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**POSTGRADUATE PROGRAMMES**

**IN**

**INTERCULTURAL COMMUNICATION**

**PROSPECTUS 2022**

NOT ON OFFER IN 2022  
POSTGRADUATE DIPLOMA IN  
INTERCULTURAL COMMUNICATION

MASTER'S IN INTERCULTURAL COMMUNICATION



**Department of General Linguistics**

*your guide through the world of language*

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## SECTION A: GENERAL INFORMATION

### 1. GENERAL

In southern Africa, communication regularly takes place across the boundaries drawn by the region's rich cultural and linguistic diversity. Such communication is found, for instance, where people with different languages communicate using another shared language, or where people with the same first language but different cultures communicate with one another. These and other forms of intercultural communication – which are not limited to southern Africa, but are increasingly found on a global level – occur in a wide range of domains (e.g. health, education, business, public affairs, law, religion, and private life) and often result in misunderstandings across cultures caused by different conceptions of politeness, conversational interaction, etc. It stands to reason that success in the various domains presupposes an understanding of the central features of intercultural communication.

Clearly then, there is a great need for postgraduate linguistics programmes in which the phenomenon of intercultural communication is studied from a range of disciplinary perspectives. The Department of General Linguistics at Stellenbosch University (henceforth referred to as "the Department") offers two such programmes, the only ones of their kind in South Africa: (i) a Postgraduate Diploma (PGDip) in Intercultural Communication, and (ii) a Master's (MA) in Intercultural Communication. The focus of these two programmes is *linguistic* in a dual sense –

- \* they are concerned with the linguistic means of intercultural communication, and
- \* they deal with these means from perspectives offered primarily by various linguistic (in an inclusive sense) disciplines.

The details of the PGDip programme (**not on offer in 2022**) are given in section B below, and those of the MA programme in section C.

The programmes have been designed for (i) professionals who routinely communicate across cultural and linguistic boundaries or who are responsible for training, educating and managing others who have to engage in such communication, as well as for (ii) people who have an academic interest in the phenomenon of intercultural communication. By providing students with the knowledge and skills needed to gain an understanding of this phenomenon and to manage the relevant differences and resulting misunderstandings in intercultural communication contexts, these programmes enable graduates to practise their (intended) professions with greater expertise and satisfaction. At the same time, given their specific content, both programmes are intended to contribute to the strategic priority of understanding, managing and furthering the rich cultural diversity of southern Africa.

Since their inception in 2005, many people have benefited intellectually and professionally from the content of the PGDip and the MA in Intercultural Communication programmes. The content is continually revised to keep up with new research findings and insights, the changing needs of students, and the requirements of various professions. A number of factors ensure that a high standard is maintained –

- \* **Individual supervision:** Every student, no matter where he or she lives, receives intensive personal supervision.

- \* **Experienced lecturers:** The staff has gained a wealth of experience in their supervision of hundreds of postgraduate students since 1986.
- \* **High-calibre students:** Because of their excellent reputations, the programmes attract students who set high standards.
- \* **An internationally well-established department:** The Department is highly regarded internationally and is involved in several research and exchange projects with foreign tertiary institutions, including universities in England, Sweden and The Netherlands. Staff members also regularly attend and deliver papers at local and international conferences. The Department's two journals, *Stellenbosch Papers in Linguistics (SPiL)* and *SPiL Plus*, are both accredited with the National Department of Higher Education and publish contributions by leading local and international scholars. Since 2011, these journals have also been available online. Books and monographs by staff members have also been published by respected local and international publishing houses.
- \* **External evaluation:** The content, organisation, requirements and other aspects of the programmes are subjected to peer evaluation on a regular basis.

#### **A NOTE REGARDING OUR POSTGRADUATE DIPLOMA PROGRAMMES:**

Since 2019, our two postgraduate diploma programmes (in Intercultural Communication and Second Language Studies) have been offered alternately year upon year. In 2022, the Postgraduate Diploma in Second Language Studies programme will be the sole postgraduate diploma programme offered for that year. **The Postgraduate Diploma in Intercultural Communication programme will only be on offer again in 2023\*.**

*Please contact the Department for further information before you apply.*

\*This is subject to change at the discretion of the Department of General Linguistics.

## **2. STAFF PROFILE**

Students are supervised by the following lecturers in the Department:



**Dr Kate Huddlestone**  
**Senior Lecturer and Chair of the**  
**Department**

Highest Qualification:

[PhD \(University of Utrecht\) entitled "Negative indefinites in Afrikaans"](#).

Fields of academic expertise:

Language structure, language variation, pragmatics, sign language linguistics

Current research projects as at December 2020:

- Negation in South African Sign Language
- Information structure in South African Sign Language
- Grammatical and lexical variation in South African Sign Language
- Syntax-pragmatic interface in Afrikaans and South African English (Pragmatic markers in Afrikaans & South African English)

Recent publications:

Huddlestone, K. 2021. Negation and polar question–answer clauses in South African Sign Language. *Sign Language & Linguistics* 24(1).

Ssentanda, ME, Huddlestone, K. & Southwood, F. 2019. Curriculum expectations versus teachers' opinions and practices in teaching English in rural primary schools in Uganda. *Language Matters* 50(2): 141–163.

Huddlestone, K. 2017. A preliminary look at negative constructions in South African Sign Language: Question-Answer clauses. *Stellenbosch Papers in Linguistics* 48: 93–104.

Berghoff, R. & Huddlestone, K. 2016. Towards a pragmatics of non-fictional narrative truth: Gricean and relevance-theoretic perspectives. *Stellenbosch Papers in Linguistics Plus* 49: 129–144.

Ssentanda, ME, Huddlestone, K. & Southwood, F. 2016. The politics of mother tongue education: The case of Uganda. *Per Linguam* 32(3): 60–78.

Huddlestone, K. & de Swart, H. 2014. A bidirectional Optimality Theoretic analysis of multiple negative indefinites in Afrikaans. *Stellenbosch Papers in Linguistics* 43: 137–164.

Huddlestone, K. & Fairhurst, M. 2013. The pragmatic markers “anyway”, “okay”, and “shame”: A South African English corpus study. *Stellenbosch Papers in Linguistics Plus* 42: 93–110.

Recent MA supervision:

- E. de Villiers. 2019. Towards a Minimalist analysis of imperatives in Afrikaans: A first survey of the empirical and theoretical terrain.
- A. Palmer. 2019. Developing a Sentence Repetition Test for the evaluation of Deaf children's use of South African Sign Language. (Main supervisor.)
- A. Van Niekerk. 2019. A lexical comparison of South African Sign Language and potential lexifier languages.
- B. Groenewald. 2018. Reconstructing the crime: The use of past tense in “The Monogram Murders/ Meurtres en Majuscules”.
- N. Lochner. 2018. “So we were just like, ‘ok’”: The discourse markers *like* and *just* in the speech of young South Africans.
- S. Strauss. 2017. Afrikaans-English code-switching among high school learners in a rural Afrikaans-setting: Comparing the GET and FET phases.

- JJ. Meyer. 2016. A nominal-shell analysis of restrictive relative clause constructions in Afrikaans. (Co-supervisor.)

Recent completed PhD supervision:

- D. Nyakana. Multilingual acquisition of determiner phrases in L2 English and L3 French by Swahili speakers in Tanzania.
- A. Gauché. 2017. A relevance-theoretic analysis of selected South African English pragmatic markers and their cultural significance.
- S. Nakijoba. 2017. Pragmatic markers in Luganda-English bilingual spoken discourse: A relevance-theoretic approach.

Current PhD supervision (as at December 2020):

A. van Niekerk. Verb agreement in South African Sign Language.



**Prof. Manne Bylund**  
**Professor and Director of the**  
**SU MultiCog Laboratory**

Highest Qualifications:

- PhD 1 (Stockholm University) entitled "Age differences in first language attrition: A maturational constraints perspective".
- PhD 2 (Stockholm University) entitled "Conceptualización de eventos en español y en sueco. Estudios sobre hablantes monolingües y bilingües".

Fields of academic expertise:

Psycholinguistics, multilingualism, language and cognition

Current research project(s) as at December 2020:

- Unravelling the multilingual mind
- Pitch in language and perception
- Lexical processing and representation in bilingualism
- Colour terms and colour categorisation

Recent completed research projects:

- Time in language and thought
- Linguistic diversity and motion event cognition
- The effects of age of acquisition and bilingualism on L2 proficiency

Recent publications:

Athanasopoulos, P. & Bylund, E. (In press). Whorf in the wild: Naturalistic evidence from human interaction. *Applied Linguistics*.

Bokander, L. & Bylund, E. (In press). Probing the internal validity of the LLAMA language aptitude tests. *Language Learning*.

Bylund, E., Gygax, P., Samuel, S. & Athanasopoulos, P. (In press). Back to the future? The role of temporal focus for mapping time onto space. *Quarterly Journal of Experimental Psychology*.

Bylund, E., Abrahamsson, N., Hyltenstam, K. & Norrman, G. (2019). Revisiting the bilingual lexical deficit: The impact of age of acquisition. *Cognition* 182, 45–49.

Recent MA supervision:

- T. Beyers. In progress. Scents and sensitivity: The emotional valence and flexibility of Afrikaans taste and smell adjectives.
- T. Collington-O'Malley. In progress. 'What's in a name?': Political correctness, euphemism, and the impact of name-words on thought.
- T. Dick. 2019. Decision making in a second language.
- J. McLoughlin. 2019. Lexical processing in Afrikaans-English bilinguals (with R. Berghoff).
- M. Parshotam. 2019. Colour categorisation in isiXhosa.

Current PhD supervision (as at December 2020)

- J. Crossley. The influence of orthography on the mental timeline.
- S. Gultzow. Motion events in speech and gesture.
- K. Jonas. The influence of isiXhosa noun classes on cognitive processing.
- A. Ogelo. Linguistic categories and cognition in Dholu.
- M.-L. van Heukelum. Syntactic attrition in L1 Afrikaans (with T. Biberauer).

Recent completed PhD supervision:

- R. Berghoff. 2019. Sentence processing in Afrikaans-English bilinguals.
-



**Prof. Heather Brookes**  
**Associate Professor**  
**Director – Child Language**  
**Development Node (South**  
**African Centre for Digital**  
**Language Resources – SADiLaR)**

Highest Qualification:

PhD (Stanford) entitled "A Contextual Study of Gestural Communication in a South African Township".

Fields of academic expertise:

Gesture, interactional linguistics, sociocultural linguistics, ethnography of communication, multimodal language development, youth language

Current research project(s) as at March 2021:

- Developing communicative development inventories for South Africa's official languages
- Gesture and language development across Romance and Bantu languages

Recent completed research projects:

- Adapting assessment tools to measure language development in Swedish, SeSotho and Setswana Speaking children from 8 to 36 months
- Understanding of thinking for speaking in Xhosa language speakers learning English in South Africa
- Gesture and language development in South Sotho speaking children
- The role of language in the construction of identity and authenticity among male township youth: a study of multimodal and multilingual linguistic and discursive practices

Recent publications:

Southwood, F., White, M.J., Brookes, H.J., Pascoe, M., Ndhambi, M., Yalala, S., Mahura, O., Mössmer, M., Oosthuizen, H., Brink, N., & Alcock, K.J. (In press). Sociocultural factors affecting vocabulary development in young South African children. *Frontiers in Psychology, Section Educational Psychology*.

Brookes, H.J. (In press). Rethinking youth language practices in South Africa: An interactional sociocultural perspective. In Mesthrie, R., Hurst-Harosh, E., & Brookes H.J. (Eds.) *Youth language practices and urban language contact in Africa*. Cambridge: Cambridge University Press.

Mesthrie, R., Hurst-Harosh, E., & Brookes H.J. (Eds.) (In press). *Youth language practices and urban language contact in Africa*. Cambridge: Cambridge University Press.



Makukule, I. & Brookes, H.J. 2020. The changing status of English in the linguistic and identity practices of black male township youth in South Africa. *World Englishes* 40(1): 1–11.

Brookes, H.J. 2020. Youth language in South Africa: The role of English in South African *tsotsitaals*. In Hickey, R. (ed.) *English in a multilingual South Africa*. Cambridge: Cambridge University Press. pp. 176–195.

Brookes, H.J. & Le Guen, O. 2019. Gesture and anthropological perspectives: An introduction. *Gesture* 18(2/3): 119–141.

Brookes, H.J. & Le Guen, O. (Eds.) 2019. Special Edition - The Anthropology of Gesture. *Gesture* 18(2).

Brookes, H.J. & Le Guen, O. (Eds.) 2019. Special Edition - The Anthropology of Gesture. *Gesture* 18(3).

Ovendale, A., Brookes, H.J., Colletta, J.M. & Davis, Z. 2018. The role of gestural polysigns and gestural sequences in teaching mathematical concepts: The case of halving. *Gesture* 17(1): 128–158.

#### Current MA supervision:

- Martin Mössmer. Language shift and language death in Xri, a Khoekhoe language in the Northern Cape, South Africa.
- Sefela Yalala. Language acquisition in Setswana speaking infants aged 8–18 months: Using a communicative development inventory to describe lexical development.

#### Current PhD supervision (as at March 2021):

- N. Buthelezi. Developing MacArthur Bates Communicative Development Inventories (MB-CDI) for isiZulu speaking infants and toddlers.
- T. Ditsele. Language variation between Sepitori and Tswana in Soshanguve township, Tshwane.
- O. Mahura. 2021. The acquisition of Setswana phonology in children aged 2;0–6;0 years.
- M. Ndhambi. The validation of the Xitsonga MacArthur Bates Communicative Development Inventory (MB-CDI) Toddlers' Form: 'Words and Sentences'.

#### Recent completed PhD supervision:

- D. Agyepong. 2018. Cutting and breaking events in Akan.
  - I. Makukule. 2017. The role of language in the performance of authenticity in male township youth identities in Thokoza.
-



## **Prof. Frenette Southwood**

### **Associate Professor**

#### Highest Qualification:

PhD (Radboud University Nijmegen) entitled "Specific language impairment in Afrikaans: Providing a Minimalist account for problems with grammatical features and word order".

#### Fields of academic expertise:

Child language, language impairment

#### Current research project(s) as at December 2020:

- Early childhood language development and family socialisation in three South African language communities
- Towards a dialect-neutral evaluation instrument for the language skills of South African English and Afrikaans-speaking children
- Linguistically fair and culturally relevant early child language assessment: Developing the MacArthur-Bates Communicative Developmental Inventory in seven South African languages

#### Recent completed research projects:

Receptive and expressive activities for language therapy

#### Recent publications:

Southwood, F., & White, M.J. (In press). The elicited production of part/whole and general/specific articles by 4- to 9-year-old Afrikaans-speaking and South African English-speaking children. *Language Matters*.  
<https://doi.org/10.1080/10228195.2020.1825514>

Southwood, F., & White, M.J. 2020. Fast mapping of Verbs in Afrikaans-speaking children from low and mid socioeconomic backgrounds and children with language impairment. *Clinical Linguistics and Phonetics*.  
<https://doi.org/10.1080/02699206.2020.1839968>

Southwood, F. & de la Marque Van Heukelum, M.L. 2020. Intercultural communicative competence is essential for students of international business – but can it be taught? The case of third-year BCom students. *South African Journal of Higher Education* 34(3): 297–318.

- Southwood, F., Oosthuizen, H. & the Southern African CDI team. 2020. Afrikaanse taalvariasie: Uitdagings vir regverdigte meting van jong kinders se taal. *SPiL PLUS* 59: 81–104.
- Ssentanda, M.E., Huddleston, K. & Southwood, F. 2019. "800 words in three years": Curricula expectations versus teachers' opinions and practices in teaching English in rural primary schools in Uganda. *Language Matters* 50(2): 141–163.
- Oosthuizen, H. & Southwood, F. 2019. South Africa. In Law, J., McKean, C., Murphy, C.-A., & Thordardottir, E. (Eds.) *Managing children with developmental language disorder: Theory and practice across Europe and beyond*. Oxon: Routledge. pp. 441–450.
- Haman, E., M. Łuniewska, P. Hansen, H.G. Simonsen, S. Chiat, J. Bjekić, A. Blažienė, K. Chyl, I. Dabašinskienė, P. Engel de Abreu, N. Gagarina, A. Gavarró, G. Håkansson, E. Harel, E. Holm, S. Kapalková, S. Kunnari, C. Levorato, J. Lindgren, K. Mieszkowska, L. Montes Salarich, A. Potgieter, I. Ribu, N. Ringblom, T. Rinker, M. Roch, D. Slančová, F. Southwood, R. Tedeschi, A. Müge Tuncer, Ö. Ünal-Logacev, J. Vuksanović & S. Armon-Lotem. 2017. Noun and verb knowledge in monolingual preschool children across 17 languages: Data from cross-linguistic lexical tasks (LITMUS-CLT). *Clinical Linguistics & Phonetics* 31(11–12): 818–843.

#### Recent MA supervision:

- V. van der Hoven. 2020. The effect of an e-delivered dialogic reading programme, for middleclass caregiver-preschooler dyads, on the vocabulary and narrative skills of the pre-schoolers.
- A. Grové. 2019. The English language abilities of Grade R learners in an English-medium South African classroom: Is there a correlation between objective measurements and teacher and parent perceptions?
- S. Coetzee. 2018. The comprehensibility of plain language for second language speakers of English at a South African college of further education and training.
- M. Manca. 2018. Language attitudes in pre-adolescent multilinguals: A comparison of five data elicitation techniques.
- H. Stromvig. 2018. The functions of teacher code switching in classrooms, and teachers' perceptions towards this practice: A case study of siSwati-English interactions in a semi-urban high school in Eswatini.
- J. Van Stryp. 2018. The effect of multilingual glossaries of metacognitive verbs on improving assessment performance in first-year students: a case study at a South African university of technology.

#### Current PhD supervision (as at December 2020):

- M. Kajombo. Communicating cultural taboo and women's bodies: A Sociolinguistic study of speech codes in gynaecological consultations in Blantyre, Malawi (Co-supervisor).
- A. Nozewu. Investigating the language practices and literacy practices of isiXhosa families in Western Cape homes: An ethnographic approach (Co-supervisor).

#### Recent completed PhD supervision:

- M. White. 2018. Processes underlying language development and rate of English language acquisition, with specific reference to ELLs in a multilingual South African Grade R classroom.

- S. Nahayo. 2017. Construction of linguistic identities among cross-border communities: The case of Samia of Uganda and Samia of Kenya (Co-supervisor).
- J. Nel. 2015. The comprehension and production of later developing language constructions by Afrikaans-, English- and isiXhosa-speaking Grade 1 learners.



## **Dr Marcelyn Oostendorp**

### **Senior Lecturer**

Highest Qualification:

[PhD \(Stellenbosch University\) entitled "Effects of the second language on the first: Investigating the development of 'conceptual fluency' of bilinguals in a tertiary education context"](#).

#### Fields of academic expertise:

Primary: Multilingualism, multimodal discourse analysis, sociolinguistics, language and food  
 Developing interests: decolonial theory, alternative academic writing practices

#### Current research project(s) as at December 2020:

- *Image-ining multilingualism in transformation: The linguistic repertoires of underrepresented students in higher education (2017–2021)*. Funded by the Andrew Mellon Foundation small grants (as part of Unsettling Paradigms suprabid)
- Re-imagining Afrikaans: Past, present and future
- Politics of the Belly: Language, Food, and Memory in the (Re)construction of South African Identity (2020-2022). Funded by the NRF.

#### Recent completed research projects:

*Semiotic diversity in educational contexts in the Western Cape (2014-2016)*. Funded by South Africa's National Research Foundation (NRF) of Competitive Support for Unrated Researchers scheme

#### Recent publications:

Mashazi, S. & Oostendorp, M. (In press.) The interplay of linguistic repertoires, bodies and space in an educational context. In Purkarthofer, J. & Flubacher, M. (Eds.) *Speaking subjects – Biographical methods in multilingualism research*. Bristol: Multilingual Matters.

Oostendorp, M., Duke, L., Mashazi, S. & Pretorius, C. (In press.) When linguists become artists: An exercise in boundaries, borders and vulnerabilities. In Bock, Z. & Stroud, C. (Eds.) *Recapturing voices in higher education: Contributions from the South*. London: Bloomsbury.

Oostendorp, M. (In press.) Linguistic citizenship and non-citizens: Of utopias and dystopias. In Williams, Q., Deumert, A. & Milani, T. (Eds.) *Multilingualism and linguistic citizenship: Education, narrative and episteme*. Clevedon, UK: Multilingual Matters.

Haese, A., Costandius, E. & Oostendorp, M. 2018. Fostering a culture of reading with wordless picturebooks in a South African context. *International Journal of Art and Design Education* 37(4): 587–598.

Oostendorp, M. 2018. Extending resemiotization: Time, space and body in discursive representation. *Social Semiotics* 28(3): 297–314.

#### Recent MA supervision:

- L. Duke. 2020. Decoloniality in academic writing: A South African case study.
- R. Luizinho. 2020. Constructing first additional language learning: A thematic and discourse analysis of CAPS.
- S. Mashazi. 2020. Linguistic repertoires of underrepresented students: Embodied experiences of inclusion, exclusion and resilience.
- C. Pretorius. 2020. The discursive construction of space at Goldfields Residence.
- T. Bates. 2019. Linguistic diversity in a rural Northern Cape municipality: A sociolinguistic investigation of Gamagara local municipality.
- S. Roman. 2019. What Kaaps brings to the table: A sociolinguistic analysis of the intersection between language, food, and identity in *Vannie Kaap* memes.
- S.-L. Williams. 2018. The discursive construction of the language ideological debate at Stellenbosch University: A comparison of the English and Afrikaans printed press.

#### Recent completed PhD supervision:

- V. Dlamini-Akintola. 2019. The discursive construction of identity in young offenders' narratives in Swaziland.
- A. Le Roux. 2017. An exploration of the potential of wordless picture books to encourage parent-child reading in the South African context.
- S. Nahayo. 2016. Construction of language identities among cross-border communities: The case of Samia of Uganda and Samia of Kenya.

#### Current PhD supervision (as at December 2020):

- R. Abiyo. Literacy practices in and out of school in multilingual Kenya: A case study of Tana River County.
- A. Anthonie. Investigating the potential of heteroglossic teaching and learning practices in an underrepresented higher education setting: A case study of a South African technical and vocational education and training college.
- L. Hamukwaya. Discourses of and on food among Ovawambo people of Namibia: An ethnographic study of identity construction.
- C. Klingbeil. Time, space and identity in Pope memes: A multimodal analysis.

- A. Nozewu. Investigating the language and literacy practices of isiXhosa families in Western Cape homes: An ethnographic approach.
- S. Roman: Discursive constructions of "colouredness" and memory in food and memory cookbooks, memes and personal narratives.



## **Dr Lauren Mongie**

### **Lecturer**

#### Highest Qualification:

[PhD \(Stellenbosch University\) entitled "The discourse of liberation: The portrayal of the gay liberation movement in South African news media from 1982 to 2006".](#)

#### Fields of academic expertise:

Critical Discourse Analysis; language, gender and sexuality; language and social media; intercultural communication in diverse settings

#### Current research project(s) as at December 2020:

- The representation of beggars in the media
- The representation of eating disorders on pro-ED websites
- Interdepartmental research project on homelessness in Stellenbosch

#### Recent publications:

Mongie, L.D. & Plato, T. (In preparation.) 'Gayle brings the gays together': A Queer analysis of linguistic performativity and the construction of identity and belonging through the use of Gayle. *Journal of Language and Sexuality*.

Mongie, L.D. 2016. Critical discourse analysis as queer linguistics: Religious pro- and anti-LGBT equality framing and counterframing in two letters to the editor in the "City Press". *Stellenbosch Papers in Linguistics* 49: 23–43.

Mongie, L.D. 2015. The discourse of liberation: Frames used in characterising the gay liberation movement in two South African newspapers. *Stellenbosch Papers in Linguistics* 46: 67–83.

Recent MA supervision

- S. Minnaar. 2019. 'Have your baby and get out. We need this bed for somebody else': Compassionate intrapartum communication – A discourse analysis of language use during labour in South African public and private maternity settings.
- M. Mohlomi. 2019. 'Must they sing 'Nkosi Sikelel' iAfrika or must they return fire?': A critical analysis of discourses surrounding African migrants on South African online news and Facebook.
- L. Wilkinson. 2018. 'Crazy, mad and dangerous': A critical discourse analysis of the (re)construction of mental illness in South African magazines.
- N. du Plessis. 2017. Young South African adults' attitudes towards the use of obscene language.

Current PhD supervision (as at December 2020):

- M. Kajombo. Taboo language and women's bodies: A sociolinguistic study of speech codes used in gynaecological consultations in Blantyre, Malawi.



**Dr Robyn Berghoff**  
Lecturer

Highest Qualification:

[PhD \(Stellenbosch University\) entitled "Syntactic processing in English–Afrikaans bilinguals"](#).

Fields of academic expertise:

Psycholinguistics, multilingualism, language structure

Current research project(s) as at December 2020:

Flipping the switch: Testing structural constraints on the priming of code-switching in high-proficiency English-Afrikaans bilinguals (collaboration with Marianne Gullberg, Lund University, Sweden; and Gerrit Jan Kootstra, Radboud University Nijmegen, the Netherlands)

Recent completed research projects:

- Syntactic processing in English-Afrikaans bilinguals (Stellenbosch University PhD)
- Cross-categorial degree modification in Afrikaans (Utrecht University MA)

Recent publications:

Berghoff, R. 2020. The processing of object–subject ambiguities in early second-language acquirers. *Applied Psycholinguistics* 24: 1–30. doi:10.1017/s0142716420000314

Berghoff, R. 2020. L2 processing of filler-gap dependencies: Attenuated effects of naturalistic L2 exposure in a multilingual setting. *Second Language Research* 25. doi:10.1177/0267658320945757

Berghoff, R. 2020. Evaluativity in the Afrikaans equative and excessive constructions. *Language Matters* 51 (2): 25–48. doi:10.1080/10228195.2020.1767180

Berghoff, R., R. Nouwen, L. Bylina & Y. McNabb. 2020. Degree modification across categories in Afrikaans. *Linguistic Variation*. <https://doi.org/10.1075/lv.17004.ber>

Berghoff, R. 2017. Movement in the Afrikaans left periphery: A view from anti-locality. *Stellenbosch Papers in Linguistics Plus* 48: 35–50.

Berghoff, R. & K. Huddlestone. 2016. Towards a pragmatics of non-fictional narrative truth: Gricean and relevance-theoretic perspectives. *Stellenbosch Papers in Linguistics Plus* 49: 129–144.

Recent MA supervision

- Z. Nakidien. In progress. L2 formulaic sequence acquisition: An empirical study of cross-linguistic influence in Arab beginner-level EFL learners (Co-supervisor).
- J. McLoughlin. 2019. Parallel processing in Afrikaans-English bilinguals: An eye-tracking study (Co-supervisor).
- D. Zimny. 2017. Language policy and place-making: Public signage in the linguistic landscape of Katutura, Namibia (Co-supervisor).



## **Ms Simangele Mashazi**

### **Lecturer**

Highest Qualification:

[MA in General Linguistics \(Stellenbosch University\) entitled “Entanglements of language, bodies and space: Repertoires, biographies and the lived experience of Stellenbosch University staff and students”.](#)

Fields of academic expertise:

Sociolinguistics, multilingualism, arts-based methods



### Recent completed research projects:

- Embodied experiences of exclusion and inclusion: The linguistic repertoires of under-represented language groups at Stellenbosch University (Honours thesis, Stellenbosch University)
- Entanglements of language, bodies, and space: Repertoires, biographies, and the lived experience of Stellenbosch University staff and students (MA thesis, Stellenbosch University)

### Recent publications:

Mashazi, S. (In press.) There was also me. In Gouws, A. & Ezeobi, O. (Eds.) *The COVID Diaries*. Imbali Press.

Mashazi, S. & Oostendorp, M. (In press.) The interplay of linguistic repertoires, bodies and space in an educational context. In Purkarthofer, J. & Flubacher, M. (Eds.) *Speaking subjects – Biographical methods in multilingualism research*. Bristol: Multilingual Matters.

Oostendorp, M., Duke, L., Mashazi, S. & Pretorius, C. 2020. When linguists become artists: An exercise in boundaries, borders and vulnerabilities. In Bock, Z. & Stroud, C. (Eds.) *Recapturing voices in higher education: Contributions from the South*. London: Bloomsbury.

Where necessary, experts from outside the Department may act as study leaders in certain modules.

The postgraduate programme coordinator responsible for all administrative matters is:

**Lauren Onraët.** MA (Stellenbosch).

For further information about the research done by students and staff members of the Department over the years, please consult the SUN Scholar open access [research repository](#) hosted on Stellenbosch University Library's website.

### **3. AIMS**

Adopting an interdisciplinary perspective, both programmes are intended, as a general aim, to equip students who are in careers that involve communication across cultural and linguistic boundaries, or who are planning to enter into such a career, with –

- \* a sound knowledge and understanding of current insights into language-related aspects of intercultural communication;
- \* a thorough understanding of the theoretical approaches and research methods which are used to examine language-related aspects of intercultural communication; and
- \* a knowledge base that enables them to identify and convey their understanding of problematic issues in intercultural communication, and to help solve such issues in the private and public sectors.

To achieve this general aim, students are instructed in –

- \* the linguistic concepts and principles required for analysing and understanding problematic aspects of various intercultural communication phenomena;
- \* the patterns of thought, forms of argumentation and methods of research that characterise the study of these phenomena within a particular theoretical framework; and
- \* general intellectual norms such as those of conceptual precision, reasonedness, coherence, clarity of formulation, etc.

The specific aims of the two programmes are stated below in sections B and C.

The programmes are both highly relevant in our multicultural and multilingual society. Besides enhancing the general intellectual skills and professional expertise of students, the programmes are also intended to make a significant contribution to the development of understanding and tolerance among people of different language and cultural groups. The successful completion of the MA programme also formally paves the way for possible doctoral studies in linguistics.

#### 4. MODES OF TUITION

The programmes make provision for three modes of tuition –

- \* technologically-mediated tuition for off-campus students;
- \* on-campus tuition; or
- \* a combination of off-campus and on-campus tuition.

**All PGDip and new MA students are required to attend a compulsory contact session held in the Department at the beginning of the year.** Except for this session, off-campus students are not required to attend face-to-face lectures or seminars in Stellenbosch, and contact with such students is maintained by email, telephone, MSTeams, and other technologically-mediated ways. Students who are on campus may be required to attend lectures and seminars. All students are encouraged to contact the responsible lecturer(s) regularly for individual support.

The compulsory on-campus contact session is planned with consideration of the time most suitable for students who hold full-time employment and/or do not live in Stellenbosch. The general aim of this session is to provide students with the opportunity to meet with the lecturers and research supervisors, to attend lectures and seminars, and to get (better) acquainted with information retrieval (library services, electronic searches, etc.). The presentations intended for the students of the PGDip programme during this contact session specifically aim to –

- \* provide technical information on writing good assignments;
- \* provide a general introduction to the research field of intercultural communication; and
- \* teach PGDip students how to decide on a particular theme or topic for postgraduate research in this field.

Similarly, the presentations intended for the students of the MA programme during this contact session specifically aim to –

- \* assist students in identifying and hopefully finalising the topic for their thesis; and
- \* provide guidance regarding the writing of a proper research proposal, the selection of a theoretical framework for the research, the undertaking of a literature review, the collection and analysis of data, etc.

## **5. LANGUAGE OF TUITION**

All programme material is in English. Where the language proficiency of lecturers and supervisors allows for it, assignments and theses may be submitted in either English or Afrikaans.

Please note that our postgraduate programme offerings do **not** include the teaching of English or Afrikaans. This means that only persons who are able to read academic English adequately, and who are proficient in writing academic English or Afrikaans, can be accommodated in our postgraduate programmes.

## **6. DURATION OF THE PROGRAMMES**

Each programme has a minimum duration of one year. Students usually have no problem completing either programme within one year; the programmes have been designed to make this feasible, also for people who hold full-time employment.

The MA programme in Intercultural Communication contains a compulsory research component in the form of a full-length thesis. A student may, under certain circumstances, be granted permission by the Department to continue work on the thesis after the end of the particular year of study. As a rule, however, such permission is granted only if the student has made significant progress with the work on the thesis.

## **7. ACQUISITION OF PRESCRIBED TEXTS**

The Department makes every effort to ensure that all prescribed and recommended textbooks are stocked by Protea Bookshop and Van Schaik Bookshop in Stellenbosch. Books can be ordered by phone or email. The books prescribed for a given academic year are normally available towards December of the previous year.

Additional prescribed literature in a format other than that of a full-length published book – such as articles in journals, contributions to collections, unpublished dissertations, excerpts from books, etc. – will be supplied by the Department, and can also be obtained from an academic library by students themselves. Students bear all copying and forwarding charges for material supplied by the Department.

Students in the MA programme in Intercultural Communication must have access to an academic library to do the exploration of the literature that is required for writing the thesis. All students automatically have the right to register as users of the Stellenbosch University Library. Access to the libraries of other universities can usually

be obtained without any difficulty upon submission of proof of registration as a user of the Stellenbosch University Library. Students should therefore be able to gain access to the university library closest to their place of residence.

## 8. FEES

As the fees for the two programmes are usually adjusted every year, all enquiries about current or expected fees should be addressed directly to –

### Mr Sean Davidse

Student Fees Section  
Stellenbosch University

Private Bag X1

(Telephone : 021 808 3530)

7602 MATIELAND

(Email : [seand@sun.ac.za](mailto:seand@sun.ac.za))

Please note that, in addition to tuition fees, students also need to budget for study material costs, which include fees for any photocopied study material sent to the student by the Department, as well as textbooks.

## 9. BURSARIES

Students requiring particulars of bursary and loan schemes may contact –

### The Postgraduate Bursaries Section

Stellenbosch University

Private Bag X1

(Telephone : 021 808 4208)

7602 MATIELAND

(Email : [postgradfunding@sun.ac.za](mailto:postgradfunding@sun.ac.za))

## 10. APPLICATION AND SELECTION

Application for admission to either the PGDip programme or the MA programme in Intercultural Communication must be done via the [University's application webpage](#). An application can be considered only if it is accompanied by a complete study record showing exam marks for all subjects taken both at undergraduate and at postgraduate level.

The closing date for applications from South African prospective students is **30 November** of the year preceding the year for which admission is sought. The closing date for current final-year undergraduate students enrolled at Stellenbosch University and prospective international students is usually earlier than the November date. Please consult the Stellenbosch University [Postgraduate Studies webpage](#) for programme-specific closing dates. **Prospective students are advised to apply, and submit their additional documentation to the Department, well before these respective dates as places on all of our MA programmes are filled quickly.**

As there is a limit to the number of PGDip and MA students that can be taught and supervised effectively in any one year, a selection has to be made from the applications received. Students are selected on the basis of their previous study record as well as their written responses to the [Jupiter diagnostic test questions](#) which

all applicants are required to answer as part of their application. This diagnostic test is used to appraise a candidate's ability to read an academic text critically and to respond to questions in a clear and coherent way.

In addition to this diagnostic test, all **MA** applicants are required to submit their ideas for the research they would like to conduct if their applications are successful. These ideas should be between  $\frac{3}{4}$  of a page and 2 pages in length (1.5pt paragraph spacing, font size 12pt). Please note that the research ideas submitted at this stage of the application process are not necessarily the applicant's final, set-in-stone ideas; these ideas may, of course, change during the following year, provided that the student has been accepted into the MA programme.

**NB:** When you draft your research ideas, please bear in mind the fields of study in which our members of staff are experts (see section A, paragraph 2 of this prospectus). The Department unfortunately will not be able to help you further your research if you are planning on conducting the research for your MA degree outside of these fields.

Finally, all MA applicants are required to submit their final examined research report or thesis, or one marked assignment that was completed at junior postgraduate level.

Please note that the Department views an application as incomplete if the formal application, the answers to the *Jupiter* diagnostic test, the ideas for research (MA applicants only), and the assessed example of previous work completed at junior postgraduate level (MA applicants only) have not been received by the Department.

**The Department cannot not review incomplete applications.**

All complete postgraduate applications are subject to a rigorous evaluation and selection process by members of the Department at several Departmental Postgraduate Admissions Committee meetings held between early October and early December every year. Amongst other things, we look at and evaluate the following:

- The marks obtained by the applicant for the majors during his/her undergraduate degree(s), and his/her postgraduate degree(s) where relevant, as well as the relevance of these majors/degrees to the programme applied for;
- The mark achieved by the applicant for the *Jupiter* diagnostic test;
- (For MA applicants) The suitability of the applicant's MA research ideas to the Department's fields of specialisation;
- The quality of the evaluated example of previous work completed at junior postgraduate level (MA applicants only);
- (For MA applicants) The supervision availability within the Department;
- The applicant's linguistic and cultural diversity.

You will be informed of the result of your application at our earliest convenience.

## 11. REGISTRATION

Applicants who have been admitted to the PGDip programme or the MA programme must register as students before they can start with the programme. Registration forms are automatically sent to all students who are admitted to a particular programme.

- **All accepted PGDip students** are required to register in person at the Centre for Student Administration in the Admin A building on Stellenbosch campus. The person in charge of this registration is Mrs Winnie Fourie ([wfl@sun.ac.za](mailto:wfl@sun.ac.za); 021 808 9111; Room A3007).
- **All new MA students** are required to register in person at the Centre for Student Administration in the Admin A building on Stellenbosch campus. The person in charge of this registration is Ms Jabu Nxumalo ([jabs@sun.ac.za](mailto:jabs@sun.ac.za); 021 808 9111; Room A3003).

**SECTION B:  
POSTGRADUATE DIPLOMA IN INTERCULTURAL COMMUNICATION**

**1. AIMS**

The general aims of the programme are stated in par. 3 of section A. The specific aims of the programme are to provide students with a sound knowledge and understanding of –

- \* the fundamentals of (i) linguistic communication and (ii) intercultural (linguistic) communication;
- \* the core (linguistically relevant) components of culture;
- \* various pragmatic and sociolinguistic aspects of intercultural communication; and
- \* the linguistic features of successful/failed intercultural communication, the causes of failure of intercultural communication, and strategies for avoiding/repairing such failure.

In addition, the programme is intended to prepare students for doing Master's research on language-related aspects of intercultural communication in a specific discourse domain.

**2. REQUIREMENTS FOR ADMISSION**

The minimum formal qualification required for admission to the PGDip programme is a Bachelor's degree or some other tertiary qualification accepted by the Senate as equivalent to such a degree. The candidate should have an aggregate mark of at least 60% for the Bachelor's degree. In addition, the candidate must complete the Department's diagnostic test, which is used to appraise his/her ability to read an academic text critically and to respond to questions in a clear and coherent way.

Students from all language groups may register for the PGDip programme. However, students without a good command of English for academic purposes will experience severe difficulties, as the prescribed literature is exclusively in English. Assignments may be written in either English or Afrikaans.

Students who complete the PGDip in Intercultural Communication with a minimum aggregate mark of 60% formally qualify for admission into the MA in Intercultural Communication. Note, however, that admission to this MA programme is neither automatic nor guaranteed, and that successful PGDip students need to apply officially for admission into the MA programme. All applications are subjected to a rigorous evaluation and selection process.

**3. STRUCTURE AND CONTENT OF THE PROGRAMME**

The programme consists of four compulsory modules, one in each quarter of the year. The content of the individual modules is briefly outlined below. Students complete two written assignments for each module. These assignments are based on the content of the prescribed readings and other learning material, and have to be submitted by

specific deadlines. Assessment of a particular module is on the basis of the assignments. In the case of on-campus students, preparation for and participation in seminars may also be taken into consideration when the mark for a module is calculated. The modules make up a total of 120 credits (30 credits each). Note that the programme does **not** contain a research component: students are **not** required to submit an assignment or a thesis in which they report on their own independent research.

**3.1 Module 1 (30 credits): Fundamentals of linguistic communication**, such as:

- \* the general nature of communication;
- \* the properties of major forms of communication;
- \* the general nature and properties of (human) language;
- \* the dimensions and components of language;
- \* the functions of language;
- \* the use of language in discourse.

**3.2 Module 2 (30 credits): Fundamentals of intercultural (linguistic) communication**, such as:

- \* the nature of anthropological culture;
- \* (linguistically relevant) components of culture;
- \* (linguistically relevant) functions of culture;
- \* cultural value systems in communication;
- \* cultural parameters in discourse (as a form of communication);
- \* barriers to intercultural communication.

**3.3 Module 3 (30 credits): Pragmatic and sociolinguistic aspects of intercultural communication**, such as:

- \* speech acts, conversational implicature, presupposition, etc.;
- \* universal and language-specific patterns in the use of language across cultures;
- \* the management of culture-specific features of discourse in communication;
- \* the construction and reflection of identities in terms of social class, ethnic group, gender, etc.

**3.4 Module 4 (30 credits): Linguistic “mechanics” of intercultural communication**, including:

- \* characteristics of / conditions for successful intercultural communication;
- \* characteristics and causes of failure/breakdown of intercultural communication in various kinds of linguistic interaction;
- \* strategies for avoiding failure of intercultural communication;
- \* strategies for repairing failure of intercultural communication.



The following books are preliminarily prescribed for the programme, although this may be subject to change –

- \* Gudykunst, William B. 2003. *Cross-cultural and Intercultural Communication*. Thousand Oaks: SAGE Publications.
- \* Ting-Toomey, S. 1999. *Communicating Across Cultures*. New York and London: Guilford Press.

The prescribed books are supplemented by study material that will be supplied to students in the course of the programme.

#### 4. PROMOTION

In order to complete the PGDip programme in Intercultural Communication successfully, a student must pass all four modules and must obtain a final mark for the programme of at least 50%. A student who obtains a final mark of 75% or more for the programme passes with distinction.

The final mark is calculated as follows:

<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Total</b>
Assignments 25%	Assignments 25%	Assignments 25%	Assignments 25%	100%

**SECTION C:  
MASTER'S IN INTERCULTURAL COMMUNICATION**

**1. AIMS**

The MA in Intercultural Communication is highly relevant in the southern African context, a region with great linguistic and cultural diversity. The development of this region (economically, socio-politically and educationally) will be co-determined by the measure of success with which people communicate across language and cultural barriers and manage the misunderstandings and misconceptions that very often characterise such interactions. However, there is a lack of people with the necessary knowledge, insight, and skills to address intercultural communication issues, and who can do sophisticated research on such issues. The MA programme has accordingly been designed to provide students with the high-level skills needed to understand and do research on the phenomenon of intercultural communication.

The programme builds, to a large extent, on the type of work that is done in the PGDip programme in Intercultural Communication. As such, it subsumes many of the generic and substantive aims of the PGDip programme, although on a more advanced level (see paragraphs 1 and 3 of section A, and paragraph 1 of section B). The specific aims of the MA programme are to provide students with –

- \* specialised knowledge of and insight into theories dealing with language-related aspects of intercultural communication;
- \* a sound understanding of the various research approaches and methods used in studying different aspects of intercultural communication;
- \* the opportunity to do independent research on a problematic phenomenon relating to intercultural communication in a specific domain (education, health, business, etc.); and
- \* the academic and intellectual skills that are required for doing independent research, including the ability –
  - to read technical texts with precision;
  - to represent other people's views, arguments, theories, etc. with a high degree of conceptual and terminological precision;
  - to identify and analyse linguistically significant problems;
  - to critically appraise and construct solutions to such problems;
  - to defend a point of view and to reason in a logically coherent way;
  - to integrate different perspectives into a coherent whole;
  - to produce a technically well-finished thesis.

**2. REQUIREMENTS FOR ADMISSION**

The minimum formal qualification required for admission to the MA programme is –

- \* a Postgraduate Diploma in Intercultural Communication;
- \* an Honours degree or postgraduate diploma in General or Applied Linguistics;

- \* an Honours degree or postgraduate diploma in a language or a language-related discipline; or
- \* another postgraduate qualification accepted by the Senate as equivalent to one of the above.

The candidate must have an aggregate mark of at least 60% for the Honours degree/postgraduate diploma. A candidate who did not obtain this degree/diploma from the Department of General Linguistics at Stellenbosch University will be required (i) to complete the Department's *Jupiter* diagnostic test, (ii) to supply the Department with a copy of one or more marked assignments that the student submitted as part of his/her Honours/postgraduate diploma study at the relevant tertiary institution, and (iii) to furnish the Department with a brief outline (minimum  $\frac{3}{4}$  of a page, maximum 2 pages in length; Times New Roman font size 12pt; 1.5pt paragraph spacing) of the ideas for the research s/he would like to conduct should his/her application be successful.

Students from all language groups may register for the MA programme. However, students without a good command of English will experience difficulties, as the prescribed literature is almost exclusively in English. The thesis may be written in either English or Afrikaans.

### 3. STRUCTURE AND CONTENT OF THE PROGRAMME

Students have to complete **one compulsory research module** (180 credits) which entails independent research within a coherent framework of linguistic concepts and assumptions. The student has to investigate a particular empirical problem or theoretical issue relating to intercultural communication in a discourse domain such as that of business, health, religion, education, politics, law, or public affairs. The choice of research topic, and the design and conduct of the investigation is done in consultation with the supervising lecturer. Please note that the choice of research topic is subject to the availability of a supervising lecturer. The findings of the investigation are presented in the form of a full-length thesis that must be submitted by a specific deadline. Assessment of the student's MA study is on the basis of this thesis.

### 4. PROMOTION

In order to successfully complete the MA programme in Intercultural Communication, a student must obtain a final mark of 50%. A student who obtains a final mark of 75% or more passes with distinction. The final mark is calculated as follows:

<b>Research module:</b> Full-length thesis 100%	<b>Total</b> <b>100%</b>
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### 5. DOCTORAL STUDIES

Like any Master's programme, the MA in Intercultural Communication formally qualifies students for entry into a doctoral programme at a South African university.

The Department itself also offers such a programme. Various prominent foreign universities are also eager to admit to their doctoral programmes students who have done well in this MA programme.