

Preface

Language learning, as previous numbers of this journal have shown, can be viewed from a variety of perspectives. This number starts with a perspective on learners and students. Nel and Snelgar, writing in the context of British Columbia, Canada, focus on children of immigrants who need to acquire first-time literacy in English. The migration of people caused by an increasingly globalised work force highlights the problems that children experience when acquiring literacy in English as a second or additional language. Lemmer and Manyike discuss the impact of insufficient English reading competence in a rural setting. Arguing from a Bourdieusian perspective, the authors show the extent to which different types of schools can enhance or limit learners' ability to build on their linguistic capital. Kaburise continues this line of thought by looking at grade 12 learners' ability to recognize and make meaning of speech acts in English. Since the comprehension of indirect speech acts requires English second-language learners to make inferences, learners who are not regularly exposed to conversational English do not develop pragmatic competence to understand indirect speech acts.

The articles by Ailiff and Mbatha shift the perspective of this number to curriculum and programme issues. Ailiff takes a critical look at the Department of Basic Education's new CAPS documents and in particular the current curriculum for English as a First Additional Language. She concludes that the focus in the curriculum on communicative competence is not appropriate for South African learners, who need a more solid component of grammar teaching. Ailiff's article provides an important perspective on the place of grammar teaching and assessment in the curriculum – an issue that was debated extensively before the publication of the curriculum. The *Language Learning Note* (after the Kese article) in this number elaborates further on grammar teaching. Drawing on his experience with foreign language students in particular, Baleghizadeh discusses a grammatical syllabus and emphasizes grammatical consciousness-raising activities. Mbatha continues the criticism of policy documents issued by the (then) Department of Education to address deficiencies in reading and writing skills at Foundation Phase level by describing how isiZulu-speaking teachers teaching Grade R to Grade 3 have received the Foundations for Learning Programme (FLP). The fact that materials are available in English only makes a mockery of home language instruction when literacy deficiencies are to be addressed in the home language.

The final two articles in this number shift the perspective to higher education and language teacher education in particular. Greyling highlights the importance of reflection and awareness-raising for student teachers as a prerequisite for developing new roles and practices. Kese, in turn, reflects on her efforts to develop isiXhosa proficiency in teachers who need to engage with multilingual classes. Her introspective methodology proves a fruitful avenue for language teaching and learning development.

I am pleased to announce that the next number of the journal will be dedicated to language learning and teaching papers that were read at the 2012 Umalusi Conference on Standards in Education and Training: The Challenge. The special editor for this number will be Prof M. Madiba of the University

C van der Walt

of Cape Town. I also include a call for papers of the *International Journal of Bilingual Education and Bilingualism* which focuses on Southern Africa in particular.

Christa van der Walt (Editor)

July 2012

International Journal of Bilingual Education and Bilingualism

Call for Papers – Special Issue on

Bi/Multilingual Identity in Southern Africa

Guest editor: Christa van der Walt

This special issue on bi/multilingual identity in Southern Africa will consider the way in which identity is perceived, constructed and lived in multilingual (education) contexts with specific reference to post-colonial attempts at constructing national identities through language policies. We invite contributions that grapple with the way in which bi/multilingualism intersects with identity at various levels and in various contexts, such as the development of language policies at local levels and for specific purposes, ethnographic accounts of classroom language behaviour, analyses of attempts to introduce Anglo-European schooling models in southern African schools and higher education institutions, the identity – language link in the context of high-status colonial languages as well as the urban-rural divide in bi/multilingual practices and their resultant effect on identity construction.

The aim of this special issue is to highlight the self-evidence of bi/multilingual identity in southern African education contexts and to explore context-sensitive approaches to bi/multilingual education in a way that would make full use of the advantages of hybrid and fluid bi/multilingual identities.

Submission guidelines

Deadline for abstracts (300 - 400 words): 31 October 2012. Abstracts should be e-mailed as MS Word attachments to cvdwalt@sun.ac.za. Authors will be notified of the acceptance/ rejection of abstracts on 30 November 2012.

Deadline for submission of full papers (7000 words maximum): 28 February 2013. Paper must include a title, authors' contact details (indicating the corresponding author) followed by the abstract and 6 keywords. Figures/ diagrams must be in .jpg or .tiff format. For more information regarding the journal and its style requirements, please see <http://www.tandf.co.uk/journals/1367-0050>

Planned year of publication of the issue: 2014.