

Index

- A Dictionary of South African English on Historical Principles*, 60, 62
- Afrikaans, 23
- Afrikaans English, 17
- Australian English, 40
- Bantu languages, 18
- Cape Flats English, 17
- code-switching
- English and isiXhosa, 310
 - borrowing, 312
 - conversational data, 318
 - findings, 319
 - occurrences of English prepositions, 320
 - preposition *before*, 320
 - preposition *by*, 321
 - preposition *for*, 321
 - preposition *from*, 323
 - preposition *towards*, 323
 - preposition *under*, 323
- isiXhosa grammatical affixes, 317
- language contact, 311
- levels of language, 312
 - closed-class items, 324
 - isiXhosa, 325
 - susceptibility to transfer, 323
- social factors, 311
- speaker interaction, 312
- time factor, 313
- typological relatedness, 312
- phrasal correspondences, 317
- theoretical framework, 315
- Differential Access Hypothesis (Myers-Scotton), 316
 - embedded language, 316
 - matrix language, 316
 - Matrix Language Frame model (Myers-Scotton), 315
- education
- multilingualism, 216
 - African educators, 217
 - African roots, 216
 - contributions from outside South Africa, 219
 - decolonising, 218
 - functional form, 226
 - inherent fluidity, 219
 - language repertoire, 220
 - linguistic citizenship, 226, 230
 - position in South Africa, 218
 - post-apartheid era, 220
 - conferences on language planning, 221
 - Department of Education, 224
 - Early Language Resource Unit, 224
 - English as lingua franca, 220
 - English as linking language, 220
 - Language Plan of Action for Africa, 222
 - language policy, 220
 - Linguistic Human Rights, 228
 - linguistic resources, 229
 - local voice considerations, 228
 - National Language Project, 221, 223
 - Pan-South African Language Board, 228
 - policy implementation, 226
 - Project for the Study of Alternative Education in South Africa, 224
 - role of northern scholarship, 218
 - theoretical debates, 217
- Inner Circle varieties, 48
- International Corpus of English (ICE-SA), 52, 57, 61
- language contact
- Afrikaans and English, 241
 - 'zeF' culture, 248
 - Afrikaans as medium of instruction, 245

- language contact (cont.)
 Afrikaans Historical Corpus, 250
 Afrikaans in the Western Cape, 248
 Afrikaans prescriptivism, 247
 Afrikaans used by Coloured population,
 245
 attitudes to language mixing, 244
 code-mixing, 242–3
 code-switching, 242–3
 intrasentential, 248
 contact-induced change, 243
 District Six, 244
 Federation of Afrikaans Cultural Societies,
 246
 First Afrikaans Language Movement, 244
 grammatical patterns, 249
 assessment of change, 260
 complement clauses, 251
 complement clauses
 statistics, 252
 demonstratives, 252
 changes in function over time, 254
 endogenous development in Afrikaans,
 256
 English influence, 253
 functions in the Afrikaans Historical
 Corpus, 255
 English as model, 261
 indefinite pronoun *een* ‘one’, 257
 collocations with adjectives, 259
 diachronic attestations, 259
 Dutch usage, 258
 structural transfer, 250
 historical and present-day rates of change, 261
 issues of terminology, 242
 Kaapse Taalargief ‘Cape Language Archive’,
 251
 language mixing by non-Coloureds, 247
 letters as data, 243
 lexical influence, 250
 perceived threat from English, 241
 Ponelis Corpus of Spoken Afrikaans, 251
 Cape Town, 129
 attitudes towards standard Afrikaans, 134
 field work (1999 and 2000), 135
 historical context, 129
 apartheid era, 132
 Khoekhoe, 130
 migrants from Eastern Cape, Africa and
 Europe, 132
 period of VOC control (1652–1795), 131
 position of Dutch, 131
 Verenigde Oostindische Compagnie
 (VOC) [United East India
 Company], 130
 linguistic landscape, 140
 signage, 142
 indexicality, 143
 linguistic malleability, 142
 local forms of Afrikaans and English, 134
 present-day communities, 133
 District Six, 133
 Chapel Street neighbourhood, 133
 data collection, 134
 role of education, 139
 role of music, 144
 ballads, 146
 lyrical duels, 145
 status of English, 135
 Wesbank Township, 135
 isiXhosa, 137
 languages of foreigners, 137
 youth behaviour, 138
 English and Northern Sotho, 350
 additional language, 350
 bilingualism, 350
 Central Processing Hypothesis, 351, 353
 cognitive-linguistic skills, 353
 orthography, 357
 phonological awareness, 355
 transfer, 355
 vocabulary, 357
 cross-linguistic transfer, 364
 educational issues, 351
 literacy levels, 353
 educational policies, 367
 Linguistic Interdependence Hypothesis,
 351
 Linguistic Threshold Hypothesis, 351–2
 primary school survey
 conclusions, 366
 correlational analysis, 365
 discussion, 363
 findings, 362
 methodology, 358
 participants, 359
 phonological awareness, 360
 statistics, 362
 vocabulary correlation, 362
 vocabulary knowledge, 360
 vocabulary vs. phonology, 364
 second language, 350
 teaching policies, 367
 language planning
 econo-language planning, 200
 African languages, 210
 Afrikaans in Namibia, 203
 cultural identity, 210
 Kiswahili, 202
 multilingual reality, 202

Index

417

- national considerations, 212
- national language, 201
- post-1994 developments, 203
 - National Development Plan, 205
- role of language, 206
 - Tshwane Municipality, 208
- role of technology, 209
 - digital divide, 209
- working language, 201
- globalisation, 198
 - hegemony of English, 198
- multi-dimensional needs, 197
- role of English, 197
- situation in South Africa, 199
- socio-economic factors, 196
- language shift, 288
 - analysis of census data, 294
 - increase in English as home language, 294
 - methodology, 295
- bilingualism, 289, 297
- English–Afrikaans bilingualism, 306
- English-language skills, 291
- first home language, 297
 - English and Afrikaans, 299
- future of Afrikaans, 305
- home language instruction, 291
- Iscamtho, 296
- Kaapse Afrikaans, 297
- L1 speakers of Afrikaans, 291
- Language-in-Education Policy, 290
- language maintenance, 304
- language of learning and teaching, 290
- language terminology, 297
- language use among coloureds, 301
 - Afrikaans, 302
 - combinations, 304
 - second language reporting, 303
- loss of minority languages, 289
- loss of multilingualism, 290
- movement to English, 288
- National Language Policy Framework, 290
- national trends, 305
- post-apartheid South Africa, 289
- School Governing Bodies, 291
- second home language, 299
 - 1996 and 2011, 300
 - combinations, 302
- shift from Afrikaans, 289
 - position in Coloured communities, 293
- socio-economic mobility, 291
- threat to language diversity, 292
- Tsotsitaal, 296
- Outer Circle Englishes, 43
- Oxford English Dictionary, 60
- Romance languages
 - colonial history, 32
- South Africa
 - change in English, 9
 - development of English, 6
 - language and society, 4
 - multilingualism, 25
 - present-day provinces, 79
 - research on English, 7
- South African Black English
 - language contact, 329
 - segmental properties, 333
 - sentence intonation, 329
 - assumed uniformity, 332
 - bilingual speakers, 330
 - data collection, 336
 - analysis, 340
 - assessment, 344
 - auditory judgements, 340
 - number of speakers, 338
 - online method, 343
 - existing models, 330
 - focus in modified noun phrases, 337
 - focus marking, 334
 - focus prosody
 - analysis, 341
 - general, 332
 - information structure, 333
 - methodology, 336
 - new and given information, 332
 - New Englishes, 331
 - range of contours, 331
 - Northern Sotho, 335
 - perceived prominence rating, 337
 - phoneme detection task, 343
 - phonetic alignment, 330
 - pitch accent, 334
 - production, 332
 - production experiment, 338
 - prominence patterns, 336
 - relationship to General South African English, 332, 334
 - wider linguistic context, 344
- South African English
 - regionality, 74–5
 - development in last two centuries, 77
 - editorial practices, 101
 - acceptance and spread of norms, 102
 - assessment, 120
 - corpus, 106
 - Black and White South African English
 - academic writing, 111
 - frequency patterns, 113
 - micro-analysis

- South African English (cont.)
 downtoners, 113
 possibility modals, 111, 115
 results and discussion, 109
 statistical analysis, 107
 data survey, 106
 editing in post-colonial contexts, 104
 editors' treatment of norms, 102
 establishment of norms, 101
 possible convergence, 103
 South Africa and World Englishes, 104
 general variety, 78
 historical background, 76
 pre-South African War situation, 77
 waves of immigration, 76
 historical development, 23, 52
 Afrikaans-speaking community, 46
 Bantu Education, 42
 black middle-class, 44
 borrowing from Afrikaans, 36
 convergence, 34
 dating issues, 38
 incipient regional differentiation, 45
 influence of Afrikaans, 42
 influence of standard English, 39
 koinéisation, 36
 L2 varieties, 42
 language contact, 37
 pressure towards convergence, 40
 situation in the Rand, 38
 Social Identity Theory, 47
 timeline, 37
 regionality, 74–5
 major urban centres, 77
 modelling
 centripetal and centrifugal forces (Bakhtin), 47
 Dynamic Model (Schneider), 16, 20, 30
 applicability to South African English, 35
 endonormative stabilisation, 34
 five phases, 31
 indigenous strand (IDG), 30
 Phase 1, Foundation, 35
 Phase 2, Exonormative Stabilisation, 37
 Phase 3, Nativisation, 40
 Phase 4, Endonormative Stabilisation, 44
 Phase 5, Differentiation, 45
 postcolonial Englishes, 31
 reappraisal, 46
 settler strand (STL), 30
 native, second and foreign language, 18
 New-Dialect Formation (Trudgill), 21, 32
 accommodation, 32
 criticism, 32
 identity, 32
 postcolonial Englishes, 21
 Three Circles Model (Kachru), 18
 wheel model (Görlach), 19
 wheel model (McArthur), 19
 nativization, 24
 ownership of language, 19
 phonology
 GOOSE vowel, 25
 regionality, 74–5, 77, 97
 historical research, 75
 Kugel English, 97
 reference variety, 75
 speaker awareness, 97
 Reverse Short Front Vowel Shift, 81, 94, 151
 'Third Dialect' in America, 151
 Californian Shift, 151
 Canadian Shift, 151
 DRESS vowel, 164
 interpretation as chain shift, 167
 KIT vowel, 156
 low back merger, 154
 Northern Cities Shift, 151
 possible motivation, 169
 realisation of FOOT, 155
 South African Chain Shift, 152
 Southern Shift, 151
 STRUT vowel, 163
 summary of changes, 166
 survey
 acoustic analysis, 153
 FAVE suite, 153
 data collection, 152
 sociolinguistic interviews, 153
 statistical testing, 154
 TRAP vowel, 160
 semantics, 52
 contact-induced change, 55, 69
 data and analysis, 56
 diachronic developments, 53, 57
 diffused innovation, 69
 factors in change, 53
 feature frequencies, 57
 influence of Afrikaans, 54, 68
 meaning extensions, 58
 adverbs, 65
 exclamations/interjections, 67
 nouns, 60
 verbs, 62
 role of bilingualism, 54
 time lag in borrowing, 55
 survey of regional features, 80
 cluster assimilation, 93
 consonants, 93
 rhotics, 93

- vowels
 - BATH vowel, 89, 95
 - centring diphthongs, 92
 - CHOICE vowel, 91
 - CURE vowel, 96
 - current changes, 93
 - data, 80
 - DRESS vowel, 83, 93
 - FACE vowel, 90
 - FLEECE vowel, 88
 - FOOT vowel, 88
 - GOAT vowel, 92, 96
 - GOOSE vowel, 89, 94
 - KIT vowel, 85
 - allophones, 86
 - LOT vowel, 87
 - NURSE vowel, 89
 - PRICE vowel, 90, 95
 - inter-city comparison, 91
 - SQUARE vowel, 88
 - STRUT vowel, 84, 94
 - THOUGHT vowel, 89
 - TRAP vowel, 81, 94
 - values, 81
- South African Indian English, 265
 - aspectual system, 266
 - comparison with Irish English, 280
 - aspectual structures, 281
 - external history, 281
 - continuum of forms, 271
 - creole classification, 265
 - exceptionalism, 267
 - dialect input, 272
 - historical background
 - demography, 270
 - Fanagalo, 270
 - input languages, 270–1
 - knowledge of English, 271
 - historical background, 270
 - input languages
 - Hindi/Bhojpuri, 282
 - Tamil, 283
 - language shift, 273
 - signal features, 283
 - linguistic features, 273
 - grammar, 274
 - aspectual structures, 275, 278
 - copular/auxiliary inversion, 277
 - passives, 277
 - fronting, 278
 - possessive for existential, 277
 - reduplication of *wh*-words, 275
 - republication of *wh*-words, 277
 - second person plural personal pronouns, 274, 276
 - subject/auxiliary inversion, 277
 - zero subject relative pronoun, 277
 - phonology, 274–5
 - use of articles, 275
- pregressive with stative verbs, 282
- shift varieties
 - acquisition environment, 267
 - category and exponence, 267
 - previous research, 268
 - typological markedness, 267
- transmission of English, 272
- typological assessment, 266
- varieties of English
 - pidgins
 - salient features, 269
 - scenarios, 268
 - language co-existence, 269
 - language creation, 269
 - language maintenance, 269
 - language shift, 269
- South African Sign Language, 371
 - corpus of news bulletins, 381
 - annotation codes, 383
 - assessment, 387
 - brow actions, 386
 - fingerspelling, 387
 - metasigns, 387
 - mouthings, 385
 - structure, 382
 - syntax, 384
 - verb phrases, 382
 - deaf signers, 371
 - emotive functions, 389
 - English interference, 372
 - fluency variable, 372
 - interpretations, 371
 - linguistic structure, 372
 - adjectives, 377
 - Dictionary of Southern African Signs*, 376
 - fingerspelling, 376
 - gestures, 376
 - conventionalisation, 376
 - cultural, 376
 - dimensional, 376
 - emphasis, 376
 - personal, 376
 - grammar, 376
 - complex sentences, 381
 - figure–ground constructions, 380
 - nouns, 377
 - passive constructions, 380
 - prepositions, 377
 - pronouns, 377
 - questions, 379
 - role shift, 381

South African Sign Language (cont.)

- syntax, 378
 - topic comment, 378
 - verbs, 377
 - handshapes, 373
 - lexis, 375
 - location, 373
 - morphology, 373
 - mouth actions, 374
 - mouthings, 374
 - movement, 373
 - non-manual features, 373
 - phonology, 373
 - parameters, 373
 - signing space, 373
 - superarticulation, 374
 - translation universals, 372
 - use by bilinguals, 371
- South African White English, 17, 26
- World Englishes, 16
- youth language
 - kasitaal, 192
 - tsotsitaals, 176
 - Afrikaans and Bantu-based, 177, 180

- dictionaries, 180
 - forced removals, 181
 - Group Areas Act, 180
 - shared lexicon, 181
 - situation in apartheid era, 180
- code-mixing, 184
- isiZulu and English, 186
 - role of English, 188
 - Sesotho and English, 185
- English and local identity, 190
- English-based, 177
 - Indian and Coloured youths in Durban, 179
 - role as lexical resource, 179
 - structure of lexicon, 178
 - surfing community in Cape Town, 178
 - Surfspeak, 178
 - term 'coloured', 178
- group identification, 187
- linguistic resources, 192
- peer interaction, 192
- percentages of language input, 182
- performance practices, 190
- semantic domains, 193
- social stances, 183
- use in communities, 183