

2nd Language Diversity in Educational Settings Workshop 2020:

Making a change through sign language

19 – 20 November 2020

Virtual Microsoft Teams Meeting



PROGRAMME

2nd Language Diversity in Educational Settings Workshop 2020:

Making a change through sign language

Organised by the Department of South African Sign Language and Deaf Studies, UFS

19–20 November 2020

<https://www.ufs.ac.za/conferences/conference/2020-language-diversity-in-educational-settings-workshop>

1. Programme

Session duration: 35 minutes

5 minutes for uploads, 20 minutes for presentation, 10 minutes for Q&A.

Thursday 19 November

09:00 – 09:30 Help desk and sign up

09:30 – 10:00 Opening

10:30 – 12:40 Workshop sessions

13:40 – 16:30 Workshop sessions

16:00 – 17:00 Keynote address (Prof Timothy Reagan)

Friday 20 November

09:00 – 09:30 Help desk and sign up

09:30 – 10:30 Keynote address (Mr Bruno Druchen)

11:00 – 13:30 Workshop sessions



LDESW 2020 programme
Thursday, 19 November
Virtual Platform: Microsoft Teams Live

09:00 – 09:30	Help desk and sign up
09:30 – 10:00	Welcoming Prof Theodorus Du Plessis (host, UFS) Opening Emily Matebane (PANSALB Provincial Language Committee Representative)
10:00 – 10:30	TEA BREAK
10:30 – 10:40	Sign up
10:40 – 11:10	Chairperson: Prof Annalene van Staden Natasha Parkins-Maliko & Marsanne Neethling The Endogenous Risk of SASL Interpreters in Basic Education Settings.
11:10 – 11:45	Marga Stander & Annemari Le Roux Teaching South African Sign Language as a second language to hearing students: An integrated pedagogy
11:45 – 12:20	Kate Huddleston & Amy Palmer & Anne Baker Developing a sentence repetition test for the evaluation of deaf children's use of South African Sign Language
12:20 – 13:40	LUNCH
13:40 – 13:50	Sign up
13:50 – 14:20	Chairperson: Dr Marga Stander Andries Van Niekerk Where does South African Sign language come from?
14:20 – 14:55	Kate Huddlestone & Susan Njeyiyana Lexical variation and change in South African Sign Language school-lect
14:55 – 15:25	Susan Lombaard & Jackie Oosthuizen The practice of teaching South African Sign Language as Home Language in schools for the Deaf
15:25 – 15:50	TEA BREAK
15:50 – 16:00	Sign up
16:00 – 17:00	Chairperson: Prof Theodorus Du Plessis KEYNOTE ADDRESS Prof Timothy Reagan Linguistic Human Right and the Deaf: Implications for Language Policy
END OF DAY ONE	



LDESW 2020 DRAFT programme
Friday, 20 November
Virtual Platform: Microsoft Teams Live

09:00 – 09:30	Help desk and sign up
09:30 – 10:30	Chairperson: Ms Susan Lombaard
	KEYNOTE ADDRESS Mr Bruno Druchen Sign language and education
10: 30 – 11:00	TEA BREAK
11:00 – 11:10	Sign up
11:10 – 11:40	Chairperson: Dr Chrismi Loth
	Jani De Lange & Ferdinand Kehrhahn Guilty of being Deaf: Paying lip service to right of a fair trial in the criminal justice system for the Deaf community
11:40 – 12:15	Theodorus Du Plessis Implications of the officialisation of SASL as 12th official language for language-in-education planning in South Africa – advantage or disadvantage?
12:15 – 12:50	Sara Siyavoshi Language Standardization Policies and its impacts on the Iranian Deaf Community
12:50 -13:30	Vote of thanks and announcements: Prof Theodorus Du Plessis (UFS host)

For any technical difficulties please contact:

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2. Speakers

2.1 Guest speakers

OPENING

Ms Emily Matebane

PANSALB Provincial Language Committee Representative

University of the Free State, RSA

matabe@ufs.ac.za

CURRICULUM VITAE

Ms Matebane is a teaching assistant for the Department of South African Sign Language and Deaf Studies at the University of the Free State. She has a passion for teaching sign language to hearing students because she believes this will alleviate communication barriers between hearing and Deaf people. In this way, Deaf people will have easier access to information in the working environment and public spaces. Ms Matebane is a Bachelors of Education Degree (BED) and is currently in her second year of studies. She is also a Provincial Language Committee member for the Pan South African Language Board in the Free State Province.

KEYNOTE

Mr Bruno Druchen

National Director of DEAFSA

brunodruchen@deafsa.co.za

CURRICULUM VITAE

Mr Druchen served in several leadership roles throughout in his professional career,, including as Director of a South African television programme, Deaf Youth Leadership Training, and as a national executive committee member of DeafSA . After being elected as the National Director of DeafSA in 2003, Mr Druchen was tasked with providing strong leadership to DeafSA by working with the Management and National Executive Committee to establish short and long-term strategies. He is responsible for overseeing the entire workforce of 82 staff members, managing budgets and ensuring that resources are allocated appropriately. Since he was elected the National Director of DeafSA the organisation has grown from three offices to nineteen across South Africa. Whilst in this position he served on several councils for numerous organisations. From 2008 to 2012 he served on the Pan South African Language Board (PANSALB). Thereafter he served as the Chairperson of the South African Disability Alliance (2013-2017). He played a significant role in developing a strategy for HIV and AIDS in the disability sector in South Africa and in securing sustainable funding for the training of SASL interpreters and Deaf Social Auxiliary Workers. The Minister of Higher Education also appointed Mr Druchen on the Human Resource Development Council (HRDC) of South Africa to facilitate conditions that promote the optimal participation of all stakeholders



in the planning, stewardship, monitoring and evaluation of human resources development activities in the country.

KEYNOTE

Prof Timothy Reagan

Professor Extraordinaire and Research Fellow

University of Maine, USA

timothy.reagan@gmail.com

CURRICULUM VITAE

Timothy Reagan is Professor of Applied Linguistics and Foreign Language Education in the College of Education and Human Development at the University of Maine. He also holds the position of Research Fellow in the Department of South African Sign Language and Deaf Studies at the University of the Free State. He has held senior faculty and administrative positions at the University of Connecticut, the University of the Witwatersrand, Central Connecticut State University, Roger Williams University, Gallaudet University, and Nazarbayev University in Kazakhstan. His primary areas of research are applied and educational linguistics, foreign language education, language policy and planning, and issues related to sign languages. Reagan is the author of more than a dozen books, including *Linguistic legitimacy and social justice* (2019, Palgrave Macmillan), *Language planning and language policy for sign languages* (2010, Gallaudet University Press), *Language matters: Reflections on educational linguistics* (2009, Information Age Publishing), *Critical questions, critical perspectives: Language and the second language educator* (2005, Information Age Publishing), and with Terry A. Osborn, *World language education as critical pedagogy: The promise of social justice* (2020, Routledge) and *The foreign language educator in society: Toward a critical pedagogy* (2002, Lawrence Erlbaum Associates). He is the author of more than 150 journal articles and book chapters, and his work has appeared in *Arts and Humanities in Higher Education*, *Critical Inquiry in Language Studies*, *Educational Foundations*, *Educational Policy*, *Educational Theory*, *Foreign Language Annals*, *Harvard Educational Review*, *Language Policy*, *Language Problems and Language Planning*, *Multicultural Education*, *Sign Language Studies*, and *Semiotica*. He served as co-editor, with Terry A. Osborn, of *Critical Inquiry in Language Studies* from 2004-2007, and as Editor-in-Chief of *Language Problems and Language Planning* from 2014-2018.

Abstract

LINGUISTIC HUMAN RIGHTS AND THE DEAF: IMPLICATIONS FOR LANGUAGE POLICY

Linguistic human rights, i.e. the fundamental human rights to language, play a huge role in language policy and planning. The issue of linguistic human rights in language policy is an



especially complex one in the case of sign languages and deaf communities. Instead of social, economic, educational and political factors, deaf communities' access to social institutions, including education, is hampered mostly by factors directly attributable to their physiological condition. How these issues are addressed via language policy is influenced by two perspectives on the conceptualisation of deafness and deaf people: compensatory approaches and empowerment approaches. Compensatory approaches view deafness as a deficit and support policies that provide various services on the grounds that such accommodations are necessary to address the physiological barrier that such individuals suffer. Empowerment approaches, on the other hand, are grounded in a sociocultural perspective of deafness, and argue that services, as well as the official recognition of sign language, should be provided not as a compensatory matter, but rather as a reflection of the fundamental linguistic human rights of the deaf signing individual and of the deaf community. The rationale behind policy interventions has a significant impact on the legitimisation of sign language, as the issue at the heart of the matter is the oppression of deaf people, i.e. how the "Other" is perceived and the extent to which the dominant society is willing to address these issues.

The failure to recognise and protect the linguistic human rights of sign language communities reinforces the traditional, pathological view of deafness and the deaf. This inequality and oppression cause harm not only to the Deaf community, but also to society at large.

2.2 Speakers

(arranged alphabetically according to surname)

De Lange, Jani & Kehrhahn, Ferdinand

GUILTY OF BEING DEAF: PAYING LIP SERVICE TO RIGHT OF A FAIR TRIAL IN THE CRIMINAL JUSTICE SYSTEM FOR THE DEAF COMMUNITY

The Bill of Rights states that "Every accused person has a right to a fair trial, which includes the right to be tried in a language that the accused person understands or, if that is not practicable, to have the proceedings interpreted in that language". The case of Kruse vs the State reveals that this is not always the case when it involves the Deaf Community. In fact, this trial exposed the insurmountable challenges faced by the Deaf community in the criminal justice system. Mr. Kruse was denied the right to have the criminal court proceedings interpreted by a Sign Language interpreter of his choice, after he failed to understand the interpreter provided by the court. Instead, Mr. Kruse was found guilty of murder and received a sentence of 15 years' imprisonment due to the Wynberg Regional Court's continuation of the case by adopting an uneducated and lay method of conducting the trial.



This method entailed a combination of written transcriptions and speechreading, which was not continuous, precise, competent or contemporaneous. In an applauded decision, the Western Cape High on appeal (Kruse vs The State) overturned the conviction of murder on the basis that the accused did not have a fair trial. This paper explores the lessons to be learned from this landmark judgement and the rights of the Deaf accused in the criminal justice system that is founded in the Constitution of the RSA, legislation, case law and international instruments. It considers the pros and cons of existing methods of ensuring competent interpretation in courts of law such as speechreading, written transcription and Sign Language. The case referred in this paper indicates the lack of the current system to provide the most viable of these options, South African Sign Language interpretation, to the Deaf accused. We consider other viable instruments to solicit the necessary services such as a database of service providers. Because discrimination against the Deaf community is premised on people's ignorance on deafness and Sign language itself, the aim of this paper is to educate the role players involved in the judiciary system, e.g. legal practitioners, government departments, court staff and policymakers of such rights and to call for law reform to ensure protection for the Deaf accused. Lastly, the paper wishes to explore possible remedies to assist the Deaf community when their rights are infringed.

Du Plessis, Theodorus

IMPLICATIONS OF THE OFFICIALISATION OF SASL AS 12TH OFFICIAL LANGUAGE FOR LANGUAGE-IN-EDUCATION PLANNING IN SOUTH AFRICA – ADVANTAGE OR DISADVANTAGE?

The officialisation as early on as in 1996 of “a recognised Sign Language [sic]” in the South African Schools Act “for the purposes of learning at a public school” (RSA, 1996), as is stated in this act, has despite initial delays in implementation contributed significantly to language-in-education planning with regard to SASL, both with regard to policy planning and cultivation planning. With the Constitutional Review Committee's recommendation twenty years later in 2017, that the South African constitution be amended to include SASL as one of South Africa's official languages, the question arises what such form of officialisation will contribute to current language-in-education planning efforts.

This question will be answered by undertaking a comparative policy analysis comparing the impact of national officialisation in 1994 of the marginalised indigenous South African languages alongside English and Afrikaans and the officialisation of SASL within the education domain only in 1996 on language-in-education planning efforts. This analysis is done in terms of the Framework for Language Planning Goals as reworked by (Kaplan & Baldauf, 2003) and the Typology of Language Planning Agencies as reworked by Du Plessis (2020), focussing particularly on policy and policy-related evidence on status planning and language-in-education planning from 1996 onwards. Such evidence is obtained by analysing the content of the core status and education planning documents that have been in circulation since then and by juxtaposing this public recorded outcomes and milestones.



The study identifies some anomalies regarding the relation between the officialisation of the marginalised indigenous official language and their status within the education sphere, raising questions about the overall role of officialisation in the elevation of the status of minority or minoritised languages and in absence of active language planning agencies. The study furthermore finds that the officialisation of SASL within the education domain only has produced comparatively more significant outcomes, attributed largely to active bottom-up language planning agencies.

In contrast, the study finds an important relation between language-in-education planning focussing on the marginalised indigenous languages as additional languages and their spread (a status issue) whilst the same cannot be said about language-in-education planning focussing primarily on SASL as Home Language.

Huddlestone, Kate & Baker, Anne & Palmer, Amy

DEVELOPING A SENTENCE REPETITION TEST FOR THE EVALUATION OF DEAF CHILDREN'S USE OF SOUTH AFRICAN SIGN LANGUAGE

There is considerable discussion in the literature about elicited imitation or sentence repetition tasks (SRT) in assessing linguistic ability. This paper reports on the creation of the first SRT for South African Sign Language (SASL). The test can be used to measure language proficiency and track progress over time. The aim of the test is to provide deaf schools with a language testing instrument, as there is currently no such instrument readily available.

The SRT was created with 20 sentences, which were organised into three categories, reflecting the grammatical complexity of the sentences, as an SRT tests the grammatical knowledge. This study used data from 40 deaf children, from two schools for the deaf in the Western Cape, between the ages of seven and nine, with a minimum of one year of exposure to SASL. The results show that lexical variation is vital feature of language testing and age-appropriate grammatical features need to be present. It was concluded that the age of the children and their lengths of exposure had significant effects on their test results. The older the child and the longer their length of exposure, the higher the test score. The results also show that participants from different schools scored differently on the test, which may be a result of familiarity with language testing and familiarity with the administrators of the test. Sentence length also had an effect, while the categorisation was found to be relatively accurate, with some adjustments necessary for future use of the SRT.



Huddlestone, Kate & Njeyiyana, Susan

LEXICAL VARIATION AND CHANGE IN A SOUTH AFRICAN SIGN LANGUAGE SCHOOL-LECT

Multilingual and multicultural contexts, such as those found in South Africa, have a significant effect on language variation, even within the Deaf community, where access to spoken language varieties may be restricted. The study reported on in this poster examined lexical variation and change in South African Sign Language (SASL) within a particular “school-lect”, a term which refers to the transmission of particular varieties of sign language in schools for Deaf children, and the extent of their retention by adult native SASL signers. A picture elicitation task, incorporating some English/Afrikaans words, was used to elicit signs for 52 lemmas, from Woodward’s (1978) modified Swadesh list, from five groups of signers, ranging from 8 to 68 years old. The signs for each lemma were then described in terms of the parameters of handshape, palm orientation, location and movement and compared with each other. Signs that did not differ were analysed as identical, signs that differed in only one parameter were analysed as similar, while signs that differed in more than one parameter were analysed as different – such signs could in turn also have similar variants. There was considerable variation within and across groups in the use of particular signs. The most within group variation came from the 16 to 18 year olds, while the most between group variation were found between the youngest group, 8 to 10 year olds, and the older groups. Focus group interviews were held with the three older groups of signers to identify participants’ attitudes towards lexical variation in general, and possible reasons for lexical variation within the Deaf community from their particular school. The present study is therefore relevant, both for the understanding of lexical variation in SASL, as well as for the documentation of regional varieties that are under pressure to standardize.

Lombaard, Susan & Oosthuyzen Jackie

THE PRACTICE OF TEACHING SOUTH AFRICAN SIGN LANGUAGE AS HOME LANGUAGE IN SCHOOLS FOR THE DEAF

January 2011 marked the launch of the South African Sign Language Home Language curriculum pilot in schools for the Deaf in phases (Steyn, 2015). The SASL CAPS was approved and gazette as policy in July 2014. History was made at the end of 2018 where the first Grade 12’s “wrote”/signed the SASL HL national examination.

This paper will focus on the practical implementation of the curriculum as school subject to enable learners to acquire language skills required for academic language across the



curriculum; to observe, sign, “read”/view and record SASL with confidence; to use SASL appropriately, to enable learners to express and justify their own ideas, view and emotions confidently in SASL and to become independent and analytical thinkers (DBE, 2014). The SASL CAPS’s reflects the same content as other home languages. The practice of teaching SASL, however differs drastically from other home languages as the utilization of resources are completely different. Books are replaced with video recording or live signing, which brings about its own challenges. Co-teaching by a Deaf teaching assistant, if the teacher is hearing, is a very important feature in the practical implementation of the curriculum.

Parkins-Maliko, Natasha & Neethling, Marsanne

THE ENDOGENOUS RISK OF SASL INTERPRETERS IN BASIC EDUCATION SETTINGS.

This presentation highlights the regulation of South African Sign Language interpreter practitioners in educational settings. Through interrogation of the systemic inadequacies in Deaf education in South Africa, we engage with the intersectionality as it pertains to SASL interpreters in schools for the Deaf. Despite the recognition by the South African Schools Act (SASA) that sign language has to be utilized in the teaching and learning of deaf learners the reality is that the majority of educators employed in schools for the Deaf are not competent in SASL. By extension, these educators are neither competent in the SASL vocabulary in the subjects they teach to effectively provide equitable access to learning.

Hiring practices in schools for the Deaf where interpreters are employed, belie the role expectations and job functions of interpreters in the classroom. Where interpreters are involved in classroom teaching and learning, Deaf learners depend on interpreters for access to epistemic and social discourse. The situation we seek to address here is whether the interpreter is an instructional aide or a language practitioner.

The majority of SASL interpreters do not hold any B-degree and has never been exposed to tertiary education, have no background in the study of pedagogy and Deaf education. This, combined with the hiatus of regulation for educational interpreters there is a compelling need for context-specific research with the lens of restorative justice for SASL, it’s users and how educational interpreters can contribute to solving the complex constellation of regulating language practitioners in educational contexts.



Siyavoshi, Sara

LANGUAGE STANDARDIZATION POLICIES AND ITS IMPACTS ON THE IRANIAN DEAF COMMUNITY

There are divergent viewpoints within the Iranian Deaf community regarding the prioritization of available systems of communication: natural sign language (ZEI, or Iranian sign language), standard sign system, Farsi, and signed Farsi. Social factors, including education background, are important in this regard because identities are associated with signing styles. The process of language standardization also influences individual and group attitudes toward language varieties. In the case of ZEI, there has been a standardization process for almost four decades that has had a multifaceted impact on language attitudes in the deaf community. Standardization has taken place in two levels, lexicon and structure, which will be discussed in this paper. In the history of deaf education in Iran, there has always been great pressure to limit ZEI as a medium of instruction and formal communication and to replace it with either Farsi lip reading or manually coded Farsi or a combination of the two.

The general avoidance or suppression of ZEI by educators and administrators has sent a message to deaf and hard-of-hearing students that Farsi is better than ZEI and Farsi in the written and oral forms opened the way for them to succeed in society. Thus, in the course of standardization, ZEI has taken on more Farsi structures. In this process, manual signs have been invented for all prepositions and conjunctions that do not exist in natural ZEI. Fewer facial markers are also considered more standard and thus more prestigious. On the lexicon level, selecting one sign out of all dialectal or regional signs, replacing less iconic signs with more iconic ones, replacing ZEI signs by ASL signs are among the policies adopted by the standardization trend over the past decades. As a result, two systems now exist in parallel, the one used in everyday communication, the other reserved for formal situations. This paper will examine how deaf and hard-of-hearing children and adults internalized the negative thinking about ZEI throughout decades and, even though their natural way of daily communication is via this language, they believe a signed Farsi system is the “correct” form of language, and how Deaf youth and linguists have recently begun challenging the notion of ZEI as “improper” language, and instead expanding and empowering the natural ZEI with all its variations.



Stander, Marga & le Roux, Annemari

TEACHING SOUTH AFRICAN SIGN LANGUAGE AS A SECOND LANGUAGE TO HEARING STUDENTS: AN INTEGRATED PEDAGOGY

South African Sign Language (SASL) has become increasingly popular as a second or additional language among university students since it became a matric subject in 2018. This has resulted in the need for more instructors that are qualified to teach SASL at tertiary level in South African universities. Furthermore, new SASL curricula are needed and existing ones need to be revised. Instructors of SASL are needing to reflect on their teaching methods and make sure they are in line with the latest trends in second language teaching.

This paper is conducted collaboratively by colleagues at two South African universities currently offering a qualification in SASL. In this paper, we investigate Krashen's Comprehension Input Hypothesis, key language learning theories, such as behaviorism, linguisticism, communication, conversationalism and others, and pedagogical approaches for second language learning and teaching. The question we pose in this paper is what is the most effective way to teach SASL. While there are commonalities across approaches, as evidenced in the literature reviewed, the post-method approach suggested by Kumaravadivelu (2003) and which aligns with the method we had independently reached is offered in this paper as the most empowering in terms of permitting teachers to create their own strategies focussed on their intuitions, their experiences and the pedagogy. This paper offers guidelines to future instructors on the challenges in teaching SASL when they decide on a curriculum or pedagogical approach.

Van Niekerk, Andries & Baker, Anne & Huddlestone, Kate

WHERE DOES SASL COME FROM?

There have been very limited studies on the presence of loan signs in SASL and none have included extensive variation. This study investigates signs from 20 different schools for the deaf and compares them with signs from six other sign languages and the Paget Gorman Sign System (PGSS). A list of lemmas was created that included the commonly used list of lemmas from Woodward (2003). The signs were elicited from informants and documented based on their phonological properties: handshape, movement, location, and orientation. SASL lexical variety was documented.



Sign types were identified by comparing the different signs for a lemma with each other; signs that differed in more than one phonological parameter were classified as different sign types. These sign types were then compared with counterparts in six potential lexifier sign languages. Signs that are heavily influenced by iconic devices were removed from the final comparison. Loan signs were identified on the basis of phonological similarity. The results showed the highest percentage of borrowings from BSL at 15.9%, followed by ASL with 12.6% and VGT at 11.7%. The results indicated that 65.4% of the sign types were influenced to some degree by foreign sign languages or PGSS. There is a substratum of signs that did not match with any of the potential lexifier languages or PGSS and their origins are uncertain; they possibly emerged naturally or were borrowed from a language that was not included in this stud



2.3 About the Speakers

(arranged alphabetically according to surname)

SPEAKER AND ABSTRACT	BIOGRAPHY
<p>Baker, Anne Stellenbosch University (RSA) anneedithbaker@gmail.com</p> <ol style="list-style-type: none"> 1) Developing a sentence repetition test for the evaluation of deaf children's use of South African Sign Language 2) Where does SASL come from? 	<p>Prof Anne Baker is an emeritus professor at the University of Amsterdam and an extraordinary professor in the Department of General Linguistics at Stellenbosch University. Her research is in the field of psycholinguistics, specifically language acquisition of spoken and signed languages and developmental language pathologies. Her particular interest is in cross-linguistic investigation of acquisition and the relationship between language and cognition.</p>
<p>De Lange, Jani University of the Free State (RSA) delangejc@ufs.ac.za</p> <ol style="list-style-type: none"> 1) Guilty of being deaf: paying lip service to right of a fair trial in the criminal justice system for the Deaf community 	<p>Jani de Lange is a lecturer in the Department of South African Sign Language and Deaf Studies at the University of the Free State. She teaches in the field of Deaf Studies and is involved in the Department's short learning programs. Her research pertains to language policy and planning with a specific focus on the Deaf community and South African Sign Language. She is currently working on the marginalisation of the Deaf community within the juridical system and is also working on Signed place names.</p>
<p>Du Plessis, Theodorus University of the Free State (RSA) dplesslt@ufs.ac.za</p> <ol style="list-style-type: none"> 1) Implications of the officialisation of sasl as 12th official language for language-in-education planning in South Africa – advantage or disadvantage? 	<p>Prof Theo du Plessis is professor in language management and HOD of the Department of SA Sign Language at the University of the Free State. He is editor-in-chief of the Van Schaik Publishers series, Language Policy Studies in South Africa since 2000 and also of SUN Media's South African Language Rights Monitor series since 2010. Prof Du Plessis is Associate Editor of Language Matters (UNISA/Routledge) and serves of the editorial board of Language Policy (Springer) and Language and Curriculum (Taylor & Francis). He is member of the International Academy of Linguistic Law and of three national academic language associations.</p>



<p>Huddlestone, Kate Stellenbosch University (RSA) katevg@sun.ac.za</p> <ol style="list-style-type: none"> 1) Developing a sentence repetition test for the evaluation of deaf children's use of South African Sign Language 2) Lexical variation and change in a South African Sign Language school-lect 3) Where does SASL come from? 	<p>Dr Kate Huddlestone is a senior lecturer and head of Department in the Department of General Linguistics at Stellenbosch University. Her research focuses on negation in South African Sign Language (SASL), within a minimalist framework, however, she is also interested in other aspects of sign language linguistics, including the acquisition of SASL and the sociolinguistics of SASL. In addition, she works on aspects of the syntax and pragmatics of Afrikaans and South African English.</p>
<p>Kehrhahn, Ferdinand High Court Advocate (RSA) ferdinandhh@gmail.com</p> <ol style="list-style-type: none"> 1) Guilty of being deaf: paying lip service to right of a fair trial in the criminal justice system for the Deaf community 	<p>Ferdinand is an advocate in the High Court of the Republic of South Africa. He specialises in personal injury law and litigation. He is serving on the Legal Practice Council Committees such as Fee Dispute; Disciplinary, Investigation and Mediation. In 2018 he attained his LLM-Child Law CUM LAUDE at the University of Pretoria and currently he is a PhD Law student of the University of Cape Town.</p>
<p>Le Roux, Annemari University of the Free State (RSA) vanasa1@ufs.ac.za</p> <ol style="list-style-type: none"> 1) Teaching South African Sign Language as a second language to hearing students: an integrated pedagogy 	<p>Annemarie le Roux currently teaches South African Sign Language (Acquisition and Linguistic) in the Department of South African Sign Language and Deaf Studies at the University of the Free State. She previously taught at De la Bat School for the Deaf and Thiboloha Special School for the Deaf and Blind in Qwaqwa.</p>



<p>Lombaard, Susan Universtiy of the Free State (RSA) lombasc@ufs.ac.za</p> <p>1) THE PRACTICE OF TEACHING SOUTH AFRICAN SIGN LANGUAGE AS HOME LANGUAGE IN SCHOOLS FOR THE DEAF</p>	<p>Susan acquired SASL in the late 1990s and obtained her National Diploma in Interpreting in 1999 at the University of the Free State. In 2000 she was appointed by the University of the Free State in the Unit for Language Facilitation and Empowerment where she worked for several years. She obtained her MA in Language Practice in 2005 at the same institution. Currently, she is a lecturer in the Department of South African Sign Language and Deaf Studies at the University of the Free State. Ms Lombaard was also appointed in 2018 as one of 4 external moderators for SASL HL Grade 12 National Examination.</p>
<p>Neethling, Marsanne Stellenbosch University (RSA) marsanne@sun.ac.za</p> <p>1) The endogenous risk of SASL interpreters in basic education settings.</p>	<p>Marsanne is an interpreter at the Language Centre of Stellenbosch University. She has extensive experience in interpreting for the Deaf in a wide variety of settings, including classrooms and theatres.</p>
<p>Njeyiyana, Susan Stellenbosch University (RSA) modieqi@sun.ac.za</p> <p>1) Lexical variation and change in a South African Sign Language school-lect</p>	<p>Susan (Modiegi) Njeyiyana is a junior lecturer in the Department of General Linguistics at Stellenbosch University, where she teaches South African Sign Language (SASL). She is currently completing her MA research on lexical variation and change in SASL in a particular Western Cape school-lect.</p>
<p>Oosthuyzen, Jackie Transoranje School for the Deaf (RSA) jacolyno@yahoo.com</p> <p>1) The practice of teaching South African Sign Language as home language in schools for the deaf</p>	<p>Jackie is a CODA who grew up with a large Deaf family. As a result of this, she vested her interest in Deaf Education. At the beginning of her career, she worked 4 years as a full-time educational interpreter. She then entered the teaching profession, teaching FET and specialising in Languages and Inclusive Education. She's been teaching for 10 years and have been part of the very first teachers to teach SASL in South Africa. Jackie play an essential role in the training of SASL teachers and Subject advisors as well as developing vital resources for SASL teaching. She was also Chief Examiner for the Literature paper for the Department of Education before moving over to Umalusi which quality assures the Gr 12 SASL HL paper.</p>



<p>Palmer, Amy Stellenbosch University (RSA) amypalmer1996@gmail.com</p> <p>1) Developing a sentence repetition test for the evaluation of deaf children's use of South African Sign language</p>	<p>Amy Palmer is a former MA student in the Department of General Linguistics at Stellenbosch University. She completed her studies at the end of 2019, with her thesis titled "Developing a Sentence Repetition Test for the Evaluation of Deaf Children's Use of South African Sign Language".</p>
<p>Parkins-Maliko, Natasha University of the Witwatersrand (RSA) natasha.parkins-maliko@wits.ac.za</p> <p>1) The endogenous risk of SASL interpreters in basic education settings.</p>	<p>Natasha Parkins-Maliko is an Associate Lecturer at the School of Literature, Language and Media at the University of the Witwatersrand (Wits). She is a disability specialist advisor, advocate and a language practitioner. Directed interest in the Scholarship of Teaching and Learning (SOTL) is grounded in realignment of the curriculum in Higher Education and the disability sector. She holds a MA Linguistics (UFS) and a MA, European Master's in Sign Language Interpreting (EUMASLI) from Humak University, Finland. She is currently a PhD candidate in Interpreting and Translation at the University of Witwatersrand, investigating Cognitive Language Processing through Positron Emission Tomography (PET). Natasha hold key anchor positions on national television with government broadcasts, news, and disability aligned programmes.</p>
<p>Siyavoshi, Sara Institute for Cognitive Science Studies (Iran) ssiyavoshi@unm.edu</p> <p>1) Language standardization policies and its impacts on the Iranian Deaf community</p>	<p>Dr Sara Siyavoshi started her research on ZEI (Iranian sign language) in 2005 in the form of her master's thesis at Allameh Tabatabai University, Iran. She then entered Radboud University in the Netherlands and continued her research on ZEI in another master's degree on ZEI phonology and discourse analysis. In 2019, Siyavoshi received her Ph.D. from the Department of Linguistics at the University of New Mexico (UNM) in the United States. Now she is a post-doc researcher at Institute for Cognitive Science Studies (ICSS) in Iran where she studies and conducts research in the fields of semantics, discourse analysis, narratology and documenting ZEI grammar in the framework of cognitive linguistics.</p>



<p>Stander, Marga Sol Paatjie University (RSA) marga.stander@spu.ac.za</p> <p>1) Teaching South African Sign Language as a second language to hearing students: an integrated pedagogy</p>	<p>Marga Stander currently teaches Afrikaans and SASL as a conversational language at the Sol Plaatje University. She is also a research associate in the Department of South African Sign Language and Deaf Studies at the University of the Free State. Previously she taught English and Art at the Thiboloha Special School for the Deaf and Blind in Qwaqwa.</p>
<p>Van Niekerk, Andries National Institute for the Deaf (RSA) andriesvn@gmail.com</p> <p>4) Where does SASL come from?</p>	<p>Andries van Niekerk is the Communications Manager at the National Institute for the Deaf. Born to Deaf parents he furthered his academic knowledge of South African Sign Language with a BA and BA Hons with Linguistics as a major. The topic of his presentation at LDESW 2020 is the result of his MA research at Stellenbosch University which was a cross-linguistic comparison of lexemes between SASL and several potential lexifier languages. He is currently pursuing his PhD; investigating verb agreement in South African Sign Language.</p>

3) The Conference Team

ORGANISING COMMITTEE:

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Marga Stander (South Africa): Sol Plaatje University

Myruim Vermeerbergen (Belgium): Katholieke Universiteit Leuven

Talya Shemer-Etinger (Israel) Ariel University

Theodorus du Plessis (South Africa): Head – SASLDS, University of the Free State

The Department of South African Sign Language and Deaf Studies (UFS)

[https://www.ufs.ac.za/sasl/department-of-south-african-sign-language-and-deaf-studies-\(incorporating-the-unit-for-language-facilitation-and-empowerment\)/academic-activities/undergraduate-studies](https://www.ufs.ac.za/sasl/department-of-south-african-sign-language-and-deaf-studies-(incorporating-the-unit-for-language-facilitation-and-empowerment)/academic-activities/undergraduate-studies)

The Department of South African Sign Language and Deaf Studies (SASLDS) teaches undergraduate and postgraduate South African Sign Language (SASL) modules. The Department teaches SASL in various modules, which includes Linguistics, Deaf studies, Acquisition, and Conversational. By combining these modules, the SASL undergraduate is exposed to the grammatical and cultural aspect of SASL while learning the language. The undergraduate SASL course expands over three-year modules. After the completion of a Bachelors Degree and the third year, SASL module students can apply for a postgraduate degree at the Department.

Additionally, the Department of SASLDS has a Unit for Language Facilitation and Empowerment. This Unit is dedicated to academic activities such as research project, short courses for SASL and arranging academic conferences.

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DeafSA- Nonprofit Organisation

Previously known as the South African National Council for the Deaf (SANCD), DeafSA is a non-profit organisation advocating for the rights of Deaf members. DeafSA is recognised internationally as the representative for the culturally Deaf in South Africa. This organisation has offices across South Africa that assist Deaf members with public services such as interpreting and counselling.

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