal use of all linguistic knowledge that is available to local learners. Further, this paper proposal aims to make a significant contribution to the localisation of the teaching of Mandarin Chinese in Botswana.

11:30 AM – 12:20 PM
Session 2   Premier Hotel The Richards
Language and Social Justice I   Premier Hotel The Richards
Chair:

11:30 AM – 11:50 AM

The 'Informal' as a Victim of Linguistic Violence

Aghogho Akpome, *University of Zululand*

The role of language as an instrument of abuse, exclusion, discrimination, and oppression and as an integral part of malevolent systems and processes of knowledge production has been the subject of scholarship for decades. However, much of the debate focuses largely on classifications and stereotypical figurative expressions that are (now) evidently racist and/or colonial, as well as those that only circulate in unofficial socio-cultural spaces. This paper turns the focus to contemporary official practices. I demonstrate the ways in which these socio-political processes rely strongly on, and invariably deploy, the power of language to inflict and sustain violence on a vast scale. In this regard, and following Barak Kalir's (2019) arguments on the 'illegalisation' of migration, I trace continuities between past prejudiced nomenclatures and the current socio-political/linguistic category of the 'informal' which, I argue, operates to violently marginalise, discriminate against, and devalue certain social subjects and their modes of life.

11:55 AM – 12:15 PM [via zoom]

Equity and Epistemic Justice of English Medium Instruction: A Critical Realism Perspective

Berrington Ntombela, *University of Limpopo*

Higher institutions of learning are dominated by the English language. This paper interrogates the epistemological challenges posed by the dominance of English medium instruction in higher institutions of learning. It argues that the processes of internationalisation and globalisation work in complicit with neo-colonialism perpetuating the subjugation of local languages and barring access to knowledge for the majority. The underpinning arguments are based on the realities in the Middle East and in Africa. The paper has adopted critical realism in order to highlight the epistemic challenges resulting from the hegemony of the English language. Uncritical adoption of the English language perpetuates injustices suffered by the users of other languages. The paper highlights epistemic access challenges in the context of knowledge economies. The main argument is that English medium instruction is responsible for the troubles of epistemic access as it serves the aspirations of the minority elite at the expense of the majority.

2:00 PM – 2:50 PM

Session 3
Language and Social Justice II
Chair: Aghogho Akpome

2:00 PM – 2:20 PM

Linguistics and Folklore in Context: Some Gender Narratives on the Current Challenges Facing South Africa's Migrant Labourers

Mogomme A. Masoga, *University of the Free State*

This paper discusses the situation of migrant labourers using theories of linguistics, folklore and orality. It examines a note of condolences written by two women in a polygamous marriage in Malawi. 'Mama Luhanga and Mama Luhanga' were the wives of Dada Patson Luhanga, a migrant worker based in South Africa with a Tumbuka linguistic and cultural background. The note was to 'comfort and support' a widow, Mm*e* Nanabi Kegakilwe, who lost her husband. Dada Luhanga has been staying on the late husband's compound for over twelve years. Through verbal agreement, Dada Luhanga works on the Kegakilwe garden every Saturday, while doing menial jobs on other days around Midrand in South Africa. In turn, Dada Luhanga receives *pro-bono* accommodation at the Kegakilwe compound. Discourse analysis uncovers the hermeneutics of power and identity. The note reveals pains and frustrations experienced by migrant labourers in South Africa, exacerbated by xenophobia and related violence.

2:25 PM – 2:45 PM [via zoom]

Financial Literacy of Women in South African Townships

Alice Benishyaka, *Rutgers, the State University of New Jersey*

The paper analyses how the use of English and Afrikaans in major economic activities since the apartheid regime contribute to the barriers against entrepreneurship and financial literacy for Black women in the townships. My research conducted in May to July 2018 revealed that women's businesses in townships are in survival mode, impeded by the lack of financial literacy due to language barriers and a distrust of financial institutions that might otherwise assist them. Despite the financial literacy courses provided by the Government financial courses, women in townships are not confident enough to utilize financial services and other formal business tools such as banking, business planning…learned in those courses.

3:00 PM – 3:50 PM

Session 4
Multilingualism in the Classroom I
Chair: Marius Kahakeu Deffo

3:00 PM – 3:20 PM

Translanguaging in a Grade Ten Reading Class in Ntambanana Circuit Schools

Bongumusa F. Ntshakala, *University of Zululand*

Learners' poor school performance is of grave concern in South Africa, where students lag behind learners in other countries in reading comprehension. This study explored translanguaging as a teaching strategy to improve learner comprehension in Grade ten reading classes. Three rural high schools which offer English as a second language and isiZulu as a home language were selected, and ten learners from each school were purposively sampled. The findings reveal that most learners showed improved comprehension and responded correctly to comprehension-seeking questions when their home language (isiZulu) was included. Learners reported that, for texts written in their second

language (English), they read without understanding some portions but were able to respond successfully when questioned in isiZulu. These findings demonstrate that students' home language should play a part in their learning. Translanguaging as a teaching strategy is recommended to ensure that learners benefit from their entire linguistic repertoire.

3:25 PM – 3:45 PM

Decolonisation in the Classroom: A Review Study of Undergraduate General Linguistics Modules

Rivalani X. Masonto, *University of Zululand*

Decolonisation of education should include the use of African languages, knowledge, and epistemological points of view. School curricula of African nations still adhere to the monolingual idea of "one nation, one language" with foreign languages serving as the common language in these multilingual communities. Translanguaging has been offered as a solution to decolonise modules, but is it sufficient? This paper details a desk review study of undergraduate General Linguistics module offerings at the University of Zululand. The review examined the way in which the term 'decolonisation' and its intended meaning are presented in these modules. As a solution and decolonisation tool for these linguistics modules, the study advocates code switching, translanguaging, multilingualism in the classroom, and integrating African-authored materials with Eurocentric materials. The study concludes that an effective curriculum must represent the students it is meant for, which is why decolonising modules and recognising diversity are essential components of linguistics.

3:50 PM – 4:10 PM [via zoom]

Variation in Translinguistic Practices for Learning: Where and How to Look

Jo Anne Kleifgen, *Teachers College, Columbia University*

This presentation focuses on translinguistic/trans-semiotic practices, illustrating differences within and across continents and making the case for closer examination of translanguaging interactions in schools and in communities. In presenting examples from studies on translinguistic practices in the US and South Africa, I argue that a discourse analytic approach is crucial to understanding on-the-ground ways that participants make meaning by drawing on their dynamic linguistic/semiotic repertoires. Additional intensive observations of actual communicative interactions are needed for further evidence of how translinguistic, indeed, trans-semiotic, practices in both classrooms and communities can leverage equitable learning and identity formation.

4:30 PM – 5:45 PM

Session 5   Premier Hotel The Richards
Multilingualism in the Classroom II   Premier Hotel The Richards
Chair:

4:30 PM – 4:50 PM

Sociolinguistic Representations of Anglophone Parents, Teachers and Students and its Influences on the Motivation of Students in French Class

Marius Kahakeu Deffo, *Rutgers, the State University of New Jersey*

In Cameroon, many scholars and observers have underlined the reticence of Anglophone students in learning French language. In their work they approach this question from the didactics triangle (student-teacher-knowledge) perspective by questioning the representations of students and sometime those of their French teachers. If they believe the representations of anglophone students are product of linguistics discourse going on in French class, it is important to note that the phenomenon is more social. This research opens a new perspective by questioning the sociolinguistic representations of parents, teachers, and students (school system and social system). In fact, the preoccupation is to know whether the environment in which the learners grow

might occasion his/her reluctance to learn French. The aim of this study is, therefore, to update the representations of parents, teachers, and learners to determine their influence on the learning of French as Foreign Language in Buea and how it can be remediated.

4:55 PM – 5:15 PM [via zoom]

Multiliteracies and Heritage Language Practices in NYC

Lorena García-Barroso, *Columbia University*

This study, conducted at Hostos Community College in the Bronx, NY, contends that the cultural and linguistic complexities experienced by Spanish-speaking populations in NYC can be better addressed by a multiliteracies framework that takes advantage of the immense variety of new texts emerging from new media, new information technologies, and recognizes students' cultural and linguistic experiences as central pedagogical resources for learning. We argue that negative linguistic and cultural stereotypes can be challenged by incorporating Spanish content in an English medium classroom for teaching adult learners. We conducted a qualitative study using a Spanish TV show during one semester with Latinx first generation and heritage speakers. We developed pedagogical interventions that encouraged cultural and linguistic pride to mitigate pervasive negative stereotypes. The findings show that our pedagogical interventions mitigated these stereotypes. We conclude that language policies must be developed to engage the linguistic and cultural complexities of local Latinx communities.

5:20 PM – 5:40 PM [via zoom]

Foreign Vocabulary Acquisition: Approaches, Insights, and Implication for EFL Educators

Ella Alhudithi, *Iowa State University*

Research in language acquisition has long recognized vocabulary as an integral part of learning any language (Milton, 2009; Nation, 2001; Schmitt, 2000). Having a deep knowledge of thousands of words enables language learners to reach higher proficiency levels and use the language adequately. Given this understanding, the present study aims to examine vocabulary learning opportunities provided to EFL learners in K-12 schools. The questions guiding this study are: 1) How many words from the first 1,000 (K1), the second 1,000 (K2), and the third 1,000 (K3) word lists are used in EFL textbooks? 2) What types of vocabulary learning opportunities do EFL textbooks offer to learners? Using two corpus tools, Range and AntConc, the findings reveal that words allocated from the K1 and K2 word lists had the highest coverage. The findings also highlight a shortcoming in the low repetition of newly introduced words and the low occurrences of derivational forms.

Saturday, 17 June
10:25 AM – 6:00 PM

10:25 AM – 11:15 AM
Session 1   Premier Hotel The Richards
Language Policy   Premier Hotel The Richards
Chair:

10:25 AM – 10:45 AM [via zoom]

Monolingual Language Policy as Injustice in a Multilingual Educational Context: The Case of a University of Technology in South Africa

Sizakele A. Ngidi, *Central University of Technology*, and Elliot M. Mncwango, *University of Zululand*

There have been growing calls for decolonisation of the curriculum in Africa to redress the present injustices of the education system. In most African countries, colonial languages continue as languages of instruction to the total exclusion of official African languages, despite the progressive language policies now in place. This paper examines language policy management in higher education institutions in South Africa to establish the extent of students' language-related learning problems and preferences. Using a mixed-methods approach, data were collected through questionnaires from students and lecturers at a university of technology in South Africa, to investigate language-related learning challenges experienced by students there. It was found, inter alia, that 78.18% of the students experienced some language-related learning problems. Recommendations include institutional support for non-English-speaking students to mitigate the barrier that learning in a language other than the student's presents. To this end, a model for university language policy management is proposed and recommended.

10:50 AM – 11:10 AM

A Survey of Non-Isizulu Students' Attitudes Towards Learning isiZulu as a Communicative Language at a University in the Gauteng Province, Pretoria

Nokuthula G. Mbatha, *University of Zululand*

This study explored the attitudes of non-isiZulu language speakers towards learning isiZulu as a communicative language at the University of Technology in Pretoria. The university offers five indigenous African languages as subjects, including isiZulu. Non-native speakers of these languages are expected to learn one of them for communicative purposes. When students are offered isiZulu as an option, they seem hesitant. This mixed-method research used Attribution Theory and Self-determination Theory. Descriptive statistics and thematic analysis were applied to analyse quantitative data. The findings revealed that non-isiZulu language students have positive attitudes towards learning isiZulu for learning purposes, with some qualifications. The study recommends that universities develop sufficient materials for additional-language teaching and learning and initiate campaigns to preserve indigenous languages and encourage multilingualism.

11:30 AM – 12:45 PM

Session 2
Language and Literary Studies I
Chair: Gideon Kotzé

Premier Hotel The Richards

11:30 AM – 11:50 AM

'Ethiopic' in *A Mandaic Dictionary*

Charles G. Häberl, *Rutgers, the State University of New Jersey*

Mandaic is an Aramaic language with its own unique script and a large corpus comprising original compositions. It therefore serves as a valuable resource for the Aramaic lexicon. The Mandaic lexicon is characterized by a wealth of loan vocabulary from various languages (chiefly Semitic and Iranian), even within these original compositions; its conservative nature and its value for etymology are less evident, due in large part to the influence of other Semitic languages, which has obscured the sound correspondences between Mandaic and its sister languages and complicated the process of reconstructing etymological provenances. I propose to control for this contact influence with data from other Semitic languages, and particularly one for which no contact with Mandaic can be demonstrated, viz., Gəʿəz, employ Gəʿəz data to establish clear and systematic sound correspondences, reconstruct etymological provenances, and draw conclusions regarding their phonemic and semantic evolution.

11:55 AM – 12:15 PM [via zoom]

Nsibidi: Towards a Digital Infrastructure for Never-Ending-Language-Learning (NELL)

Onyekachi Henry Ibekwe, *University of Nigeria*

A considerable amount of literature has been published on both the taxonomy and use cases of Nsibidi symbols. However, these publications lack clarity regarding the digitization of the symbols which will enable their possible adoption in contemporary digital culture. The main objective of this paper is the presentation, review and evaluation of software infrastructure that will be needed to digitize Nsibidi ideograms. Intensive use will be made of techniques taken from digital computation and the emerging field of digital humanities. Not only will a digitized framework smoothly handle the challenges posed by the vocabulary problem. Additionally, a digital tool made available to a community of users will enable the application of never-ending-language-learning (NELL) to an ever-growing corpus. It is also hoped that such digitized symbols will be easily and systematically transmitted over the public internet, thereby integrating an ancient form of communication into the age of social media and instant communication.

12:20 PM – 12:40 PM [via zoom]

Simplexity in Sesotho Direct Relative Qualificative: Why Simple Things Become Complex

Lemohang Tjabaka-Mokapane, National University of Lesotho

Sesotho has different types of sentences including simple complex sentences. Most scholars who have interest in complex sentences claim that they constitute both main and subordinate clauses, and that the latter is embodied by complementisers. However, few researchers have addressed the issue of direct relative qualificative complexity in a sentence. As simple as the direct relative qualificatives whose stem is a verb ending in /-ng/ may seem, its usage in a sentence becomes complex. Therefore, the study seeks to explore features of the direct relative qualificatives, which lead to complexity in a sentence. The paper argues that Sesotho does not rely only on the complementisers, relativisers and wh-words to make a sentence a complex sentence. A sentence that has a direct relative qualificative can have one or two subjects performing more than one action. A subject moves from the [spec-VP] to [spec-TP] to become the subject of the whole sentence.

3:00 PM − 4:15 PM

Session 3
Language and Literary Studies II
Chair: Charles G. Häberl

Premier Hotel The Richards

Premier Hotel The Richards

3:00 PM − 3:20 PM

Medieval Heresy as a Space for Comparative Liberation? Investigating the Verbal Use of Gendered Actants in Registers of the Medieval Inquisition

Gideon Kotzé and David Zbíral, *Masaryk University*

Corpus research on verbs connected to gendered actants (persons or groups) can reveal patterns of interaction indicative of either the gendered character of human actions or, often, gender stereotypes of writers. Language can also reveal challenging the assigned gender roles and involvement in political or religious dissent. To inquire into what indications language provides of challenging gender stereotypes, we investigate Latin-language medieval inquisition records from heresy trials and study differences between male and female agency. In an attempt to empirically test Marxist accounts of medieval heresy as a space for comparative liberation of the suppressed, we focus on medieval women, whose access to some institutions and resources in medieval Christianity was limited and look at the gendered patterns of agency as signalled by the verbs.

3:25 PM − 3:45 PM

Linguistic Aesthetics in Selected Poems by Dennis Brutus and Ogaga Ifowodo

Mark Ogbinaka, *Delta State College of Education*, and Aghogho Akpome, *University of Zululand*

In this paper, we examine the ways in which the specific lexical choices of two postcolonial African writers, South Africa's Dennis Brutus and Nigeria's Ogaga Ifowodo contribute to the socio-political critique embedded in their protest poetry against South Africa's repressive apartheid regime and military dictatorship in Nigeria respectively. We focus on Brutus' "Fetch it on Memory" and "Remembering June 16" as well as Ifowodo's "Odi" and "Cesspit of the Niger Area" to demonstrate how each poet makes meaning through an artistic blend of what we call linguistic aesthetics and socio-political thematic commitment in their respective socio-political critiques. The paper attempts to highlight the interpretative possibilities that can come about from the creative deployment of language in postcolonial literary works, especially protest literature, which is often criticised for being overly 'spectacular' (a la Ndebele, 1992) and/or intensely political. Lastly, we speculate on the implications that such interpretive possibilities might have for decolonial approaches to English literary studies pedagogies and scholarship in Africa.

Rethinking Language and Linguistics for Liberatory Epistemologies and Ontologies

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3:50 PM – 4:10 PM [via zoom]

Linguistically World-Travelling and Speaking in a Bifid Tongue: Contributions of a Latina Feminist Reconceptualization of the Self to Rethink Multilingualism in a Decolonial Vein

Gabriela Veronelli, *Escuela Interdisciplinaria de Altos Estudios Sociales (IDAES), Universidad Nacional de San Martín (Argentina)*

Considering that the idea of multilingualism we inherited from coloniality/modernity carries with it the myth of a disembodied and spatially unlocated speaking self, I propose a Latina feminist reconceptualization of the self to think and talk about multilingualism in the flesh and tongue of colonized speakers. I particularly engage Latina decolonial feminist Maria Lugones as a theorist of multiplicity and dwell into her border dwelling "world-traveling" modality of moving between mutually exclusive selves (1987) to incorporate questions of liminality, hybridity, difference, and impurity in the discussion of language. In resonance with notions of "borderlands" (Gloria Anzaldua 1987) and "bilanguaging" (Walter Mignolo,2000), "linguistic world-travelling" argues for pedagogical sensibilities and attitudes that embrace ontological and linguistic ambiguity, flexibility, and fluidity necessary to interrupt the dominant modern/colonial "bifid tongue" sense of multilingualism that is tied to bordered conceptualizations of languages, closed sets of meanings, an isolated-autonomous self, and the erasure of the communal.

4:30 PM – 5:20 PM
Session 4   Premier Hotel The Richards
Language and the Media   Premier Hotel The Richards
Chair: Lubie G. Alatriste

4:30 PM – 4:50 PM [via zoom]

Decolonial Linguistic Analysis: The Case of Nigerians on Instagram

Glory Essien Otung, *Africa Multiple Cluster of Excellence/BIGSAS*

This paper aims at investigating the linguistic practices of Nigerians on Instagram with the theoretical lenses of the coloniality of power (Quijano 2000; Ndlovu-Gatsheni 2013). Using a trending Yoruba word *japa* as a main case study, I undertake a decolonial linguistic/discursive analysis of related posts from popular Nigerian Instagram account owners and their comment sections. The discourse of *japa* is pertinent for Nigeria, Africa as well as other continents. In the current political situation of Nigeria, there is a sort of renaissance of migration quest among Nigerian youths. *Japa* is the Yoruba verb which is interpreted in English as; to run, to escape or to flee. As I trace the use of this verb on Instagram, a process of linguistic creativity emerges: (international) multilingualism ◊ *linguae francae* ◊ codeswitching ◊ borrowing ◊ orthographic adaptations ◊ lexical expansion ◊ (national) multilingualism.

4:55 PM – 5:15 PM

An Analysis of isiZulu Language in the Television Drama, Isibaya: Educators' Functional Linguistic and Socio-cultural Perspectives

Zanele P. Msweli, *University of Zululand*

This study investigated the use of isiZulu in the television drama *Isibaya* from a functional linguistic and socio-cultural perspective. Purposive sampling was used to select 40 isiZulu home language educators in 11 districts of the KwaZulu-Natal province. Data collected included open-ended questionnaires and 10 extracts from video clips of Season 7. The findings reveal that the language used in both polygamous and mononuclear families portrayed in *Isibaya* depicts dominance, power, and gender inequality. Gender roles are stereotypical; women's voices are silenced. New terminologies appear in many episodes of the drama, thus largely contributing to the lexical development of isiZulu. Because television is a significant force in modern culture, the study recommends that media houses solicit writers/editors with linguistic/cultural expertise. Further studies could investigate linguistic purism in television drama and focus on language use in television dramas with matriarchal themes to examine the impact on culture and heritage.

5:30 PM – 6:00 PM
ILA Business Meeting   Premier Hotel The Richards

Sunday, 18 June
10:00 AM – 4:00 PM

One day excursion to the nearby World Heritage Site, Isimangaliso.

Participants

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