

# FIVE YEAR REVIEW OF THE DST/NRF SOUTH AFRICAN RESEARCH CHAIR – CYCLE 1 OF “MIGRATION, LANGUAGE, AND SOCIAL CHANGE”

*EXCERPTS FROM SELF EVALUATION REPORT (2012)*

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## THE REPORT COMPRISES OF SECTIONS A, B AND C:

**Section A** provides Chair holder’s details

**Section B** is intended to provide a reflection on the progress made in the reporting period starting from the commencement date of the Chair in January 2008 to December 2012.

**Section C** will provide a proposed research plan and deliverables for the next five-year cycle for renewed Chair

## SECTION A: CHAIR HOLDER’S DETAILS

Incumbent recruited from: Mark the applicable with **X**

South African University [ ]

Abroad [  ]

Industry [  ]

<b>Title</b>	Professor
<b>First Name</b>	Rajend
<b>Surname</b>	Mesthrie
<b>Gender</b>	Male
<b>Race (African, Coloured, Indian, White or Other)</b>	Indian
<b>Nationality</b>	South African
<b>Name of Chair</b>	Migration, Language and Social Change
<b>Discipline</b>	Linguistics (Humanities)
<b>Host University</b>	University of Cape Town
<b>Chair commencement date</b>	1 <sup>st</sup> January 2008
<b>Level of Chair</b>	1

**Applicable to Tier 2 Chairs only**

Request for a Tier 2 Chair upgrade	Yes [ ]	No [ ]
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## SECTION B: PROGRESS MADE IN THE REPORTING PERIOD

### 1. Performance Assessment

#### 1.1. Research Achievements

Report on progress made against set milestones in your original proposal. Also indicate on-going research activities.

Milestones	New research rising from planned research	Completed	On-going	Reasons for not attaining milestones
A. Undertaking advanced research on (i) sociophonetics relating to English and social change in post-apartheid South Africa	(i) We are working on acoustic phonetics at a more advanced level than originally intended, and are immersed in analysis of vowels by the technique of "forced alignment", requiring input from computer programmers and acoustics (the physics of sound) as well as our own expertise in social dialectology.  A spin-off has been the collection of variable vocabulary which will be used to produce a mini atlas of South African English.	(i) We have completed all fieldwork, bringing up the total number of speakers interviewed in 5 South African cities to 260, which is more than our original target of 250. We are currently about 98% through transcription of the data. We have undertaken advanced phonetic analysis of the data, concentrating on selected variables that best demonstrate the nature of variation and change in post-apartheid South Africa, with respect to the GOOSE vowel, and the consonant variables (t) and (th).	(i) Three detailed papers have been completed on the socio-phonetics of South African English, but the rich data base of interviews will provide material for the next decade.	
(ii) effects of urbanisation	(ii) Our analysis	(ii) We undertook further advanced	(ii) A PhD student is in his	

<p>and social change among township youths and their multilingual linguistic creativity</p>	<p>provides a comprehensive view of “tsotsitaals” nationally, uncovering new analogues in and outside the Black townships that clarify the essential nature of these youthful varieties and what it would take for them to stabilize as new languages as frequently claimed.</p>	<p>analysis of Tsotsitaal as described in the previous Gauteng-based literature and from our own Cape Town database, as well slang amongst Indian and Coloured youth in Kwa-Zulu Natal province.</p>	<p>2<sup>nd</sup> year of documenting the possible birth of a new language in Soweto: we are critically supervising his research to clarify the difference between “Iscamtho” and “Urban varieties” of Zulu, Sotho etc. We are also collecting comparative “antilinguistic” vocabulary in different parts of South Africa.</p>	
<p>(iii) language change and social change in situations involving internal and international migration to South Africa,</p>		<p>(iii) We undertook research on the sociolinguistics of African migrants in Cape Town, concentrating on a review of previous literature, developing a critique of some of the literature on language and globalization and undertaking empirical research on DRC migrants in Cape Town and on language teaching at a refugee centre in Cape Town.</p>		<p>(iii) Part of the research was left incomplete when the refugee crisis of 2008 drove many of our post-doctoral fellow’s interviewees/ consultants out of Cape Town. The post-doctoral fellow left soon after, fearing for his own well-being. We have resumed this research with a 2nd post-doctoral fellow working from a different angle.</p>
<p>and (iv) working on new</p>	<p>(iv) A new</p>	<p>(iv) We researched the</p>		

<p>technologies and their impact on multilingual individuals, especially Xhosa speakers.</p>	<p>direction has been monitoring the potential of the new technologies, even SMS, to generate creative educational materials, e.g. the creation of a “chain” novel by isiXhosa youth.</p>	<p>use of new electronic technologies by Xhosa speakers and migrants in Cape Town, and the effects on Xhosa as a modern language in a technological world.</p>		
<p>B. Developing a graduate research culture.</p>		<p>Generally Prof. Ana Deumert and I have instituted a new research group culture among graduate students in Linguistics at UCT. We have also succeeded in attracting and mostly retaining students from a diversity of backgrounds within SA and beyond within Africa. A graduate culture is clearly discernible in Linguistics, with students attending regular research workshops, at which they present aspects of their work in a mutually supportive environment. These culminate in end of year day-long research workshops involving about 12 short papers</p>		

		<p>presented by staff from the project and (mainly) graduate researchers.</p> <p>At Masters level, students are doing substantial work on language and social change in relation to socio-phonetics, multilingual variation and new digital technologies. Many of our Honours and Masters students gained distinctions in their research essays or mini dissertations &amp; their degrees overall and are starting to become productive in turning their theses into conference &amp; research articles.</p>		
C. Publishing in peer-reviewed journals and international books.		<p>(i) Our research on socio-phonetics of South African Englishes in relation to changing identities and class structures received international recognition firstly as lead article in the first 2010 issue of the high impact (1.523) <i>Journal of Sociolinguistics</i>, ("Sociophonetics and Social Change:</p>	<p>Many articles and book chapters are in press and in preparation, covering the themes of accent variation, language contact, new digital technologies, migration and language studies.</p>	

		<p>deracialisation of the GOOSE vowel in SA English”). It was soon after selected for re-publication in the Open university’s set text: <i>English in the World: History, Diversity, Change</i> (already out in January 2012), as a showpiece on current international research on linguistic variation. This article used new methods of phonetic analysis to report decisively on language and deracialisation in SA, in ways that connect with international sociolinguistics. This places the work of the chair and that of graduate students who contributed enormously in data capture, graphic design and some data analysis in the international limelight. (The only other author chosen from Africa was Ngugi Wa Thiongo).</p> <p>(ii) The article 'Ethnicity, place and social dialect: the dynamics of Coloured and Indian English in five South African</p>		
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		<p>cities in relation to the variable (t)' which was written in 2011 by the chair has been accepted by the prestigious CUP journal <i>Language Variation and Change</i> for publication in Oct. 2012. The article deals with the give-and-take between region and ethnicity and the role of historical migrations to South Africa in shaping variation in South African English.</p> <p>(iii) An article from the project was published in the high-impact (0.899) economics journal, <i>Journal of Development Studies</i> on ethnolinguistic fragmentation, communication networks and economic participation of Xhosa speakers in Cape Town and migrants from the Eastern Cape (Ana Deumert, 2010).</p> <p>(iv) A graduate student on the project, Mr. Oscar Masinyana co-published an</p>		
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		<p>article with Ana Deumert in the international journal <i>English World Wide</i> on the theme of SMS texting in Xhosa and English.</p> <p>(v) Several (6) books emanated directly or indirectly from the project, dealing with English in the global world and Socio-linguistics as a discipline responding to changes in globalizing societies. The most notable of these and most related to the themes of migration, language and social change are <i>World Englishes</i> by R. Mesthrie &amp; R. Bhatt (CUP 2008) and <i>A Dictionary of South African Indian English</i> by R. Mesthrie (UCT Press, 2010).</p>		
D. Building local and international research links.		We had one main distinguished visiting scholar on the project per annum, who over a six week period taught on part of our graduate courses on language		



		<p>contact and variation and gave input to students on their research projects. Additionally we attracted many short term visitors with an Africanist and/or sociolinguistic bent. Members of the project gave several invited keynote addresses in South Africa and abroad: notably Prof. Mesthrie who was invited to speak on sociophonetics and social change as the opening keynote speaker to about 600 delegates at the first ever ISLE (International Society for English Linguistics) conference in Germany in 2008. He also gave a keynote to the Sociolinguistics Symposium in the U.K. in 2010, to an audience of about 800. Ana Deumert gave a keynote</p>		
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		<p>address at (inter alia) the international Mobile Language &amp; Literacy conference in Cape Town, 2011. We have strong collaborative links with the following German universities: Heidelberg, Zurich, Regensburg, Freiburg, Osnabruck and the Max Planck Institute (Leipzig). Within South Africa we have strong links with the University of the Western Cape, and in fact with all universities via our participation at the annual Linguistics Society gatherings, of which society Prof. Mesthrie was president till 2009 and remains on the executive committee. We built a strong research and teaching link by co-teaching an e-learning</p>		
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		<p>graduate course with the Universities of Heidelberg &amp; Zurich in 2008 and 2011 on the topic 'Language &amp; culture in the Indian Diaspora'. This was an opportunity for our graduate students who enrolled on the course to interact virtually with their German and Swiss counterparts.</p>		
<p>E. Contributing to the discipline of Sociolinguistics internationally.</p>		<p>Appearance of the 530 page Cambridge Handbook of Sociolinguistics, edited by myself. This book reflects the state of the art of Sociolinguistics, the field in which my research chair is located. Two other South African authors feature in it: Prof. Ana Deumert, from the project, contributed a chapter on multilingualism and Prof. C. Stroud of UWC (and a research collaborator with us on migration studies in Cape Town) wrote the chapter on language and</p>		

		<p>education (in a semiotically saturated, new electronic world).</p> <p>Prof. Mesthrie has since 2007 served as one of three co-editors for the CUP journal 'English Today', which focuses largely on English in a multicultural, globalized world. A post-doctoral fellow and research officer on the project gained training in the complex business of producing a journal.</p> <p>Prof. Mesthrie was re-elected to the executive committee of the International Society for English Linguistics, as chair of the nominating committee. He was also approached to speak at the next conference of the International Congress of Linguists, and to consider hosting their next but one conference in Cape Town.</p>		
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Since the column format allows only the briefest of outlines, the following section fleshes out the milestones anticipated in the original proposal - from which all direct quotes are taken. This section also reports on (a) the completed (or in only a few cases, accepted but still in-press) publications related to them, and (b) the student mini- and full dissertations on different sub-parts of the project.

Research milestones in terms of publications and research essays/ theses/ dissertations by graduate students. (*All quotes are from the original proposal of 2007*)....

- A. “The research will feed concretely, empirically, and “from below” into national debates about multilingualism, the intellectualisation of African languages and the role of English in the age of global migration and technologies ... [and it] will include the role of Xhosa in the informal and formal economies”.**

*Three articles and two book chapters published internationally as follows:*

- R. Mesthrie. 2008. South Africa: the rocky road to nation building. In *Language and National Identity in Africa*. Oxford: Oxford University Press, pp. 314-328.
- R. Mesthrie. 2008. Necessary versus sufficient conditions for using new languages in South African higher education: a linguistic appraisal. *Journal of Multilingual & Multicultural Development*, 29(4):325-340.
- R. Mesthrie. 2010. ‘Sociolinguistics in South Africa – a critical overview of current research’. In J. Ball (ed.) *Sociolinguistics around the World*. London: Routledge, pp. 187-202.
- A. Deumert. 2010. ‘It would be nice if they could give us more language’ - serving South Africa’s multilingual patient base. *Social Science and Medicine* 71, 53-61.
- A. Deumert & O. Masinyana. 2008. Mobile Language Choices – The Use of English and isiXhosa in Text Messages (SMS), Evidence from a Bilingual South African Sample. *English World-Wide* 29, 117-148.

MA dissertation:

- 2009 M.A. Vanessa Perrott. The language of risk and the risk of language: on language and health in a Cape Town hospital. (*Ms. Perrott is a medical doctor*).
- [*submitted October 2012*] Given Hlongwani. Translation practice in Xitsonga.

Honours research essays:

- 2009: Given Hlongwani: language policy and African language education.

- 2009: Frieda Coetzee: Switching to *Son-taal*: An analysis of the linguistic devices employed by the editorial team of the tabloid, the Son, in order to mirror the vernacular speech of their Coloured working class target market.
- 2009: David Klaasen: 'Text and the City': language choice among bilingual users of social networking sites such as Facebook.
- 2010 Kirsten Whitfield: Linguistic cross-over from online to 'IRL' in the Gaming Community
- 2010: Thembisa Kosi: language development and isiXhosa.
- 2010: Doris Manong: language and education issues in isiXhosa.
- 2010. Kirsten Whitfield: Linguistic cross-over from online to 'IRL' in the Gaming Community
- 2011: Tammy Erasmus: Language Attitudes: interpretation of attitudinal perspectives of English and Afrikaans speakers within a South African context.
- 2011: Katherine de Kock: Code-Switching as performance of social network sites: a look at the role of Afrikaans in contemporary South Africa.
- 2012. Simon Abbot. Remarks on the low numerals of some Southern African Bantu languages, with some comments on number superstitions and the origin of numerals.
- 2012. Beatrice Miller. Patterns of code-switching on social networking sites.

**B. "In current research Profs. Mesthrie and Deumert are examining the social and linguistic adaptations [including slang and new urban varieties] and survival strategies being made by ... immigrants in .... townships".**

*Three articles and a book chapter as follows:*

- R. Mesthrie. 2008. "I've been speaking Tsotsitaal all my life without knowing it": towards a unified account of tsotsitaals in South Africa. In M. Meyerhoff and N. Nagy (eds.) *Social Lives in Language*. New York: Benjamins, pp. 95-109.
- A. Deumert & Nkululeko Mabandla. 2009. *I-Dollar eyi one!* Ethnolinguistic fragmentation, communication networks and economic participation. *Journal of Development Studies* 45, 412-440.
- E. Hurst. 2009. Tsotsitaal, global culture and local style: identity and recontextualisation in 21<sup>st</sup> C South African townships. *Social Dynamics*, 35(2):244-257.

- R. Mesthrie & E. Hurst (in press). Antilanguage, code-switching and restructured urban varieties in South Africa: an analytic overview of tsotsitaals with special reference to the Cape Town variety. *Journal of Pidgin & Creole Languages*, accepted, to appear early 2013.

PhD thesis:

- 2008. Ellen Hurst, PhD. *Style, Structure and Function in Cape Town Tsotsitaal*. (partly funded by SARCHI from running expenses)

Honours research essays:

- 2010. Chikomborero Chamanga: The youth in slang. A sociolinguistic study of the nature of Shona slang: its origins, structure and influence on the youth of Zimbabwe.
- 2011. Ashleigh Brito: Social Functions and Motivations of Slang use in Durban, South Africa.

**C. “Post-apartheid immigration, bringing refugees from other countries in Africa, as well as seasonal traders and middle-class professionals is changing the demographic and social landscape of cities and towns”.**

*(Much of this work was delayed by the refugee crisis of 2008, making sociolinguistic work difficult and less pertinent than social work. We resumed the theme in 2010, and have completed articles currently under international review):*

- Canagarajah, S., Bailey, A., Giampapa, F., Hawkins, M., **Hurst, E.**, Mahboob, A., Roberts, P. & Silberstein, S. 2011. *Skilled Migration and Global English: Language, Development, and the African Professional*. WUN/ Penn State University Migration Studies Project. Online at: <http://www.migrationstudiesproject.psu.edu/projects.shtml>.
- Jon Orman (under review since mid-2011). *Language and 'new' African migration to South Africa: An overview and some reflections on theoretical implications for policy and planning*.

- Jon Orman (under review since mid-2011). Linguistic resources, mobility and inequality: African refugees in Cape Town.

MA dissertations:

- 2007: Mbong Mai : Assessing patterns of language use and identity among Cameroonian migrants in Cape Town. (UWC student who received SARCHI funds and worked with us on fieldtrips).
- 2010: Aurelio Simango: Language Variation and Contact: phonetic and phonological aspects of Portuguese of Maputo City (Masters by research only).

Incomplete work:

- Post-doctoral fellow Giasuma Kamuangu was unable to finish his project on DRC migrants in Cape Town because of the refugee crisis of 2008, when he left after his countrymen's lives were threatened in township attacks.

**D. “The relation between Black middle-class varieties of English (spoken by young recent graduates of private schools and universities) and colloquial White varieties of English is a topic of immense interest, touching upon the nerve centre of changing identities, social change, individual aspirations and new community formation. The government has recently called upon researchers to investigate what they perceive as alarming sociocultural change...”**

*4 articles, 4 book chapters, a book:*

- R. Mesthrie. 2009. The risks of crossing: a retrospect from apartheid South Africa. *SPIL PLUS (Stellenbosch papers in Linguistics)*.
- R. Mesthrie. 2009. Deracialising the GOOSE vowel in South African English: accelerated linguistic change amongst young, middle-class, females in post-apartheid South Africa. In T. Hoffmann & L. Siebers (eds.) *World Englishes-- problems, properties and prospects : selected papers from the 13th IAWL conference*. Amsterdam: Benjamins.
- R. Mesthrie. 2010. Socio-phonetics and social change: deracialisation of the GOOSE vowel in South African English. *Journal of Sociolinguistics*. 14(1):3-33.
- R. Mesthrie. 2010. New Englishes and the native speaker. *Language Sciences*.
- R. Mesthrie. 2011. Contact and African Englishes. In R. Hickey (ed.) *The Handbook of Language Contact*. Oxford: Wiley-Blackwell, pp. 518-537.
- R. Mesthrie with Jeanne Hromnik. 2011. *Eish, but is it English?:celebrating the South African variety*. Cape Town: Random House/ Zebra Press. xvi + 154 pp.



- R. Mesthrie. 2012. Social change and changing accents in South Africa. In: J. Swann & P. Seargeant (eds.) *English in the World: History, Diversity, Change*. London: Routledge (& the Open University), pp.316-322.
- R. Mesthrie. 2012. Race, ethnicity, religion and castes. In J. Hernandez-Campoy & J. C. Conde-Silvestre (eds) *The Handbook of Historical Sociolinguistics*. Oxford: Wiley-Blackwell, pp. 353-365.
- R. Mesthrie (in press). Ethnicity, place and social dialect: the dynamics of Coloured & Indian English in 5 South African cities in relation to the variable (t) (Accepted by *Language Variation and Change*, to be published Oct. 2012).

#### Honours research essays:

- 2008. Justin Brown: Language and Identity in the English-Speaking Cape Town 'Coloured' Community: a sociophonetic study of the GOOSE and BATH vowels.
- 2008. Alida Chevalier (née Jacobs): A Sociophonetic study of two vowels, GOOSE and NURSE, in terms of Gender in South African Indian Students from KwaZulu Natal.
- 2008. Robyn Stephenson: The Matching Middle Class: phonological differences, or the lack thereof, in male and female young, middle-class, Cape Townian White South African English
- 2009. Bruce Wileman: A study of regional dialect variation between Cape Town and Port Elizabeth within the middle White South African English-speaking community through the investigation of two linguistic variables, TRAP and BATH.
- 2009. Kirstin Wilmot: Xhosa mother-tongue speakers' attitudes towards language shift: a case study in two Eastern Cape secondary schools.
- 2010. Kelly Quantrill: Study of rounded vowels (*oorrounding*) in Afrikaans advertisements.

#### Masters theses:

- 2008. Marion Chirwa: Trill maintenance and replacement in Chichewa: a study on newsreaders' speech from three radio stations in Malawi.
- 2008. Tracey Toefy (née Dennis): Changing sociolinguistic identities of young, middle-class 'Coloured' people in post-apartheid Cape Town
- 2011. Alida Chevalier: Social class differentiation in South African Indian English: a sociophonetic study of three vowel variables
- 2011. Bruce Wileman: Regional Variation in South African English: a sociophonetic comparison of young White speakers in Cape Town and Durban.
- 2011. Kirstin Wilmot: Socio-cultural change in two prestigious secondary schools in South Africa: a sociophonetic study of black and white females.

- 2012. Justin Brown: Focusing and diffusion in 'Cape Flats English': a sociophonetic study of three vowels.

PhD thesis:

- 2012. Kirsten Morreira: Social change, class formation and English: a study of young black South Africans with "Model C" school backgrounds.
- E. "The alleged decline of African languages is much in the public eye of newspapers and a source of concern to planners and policy makers: is there a role for African languages in an African Renaissance, or are the indigenous languages threatened by the forces of modernisation? Sociolinguists with a strong background in Linguistics & Sociology are the obvious ones to take this research further, in a more detailed, nuanced and informed way than previously".**

*4 articles, a book chapter and three reports.*

- R. Mesthrie. 2008. Is English a glottophagic language in South Africa? *English Today*. 24(2):13-19.
- R. Mesthrie. 2008. Trajectories of language endangerment in South Africa. In C. Vigouroux & S. Mufwene (eds.) *Globalization and Language Vitality: Perspectives from Africa*. London: Continuum Press. pp. 32-50.
- A. Deumert. 2010. *Imbodela zamakhumsha* - Reflections on Standardization and Destandardization. *Multilingua* 29, 243-264.
- A. Deumert. 2009. Tracking the Demographics of (Urban) Language Shift – An Analysis of South African Census Data. *Journal of Multilingual and Multicultural Development*.
- A. Deumert. 2009. Namibian *Kiche Duits* – The Making (and Decline) of a Neo-African Language. *Journal of Germanic Linguistics*.
- A. Deumert. 2011. *Interpreting Practices in the Western Cape Legislature*. Report prepared for the Western Cape Language Committee.
- A. Deumert. 2010. *Klik cc....Supporting Indigenous Literacies in the Digital Space*  
[http://m4lit.files.wordpress.com/2010/03/m4lit\\_indigenous\\_literacies\\_adeumert\\_2010.pdf](http://m4lit.files.wordpress.com/2010/03/m4lit_indigenous_literacies_adeumert_2010.pdf)
- 2008 *Language and Health – A Study of Language Practices at Western Cape Hospitals*. Report prepared for the Western Cape Language Committee.

MA theses:

- 2010: Moonde Kabinga: A comparative study of the morphosyntax and phonetics of Town Bemba and Standard Bemba of the Copperbelt, Zambia.

- 2012. Frieda Coetzee: Local and trans-local literacies in an urban 'Village': a sociolinguistic study.

PhD theses:

- 2009. Rafiki Yohana. A Sociolinguistic analysis of variation in a rural African community Chasu in Samé district, Tanzania. (funded by USHEPIA with top-ups from SARCHI).
- 2010. Annatjie Louw. Language maintenance and shift among the Rehoboth Bastards of Namibia, ca. 1868-2008.

**F. “Indian South Africans, still the largest community of Indian origin outside South Asia (as opposed to Pakistani, Bangladeshi or Sri Lankan origins), also see themselves as defined by the processes of migration and indenture”**

*A book, 2 book chapters, an article, a report and a review.*

- R. Mesthrie. 2008. South Asian languages in the second diaspora. In *Language in South Asia*, (eds.) B.B. Kachru & S.N. Sridhar, Cambridge: Cambridge University Press. pp. 497-514.
- R. Mesthrie. 2008. South Africa. In *Yearbook of South Asian Languages*. 2008: 237-41.
- R. Mesthrie. 2010. *A Dictionary of South African Indian English*. UCT Press. xxviii + 260 pp.
- R. Mesthrie. 2010. Review of D. Chaudhury, Foreigners and Foreign Languages in India. *Yearbook of South Asian Languages*, pp. 175-182.
- R. Mesthrie. 2011. Public lecture series on 150 years of Indian history in South Africa. (Report). *Social Dynamics* 37(3):436-8.
- R. Mesthrie. 2012. Native speaker, vernacular universals and New Englishisms. In R. Agnihotri and R. Singh (eds.) *Indian English: towards a New Paradigm*. Noida, India: Orient Blackswan, pp. 140-55.

MA thesis:

2012. Shanali Govender: Language attitudes and reported language practices in recent Tamil-speaking, Sri Lankan Migrants to South Africa.

**G. “For the indigenous Khoe-San and the large ‘Coloured’ population of the Cape migration might seem less salient a theme. However, theirs is partly the theme of reaction to incoming migrants and concomitant shifting spaces, economies and**

**identities. Here language is also implicated: in previous times language death in Khoe-San populations went hand in hand with the destruction of ecological niches (Crawhall 2004)... Remnants of Khoe-San languages are turning up in unexpected places, touching upon issues of identity, migration, social change, memory, heritage and 'difference' ..."**

One book chapter, and two articles plus a book chapter under review.

- R. Mesthrie. 2008. Pidgins, Creoles and Contact languages. In J. Singler and S. Kouwenberg (eds.) *Handbook of Pidgins and Creoles*. New York: Blackwell. pp. 263-86.
- Menan du Plessis [under review] A century of the specimens – a hundred years of academic neglect.
- Menan du Plessis [under review] A first report on new linguistic material collected from elderly Korana and Griqua speakers (with Levi Namaseb).
- Menan du Plessis [under review] The uneasy fit: Khoe-San identities, Khoesan languages and other languages of southern Africa.

PhD thesis:

- 2009. Menan Du Plessis: A unity hypothesis for the southern African Khoesan languages.

**H. *More general publications on linguistics, sociolinguistics and especially language contact and variation, showcasing or allied to some of the research from the project include the following:***

*4 books, 5 book chapters, 2 journal articles,*

- R. Mesthrie & Rakesh Bhatt. 2008. *World Englishes*. Cambridge: Cambridge University Press. 2008. xvii + 276 pp.
- R. Mesthrie (ed.) 2008. *Varieties of English: Africa, South and Southeast Asia*. Berlin: Mouton de Gruyter. xxix + 655 pp. (New compilation of 2004 handbook material).
- R. Mesthrie, J. Swann, A. Deumert & W. Leap. 2009. (2<sup>nd</sup>. ed.) *Introducing Sociolinguistics*. Edinburgh University Press, xxx + 501 pp.
- Atikonde Mtenje. 2012. *Aspects of the Phonology of Sukwa*. Cape Town: Centre for Advanced Studies of African Society.
- R. Mesthrie. 2008. Sociolinguistics and Sociology. In B. Spolsky (ed.) *A Handbook of Educational Linguistics*. Oxford: Blackwell pp. 66-82.
- R. Mesthrie & J. Swann. 2009: From variation to hybridity. In *The Routledge Companion to English Studies*. London: Routledge, pp. 76-110.

- A. Deumert. 2008. Loneliness and international students: an Australian study, With Simon Marginson, Chris Nyland, Gaby Ramia and Erlenawati Sawir. *Journal of Studies in International Education* 12, 148-181.
- A. Deumert, J. Bradshaw & K. Burridge. 2008. *Victoria's Languages: Gateway to the World. The interface between language, economic opportunity and migration*. Prepared for VITS Language Link, Victorian Government, Victoria, Australia.
- A. Deumert. 2011 Multilingualism. In R. Mesthrie (ed.) *The Cambridge Handbook of Sociolinguistics*. Cambridge: Cambridge University Press, pp.261-282.
- R. Mesthrie (ed.) 2011. *The Cambridge Handbook of Sociolinguistics*. Cambridge: Cambridge University Press. xiv + 530 pp.
- R. Mesthrie. 2011. 'Introduction: the sociolinguistic enterprise'. In R. Mesthrie (ed.) *The Cambridge Handbook of Sociolinguistics*. Cambridge: CUP, pp. 1- 14.
- R. Mesthrie. 2012. English in Africa: a diachronic typology. In A. Bergs & L. Brinton (eds.) *Historical Linguistics of English*. Berlin: de Gruyter, pp. 2092-2106.

#### Honours research essays:

- 2009. Atikonda Mtenje. An Optimality Theoretic analysis of the phonology of Chichewa loan words of monolingual and bilingual speakers.
- 2011. Yandisa Tyeku. Motherese in isiXhosa: a contribution to child language studies.

#### MA theses:

- 2009. Yolandi Klein: Syntactic variation in Afrikaans: an empirical study.
- 2009. Zeina Mozaic: A study of lexical borrowing and occasional code-switching amongst young middle-class Syrians in Saudi Arabia and Syria.
- 2011 Atikonda Mtenje: Aspects of the Phonology of Sukwa: an optimality theoretic analysis.

## **1.2. Research Outputs**

Provide qualitative and quantitative information for all **published** research outputs<sup>1</sup> that arose directly from the Chair activities over the reporting period.

### **1.2.1. Books and Chapters in books**

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<sup>1</sup> Research outputs include publications (peer-reviewed journals, books, book chapters and patents; artifacts (any research outputs not classified under publications) and conference outputs.

Publication type	Total number
Books	6 (of which 2 are edited collections)
Chapters in books	15

### 1.2.2. Peer reviewed articles

Total number of articles	12 + 2 in press.
Number of single authored articles	9 + 1 in press
Number of co-authored articles with post-graduate students and postdoctoral fellows	1
Number of co-authored articles with multiple authors (excluding post-graduate students and postdoctoral fellows)	2 + 1 in press

### 1.2.3. Non-peer reviewed articles

Total number of articles	1
Number of single authored articles	1
Number of co-authored articles with post-graduate students and postdoctoral fellows	-
Number of co-authored articles with multiple authors (excl. post-graduate students and postdoctoral fellows)	-

### 1.2.4. Published conference proceedings

Total number of articles	-
Number of single authored articles	
Number of co-authored articles with post-graduate students and postdoctoral fellows	
Number of co-authored articles with multiple authors (excl. post-graduate students and postdoctoral fellows)	

### 1.2.5. Products/ Artifacts/ Patents

Outputs	Total Number	Details
Product(s)		
Artifacts		
Patents		

### 1.2.6. Books and Chapters in books

Publication type	Total number
<p>Books</p> <ul style="list-style-type: none"> <li>• R. Mesthrie with Jeanne Hromnik. 2011. <i>Eish, but is it English?:celebrating the South African variety</i>. Cape Town: Random House/ Zebra Press. xvi + 154 pp.</li> <li>• R. Mesthrie. 2010. <i>A Dictionary of South African Indian English</i>. UCT Press. xxviii + 260 pp.</li> <li>• R. Mesthrie &amp; Rakesh Bhatt. 2008. <i>World Englishes</i>. Cambridge: Cambridge University Press. 2008. xvii + 276 pp.</li> <li>• R. Mesthrie (ed.) 2008. <i>Varieties of English: Africa, South and Southeast Asia</i>. Berlin: Mouton de Gruyter. xxix + 655 pp. (New compilation of 2004 handbook material).</li> <li>• R. Mesthrie, J. Swann, A. Deumert &amp; W. Leap. 2009. (2<sup>nd</sup>. ed.) <i>Introducing Sociolinguistics</i>. Edinburgh University Press, xxx + 501 pp.</li> <li>• R. Mesthrie (ed.) 2011. <i>The Cambridge Handbook of Sociolinguistics</i>. Cambridge: Cambridge University Press. xiv + 530 pp.</li> </ul>	<p>6 (two of which are edited collections)</p>
<p>Chapters in books</p> <ul style="list-style-type: none"> <li>• R. Mesthrie. 2008. South Africa: the rocky road to nation building. In <i>Language and National Identity in Africa</i>. Oxford: Oxford University Press, pp. 314-328.</li> <li>• R. Mesthrie. 2010. 'Sociolinguistics in South Africa – a critical overview of current research'. In J. Ball (ed.) <i>Sociolinguistics around the World</i>.</li> </ul>	<p>14 + 1 in press.</p>

London: Routledge, pp. 187-202.

- R. Mesthrie. 2008. "I've been speaking Tsotsitaal all my life without knowing it": towards a unified account of tsotsitaals in South Africa. In M. Meyerhoff and N. Nagy (eds.) *Social Lives in Language*. New York: Benjamins, pp. 95-109.
- R. Mesthrie. 2009. Deracialising the GOOSE vowel in South African English: accelerated linguistic change amongst young, middle-class, females in post-apartheid South Africa. In T. Hoffmann & L. Siebers (eds.) *World Englishes-- problems, properties and prospects : selected papers from the 13th IAWC conference*. Amsterdam: Benjamins.
- R. Mesthrie. 2011. Contact and African Englishes. In R. Hickey (ed.) *The Handbook of Language Contact*. Oxford: Wiley-Blackwell, pp. 518-537.
- R. Mesthrie. 2012. Social change and changing accents in South Africa. In J. Swann & P. Seargeant (eds.) *English in the World: History, Diversity, Change*. London: Routledge (& the Open University), pp. 316-322.
- R. Mesthrie. 2008. Trajectories of language endangerment in South Africa. In C. Vigouroux & S. Mufwene



(eds.) *Globalization and Language Vitality: Perspectives from Africa*. London: Continuum Press. pp. 32-50.

- R. Mesthrie. 2008. South Asian languages in the second diaspora. In *Language in South Asia*, (eds.) B.B. Kachru & S.N. Sridhar, Cambridge: Cambridge University Press. pp. 497-514.
- R. Mesthrie. 2012. Native speaker, vernacular universals and New Englishisms. In R. Agnihotri and R. Singh (eds.) *Indian English: towards a New Paradigm*. Noida, India: Orient Blackswan, pp. 140-55.
- R. Mesthrie. 2008. Pidgins, Creoles and Contact languages. In J. Singler and S. Kouwenberg (eds.) *Handbook of Pidgins and Creoles*. New York: Blackwell. pp. 263-86.
- R. Mesthrie. 2008. Sociolinguistics and Sociology. In B. Spolsky (ed.) *A Handbook of Educational Linguistics*. Oxford: Blackwell pp. 66-82.
- R. Mesthrie & J. Swann. 2009: From variation to hybridity. In *The Routledge Companion to English Studies*. London: Routledge, pp. 76-110.
- R. Mesthrie. 2011. 'Introduction: the

<p>sociolinguistic enterprise'. In R. Mesthrie (ed.) <i>The Cambridge Handbook of Sociolinguistics</i>. Cambridge: CUP, pp. 1- 14.</p> <ul style="list-style-type: none"> <li>• R. Mesthrie. 2012 [in press]. English in Africa: a diachronic typology. In A. Bergs &amp; L. Brinton (eds.) <i>Historical Linguistics of English</i>. Berlin: de Gruyter, pp. 2092-2106.</li> <li>• A. Deumert. 2011 Multilingualism. In R. Mesthrie (ed.) <i>The Cambridge Handbook of Sociolinguistics</i>. Cambridge: Cambridge University Press, pp.261-282.</li> </ul>	
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### 1.2.2. Peer reviewed articles

Total number of articles	12 + 2 in press.
<p>Number of single authored articles</p> <ul style="list-style-type: none"> <li>• R. Mesthrie. 2008. Necessary versus sufficient conditions for using new languages in South African higher education: a linguistic appraisal. <i>Journal of Multilingual &amp; Multicultural Development</i>, 29(4):325-340.</li> <li>• A. Deumert. 2010. 'It would be nice if they could give us more language' - serving South Africa's multilingual patient base. <i>Social Science and Medicine</i> 71, 53-61.</li> <li>• E. Hurst. 2009. Tsotsitaal, global culture and local style: identity and recontextualisation in 21<sup>st</sup> C South African townships. <i>Social Dynamics</i>, 35(2):244-257.</li> <li>• R. Mesthrie. 2009. The risks of crossing: a retrospect from apartheid South Africa. <i>SPIL PLUS (Stellenbosch papers in</i></li> </ul>	9 + 1 in press

<p><i>Linguistics</i>).</p> <ul style="list-style-type: none"> <li>• R. Mesthrie. 2010. Socio-phonetics and social change: deracialisation of the GOOSE vowel in South African English. <i>Journal of Sociolinguistics</i>. 14(1):3-33.</li> <li>• R. Mesthrie. 2010. New Englishes and the native speaker. <i>Language Sciences</i>.</li> <li>• R. Mesthrie (in press). Ethnicity, place and social dialect: the dynamics of Coloured &amp; Indian English in 5 South African cities in relation to the variable (t) (Accepted by <i>Language Variation and Change</i>, to be published Oct. 2012).</li> <li>• A. Deumert. 2010. <i>Imbodela zamakhumsha</i> Reflections on Standardization and De-standardization. <i>Multilingua</i> 29, 243-264.</li> <li>• A. Deumert. 2009. Tracking the Demographics of (Urban) Language Shift – An Analysis of South African Census Data. <i>Journal of Multilingual and Multicultural Development</i>.</li> <li>• A. Deumert. 2009. Namibian <i>Kiche Duits</i> – The Making (and Decline) of a Neo-African Language. <i>Journal of Germanic Linguistics</i>.</li> </ul>	
<p>Number of co-authored articles with post-graduate students and postdoctoral fellows</p> <ul style="list-style-type: none"> <li>• A. Deumert &amp; O. Masinyana. 2008. Mobile Language Choices – The Use of English and isiXhosa in Text Messages (SMS), Evidence from a Bilingual South African Sample. <i>English World-Wide</i> 29, 117-148.</li> <li>• A. Deumert &amp; Nkululeko Mabandla. 2009. <i>I-Dollar eyi one!</i></li> </ul>	2

Ethnolinguistic fragmentation, communication networks and economic participation. <i>Journal of Development Studies</i> 45, 412-440.	
<p>Number of co-authored articles with multiple authors (excluding post-graduate students and postdoctoral fellows)</p> <ul style="list-style-type: none"> <li>R. Mesthrie &amp; E. Hurst (in press). Antilanguage, code-switching and restructured urban varieties in South Africa: an analytic overview of tsotsitaals with special reference to the Cape Town variety. <i>Journal of Pidgin &amp; Creole Languages</i>, to appear late 2012 or early 2013.</li> <li>A. Deumert, S. Marginson, C. Nyland, G. Ramia and E. Sawir. 2008. Loneliness and international students: an Australian study, <i>Journal of Studies in International Education</i> 12, 148-181.</li> </ul>	1 + 1 in press

### 1.2.3. Non-peer reviewed articles

Total number of articles	1
<p>Number of single authored articles</p> <ul style="list-style-type: none"> <li>R. Mesthrie. 2008. Is English a glottophagic language in South Africa? <i>English Today</i>. 24(2):13-19.</li> </ul>	1
Number of co-authored articles with post-graduate students and postdoctoral fellows	-
Number of co-authored articles with multiple authors (excl. post-graduate students and postdoctoral fellows)	-

### 1.2.4. Published conference proceedings

Total number of articles	-
Number of single authored articles	
Number of co-authored articles with post-graduate students and postdoctoral fellows	
Number of co-authored articles with multiple authors (excl. post-graduate students and postdoctoral fellows)	

<b>1.2.4. OTHER: e- PUBLICATIONS, REPORTS, REVIEWS ETC.</b>	-
<ul style="list-style-type: none"> <li>• Canagarajah, S., Bailey, A., Giampapa, F., Hawkins, M., <b>Hurst, E.</b>, Mahboob, A., Roberts, P. &amp; Silberstein, S. 2011. Skilled Migration and Global English: Language, Development, and the African Professional. WUN/ Penn State University Migration Studies Project. Online at: <a href="http://www.migrationstudiesproject.psu.edu/projects.shtml">http://www.migrationstudiesproject.psu.edu/projects.shtml</a>.</li>   <li>• A. Deumert. 2011. <i>Interpreting Practices in the Western Cape Legislature</i>. Report prepared for the Western Cape Language Committee.</li>   <li>• A. Deumert. 2010. <i>Klik cc....Supporting Indigenous Literacies in the Digital Space</i> <a href="http://m4lit.files.wordpress.com/2010/03/m4lit_indigenous_literacies_adeumert_2010.pdf">http://m4lit.files.wordpress.com/2010/03/m4lit_indigenous_literacies_adeumert_2010.pdf</a></li>   <li>• 2008 <i>Language and Health – A Study of Language Practices at Western Cape Hospitals</i>. Report prepared for the Western Cape Language Committee.</li>   <li>• R. Mesthrie. 2008. South Africa. In <i>Yearbook of South Asian Languages</i>. 2008: 237-41.</li>   <li>• R. Mesthrie. 2010. Review of D. Chaudhury, <i>Foreigners and Foreign Languages in India</i>. <i>Yearbook of South Asian Languages</i>, pp. 175-182.</li>   <li>• R. Mesthrie. 2011. Public lecture series on 150 years of Indian history in South Africa. (Report). <i>Social Dynamics</i> 37(3):436-8.</li>   <li>• A. Deumert, J. Bradshaw &amp; K. Burridge. 2008 <i>Victoria's Languages: Gateway to the World. The interface between language, economic opportunity and migration</i>. Prepared for VITS Language Link, Victorian Government, Victoria, Australia</li> </ul>	

**1.2.6. Keynote address/ Plenary Presentations/Conferences**

Presentation classification	Total Number
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National conferences	5
International conferences	7 (+ 1 closed international workshops)
Keynote address	2
Plenary presentation	5 (+ 1 plenary at closed international workshop)

For each keynote address and plenary presentation provide the following details:

- Conference name and details
  - Conference venue
  - Size of the conference
  - Provide a link to the conference programme
- 
- R. Mesthrie. 2008. 'The sociophonetics of English in post-apartheid South Africa', University of Freiburg. (Opening keynote of first conference of the International Society for English Linguistics). [/www.isle2008.uni-freiburg.de/programme](http://www.isle2008.uni-freiburg.de/programme)
  - R. Mesthrie 2009. 'Urban languages and urban legends: Tsotsi and other taals in South Africa', University of the Western Cape. (Opening Keynote speaker at the International Conference of the African Languages Association of South Africa – ALASA). Size: 200. [tshwanedje.com/publications/afrilex-alasa\\_2009.pdf](http://tshwanedje.com/publications/afrilex-alasa_2009.pdf) (see page 50 therein).
  - R. Mesthrie 2011. 'Migration, dialectology and citizenship: a perspective from South African Indian English', University of Southampton. (Plenary at Sociolinguistics Symposium (SS 16)). Size: 800. [/www.southampton.ac.uk/ss18/programme](http://www.southampton.ac.uk/ss18/programme)
  - R. Mesthrie 2011. 'The making of a dialect dictionary in relation to community oral norms and literacy practices. University of Cape Town & University of the Western Cape'. (Opening plenary at International Association for Applied Linguistics Mobility-Language-Literature conference). Size: 300. (Website seems unavailable. Organisers: [Mastin.Prinsloo@uct.ac.za](mailto:Mastin.Prinsloo@uct.ac.za), [cstroud@uwc.ac.za](mailto:cstroud@uwc.ac.za))
  - R. Mesthrie 2009. 'Antideletions and complexity theory, with special reference to Black South African English'. University of Freiburg. (International Complexity Theory & Second Language Acquisition workshop). Size of closed workshop: 12 – all presentations were plenaries. [http://www.frias.uni-freiburg.de/lang\\_and\\_lit/veranstaltungen/linguisticcomplexity](http://www.frias.uni-freiburg.de/lang_and_lit/veranstaltungen/linguisticcomplexity)
  - R. Mesthrie 2010. 'Accommodation & change in migrant & multiethnic communities: the conversational historical *be + -ing* present in South African Indian English'. University of Zurich. (International Conference on English as a Contact language). Size of closed Conference: 21 – all presentations were plenaries.

<http://www.es.uzh.ch/Subsites/events/ecola2010/Programme.html>

- R. Mesthrie 2012. English in India and South Africa: comparisons, commonalities and contrasts. India and South Africa Workshop, King's College London. Size of closed workshop 12 – all presentations were plenaries.
  - A. Deumert 2011. 'KLC CC – Multilingual Mobile Literacies'. University of Cape Town & University of the Western Cape. (Plenary at International Association for Applied Linguistics Mobility-Language-Literature conference). Size: 300. (website seems unavailable. Organisers: [Mastin.Prinsloo@uct.ac.za](mailto:Mastin.Prinsloo@uct.ac.za), [cstroud@uwc.ac.za](mailto:cstroud@uwc.ac.za))
  - A. Deumert 2011. 'A linguist's reflections on multilingual, mobile literacies'. Cape Town. (Plenary at RASA (Reading Association of South Africa) conference).  
[www.rasa.uct.ac.za/docs/callforpapers30\\_5\\_2011.doc](http://www.rasa.uct.ac.za/docs/callforpapers30_5_2011.doc)

### 1.3. Research Collaborations

List names of national and international collaborations established through the Chair over the reporting period and provide detail on the nature and extent of the partnership.

No	Name of collaborator	Institution	Sector/Discipline	National or International	Nature and extent of partnership
1.	<b>Dr Thomas Hoffman</b>	University of Osnabruck	Anglistik/ English Studies	International	Visiting scholar
2.	<b>Dr Sabine Zerbian</b>	University of Potsdam	Institute for Linguistics	International	Visiting researcher
3.	<b>Prof. Bernd Kortmann</b>	University of Freiburg	Centre for Advanced Studies in Linguistics	International	Director of project on Complexity Theory & Typology
4.	<b>Prof. Maarten Mous</b>	University of Leiden	African Linguistics	International	Visiting scholar & research collaborator
5.	<b>Ms Joan Swann</b>	Open University, U.K.	Centre for Language in Education	International	Visiting educationist & co-author
6.	<b>Prof. John Singler</b>	New York University (NYU)	Dept. of Linguistics	International	Visiting scholar
7.	<b>Prof. Christopher Stroud</b>	University of the Western Cape (UWC)	Dept. of Linguistics	National	Research collaborator with Ana Deumert
8.	<b>Prof. N. Mathonsi</b>	University of KwaZulu Natal	School of IsiZulu	National	Research collaborator
9.	<b>Prof. Ekkehard Wolff</b>	University of Leipzig	Centre of African Studies (Institut für Afrikanistik)	International	Visiting scholar (twice 2009, 2012)
10.	<b>Prof. Jack Chambers</b>	University of Toronto	Department of Linguistics	International	Visiting scholar



11.	<b>Prof. Paul Kerswill</b>	University of York, UK.	Dept. Language and Linguistic Science	International	Visiting scholar
12.	<b>Prof. Ray Hickey</b>	University of Duisburg and Essen	Institute for Anglophone Studies (Essen Campus)	International	Visiting scholar
13.	<b>Prof. Paul Foulkes</b>	University of York, UK.	Dept. of Linguistics	International	Visiting scholar
14.	<b>Prof. Ron Simango</b>	Rhodes University	Dept. of Linguistics	National	Research collaborator
15.	<b>Prof. Matthias Brenzinger</b>	University of Cologne	Instituut für Afrikanistik	International (now at UCT)	Visiting scholar, now colleague at UCT.
16.	<b>Prof. Edgar Schneider</b>	University of Regensburg	Institut für Anglistik and Amerikanistik	International	Visiting scholar and co-editor on projects.
17.	<b>Prof. Salikoko Mufwene</b>	University of Chicago	Dept. of Linguistics	International	Visiting scholar
18.	<b>Prof. Cecile Vigouroux</b>	Simon Fraser University	Dept. of French	International	Visiting Scholar

Provide details on how each collaboration has advanced specific activities of the Chair's research programme.

(Numbers below cross-refer to the above table).

1. Ran a statistical workshop for linguists at UCT in 2009. Undertook research on English phonetics in Cape Town. Collaborating towards setting up a Cape Town-Osnabruck corpus of English in post-apartheid South Africa.

2. Collaborating on the sociophonetics of Black South African English, and training one of our MA graduates on intonation analysis via computer.
3. Director of project on Complexity Theory & Syntactic typology, placing our work on Black South African English and other varieties in South Africa in a global typological framework.
4. Working on joint project with us on new “youth languages” in Africa, contributing as specialist in African languages.
5. Bringing the fruits of the research project to an international audience via publications and video and audio material produced at the Open University in collaboration with us.
6. Gave 7 graduate seminars on sociolinguistic variation in 2009 & worked with the research chair on theories of language contact. Returned in 2010 and co-researched material on mobile phone technologies in South Africa and West Africa.
7. Liaising with us on mobility, language and new technologies. Worked with us in trying to set up a project on the sociolinguistics of multilingualism in Africa.
8. Working on Tsotsitaal registers in Durban with us, bringing his specialist knowledge of Zulu sociolinguistics.
9. Gave graduate seminars on Sociolinguistics in Africa in 2008/9, with his specialist interest in North and West Africa.
10. Gave 7 graduate seminars on sociolinguistic variation in 2008. Extensive discussion with us on current North American variationist approaches to language.
11. Gave 7 graduate seminars on sociolinguistic variation in 2010. Collaborated with us on youth languages & participated in extensive discussions on current British variationist approaches to language.
12. Gave 7 graduate seminars on language contact and variation in 2011. Collaborates with the chair on producing theoretical overviews of language contact and variation using data from Africa.
13. Visited UCT prior to setting up the project to run an acoustics workshop; with his colleagues at York has advised us on new methods in acoustic normalisation & other British sociophonetic trends.
14. Working on Tsotsitaal registers in the Eastern Cape as part of a project convened by Dr. Ellen Hurst of our project, with his specialist knowledge of Zulu sociolinguistics.
15. Visiting scholar with interest in Khoesan linguistics & language endangerment, participated in discussions around migration and non-sedentary communities.
16. Visited UCT with a view to setting up a joint DAAD project; discussions and seminars on his theory (the “Dynamic Model”) of the global spread of English.
17. Visiting scholar with expertise in language contact in the African diaspora and population genetics models in language.
18. Visiting scholar with expertise in Francophone African migrants in Cape Town. Discussions around closer future collaboration. Ran a joint workshop with UCT and UWC on Labour and Language.

## **2. Profile of Research Team**

The data presented in the tables below have been extracted from Annual Progress Reports submitted to the NRF. Please verify and provide missing data where required.

### **2.1. Post-graduate Students**

#### **SARChI supported students**

Surname and Initial	Nationality	Race	Gender F/M	Study start date	Study end date	Status completed/on-going/dropped out	Indicate whether you are/were the primary or secondary supervisor
<b>HONOURS</b>							
Brown, JC	SA	Coloured	M	Feb 2008	Feb 2009	Complete	Primary
Stephenson, RM	SA	White	F	Feb 2008	Dec 2008	Complete	Primary
Jacobs, A	SA	White	F	Feb 2008	Dec 2008	Complete	Primary
Wileman, BRW	SA	White	M	Feb 2009	Dec 2009	Complete	Primary
Hlongwani, GJ	SA	Black	M	Feb 2009	Dec 2009	Complete	Secondary
Klaasen, DI	SA	Coloured	M	Feb 2009	Dec 2009	Complete	Secondary
Wilmot, KD	SA	White	F	Feb 2009	Dec 2009	Complete	Primary
Coetzee, F	SA	White	F	Feb 2009	Dec 2009	Complete	Secondary
Govender, SC	SA	Indian	F	Feb 2009	Dec 2009	Complete	Primary
Yang, TH	Taiwanese	Asian?	F	Feb 2009	Dec 2009	Complete	Secondary
Kosi, TS	SA	Black	F	Feb 2009	Dec 2009	Complete	Secondary
Manong, DN	SA	Black	F	Feb 2009	Dec 2009	Complete	Secondary
van Blerk, LJ	SA	White	F	Feb 2009	Dec 2009	Complete	Secondary
Quantrill, KR	SA	White	F	Feb 2010	Dec 2010	Complete	Primary
Whitfield, KL	SA	White	F	Feb 2010	Dec 2010	Complete	Secondary
Brito, A.	SA	White	F	Feb 2011	Dec 2011	Complete	Primary
Tyeku, Y	SA	Black	F	Feb 2011	Dec 2011	Complete	Co-supervisor
Erasmus, T.	SA	Coloured	F	Feb 2011	Feb 2012	Complete	Primary
Winter, D.	SA	Coloured	F	Feb 2011	Feb 2012	Complete	Secondary
Davids, C.	SA	Coloured	F	Feb 2011		Leave of absence	Primary
De Kock, K.	SA	White	F	Feb 2011	Dec 2011	Complete	Secondary
Duminy, M.	SA	White	M	Feb 2011	Dec 2011	Complete	Secondary
Gunguluza, N	SA	Black	F	Feb 2011		Incomplete	Secondary
Ferronah, D.	SA	White	F	Feb 2011	Dec 2011	Complete	Secondary

Dreyer, S.	SA	Coloured	F	Feb 2011		Incomplete	Primary
Abbot, S.	SA	White	M	Feb 2012	Dec 2012	Complete	Secondary
Miller, Beatrice	SA	Black	F	Feb 2012	Dec 2012	Complete	Secondary
<b>MASTERS</b>							
Chirwa, MN	Malawian	Black	F	Feb 2007	Dec 2008	Complete	Primary
Dennis, TL	SA	Coloured	F	Feb 2007	Dec 2008	Complete	Primary
Kabinga, M	Zambian	Black	F	Feb 2008	Dec 2010	Complete	Primary
Klein, Y	SA	White	F	Feb 2008	Dec 2009	Complete	Secondary
Masinyana, SO	SA	Black	M	Feb 08		Leave of Absence	Secondary
Vavruch, AL	SA	White	F	Feb 2006	Dec 2008	Incomplete	Secondary
Brown, JC	SA	Coloured	M	Feb 2009	June 2012	Complete (under external examination)	Primary
Perrott, VEM	SA	White	F	Feb 2009	Dec 2009	Complete	Co-supervisor
Chevalier (née Jacobs), A	SA	White	F	Feb 2009	Feb 2011	Complete	Primary
Wileman, BRW	SA	White	M	Feb 2010	Dec 2011	Complete	Primary
Wilmot, KD	SA	White	F	Feb 2010	Dec 2011	Complete	Primary
Coetzee, F	SA	White	F	Feb 2010		Complete	Secondary
Govender, SC	SA	Indian	F	Feb 2010		Complete	Primary
Hlongwani, GJ	SA	Black	M	Feb 2010		Submitted in Oct 2012	Secondary
Ndiki, NA	SA	Black	M	Feb 2010	Dec 2011	Incomplete	Secondary
Klaasen, D	SA	Coloured	M	Feb 2011		Ongoing	Primary
Luyt, K.	SA	White	F	Feb 2011		Ongoing	Primary
Brito, A.	SA	White	F	Feb 2011		Left in June 2012 to continue MA at Lund University, Sweden.	Primary

<b>DOCTORAL</b>							
du Plessis, M	SA	White	F	Feb 2007	Dec 2009	Complete	Primary
Jama, Z	SA	Black	M	Feb 2006	Dec 2009	Incomplete	Primary
Louw, AM	SA	White	F	Feb 2001	Dec 2010	Complete	Primary
Moola, S	SA	Black	F	Feb 2008		In progress	Primary
Morreira, KL	SA	White	F	Feb 2006	Feb 2012	Complete	Primary
Cooke, SG	SA	White	F	Feb 2004	Dec 2010	Incomplete	Primary
Toefy (née Dennis), TL	SA	Coloured	F	Feb 2009		Ongoing	Primary
Mfazwe-Mojapelo, LR	SA	Black	F	Feb 2009		Ongoing	Co-supervisor
Klein, Y	SA	White	F	Feb 2010		Ongoing	Secondary
Bembe, MP	SA	Black	F	Feb 2010		Ongoing	Co-supervisor
Aycard, P	French	White	M	Feb 2011		Ongoing	Co-supervisor

**Postgraduate students involved in the SARChI research programme but supported through alternative funding**

Surname and Initial	Nationality	Race	Gender F/M	Study start date	Study end date	Status completed/on-going/dropped out	Indicate whether you are/were the primary or secondary supervisor
<b>HONOURS</b>							
Chamanga, C.	Zimbabwean	Black	F	Feb 2010	Dec 2010	Complete	Co-supervisor
Mtenje, A.	Malawian	Black	F	Feb 2009	Dec 2009	Complete	Co-supervisor
<b>MASTERS</b>							
Mosaic, Z	Saudi Arabian	Saudi	F	Feb 2008	Dec 2008	Complete	Primary
Simango, A.	Mozambiquan	Black	M	Feb 2008	Dec 2010	Complete	Primary
Mtenje, A.	Malawian	Black	F	Feb 2010	June 2011	Complete	Secondary
<b>DOCTORAL</b>							
Hurst, H	British	White	F	Feb 2006	Feb 2008	Complete	Primary

Yohana, R	Tanzanian	Black	F	Feb 2007	Dec 2009	Complete	Primary
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## 2.2. Post-doctoral Fellows

### SARChI supported post-doctoral fellows

					Period of fellowship	
Title	Surname and Initial	Nationality	Race	Gender M/F	Start date	End date
	Kamuangu, G	DRC	Black	M	Feb 2008	Sept 2008
	du Plessis, M	South African	White	F	Feb 2010	Dec 2011
	Orman, J.	British	White	M	Feb 011	ongoing

### Post-doctoral fellows involved in the SARChI research programme but supported through alternative funding

					Period of fellowship	
Title	Surname and Initial	Nationality	Race	Gender M/F	Start date	End date
	-----					

## 2.3 Team Members involved in SARChI Chair activities

Give details of specific contributions of the team members to the Chair's research programme

No.	Title	Surname and Initial	Nationality	Race	Gender M/F	Position/ Capacity	Percentage of time spent working on Chair activities if at all
1.	Ms	Alida Chevalier	SA	Wh.	F	Researcher & administrator 2011-12	90
Member contribution to the Chair research programme Doing student administration for SARChI students. Liaising with research office at UCT.							

<p>Research assistance: managing data base of interviews.  Research assistance: undertaking acoustic analysis of vowel variables.  Teaching assistance: co-teaching and/or providing back up to students working on acoustic sociophonetics.</p>							
2.	A/ Prof	Ana Deumert	SA	Wh.	F	Replace- ment lecturer for the chair; researcher on sociolinguist- tics	50
<p>Member contribution to the Chair research programme</p> <ol style="list-style-type: none"> <li>1. Took over on a full-time basis the bulk of Prof. Mesthrie's undergraduate and half of graduate teaching since 2008.</li> <li>2. Took over headship of the Linguistics Section from Prof. Mesthrie in Jan 2010.</li> <li>3. Co-supervisor and/or main supervisor of several SARCHi students at all levels.</li> <li>4. Undertaking research on isiXhosa in Cape Town, in relation to themes like migration, health, development.</li> <li>5. Running regular research workshops for SARCHi and other graduate students in Linguistics.</li> <li>6. Doing innovative independent research on mobile phone technology &amp; language use.</li> </ol>							
3.	Ms	Faiza Steffenson	SA	Col.	F	P/T administrator 2009-10	50% in 2009- 10; 20% in 2008, and 2011-12.
<p>Member contribution to the Chair research programme</p> <ol style="list-style-type: none"> <li>1. Administrator on a part-time basis of all project finances</li> <li>2. Liaising with students over administrative aspects of their studies</li> </ol>							
4.	Dr.	Ellen Hurst	SA/ UK	Wh.	F	Research Collabor- ator	10%
<ol style="list-style-type: none"> <li>1. Undertaking joint research on language contact, style and Tsotsitaal registers.</li> <li>2. Running writing workshops for beginning graduate students.</li> </ol>							
5.	Dr.	Heather Brookes	SA	Wh.	F	Research Collabor- ator	10%
<ol style="list-style-type: none"> <li>1. Undertaking joint research on township youth practices.</li> <li>2. Supervising two SARCHI students.</li> </ol>							

#### 2.4. Human capital development and retention

Describe how you have created an environment to develop and retain personnel in your team. Also indicate mentoring of potential succession candidates undertaken.

### **Development Strategy and Programmes**

We have been successful in attracting and retaining students at graduate level in Linguistics. One of my strategies was to ensure that the chair was firmly housed in Linguistics as an academic home, so that while our research focus was specific, we did not lose sight of the tools and methods afforded by Linguistics. I remained as head of the Linguistics section for the first two years of the SARCHI chair and as graduate convenor throughout. This meant that I was able to ensure that students and researchers found a balance within the project and the academic section/department. We hold regular informal graduate seminars beyond the conventional Linguistics syllabus, Ana Deumert convening one series of informal seminars throughout the year at which graduate students present research or research ideas in a supportive atmosphere. Prof. Mesthrie convenes another informal seminar series for new graduate students on research methods and writing in the first semester. We also held end-of year full-day workshops at which researchers on the project and students gave short presentations and critiqued each other's near-final work. We have taken senior students and researchers on the project to annual Linguistic Society of South Africa conferences, ensured that they join the society and feel part of an academic and research network. We have encouraged students to attend international conferences, and have helped with their funding applications. In 2010 two students went to a variationist conference in Italy where they gave poster presentations. In 2012 a number of our students applied to attend the Sociolinguistics Symposium in Berlin: at the time of writing two have already been successful with their abstracts. Alida Chevalier the principal research graduate student and administrative assistant on the project gave a joint paper with me at the NWAV conference (*New Ways of Analyzing Variation*) at Indiana University, October 2012.

### **Succession Plan Activities**

- In my application for the first cycle I wrote: "The chair would undertake capacity building by training a young scholar to become a suitable replacement and a potential future leader in the field. To achieve this goal the replacement scholar would be expected initially to undertake team research with the chair. In the long run the chosen replacement scholar would enhance African sociolinguistic research, and take it into centre stage internationally". I can now confirm that Associate Prof. Deumert gained her first tenured position at UCT via SARCHI and has in the four years she has been with us replaced me first as lecturer (at Associate Professor level) and subsequently as section head of linguistics. She collaborates with me on the project whilst being an independent researcher in her own right, raising her own additional funding for allied projects. She is a fully committed academic and researcher, and confirms my impression that she would one day make a good research chair herself.
- Dr. Hurst, a former PhD student of mine, continues to collaborate with me on township youth language, and has raised her own funding via SANPAD. She is definitely set on a research and teaching career track and has a permanent position in Academic Development in the Construction Management faculty. I plan to continue helping her in the early stages of her academic career – e.g. we currently co-supervise two PhD students, and have co-written two articles



together on urban varieties and slang.

- Ms Chevalier was employed full time on the project as researcher and administrator since the beginning of 2011, after completing her MA (cum laude) as a SARCHI student. She will either return to full-time studies in sociolinguistics at UCT under my supervision or take up a research position with me should my SARCHI position be renewed.
- Ms Toefy is completing her PhD and is someone I would want to encourage as a post-doc fellow or junior researcher. She and Ms Chevalier have been the strongest students working on acoustics and socio-phonetics, showing immense confidence and enthusiasm in their work.
- Ms Steffenson worked on a half time basis for the project and with the Linguistics section for the other half. She gained valuable experience in research & finance administration, and has now returned full-time to Linguistics administration. Her experience puts her in the forefront of research administration among junior personnel.

### **Retention Strategy**

All the above personnel would be retained in the event of a second cycle of the chair: Prof. Deumert as UCT's continued and permanent appointee in place of Prof. Mesthrie within Linguistics; and Ms Toefy & Chevalier as researchers. The post-doc fellow for 2011, Dr. Jon Orman has also indicated his willingness to remain for a year to continue building up his CV as a sociologist of language. I will be applying for permission to keep him for a third year, rather than break in a new person during my intended sabbatical in 2012.

## **3. Benefit analysis**

### **3.1.NRF Rating Status**

Provide details of your NRF rating status during the reporting period:

<b>Status at time of commencement of five-year cycle</b>		
<b>Valid NRF Rating</b>	<b>NRF Rating</b>	<b>Valid period</b>
Yes [ <input checked="" type="checkbox"/> ]      No [ <input type="checkbox"/> ] √ the applicable option	<b>B1</b>	<b>2003-7</b>

<b>Current status</b>		
<b>Valid NRF Rating</b>	<b>NRF Rating</b>	<b>Valid period</b>
Yes [ <input checked="" type="checkbox"/> ]      No [ <input type="checkbox"/> ] √ the applicable option	<b>A2</b>	<b>2008-14</b>

<b>Other</b>		
<b>NRF rating resubmission under review</b>		<b>Resubmission date</b>
Yes [ <input type="checkbox"/> ]      No [ <input type="checkbox"/> ] √ the applicable option		

NB: In addition, Ana Deumert received a B2 rating at first time of application in 2010.

### 3.2. Research and scholarly awards received

<b>Year</b>	<b>Awards etc.</b>
<b>2009</b>	<b>NRF President's Award for A-rating</b>
<b>2008-9</b>	<b>President of Linguistics Society of South Africa (last two of a total of 8 years)</b>
<b>2009-2012</b>	<b>Executive committee of International Society for English Linguistics</b>
<b>2008-12</b>	<b>Co-editor of CUP journal <i>English Today</i></b>
<b>2012-</b>	<b>Honorary Life executive member of the Linguistics Society of Southern Africa</b>

### 3.3. Institutional Benefits of Hosting the Chair

Provide evidence in the form of reports (using provided guidelines) on the effect of the Chair on the following:

#### **Discipline**

The chair is based within the discipline of Linguistics, more especially the sub-discipline of sociolinguistics. Linguistics remains strong as a discipline in South Africa, though there are fears that some aspects of the discipline are less strong than in the past (historical linguistics, phonetics & phonology, theoretical Linguistics generally, African language description). As

departments get smaller, teaching and supervision loads increase. In addition many scholars are redirected to Applied linguistics (regarding the educational needs of a multilingual country) rather than pure linguistic research. The one sub-discipline that continues to thrive is Sociolinguistics, which sits comfortably in both the theoretical and applied 'camps'. Within South Africa the effect of the chair is felt in several areas of great topical and intellectual interest: (a) migration and language studies, especially within the framework of language contact; (b) socio-phonetics and social change, especially changing middle-class accents across former racial boundaries; (c) the effects on language of the new mobile technologies; (d) youth 'resistance' and 'urban project' languages; (e) the applied linguistics of multilingualism & development (education, economics, health). This influence can be seen by regular and well-attended presentations at the country's annual conferences by the three researchers on the project (Mesthrie, Deumert, Hurst) and their students. Each of these researchers has strong links with advanced researchers on these topics within South Africa (e.g. Mesthrie with Van Rooy & Bekker at North West and Van der Spuy at Wits; Deumert with Stroud, Dyers and Banda at UWC, Hurst with Simango at Rhodes and Mathonsi at UKZN). These links extend informally via the Linguistics Society of Southern Africa to all universities in the country. Mesthrie, who was President of the Linguistics Society of Southern Africa till 2009, turned down the invitation to remain for a third term in the interests of democracy, but remained on the executive.

Internationally, the reputation of the research on the project is possibly even stronger. This can be gauged from the number of invitations to contribute to international handbooks (Blackwell, CUP, Oxford, Mouton, de Gruyter) which remain the benchmark of international authority in Linguistics; to give keynote addresses; and to have the work of the project highlighted (in detail as readings) in the Open University's coursebooks; and in international journal publications. The contribution to the discipline can therefore be said to be "to ensure that studies based in Africa/Southern Africa are of a sufficiently high international standard to inform researchers and their graduate students throughout the world". In the period 2008-2011, several major research-based international texts emanated from the project: *World Englishes* (Mesthrie & Bhatt), *The Mouton Handbook of Varieties of English in Africa and Asia* (ed., Mesthrie), *Introducing Sociolinguistics* (2<sup>nd</sup> ed. Mesthrie, Swann, Deumert, Leap) and the *Handbook of Sociolinguistics* (ed. Mesthrie, chapter contribution by Deumert). These works, which are widely used internationally, ensure that an African voice and perspective is present in modern sociolinguistics. As far as migration studies go a major contribution has been *The Dictionary of South African Indian English* (Mesthrie 2010), which is likely to form a focal reference for the growing international interest in transnationalism emanating from South Asia.

It is noticeable too that several students are confident enough to apply to travel to international conferences (Ghana, Italy, and the Cameroons later in 2012), and have had their abstracts accepted in an increasingly competitive environment. This bodes well for Sociolinguistics as a discipline in Southern Africa.

### **Host University**

Attach a report from the university DVC responsible for management of the Research Chair to account on the benefit to the institution of hosting this Research Chair.

Prof. Mesthrie's research group has contributed decisively to research on language within the faculty of humanities and the university. He has demonstrated how Sociolinguistics as a discipline draws on rigorous Linguistic analysis including the physics of speech (acoustic socio-phonetics) and cognition (semantics), yet has immense relevance to the unfolding historical and sociocultural change in post-apartheid South Africa. This research has a strong South African focus (on English social dialects and modernizing isiXhosa) but also provides links with the rest of our continent (especially in the analysis of migration and language issues) and the globe (in the

comprehensive work on Sociolinguistics in a globalizing world). The work of this research project has immense ramifications for several departments or sections in the faculty and university: Linguistics, African languages, African Studies, English Language & Literature, Afrikaans, Sociology, Cultural Anthropology, Education, Cultural Geography, Economics and Health Sciences. This can be seen from some of the journals in which articles were published in addition to the mainstream Sociolinguistic journals: *Social Science and Medicine*, *Journal of Development Studies*, *Social Dynamics* & *Journal of Studies in International Education*. At the same time the high international standing of the university was enhanced by publication of substantial books among the leading publishers in the world, viz. Cambridge University Press, Mouton De Gruyter, and Edinburgh University Press. International linkages feature strongly in the activities of the chair, and we note the high number of international keynote addresses and plenaries. The research ratings of two members of the project are noted: B2 and A2.

Prof. Mesthrie's chair has attracted students from a diversity of backgrounds, important not just for supporting cultural diversity in our university, but to enable research on a range of languages and cultures: English, isiXhosa, Afrikaans, Chichewa, Sukwa, Chasu, Tsonga and Mozambiquan Portuguese all feature substantially in the dissertations of students. In terms of gender, the project has successfully attracted more female than male students, several of whom have returned after graduation to teach in their home countries (Tanzania, Malawi and Zambia). In terms of commitment to local communities, the project's focus on multilingualism in relation to health, new technologies and the new reading and writing afforded by them is strong. As a result of the activities of the chair, Linguistics has developed a strong graduate culture that is often remarked upon within the faculty. This includes a supportive social environment, a regular meeting of students in informal seminars outside the formal classroom and year-end graduate student workshops. All of this is a shining example of the university's commitment to strengthening higher education on our continent, while also becoming globally recognized as a leading academic institution.

#### **4. Institutional Support for the Chair**

Report on the support provided by the host institutional in ensuring success of the Chair

- UCT has been a very supportive institution for research. I am very impressed by the Research Office's attention to keeping the research chairs viable and offering regular advice and whenever needed.
- The Dean of Humanities has also played an important role in supporting the chairs and ensuring that they are rooted in the faculty and not left entirely on their own. I am also pleased to report that my previous concerns about Linguistics being under-resourced in terms of personnel to run a full undergraduate and graduate suite of programmes have been taken seriously and we have grown as a section in the last five years. In particular we were able to hire a senior linguist-cum-Africanist to play a crucial role in teaching and supervision/ joint supervision and thus supporting the activities of the SARCHI chair since 2009.
- The Graduate School of Humanities has always supported us with patience and efficiency regarding the admission of students, their academic progress and examination of dissertations.
- This also applies to the Postgraduate Funding Office, which faces a huge workload but

has always supported the project in a collegial way in administering and keeping tabs on student bursaries and post-doctoral fellowships..

- The university's International Programmes Office (IAPO) has helped foreign students with the requirements of settling in.
- The chair was firmly based in the Linguistics Section, and interactions between colleagues in Linguistics and personnel associated with the chair were always mutually supportive and beneficial. The English department within which Linguistics itself was housed also deserves mention for co-operation at all levels, especially the additional and more complex administration brought in by the chair.

## 5. Additional information

Include any additional information that could be considered by the university or the NRF to improve on or advance the SARChI.

The first cycle involved a learning curve in regard to optimizing the resources of the chair; balancing research, administration and supervision time; and finding time to liaise with researchers and post-docs.

The first year of the chair also required a major investment of time in setting up appropriate administrative structures and learning to liaise efficiently with the NRF.

While overall student progress was good, some students who failed to complete their studies or quit their dissertations at a late stage were a drain on our time and energy. PhDs in particular were noticeably less capable of independent work and writing than one expects of people who are after all MA graduates. (Our greatest success was at MA level, where students worked to a large extent within a "research group" model on their mini theses. The "isolated humanities PhD candidate" model (where the individual produces a major thesis without coursework) does not appear to suit many students. Moreover, and ironically, the students who didn't finish their studies, were often the ones gaining the most attention and supervision from the chair.

The cycle of seeing one batch of graduates through by early February (since many do not finish their work by November as desired) and starting the next batch in mid-February is a punishing one for supervisors. In particular it leaves little time to check that those students encouraged to produce articles based on their theses actually do so, and to respond in good time to the few who do.

Despite the above comments, the experience of the first round of the chair was a very positive one, and will make a second cycle much more smooth and efficient (in addition to being a lot clearer on budgeting for this efficiency). Research and graduate scholarly activity in Sociolinguistics, a central field in the Humanities, has definitely blossomed at UCT in the last four years.

## **SECTION C: PROPOSED RESEARCH PLAN AND BUDGET FOR THE NEXT FIVE-YEAR CYCLE**

### 6. Research Proposal

#### 6.1. Proposed research plan

Outline a proposed research plan including; research objectives, milestones as well as student support and research outputs targets for the next cycle of five years

**General research plan:**

Since the ambit of the chair is a broad one, open to ongoing social and linguistic change in post-apartheid society, it is not necessary to change the parameters of the original research proposal. The title 'Migration, Language and Social Change' remains appropriate, though it must be stressed that language and linguistics are at the centre of the project, with migration a frequent backdrop. Key aspects of this proposal have been cited as introductions to the entries on "research achievements" above, but are repeated here in adapted form for convenience.

- Post-apartheid immigration, bringing refugees from other countries in Africa, as well as seasonal traders and middle-class professionals is changing the demographic and social landscape of cities and towns... Profs. Mesthrie and Deumert will continue to examine the social and linguistic adaptations and survival strategies being made by immigrants in townships, while Mesthrie and Hurst will continue their work on urbanisation, youth culture and antilanguages. The research will continue to feed concretely, empirically, and "from below" into national debates about multilingualism, the intellectualisation of African languages and the role of English in the age of global migration and technologies ... [and it] will include the role of Xhosa in the informal and formal economies.
- The relation between Black middle-class varieties of English (spoken by young recent graduates of private schools and universities) and colloquial White varieties of English is a topic of immense interest, involving in some sense a daily "migration" for some Black students out of the segregated townships to desegregated schools. This sociolinguistic topic touches on the nerve centre of changing identities, social change, gender, individual aspirations and new community formation. For example, the government not so long ago called upon researchers to investigate what they perceive as alarming sociocultural change. We will continue to investigate of young peoples' language choices in post-apartheid society, with a closer look at gender issues.
- The alleged decline of African languages is much in the public eye of newspapers and a source of concern to planners and policy makers: is there a role for African languages in an African Renaissance, or are the indigenous languages threatened by the forces of modernisation? Sociolinguists with a strong background in Linguistics & Sociology are the obvious ones to take this research further, in a more detailed, nuanced and informed way than previously.
- Indian South Africans, still the largest community of Indian origin outside South Asia (as opposed to Pakistani, Bangladeshi or Sri Lankan origins), also see themselves as defined by the processes of migration and indenture. The second cycle will compare the more specific old Indian migration with new more general Asian and South Asian migration to South Africa.
- For the indigenous Khoe-San and the large 'Coloured' population of the Cape migration might seem less salient a theme. However, theirs is partly the theme of reaction to incoming migrants and concomitant shifting spaces, economies and identities. Here language is also implicated: in previous times language death in Khoe-San populations went hand in hand with the destruction of ecological niches (Crawhall 2004). Remnants of Khoe-San languages are turning up in unexpected places, touching upon issues of identity, migration, social change, memory, heritage and 'difference' ... And issues pertaining to language and identity among 'Coloured' South Africans need to be made more visible in culturally-based research, beyond the Western Cape.

**Specific Research Aims & Objectives:**

- The sabbatical year which I intend taking in 2012 is meant to bridge the two cycles of the research chair. I intend to use it to complete the publications of the first cycle: a monograph on Language and Social Change focusing on Multilingualism & South African English; a first pass at a dialectological atlas of South African English; and to round off journal articles on socio-phonetics begun in 2011/2.
- Ana Deumert will continue her interest in new communication technologies and social change, as well as the role of African languages in development. She works increasingly as a senior independent scholar, but we will continue to work as close collaborators in graduate supervision, workshops and in the subfield of language contact.
- We will also continue to contribute jointly and separately to Sociolinguistics as an international discipline.
- With Dr. Ellen Hurst I will continue to work on township “antilanguage” youth varieties, and examine to what extent it is possible to produce a counter-cultural atlas of Tsotsitaal and to characterise its oppositional status to an increasingly English-dominant public culture.
- We will work more closely at a “sociology of language” level on new African and Asian migrants in Cape Town. For this I would like to retain our present post-doctoral fellow into a third year.
- I would like to undertake a major sub-project in bringing out a 2<sup>nd</sup> edition of *Language in South Africa*. The original was based on research of the 1980s and 1990s (published in South Africa by David Philip as *Language & Social History: Studies in South African Sociolinguistics*). The international update of 2002 (published by CUP) dealt with research from the 1990s. The time is now right for a new edition to include new directions in scholarship, and I would want to do this in a more formally structured way via two major workshops to ensure high quality of critique, writing and discussion.
- Having completed the *Dictionary of South African Indian English* (UCT Press, 2010), with its focus on new norms stabilising out of migration and language shift, I hope to produce a comparable effort for an increasingly marginalised community and its languages/ dialects – the English of “Coloured” speakers in the Cape Peninsula. We have already begun collecting materials on a casual, pilot basis; and this time I will be training graduate students/ junior researchers to carry out the work, rather than doing it myself. We will be looking to collaborate with colleagues from UWC (University of the Western Cape), the Dictionary Units at Rhodes University, and draw in community members as a means of civic empowerment. We will also liaise with Afrikaans lexicographers at Stellenbosch & UWC regarding overlaps between English and Afrikaans lexis.
- Above all, in terms of socio-phonetics we will fill in gaps in our existing data base with more interviews, and focus to an even greater extent on Black and Coloured communities in our survey and on theoretical issues on language variation and change in a multi-ethnic, multilingual and multicultural society.

#### Milestones:

Year 1: Sabbatical – Complete a monograph rounding off the socio-phonetic research of part one, and compile preliminary atlas of South African English. Set up project for year two.

Years 2 to 4: Conducting the research outlined above, which will continue the work of cycle 1, and take some new directions as indicated above. Work intensively with graduate students and post-docs.

Year 5: Ensure that graduate students complete their dissertations, that the intended dictionary of Cape Flats English is completed, and that major journal publications based on staff and student research have appeared.

Student Support:

My optimal intake would be:

Honours: 4 batches of 10 well-motivated and reasonably well-prepared students to complete within a year. I would act as administrator and adviser to all; but half of them would be supervised by colleagues.

Masters: 2 batches of 6 students to complete within 2 years as follows: (year 1: n/a –sabbatical); year 2: Three new MA's (and three “old” MA's from Linguistics); year 3: another 3 new MA's and 3 “old” MA's; year 4: another 3 new MA's and 3 “old” MA's; year 5: 3 “old” MA's.

PhD: One batch of 4 students to complete within 3 years, but certainly not longer than 4 years.

Post-docs:

Year 1: Retain current post-doctoral fellow to work on sociology of language and migration.

Years 2-4:

New post-docs to work on socio-phonetics: One per annum, possibly the same person for two years.

Research Output targets:

We see no reason not to match the output of the first cycle. We also hope to make time to ensure that students publish more articles than in the first cycle (in which two student articles appeared, one book chapter in press; 5 articles by the post-docs under review, another 5 by MA graduates under review, and 3 by doctoral students). In cycle 2 we anticipate 4 or 5 books (authors/ editors: Mesthrie, Deumert, Hurst), plus a dictionary and an atlas. We also anticipate articles and book chapters whose total runs into double figures again.

## **7. Host University Environment**

This section must be completed by the highest possible member of the university research management team

### **7.1. University Research Strategy**

Briefly describe the alignment and importance of the Chair to the university's Strategic Research Plan. It is important to link the strategy to relevant national strategies

The activities of the research chair on Migration, Language & Social Change clearly link to central issues in post-apartheid South Africa. They also fit squarely into the University of Cape Town's emphasis on engaged research and scholarship, without weakening the importance of discipline-, theory- and curiosity-driven studies. More precisely, the activities of the chair decisively support many of the desiderata in UCT's research strategy:



International linkages:

*Here the strong links with German universities is noted, and the extended visits of leading academics from the UK, USA, Germany and Canada.*

Superior quality educational experience for undergraduates and graduates:

*Here the introduction of up-to-date research findings at all levels on social change, language choices, and changing accents is noted. More importantly, the introduction of new techniques from acoustic socio-phonetics and the use of computers to analyse speech in senior undergraduate and graduate classes is noted.*

Excitement of creating new knowledge:

*Here the publication of work on the “deracialisation” of English in a leading journal is noted, and the immediate republication of this work in an international coursebook of the Open University (UK). The work on new electronic communication and its possibilities in supporting isiXhosa as a public language is also noted, as well as the publication of articles on multilingualism in leading journals in the fields of Linguistics, Economics and Education.*

Competencies for global citizenship:

*The project utilises and analyses the use of state-of-the-art technology in the field of communication. It also pays attention to local dilemmas and opportunities brought by global technologies and global communication. A strong emphasis on the globalisation of English also occurs.*

Stimulate social consciousness of students:

*This is implicit in the studies of inequality in the language hierarchies of Western Cape hospitals, in the study of economic opportunities nevertheless offered by using isiXhosa and working-class Afrikaans and the studies of language and new social class formation.*

Culturally and internationally diverse group of students and scholars & diversity in demographics, skills & backgrounds.

*The project not only brings together students of different cultural backgrounds, but allows them the opportunity of using their social, cultural and linguistic backgrounds as strengths (knowledge reservoirs) to bring to postgraduate studies and dissertations. In addition the project draws on postdoctoral fellows, and linguists from the University who represent a diversity of backgrounds, skills and interests, whilst feeding into the theme of the research chair. Finally, the project has a large majority of female students and researchers.*

Contribute to strengthening higher education on our continent:

*Although the SARCHI chair is required by the NRF rules to give support mainly for South African students, the project has in the period under review supported via alternate funding or top-up grants: 1 doctorate, 5 MA's and 3 Honours student from Africa, outside South Africa. Its first post-doctoral fellow was from the DRC. It has supported international students from outside Africa, again via alternate or top-up funding: 2 doctorates, 1 MA, and 1 Honours student.*

A more equitable and non-racial society & redress in regard to past injustices

*The project focuses on issues of language inequality and the need to empower isiXhosa in the Western Cape in important sectors like health, economics and education. It examines the language of marginalised sectors of society (so called youth languages like Tsotsitaal) and focuses on issues of deracialisation and class-formation in present day South African English. It produced an original and comprehensive cultural dictionary of*

*South African Indian English.*

Growing the next generation of academics.

*The project has conducted regular weekly seminars outside the mainstream curriculum on research methods, held annual research workshops, taken senior dissertating students to annual Linguistics conferences in South Africa and co-sponsored two students to an international conference in Italy on socio-phonetics.*

## 7.2. University Commitment

Describe how the university will support the Chair through financial and non-financial ways, e.g., additional funds, hiring of faculty members and procurement of equipment

The University will continue to support the activities of the Chair as it has through the first cycle. Office space for staff and students will continue to be provided, and the Chair will have access to the resources available in his Department. The University will also support the fundraising activities of the Chair.

The University will continue to monitor the activities of the Chair through regular meetings and annual reporting. In addition, the University will be providing directed support to the SARChI Chairholders; this support will be provided by the University's Research Office.

## SIGNATURES

	<b>Incumbent</b>	<b>Deputy Vice-Chancellor: Research<sup>2</sup></b>
<b>Signature</b>		
<b>Name</b>	R. Mesthrie	
<b>Date</b>	10 April 2012	

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<sup>2</sup> Or equivalent