



**Stellenbosch**

UNIVERSITY  
IYUNIVESITHI  
UNIVERSITEIT

forward together  
sonke siya phambili  
saam vorentoe

## POSTGRADUATE PROGRAMMES

IN

## SECOND LANGUAGE STUDIES

### PROSPECTUS 2023

NOT ON OFFER IN 2023  
POSTGRADUATE DIPLOMA  
IN SECOND LANGUAGE STUDIES

MASTER'S IN SECOND LANGUAGE STUDIES



**Department of General Linguistics**

*your guide through the world of language*

Private Bag X1 • Matieland, 7602 • South Africa

Tel: + 27 (0) 21 808 2052 • Fax: +27 (0) 21 808 2009 • [linguis@sun.ac.za](mailto:linguis@sun.ac.za)

## **TABLE OF CONTENTS** **(hyperlinked)**

<b>SECTION A: GENERAL INFORMATION .....</b>	<b>1</b>
1. GENERAL .....	1
2. STAFF PROFILE .....	2
3. AIMS .....	17
4. MODES OF TUITION.....	18
5. LANGUAGES OF TUITION .....	19
6. DURATION OF THE PROGRAMMES .....	19
7. ACQUISITION OF PRESCRIBED TEXTS.....	19
8. FEES .....	20
9. BURSARIES.....	20
10. APPLICATION AND SELECTION .....	20
11. REGISTRATION .....	22
<b>SECTION B: POSTGRADUATE DIPLOMA IN SECOND LANGUAGE STUDIES .....</b>	<b>23</b>
1. AIMS .....	23
2. REQUIREMENTS FOR ADMISSION .....	23
3. STRUCTURE AND CONTENT OF THE PROGRAMME.....	24
3.1 Module 1 (48 credits).....	24
3.2 Module 2 (48 credits).....	25
3.3 Module 3 (24 credits).....	25
4. INFORMATION ABOUT THE EXAMINATION.....	25
5. PROMOTION .....	26
<b>SECTION C: MASTER'S IN SECOND LANGUAGE STUDIES.....</b>	<b>27</b>
1. AIMS .....	27
2. REQUIREMENTS FOR ADMISSION .....	27
3. STRUCTURE AND CONTENT OF THE PROGRAMME .....	28
4. PROMOTION .....	28
5. DOCTORAL STUDIES .....	29

## SECTION A: GENERAL INFORMATION

### 1. GENERAL

South Africa is a country with 11 official languages. However, it is not possible for the majority of South Africans to conduct their lives exclusively in their first language. English has acquired the unofficial status of lingua franca and is moreover the language of international contact, although it is the first language of only approximately 8.1% of all South Africans ([Statistics South Africa 2018](#)). This means that English is a second language for the majority of South Africans who need it for their education and their work. The other South African languages are likewise important second languages for a considerable number of South Africans. In a very real sense then, South Africa is a country of second languages.

The educational, economic and socio-political development of South Africa is significantly influenced by the proficiency with which large numbers of the population acquire second languages. In particular, proficiency in the use of English as a second language is a condition for the educational and economic empowerment of millions of South Africans.

Clearly, there is a great need for postgraduate linguistics programmes in which the phenomenon of second languages is studied from various disciplinary perspectives. The Department of General Linguistics at Stellenbosch University (henceforth referred to as "the Department") offers two such programmes: (i) a Postgraduate Diploma (PGDip) in Second Language Studies (**not on offer in 2023**), and (ii) a Master's (MA) in Second Language Studies. The details of the PGDip programme are given in section B below, and those of the MA programme in section C. Both programmes have been designed to address the need for a sound understanding of the phenomenon of second languages as it is experienced by language teachers, lecturers and other educators, speech-language therapists, translators, interpreters, publishers, and language advisors. Graduates of these programmes are able to practice their (intended) professions with greater expertise and satisfaction.

Since its inception in 1998, many people from across South Africa and abroad have benefited intellectually and professionally from the content of these 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 language 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 students in various postgraduate programmes since 1986.
- \* **High-calibre students:** Because of their excellent reputations, the programmes in Second Language Studies 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 published online. Books and monographs by staff members have also been published by respected 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 2023, the Postgraduate Diploma in Intercultural Communication programme will be the sole postgraduate diploma programme offered for that year. **The Postgraduate Diploma in Second Language Studies programme will only be on offer again in 2024\*.**

*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:



**Prof. Heather Brookes**  
Departmental Chair

**Associate Professor**  
**Director – Child Language**  
**Development Node (South**  
**African Centre for Digital**  
**Language Resources – SADIaR)**

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 December 2021:

- Developing communicative development inventories for South Africa's official languages
- Gesture and language development across Romance and Bantu languages
- Understanding language input in early childhood in South Africa

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:

Brookes, H.J. 2021. 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. and Brookes, H.J. 2021. Language practices and language change among transnational migrants to South Africa, 1990-2020 – a survey. *Revista da Anpoll*.

Mesthrie, R., Hurst-Harosh, E., & Brookes H.J. (Eds.) 2021. *Youth language practices and urban language contact in Africa*. Cambridge: Cambridge University Press.

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. 2021. Sociocultural factors affecting vocabulary development in young South African children. *Frontiers in Psychology, Section Educational Psychology*.

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.

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. & 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.

Recent MA supervision:

- M. Mössmer. 2021. Language shift and language death in Xri, a Khoekhoe language in the Northern Cape, South Africa.
- S. Yalala. 2021. Language acquisition in Setswana speaking infants aged 8–18 months: Using a communicative development inventory to describe lexical development.

Current PhD supervision (as at December 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. 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 2021:

- The foreign language effect and societal multilingualism
- 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:

Norman, G., Bylund, E. & Thierry, G. (In press). Irreversible specialization for speech perception in early international adoptees. *Cerebral Cortex*.

Berghoff, R., Mcloughlin, J., & Bylund, E. 2021. L1 activation during L2 processing is modulated by both age of acquisition and proficiency. *Journal of Neurolinguistics* 58, 100979.

Bylund, E., Hyltenstam, K. & Abrahamsson, N. 2021. Age of acquisition – not bilingualism – is the primary determinant of less than nativelike L2 ultimate attainment. *Bilingualism: Language and Cognition* 24: 18–30.

Athanasopoulos, P. & Bylund, E. 2020. Whorf in the wild: Naturalistic evidence from human interaction. *Applied Linguistics* 41: 947–970.

Recent MA supervision:

- T. Beyers. 2021. Scents and sensitivity: The emotional valence and flexibility of Afrikaans taste and smell adjectives.
- T. Collington-O'Malley. 2021. 'What's in a name?': Political correctness, euphemism, and the impact of name-words on thought.
- L. Schütz. In progress. The foreign language effect in a southern African context.

Current PhD supervision (as at December 2021)

- 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.
- M.-L. van Heukelum. Syntactic attrition in L1 Afrikaans (with T. Biberauer).

Recent completed PhD supervision:

- A. Ogelo. 2021. Linguistic categories and cognition in Dholu.
  - R. Berghoff. 2019. Sentence processing in Afrikaans-English bilinguals.
-





## **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 2021:

- 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:

Simonsen, H.D.G. & Southwood, F. 2021. Child language assessment across different multilingual contexts: Insights and challenges from South and North. In: U. Rønynland & R. Blackwood. *Multilingualism across the Lifespan*. New York: Routledge.

Southwood, F., & White, M.J. 2021. 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., Brookes, H., Pascoe, M., Ndhambi, M., Yalala, S., Mahura, O., Mössmer, M., Oosthuizen, H., Brink, N., & Alcock, K. 2021. Sociocultural factors affecting vocabulary development in young South African children. *Frontiers in Psychology* 12: 1645. <https://doi.org/10.3389/fpsyg.2021.642315>

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., & 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., Oosthuizen, H. & the Southern African CDI team. 2020. Afrikaanse taalvariasie: Uitdagings vir regverdigte meting van jong kinders se taal. *SPiL PLUS* 59: 81–104.

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.

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.

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 2021):

- 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 Kate Huddlestone**  
**Senior Lecturer**

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 2021:

- 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:

- S. Njeyiyana. 2021. Lexical variation and change in SASL: a case study of a Western Cape school-lect.
- C.M. Nieman. 2020. Tertiary education in a second language: A case study of the linguistic repertoires and experiences of multilingual students at a South African tertiary institution.
- 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 2021):

- LI Dreyer. Morphosyntactic construction markers in Afrikaans: A corpus-based analysis.
- A. van Niekerk. Verb agreement in South African Sign Language.



## **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 2021:

- *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:

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.

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. 2021. Raced repertoires: The linguistic repertoire as multi-semiotic and racialized. *Applied Linguistics*. <https://doi.org/10.1093/applin/amab018>

Oostendorp, M., Duke, L., Mashazi, S. & Pretorius, C. 2021. When linguists become artists: An exercise in boundaries, borders and vulnerabilities. In Bock, Z. & Stroud, C. (Eds.) *Language and decoloniality in higher education: Reclaiming voices from the South*. London: Bloomsbury.

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

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.

#### Recent MA supervision:

- A. van der Merwe. 2021. 'n Sociolinguistiese analise van koffiewinkels as virtuele voedsellandskappe.
- T. Plato. 2021. A sociolinguistic analysis of coloured gay men's linguistic repertoires and the intersections of Kaaps and Gayle as performative linguistic varieties.
- 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 2021):

- 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.
- S. Mashazi. "What's so funny?" Humour, multilingualism and identity on South African social media.



## **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 2021:

- The representation of beggars in the media
- The sociolinguistics of Gayle

#### 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

- R. Pitt. 2021. A critical analysis of the discursive representation of homelessness in News24, District Mail and Ground Up from 2018 – 2020: A discourse analysis of language used to discuss homeless people in news media.
- T. Plato. 2021. Coloured gay identity: A sociolinguistic analysis of coloured gay men's linguistic repertoires and the intersections of Kaaps and Gayle as performative linguistic varieties.
- 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.

#### Recent PhD supervision (as at December 2021):

- 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 2021:

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 Gerit Jan Kootstra, Radboud University Nijmegen, the Netherlands)

Recent completed research projects:

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

Recent publications:

Berghoff, R. 2021. The role of English in South African multilinguals' linguistic repertoires: a cluster-analytic study. *Journal of Multilingual and Multicultural Development*: 1-15.

Berghoff, R., McLoughlin, J., & Bylund, E. 2021. L1 activation during L2 processing is modulated by both age of acquisition and proficiency. *Journal of Neurolinguistics* 58: 100979.

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. Bylinina & 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. Huddleston. 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).
  - D. Adams. 2021. To buy or not to buy?: A psycholinguistic perspective on code switching in advertisements.
  - 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

#### Current research projects as at December 2021:

What's so funny?: Humour, multilingualism and identity on South African social media (PhD in progress, Stellenbosch University)

#### 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. 2021. There was also me. In Gouws, A. & Ezeobi, O. (Eds.) *The COVID diaries: Women's experience of the pandemic*. Cape Town: Imbali Academic Publishers.

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. 2021. 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.

---



## **Dr Taryn Bernard**

### **Senior Lecturer**

#### Highest Qualification:

PhD in General Linguistics (Stellenbosch University) entitled "A critical analysis of corporate reports that articulate social responsibility".

#### Fields of academic expertise:

Primary: Systemic functional linguistics, critical discourse analysis, academic literacies, higher education, corporate communication, sustainability discourses, decolonial theory

Developing interests: Tech discourses (Big Data, AI), spatial theory

#### Current research projects as at December 2021:

- Mapping the experiences and literacy practices of a group of multilingual students at Stellenbosch University (2020-2023). Funded by Stellenbosch University as part of a Teaching Fellowship award.
- The representation of gender in corporate social responsibility reports.
- A critical analysis of images in corporate social responsibility reports.
- The ghost and the machine: The discursive representation of 'the human' in South African press articles on Big Data and Artificial Intelligence.
- Tracing discursive representations of the university as 'home' over time and texts.

#### Recent publications:

Bernard, T. (In preparation.) Reading images, taking photographs, writing words: incorporating visual literacy into an academic writing course. In G. Fosbraey (Ed.) *Think left and think right: Practical approaches to creative learning and teaching in higher education*. London: Bloomsbury.

Bernard, T. (In press.) Rethinking (English) academic literacy practices during a pandemic: Mobility and multimodality. In R. Govender (Ed.) *Critical reflections on professional learning: Context, choice and change during the COVID-19 pandemic*. Cape Town: Heltasa.

Bernard, T. 2021. From didactics to datafication: A critical reflection on virtual learning environments and the production of space. *Journal of Student Affairs in Africa* 9(1): 197–204.

Bernard, T. 2020. Corporate social responsibility in postcolonial contexts: A critical analysis of the representational features of South African corporate social responsibility reports. *Critical Discourse Studies* 18(6): 619–636.

Bernard, T. 2019. The discursive representation of social actors in the corporate social responsibility (CSR) and Integrated Annual (IA) reports of two South African mining companies. *Critical Approaches to Discourse Analysis across Disciplines (CADAAD)* 10(1): 81–87.

Recent MA supervision:

- Hendricks, J. 2020. Identities, ideologies and practices of English Language teachers in a kindergarten school in the UAE: An ethnographic study.
- Martin, M. 2019. An analysis of the linguistic realisation of agency in the narratives of students on an extended degree programme.
- Lee, M. 2018. Civil unrest in South Africa Insights from cognitive linguistics and critical discourse analysis.
- Jubber, K. 2018. A cross-cultural analysis of corporate press release statements: A case study of Monsanto.
- Lotter, R. 2018. A study of multilingual Extended Degree Programme (EDP) students: The construction of voice through metadiscourse markers in written texts. (Co-supervisor.)
- Luyt, R. 2017. #Strength: A critical investigation of the contemporary representations of men and women in fitness communities on Instagram.

Current PhD supervision (as at December 2021):

- Louw, N. A critical review of corporate strategy discourse over time. (Co-supervisor, Economic and Management Sciences Faculty)

Recent PhD supervision:

- Chikaipa, V. 2018. A critical discourse analysis of environmental discourse in media reporting after catastrophic flooding in southern Malawi. (Co-supervisor.)

Where necessary, experts from outside the Department may act as co-supervisors or academic consultants for certain sections.

The postgraduate programme coordinator responsible for all administrative matters is:

**Lauren Onraët** (MA in Linguistics for the Language Professions, 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 revolve around the phenomenon of second languages, or who are planning to enter into such careers, with –

- \* a sound knowledge and understanding of current linguistic insights into the central aspects of second languages;

- \* the skills needed to apply these insights in an informed, critical, and creative way to solve problems concerning second languages;
- \* a thorough understanding of the research methodology which is used to examine such problems.

To achieve this general aim, students are instructed in –

- \* the linguistic concepts and principles required for analysing and understanding problematic aspects of various second language phenomena;
- \* the patterns of thought, forms of argumentation, and methods of research that characterise the study of these phenomena within a particular theoretical framework;
- \* 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. Both programmes are highly relevant to the developmental needs of South Africa. In this regard, they serve to develop an awareness of the strategic importance of understanding the phenomenon of second languages in our multilingual and multicultural society, and to enable graduates to practice their (planned) professions with greater expertise, effectiveness and satisfaction. 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.

Off-campus students are not required to attend face-to-face lectures or seminars in Stellenbosch. However, **all new postgraduate students are required to attend in person a compulsory contact session held in the Department at the beginning of the year.** Contact with off-campus students is maintained by email, phone, MSTeams, and other technologically-mediated ways. Students who are on campus are encouraged to attend lectures and seminars. All students are advised 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;
- \* to provide a general introduction to the research field of second language studies; and
- \* to 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
- \* to 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. LANGUAGES OF TUITION

All programme material is in English. Assignments, examination answers, and theses may be submitted in either English or Afrikaans.

## 6. DURATION OF THE PROGRAMMES

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.

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 for those who are employed full-time as well.

The MA programme in Second Language Studies 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 email or phone. 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 Second Language Studies must have access to an academic library to do the exploration of the literature that is required for writing the thesis. All registered 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 (Phone : 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. Students in the PGDip programme who choose not to write their examination in Stellenbosch will be required to pay a basic fee in order to cover the costs of the necessary arrangements (see paragraph 4 in section B).

## 9. BURSARIES

Students requiring particulars of bursary and loan schemes may contact –

### **The Postgraduate Bursaries Section**

Stellenbosch University

Private Bag X1 (Phone : 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 Second Language Studies 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 examination marks for all subjects taken, both at undergraduate and at postgraduate level.

The closing date for applications from South African prospective students is usually **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 international prospective 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. Candidates are selected on the basis of their previous study record as well as the following:

**All PGDip (not MA) applicants** are required to submit a **500-word essay** on any aspect of language that they find particularly interesting. This essay must be typed (1.5pt paragraph spacing, Times New Roman font size 12pt) and sent to Ms Lauren Onraët via email ([laureno@sun.ac.za](mailto:laureno@sun.ac.za)).

**All MA (not PGDip) 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 500 and 1000 words in length (1.5pt paragraph spacing, Times New Roman font size 12pt). Please note that the MA research ideas submitted at this stage of the application process are not necessarily one'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 in Second Language Studies 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 500-word essay on any aspect of language you find interesting (PGDip applicants only), 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 late September 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 their undergraduate degree(s), and their postgraduate degree(s) where relevant, as well as the relevance of these majors/degrees to the programme applied for;
- (For PGDip applicants only) The quality of the 500-word essay on any aspect of language you find interesting;
- (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 through the Centre for Student Administration. The person in charge of this registration is Mrs Winnie Fourie ([wf1@sun.ac.za](mailto:wf1@sun.ac.za); 021 808 9111; Room A3007, [Admin A building, Stellenbosch campus](#)).
- **All new MA students** are required to register through the Centre for Student Administration. 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, [Admin A building, Stellenbosch campus](#)).

~~~~~

## SECTION B: POSTGRADUATE DIPLOMA IN SECOND LANGUAGE STUDIES

### 1. AIMS

The Postgraduate Diploma (PGDip) programme in Second Language Studies has been designed for people in a wide range of professions to which the phenomenon of second languages is central, and for postgraduate students who have an academic interest in this phenomenon.

Adopting an interdisciplinary perspective, the programme has the following specific aims (see also paragraph 3 of Section A) –

- \* to equip students with knowledge of current insights into general linguistic and psycholinguistic aspects of second languages;
- \* to impart to students an understanding of the theoretical approaches and research methods which are used to examine general linguistic and psycholinguistic aspects of second languages;
- \* to prepare students for doing Master's research on language-related aspects of second languages (e.g. general linguistic, psycholinguistic, sociolinguistic, cross-cultural and language impairment aspects);
- \* to produce individuals (i) who have acquired a knowledge base that enables them to identify and convey their understanding of problematic issues relating to general linguistic and psycholinguistic aspects of second languages, and (ii) who have a good grasp of how the abovementioned insights and methods are used in investigating such problematic issues.

### 2. REQUIREMENTS FOR ADMISSION

The minimum formal qualification required for admission to the PGDip programme is (i) a Bachelor's degree with a major in Linguistics, a language, a language-related subject, or Speech-Language Therapy (Logopaedics), or (ii) some other tertiary qualification accepted by the Senate as equivalent to such a degree. With regard to the language requirement, applications from students with a language at second-year level will also be considered in exceptional cases. The candidate should have an aggregate mark of at least 60% for the Bachelor's degree. In addition, the candidate is required to submit a 500-word essay on any aspect of language that they find particularly interesting.

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 and examination answers may be written in either English or Afrikaans.

Students who complete the PGDip in Second Language Studies with a minimum aggregate mark of 60% formally qualify for admission into the MA in Second Language Studies. 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 subject to a rigorous selection process.

### 3. STRUCTURE AND CONTENT OF THE PROGRAMME

The programme consists of three compulsory modules which make up a total of 120 credits. Assessment is on the basis of written assignments and an examination at the end of the year. 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.

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

- \* Gass, S.M. (with J. Behney and L. Plonsky). 2013. *Second language acquisition. An introductory course*. Fourth edition. UK: Routledge.

The prescribed book is supplemented by study material that will be supplied to students during the course of the programme.

#### 3.1 Module 1: A general linguistic perspective on second languages (48 credits)

The first module is completed in the first semester of the year and focuses on the general linguistic framework that is needed for gaining a thorough understanding of what second languages are. This framework clarifies the nature and properties of –

- \* *languages as codes*, including first languages, second languages and interlanguages, as well as their functions, composition and use;
- \* *language capacities*, including the language acquisition capacity, grammatical competence, pragmatic competence, the (linguistic) conceptual system, the capacity to use language, the speech production system and the speech comprehension system;
- \* *language behaviour*, including the kinds, means and modes of language behaviour, as well as the functions of each;
- \* *language products*, including linguistic utterances, linguistic judgements, texts and discourse.

Module 1 treats these and related topics in a highly integrated way, allowing students to gain a coherent picture of the linguistic world of which second languages form an integral part.

For this module, each student completes three written assignments. 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 Module 1 is on the basis of these assignments. In the case of on-campus students, preparation for and participation in seminars may also be taken into consideration when the mark for Module 1 is calculated.

### 3.2 Module 2: A psycholinguistic and intercultural perspective on second language acquisition (48 credits)

Module 2 is completed in the second semester of the year. It focuses on the cognitive systems and processes involved in the acquisition of second languages, and on the factors which influence the working of these systems and processes. Second language acquisition is contrasted with first language acquisition in terms of –

- \* the nature of the cognitive systems involved;
- \* the role of prior linguistic knowledge;
- \* the role of age;
- \* the role of different kinds of linguistic input;
- \* the cognitive effects of the acquisition process.

Students also examine selected intercultural aspects of second language acquisition, teaching and/or learning.

For Module 2, each student completes three written assignments. 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 Module 2 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 Module 2 is calculated.

### 3.3 Module 3: Advanced study of linguistic aspects of second language acquisition (24 credits)

For Module 3, the student pre-selects any ONE of the two perspectives dealt with in Modules 1 and 2 for advanced study, that is, either the general linguistic **or** the psycholinguistic perspective. Module 3 is assessed by means of a four-hour-long open-book examination at the end of the year. The examination is based on prescribed readings and other learning material.

## 4. INFORMATION ABOUT THE EXAMINATION

As mentioned in paragraph 3.3, Module 3 is assessed by means of a four-hour-long open-book examination at the end of the year. In an open-book examination, students get the opportunity to show that they understand the relevant work, rather than to demonstrate their ability to reproduce what they have memorised. Students will be informed well in advance about what kinds of questions they may expect in the examination.

The exact date of the examination varies from year to year and is administratively fixed at the beginning of the academic year. **The examination can be written in various centres throughout South Africa and may, upon request, be written abroad.** A basic fee to cover the costs of the necessary arrangements is payable by students who choose not to write their examination in Stellenbosch. Students are informed well in advance where they will be writing their examination.

## 5. PROMOTION

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

The final mark is calculated as follows:

|                                       |                                       |                                       |                      |
|---------------------------------------|---------------------------------------|---------------------------------------|----------------------|
| <b>Module 1</b><br>Assignments<br>40% | <b>Module 2</b><br>Assignments<br>40% | <b>Module 3</b><br>Examination<br>20% | <b>Total</b><br>100% |
|---------------------------------------|---------------------------------------|---------------------------------------|----------------------|

## SECTION C: MASTER'S IN SECOND LANGUAGE STUDIES

### 1. AIMS

The MA in Second Language Studies is highly relevant to the developmental needs of South Africa, a region with great linguistic and cultural diversity. The development of this region (educationally, economically and socio-politically) will be co-determined by the measure of success with which large numbers of its people acquire and use English and other (official) languages as second languages. However, there is a lack of people with the necessary knowledge, insight, and skills to address second language issues, and who can conduct sophisticated research on such issues. This MA programme is designed accordingly to provide students with the high-level skills needed to understand and conduct research on the phenomenon of second languages.

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

- (a) specialised knowledge of and insight into theories dealing with sociolinguistic, cross-cultural and/or clinical aspects of second languages;
- (b) a sound understanding of theoretical approaches and research methods used in studying various aspects of second languages, including sociolinguistic, cross-cultural, and clinical aspects;
- (c) the academic and intellectual skills that are required for conducting independent research on a problematic phenomenon relating to second languages, including the ability to –
  - \* read technical texts with precision;
  - \* represent other people's views, arguments, theories, etc. with a high degree of conceptual and terminological precision;
  - \* identify and analyse linguistically significant problems;
  - \* critically appraise and construct solutions to such problems;
  - \* defend a point of view and reason in a logically coherent way;
  - \* integrate different perspectives into a coherent whole;
  - \* produce a technically well-finished thesis.

### 2. REQUIREMENTS FOR ADMISSION

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

- \* an Honours degree or postgraduate diploma in General or Applied Linguistics;



- \* an Honours degree or postgraduate diploma in a language, a language-related discipline, or Speech-Language Therapy (Logopaedics); 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 supply the Department with a copy of one or more marked assignments that the student submitted as part of their Honours/postgraduate diploma study at the relevant tertiary institution, and (ii) to furnish the Department with a brief outline (between 500 and 1000 words; Times New Roman font size 12pt; 1.5pt paragraph spacing) of the ideas for the research they would like to conduct should their 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). The student investigates a particular empirical problem or theoretical issue within a coherent framework of linguistic concepts and assumptions. 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 Second Language Studies, a student must obtain a final mark of 50% or more. 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<br>100% | <b>Total</b><br><b>100%</b> |
|----------------------------------------------------|-----------------------------|

## 5. DOCTORAL STUDIES

Like any Master's programme, the successful completion of the MA in Second Language Studies 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.

\*\*\*