



Permanent members of staff

Brokensha, S.I. & Greyling, W.J.

Article	2015	Dispelling e-myths and pre-empting disappointment: Exploring incongruities between instructors' intentions and reality in asynchronous online discussions.	<i>South African Journal of Higher Education.</i>	29(4): 50-76.
---------	------	--	---	---------------

Selected abstract:

Provided that effective practices in online instructional design are met and e-myths regarding online learning are contested, asynchronous online discussions (AODs) may promote productive interaction, reflecting knowledge sharing, knowledge construction, knowledge creation or hybrids of these discourses. Within a naturalistic higher education setting, we revisited lingual data analysed in a previous study, employing Booth and Hultén's (2003) taxonomy of pivotal contributions to online discussions to describe students' 'talk' during text-based AODs. The taxonomy constituted a more comprehensive model of productive online discussion than that used in the earlier study. Contrary to our initial assumptions as novice e-instructors that students would not only share knowledge, but also co-construct knowledge, there was little evidence of the latter. In terms of Booth and Hultén's (2003) analytic framework, functional moves were predominantly factual, while reflective contributions were uncommon. In other words, knowledge-sharing discourse rather than knowledge-construction discourse was the norm. In addition, participatory contributions were rare. These findings indicate that there was a mismatch between our expectations about students' levels of cognitive engagement during their discussions and our instructional design. We therefore interrogate our assumptions and identify design considerations that should underpin online pedagogy as it pertains to meaningful online discussion.



Conradie, M.S. & Brooks, M.

Article with Brooks, M.	2015	Journaling engagements with literature on racism: A critical race theoretic approach.	<i>African Identities.</i>	14(3): 222- 241.
----------------------------	------	---	--------------------------------	------------------------

Selected abstract:

An extensive body of research on the pedagogic uses of journal writing highlights its potential as a platform for stimulating detailed reflection on the knowledge that students are engaging with, in a style and register that suits the personality and proficiency of each student. This study examines the constructions of race and racism that emerge from a sample of online journals, compiled by students on the basis of their engagement with post-colonial literature. Departing from extant work on the discursive manifestation of resistance to difficult knowledge, we examine the ideologically-productive ways in which students frame race and racism. We focus on the discourse through which particular understandings of race and racism are expressed and legitimised, as well as the perceived relevance of race and racism to the respondents' own academic careers and personal lives. Owing to page constraints, the analysis is limited to those respondents who self-identify as white. The results underscore the various discursive frames that respondents draw on as a means of managing the perceived implications of difficult knowledge surrounding the continuation of racism, as the issue is broached in the context of post-colonial literature.

Conradie, M.S.

Article	2015	Each colour in its own place: Positioning whiteness in South Africa through the race talk of undergraduate students.	<i>Race, Gender, Class</i>	22(1-2): 275- 295.
---------	------	---	--------------------------------	--------------------------



Article with van Niekerk, A.	2015	The use of linguistic tokenism to secure brand loyalty: Code-switching practices in South African print advertising.	<i>Language Matters.</i>	46(1): 117- 138.
Article	2015	Winning the audience: A relevance theoretic analysis of us-them relationships in a text on HIV/ Aids.	<i>Language Matters.</i>	46(2): 159- 179.

Du Plessis, C. & Du Plessis, T.

Article	2015	Dealing with disparities: the teaching and assessment of official languages at first language level in the grade 12 school-leaving phase in South Africa	<i>Language, Culture and Curriculum</i>	28(3): 1-17
<p>This paper problematises the equalisation of educational standards against the historical background of the country and provides a critical overview of initiatives taken by education authorities to introduce a more equitable system. The conclusion reached is that policy is not translating into effective practice and that insufficient attention is being devoted to the standard of teaching and assessment of the school language subjects, placing them in a weak position for use in linguistically challenging (higher register) domains.</p>				

Els, C.

Chapter	2015	De- and recontextualising xenophobia: Discursive representations of non-nationals in the tabloid Daily Sun	<i>Singing, Speaking and Writing Politics</i>	ISSN 1569- 9463
---------	------	--	---	-----------------------



		during attacks on immigrants in April-May 2008.	<i>South African Political discourses</i>	
<p>Selected abstract:</p> <p>Within the realm of critical discourse analysis (CDA), this study builds on previous research into how South Africa's print media portray non-nationals. The case study concerns the xenophobic/Afrophobic attacks that erupted in the Alexandra township, north of Johannesburg, on the 11th of May 2008. In the aftermath of the killings, lootings, rapes and displacement of thousands, many theories were offered for the cause of the outbreaks but the only consensus reached thus far is that the social and economic causes were multifarious, complex and not mutually exclusive. This chapter aims to look at the contribution of the most important tabloid, and best-selling daily in South Africa, in creating stereotypical perceptions about non-nationals prior and during the time of the vicious outbreaks. To this end, excerpts from this tabloid are analysed for metaphoric representations of non-nationals.</p>				

Manase, I.

Article with Gonye, J.	2015	Debunking the Zimbabwean myth of <i>Jikinya</i> : Dance in Ndhlala's <i>Jikinya</i> and <i>Zimunya's</i> "Jikinya" (dancer) and "Jikinya" (an African passion).	<i>Journal of Black Studies</i>	46(2): 123-141.
<p>Selected abstract</p> <p>The article analyses representations of the Zimbabwean jikinya dance myth by Geoffrey Ndhlala in the novel <i>Jikinya</i> and Musaemura Zimunya in the poetry anthology <i>Kingfisher</i>, <i>Jikinya</i> and other poems. It examines the different social and historical settings considered in Ndhlala's <i>Jinikya</i> (pre-colonial Zimbabwe) and Zimunya's "Jikinua" (An African Passion) (the colonial period of the 1970s Zimbabwean anti-colonial war), and discusses how both texts attempt at describing the aesthetics of the</p>				



jikinya dance and reinterpret Zimbabwe's pre-colonial and colonial culture and politics. Of significance, however, is that, being aware of the fact that the nature of significance of dance representations in these texts has received less attention, we analyse the way both writers handle Zimbabwean jikinya in colonial contexts. As a result, we argue in this article that although both authors struggle to portray a clear picture of what the dance really is to the reader, they are able to portray the significance of the jikinya myth and dance in the construction of the nation's memories and the mapping of the ongoing social experiences and political contestations encountered during Zimbabwe's colonial history.