Program/*Programme*

South Africa/Wallonia 2017
Joint Scientific and Technological Cooperation
Werkswinkel/*Workshop* III

Die bestuur van taaldiversiteit
aan onderwysinstellings
Taalbehoud en taalbemagtiging in meertalige kontekste

Managing language diversity
at educational institutions
Language preservation and empowerment
within multilingual contexts

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11 Mei 2018
08:30-16:30
Mont d'Or Hotel;
Sias Oosthuizenlaan 502
Clarens

11 May 2018
08:30-16:30
Mont d'Or Hotel;
502 Sias Oosthuizen Lane
Clarens

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UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
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UFS·UV
HUMANITIES
GEESTESWETENSKAPPE

PROGRAM: WERKSWINKEL III/PROGRAMME: WORKSHOP III		
Die bestuur van taaldiversiteit aan onderwysinstellings: Taalbehoud en taalbemagtiging in meertalige kontekste/ Managing language diversity in educational institutions: Language preservation and empowerment within multilingual contexts South Africa/Wallonia 2017 Joint Scientific and Technological Cooperation Vrydag 11 Mei 2018, Hotel Mount D'Or, Clarens, RSA/Friday, 11 May 2018, Hotel Mount D'Or, Clarens, RSA		
TER AANVANG/PRELIMENARIES		
08:30-08:50	Registrasie/Registration	Chrismi & Jani
08:50-09:00	Verwelkoming/Welcome	Theodorus du Plessis
SESSIE/SESSION 1	**KONTEKSTUALISERING/CONTEXTUALISATION**	
09:00-09:20	The role of educational activities in language preservation and revitalisation processes	Jeroen Darquennes
09:20-09:40	Institutional language policy and academic literacy in South African higher education – a twin-pronged or forked-tongue approach?	Theodorus du Plessis
09:40-10:00	Definition and design: aligning language interventions in education	Albert Weideman
10:00-10:30	**Bespreking/Discussion**	**Chrismi-Rinda Loth**
10:30-10:50	*Pouse/Interval*	
SESSIE/SESSION 2	**GELETTERDHEID, TAALBEHOUD EN -BEMAGTIGING/ LITERACY, LANGUAGE PRESERVATION AND EMPOWERMENT**	
10:50-11:10	Addressing diversity in language education: the case of reading comprehension in two languages	Carol Goldfus
11:10-11:30	Bridging the divide: addressing graduate attributes of accounting students in a diverse higher education setting	Laura Drennan
11:30-11:50	Task differentiation as diversity accommodation in an English Second Language (ESL) reading programme for Education students	Colleen du Plessis
11:50-12:10	Language empowerment and educational language policy. Two contemporary South African case studies	Jani de Lange & Theodorus du Plessis
12:10-12:40	**Bespreking/Discussion**	**Albert Weideman**
12:40-14:00	*Middagete/Lunch*	
SESSIE/SESSION 3	**GEBARETAAL, TAALVITALISERING EN TAALBEMAGTIGING/ SIGN LANGUAGE, LANGUAGE REVITALISATION AND -EMPOWERMENT**	
14:00-14:20	Literacy practices and South African Sign Language (SASL)	Claudine Storbeck
14:20-14:40	The implementation of a bilingual bicultural literacy programme for deaf learners in Namibia	Beau Bruwer
14:40-15:00	Empowerment through sign language: a case study at Carel du Toit Centre in Bloemfontein	Susan Lombaard & Wilmaré Terblanche
15:00-15:30	**Bespreking/Discussion**	**Laurence Meurant**
15:30-16:00	*Pouse/Interval*	
16:00-16:20	**Samevatting & Afsluiting/Summary and Closure**	**Jeroen Darquennes**

OPENBARE LESINGS 14 Mei 2018 UV, Bloemfontein-kampus	*PUBLIC LECTURES* *14 May 2018* *UFS, Bloemfontein Campus*

English as second/foreign language and students with Learning Difficulties and Disabilities: the ultimate challenge
Dr Carol Goldfus
(NNS-*Blue Skies*-toekenning/*holder of NRF Blue Skies Grant*)

09:00-11:00
Lokaal/*Venue*: CTL 314
Kontak/*Contact*: DeWetA@ufs.ac.za

In samewerking met die Sentrum vir Onderrig en Leer /
In collaboration with the Centre for Teaching and Learning

**Language standardisation in European language minorities
(Language of presentation: Dutch)**
Prof Jeroen Darquennes (Universiteit van Namur/*University of Namur*)

12:00-13:00
Lokaal/*Venue*: FGG 201
Kontak/*Contact*: PieterseHJ@ufs.ac.za

In samewerking met die Department Afrikaans en Nederlands, Duits en Frans /
In collaboration with the Department of Afrikaans and Dutch, German and French

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Bilingualism and bilingual education: what are the specificities when a sign language comes into play?
Laurence Meurant (Universiteit van Namur/*University of Namur*)

14:00-15:00
Lokaal/*Venue*: SASL Lab, Benito Khotseng-gebou/*Building*
Kontak/*Contact*: LombaSC@ufs.ac.za

In samewerking met die Department Gebaretaal /
In collaboration with the Department of Sign Language

Bruwer, Beausetha

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Abstract

Sign Language-based Bilingual Education is a known Bilingual-Bicultural model that offers the best chance for a deaf learner to achieve academic success. The effectiveness of a Bilingual-Bicultural programme, however, does depend on certain principles. Factors of sociolinguistic and socio-educational principles can be related to the success or otherwise failure of a Bilingual Education programme. These factors can be the roles of the two languages at a school, teacher qualifications, parental involvement in the school programme, support provided to parents of deaf learners, policies and documentations, prescribed methods of teaching, the sign-bilingual environment at the school, the involvement of the Deaf community, instructional material and assessment. Despite the fact that many countries, including Namibia have adopted the Bilingual-Bicultural approach, deaf learners still perform relatively poorly. The Bilingual-Bicultural approach is considered the best approach to teach deaf learners; yet there is a continuous lack of academic performance amongst deaf learners. Against this background, an intervention programme was developed that identified factors such as teacher efficiency, parental involvement, prescribed methods of teaching, instructional materials and effective assessment as crucial within the Namibian context. These factors can be what hamper the positive change in improving bi-literacy skills for deaf learners that a Bilingual programme projects. The aim of the intervention programme is to address these factors and thus determine if better academic achievement can be obtained for deaf learners.

Bio

I started my career in Deaf Education immediately after graduating from a BEd degree, teaching junior primary, senior primary and eventually junior secondary learners. Wanting to know more about the pedagogy of Deaf Education, I enrolled at the University of the Free State as an honours student, where I am currently enrolled for doctoral studies. I serve as panel member for NIED (National Institute for Educational Development) where I am involved in working on the curriculum framework for inclusive education. I started working at the Teacher College of Education in 2009, a programme initiated by ICEIDA (Icelandic International Development Agency) training teachers in Deaf Education. In 2011, the colleges merged with the University and the teacher-training programme was adopted by University of Namibia, where I am still working at today.

Darquennes, Jeroen

jeroen.darquennes@unamur.be

Abstract

Against the background of a general sketch of language policy and planning activities in (European and other) indigenous language minority settings (Hornberger 2008), this presentation will home in on recent developments in language acquisition planning in the Basque Autonomous Community. A brief discussion of data on language use in Basque model D-schools (Martinez de Luna *et al.* 2014) will help to illustrate some of the challenges that language planners face when trying to develop programmes that – in a climate of disrupted minority language transmission in the home-family-neighbourhood – aim at ensuring fostering the capacity to use a minority language, the opportunities to use it, and the desire to do so (Grin *et al.* 2002).

Grin, François *et al.* 2002. SmiLE – Support for Minority Languages in Europe. Brussels: European Commission.

Hornberger, Nancy (ed.). 2008. Can Schools Save Indigenous Languages? Policy and Practice on Four Continents. Basingstoke: Palgrave Macmillan.

Martinez de Luna, Inaki *et al.* 2014. The use of Basque in Model D Schools in the Basque Autonomous Community. European Journal of Applied Linguistics 2(2). 254-286.

Bio
Jeroen Darquennes is professor of German and general linguistics at the Université de Namur. His research focuses on aspects of language contact and conflict in European language-minority settings. He has published widely on minority language policy and planning issues, is one of the general editors of *Sociolinguistica* (de Gruyter's international yearbook of European sociolinguistics) and serves on the editorial board of international journals, including the *Journal of Historical Sociolinguistics* (de Gruyter) and *Language, Culture and Curriculum* (Routledge), of which he was the associate editor from 2013 until 2016. After having served as head of the department of Germanic languages and literatures (2012-2015), he currently heads the Namur institute of Language, Text and Transmediality (NaLTT). In September 2017, he joined the team of the Vice-Rector for research and international affairs at UNamur as a policy advisor and as the academic coordinator of the university's international office.

De Lange, Jani
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Abstract
Language-in-Education planning and policy (LiEPP) is seen as a powerful area in bringing about language change. The language-in-education-planning initiative considered in this paper is the *Incremental Introduction of African Languages* (IIAL) of 2013, which is piloted between 2015 and 2018. This initiative is essentially a typical government-sponsored language promotion project. Two contemporary case studies are discussed in this paper: Sotho as a Second Additional Language 2nd and Nama as an extra-curricular activity. In the first case study, the IALL seeks to enhance the prestige of the previously marginalised "African languages" and, in the second case study the draft policy envisions the revitalisation of Nama as a heritage language. Even though this is one policy with two different motivations for implementation, the two studies differ distinctly. Both deal with language status challenges, but the focus of the former is on language maintenance and language spread, whilst that of the latter is on language revival. Both also differ notably in terms of language acquisition – the Sesotho project on "foreign language" acquisition, and the Nama project on language reacquisition. The motivation behind the two initiatives, one being social cohesion, the other revitalisation, is further prominent in the study. Given the differences and the similarities, the objective of this paper is to consider the intricate relation between language planning goals, language plans and language planning programmes. This relation will be discussed by studying the IALL and the implementation of the policy at selected schools in the Kopanong region of the Southern Free State and at two Northern Cape schools (Riemvasmaak and Khuboes). The Framework for Language Planning Goals developed over time by various language planning scholars is used as point of departure for this comparative study. The emphasis in this paper falls on analysing documentary evidence with regard to policy and planning activities at the targeted schools and on establishing the degree of coherency between policy goal, policy plan and policy practice. This kind of analysis could help in detecting any possible programme weaknesses that could undermine the overall goals and implementation of the mentioned initiatives.

Bio
Jani de Lange is a junior researcher in Language Policy and Planning in Education. Her focus is currently on the implementation of the IIAL in the Free State and in the Northern Cape. She is also interested in the revitalisation of the Nama-language in *Kuboes* and *Riemvasmaak*. Jani is involved in the short learning programmes of Unit for Language Facilitation and Empowerment.

Drennan, Laura

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Abstract

Higher education institutions have been taken to task to address the gap in the graduate attributes necessary to enhance students' human capital and employability. One particular area in need of development is students' preparedness to meet the communication standards and requirements of professional bodies such as the South African Institute of Chartered Accountants (SAICA). Consequently, the writing centre at a South African university was approached by the institution's School of Accounting to develop materials that enhance students' understanding of the writing conventions and requirements of written texts within the field of Accounting.

The paper unpacks the collaborative, process/genre-based approach taken by content experts and language practitioners to generate an online intervention that was both relevant and subject-specific, followed by the findings of an investigation into the potential impact of the intervention on accounting students' academic writing skills. The research involved comparing students' pre- and post-intervention written submissions to measure the extent to which they were able to apply what they learned from the online workshop materials. The results demonstrate an improvement in surface-level features of students' post-intervention submissions. The paper concludes by emphasising the importance of integrating specific graduate attributes into programmes with diverse student cohorts in order to shape their work-readiness as graduates.

Bio

Laura Drennan is a Lecturer/Researcher and Writing Centre Coordinator for the Unit for Language Development (ULD) in the Centre for Teaching and Learning (CTL) at the University of the Free State (UFS). She holds an MA in Applied Languages and she is currently enrolled for a PhD with the focus on academic writing development.

Laura established a writing centre at the UFS, the Write Site, the work of which involves close collaboration with faculty members to develop students' academic writing skills within the disciplines. She has many years' experience in presenting ESL courses at a number of institutions. Areas of special interest include ESL academic writing development, ESL acquisition, ESL teacher training, course and materials development, and language testing.

Du Plessis, Colleen

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Abstract

The way tertiary institutions in South Africa train prospective educators is a thorny issue. In particular, universities and colleges are coming under criticism for producing graduates who are ill equipped to teach. Not only do the newly qualified educators have insufficient subject content knowledge, but their weak reading and writing abilities also reflect badly on their selection and training as teachers. This paper examines the potential usefulness of a reading programme being implemented at one institution as part of a language curriculum to improve the English proficiency of a cohort of Education students. The study examines the way technology is used to provide the necessary reading and assessment materials in an attempt to accommodate students with varying levels of knowledge and ability, and divergent interests and needs.

Bio

Colleen du Plessis is an applied linguist in the Department of English at the University of the Free State where she is responsible for coordinating and presenting language development modules for Education students. Her main research interest lies in the field of language testing.

Du Plessis, Theodorus

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Abstract

The 2008 report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions essentially identifies two central 'language problems' in South African higher education: the first at communication level, related to arrangements and practices regarding institutional language(s) and the second at medium of instruction level, considered a 'more important' problem. It relates not so much to the choice of medium (English or Afrikaans), but rather to the phenomenon "that there are unacceptably large numbers of students who are not successful academically because of the 'language problem'". The Committee therefore required a twin-pronged policy approach that addresses both challenges, by implication a 'harmonious alignment' between language policy and academic literacy policy. Given the criticism about a forked-tongue approach to language policy levelled, the question investigated in this paper is specifically how meta-policy development in South Africa responded to this 2008 challenge. Departing from the assumption that meta-policy at national level inevitably determines institutional policy, this paper presents an overview of language policy development for higher education since the promulgation of the Higher Education Act, 1997 until the publication for comment in February 2018 of the revised draft *Language Policy for Higher Education*. This overview is juxtaposed against policy developments regarding academic literacy over the same period in order to determine the degree of alignment between these two interventions. Essentially the paper finds evidence of a typical forked-tongue approach to language and academic literacy policy in the South African case, leaving the proverbial elephant of language proficiency in the room.

DHET (Department of Higher Education and Training). (2017). Draft Language Policy for Higher Education. Pretoria: Department of Higher Education and Training, Republic of South Africa.

Kaschula, R. (2011). *Challenging the forked tongue of multilingualism: Scholarship in African languages at SA universities with specific reference to Rhodes. Professor Russell H. Kaschula Inaugaral Address 25 July 2011.* Retrieved from www.ru.ac.za/media/ rhodesuniversity/content/equityinstitutionalculture/documents/Challenging the forked tongue of multilingualism. Scholarship in African languages at SA Universities with specific reference to Rhodes. pdf [20 March 2018]

Ministerial Committee. (2008). *Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions. 30 November 2008. Final Report.* Pretoria: Department of Education.

RSA (Republic of South Africa). (1997). Higher Education Act 101 of 1997. *No 101 of 1997.* Pretoria: Government Printers.

Weideman, A. (2017). A skills approach to academic literacy and assessment. *Paper presented at the Symposium: Pre- and post-admission language assessment in South African universities, Clasa 2017: Conference of the Language Associations of Southern Africa, Rhodes University, Grahamstown, South Africa, 26-29 June 2017.*

Bio

Prof. Theo du Plessis is professor in language management and director of the Unit for Language Facilitation and Empowerment at the University of the Free State. He is editor-in-chief of the Van Schaik Publishers series, *Language Policy Studies in South Africa*, of which seven accredited volumes have been published since 2000. He is also editor-in-chief of SUN Media's *South African Language Rights Monitor* series, of which 10 annual reports (2002-2011) and one accredited special issue (2014) have been published since 2010. Prof. Du Plessis is associate editor of *Language Matters* (UNISA/Routledge). He serves on the editorial board of *Language Policy* (Springer), and *Language and Curriculum* (Taylor & Francis). He is member of the International Academy of Linguistic Law and of three national academic language associations.

Goldfus, Carol

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Abstract

Reading comprehension is a higher-level cognitive processing activity that involves the integration, organisation, and understanding of connected text and is critical for academic and social success. However, research in the area of reading disabilities has focused overwhelmingly on basic decoding skills to the degree that comprehension and the adolescent pupil have been relatively neglected. This research fills the knowledge vacuum by examining different cognitive processes within an intervention program which operationalises a theoretical model of reading comprehension addressing two languages, namely, the mother tongue and English as a Foreign/Second Language.

Research Methods:
This quasi-experimental research was carried out in a secondary school with adolescent pupils aged 17. The cohorts of participants consisted of two unmatched heterogeneous groups, an Intervention Group and a Control Group with 40 pupils in each group. In each class, there were a number of assessed learners with dyslexia and learning disabilities. The intervention group was chosen, as this was the weakest class with the most at-risk learners.

The results are based on the pre-test/intervention/post-test design. The tests had been developed and piloted according to the cognitive processes identified in the practical application of the theoretical model. The results were analysed using a one-way ANOVA with repeated measures.

Findings and Discussion: The statistical analyses showed that students in the intervention group closed the gap between the two classes.

It is proposed that through an integration of the elements of cognitive processing, together with the systematic development of metacognition, dyslexic and at-risk learners are able to acquire not only the skills needed for a foreign and second language reading comprehension, but also improve their literacy skills in the mother tongue necessary for academic success. The presentation will highlight the connection of theory to practical application in the classroom.

This research is important from an academic and professional point of view.

Bio
Dr Carol Goldfus received her doctorate in Applied Linguistics and Cognitive Psychology from the University of Birmingham, England. Until recently, she was head of the Adam Research Center for Language Abilities and Multilingualism, Levinsky College of Education in Tel Aviv, and was head of the English as a Foreign Language Department there. She is currently a research fellow at the University of the Free State, South Africa. She completed postdoctoral research in neuroscience from Bar Ilan and Haifa University, Israel and a visiting professor at the University of Ljubljana, Slovenia. Her research interests include cognitive intervention in adolescents with language-related disabilities, the development of metacognition, reading comprehension and memory. Within the field of teacher education, she is developing and researching a practical application of brain research. Carol lectures to graduate courses on Educational Neuroscience internationally.

She is a member of the IARLD – International Academy for Research in Learning Disabilities and a recognised member of the British Dyslexic Association.

Lombaard, Susan & Terblanche, Wilmaré

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Abstract

The Carel du Toit School in Bloemfontein offers an all-encompassing, structured school environment with an early intervention programme, pre-primary and foundation phase for deaf children and children with a hearing loss. The aim of the Centre's intervention is for its children to enter mainstream schools and have adequate spoken language to integrate into the hearing society. Their vision is to teach deaf and children with a hearing loss to speak so that they can function optimally in a hearing world. Supporting the pathological view of deafness, children are fitted with hearing aids that give parents a false expectation that their child will have optimal hearing and acquire normal speech as means of communication. Due to profound deafness, the child is not able to acquire spoken language and therefore does not benefit from the programme presented at the school.

The Centre however wants to provide every child with a fair chance of acquiring language, spoken or signed. The options for school placement of profoundly deaf children in the Free State are very limited and therefore there was an influx of profoundly deaf pre-school learners at Carel du Toit School. A class for profoundly Deaf learners was introduced at the beginning of 2018 and SASL is used and taught to the children. Through early exposure to SASL, these children would be able to acquire language to prepare them for admission to a school for the Deaf. At the same time, parents are exposed to SASL, which enables communication to take place between them and their Deaf child.

Bio

I am Susan Lombaard, married with two grown children. When I worked as a social worker, I acquired South African Sign Language. This steered me in a different direction and I acquired my Advanced Diploma in Interpreting in 1999 and my Master's Degree in Language Studies in 2005. I worked as an SASL interpreter for a few years, whereafter I joined the University of the Free State.

Although I worked in the field of training interpreters for several years, my passion for Sign Language has never left me. I am currently a lecturer in the Department of South African Sign Language where I can transfer my passion to undergraduate and postgraduate students who want to work in the Deaf community. I am the founder of the Bloemfontein parent support group and actively involved in the Sign Language project at Carel du Toit School.

Bio

I am Wilmaré Terblanche. I studied BA General at University of the Free State. In my second year as a South African Sign Language student, I made the decision to pursue my academic career in South African Sign Language. It seemed like such a simple choice, because I am fascinated with South African Sign Language and its culture. I obtained my BA degree and have ever since been actively busy in South African Sign Language academics. In 2017, I completed my Honours degree specialising in South African Sign Language with distinction.

Currently I am a Master's student at the University of the Free State. I am also a research assistant for the South African Sign Language Department. Part of my research is that I am involved in a Sign Language study project at Carel du Toit school. Additionally, I am also part of the Bloemfontein support group for parents who have a child with hearing loss.

Loth, Chrismi

lothc@ufs.ac.za

Bio
Chrismi-Rinda Loth is a researcher in applied linguistics at the Unit for Language Facilitation and Empowerment at the University of the Free State. Her research interests include sociolinguistics and language management, with a specific focus on linguistic landscape research.

Meaurant, Laurence

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Bio
Laurence Meurant is a Research Associate for the F.R.S-FNRS at the Faculty of Arts at the University of Namur. She is also a member of the Namur Institute of Language, Text and Transmediality (NaLTT), and the head of the Laboratory of French Belgian Sign Language (LSFB-Lab). Her research focuses on the linguistic description of the French Belgian Sign Language (LSFB); on contrastive linguistics: French – LSFB; and on linguistic issues of education in context of bilingual (spoken language *vs.* sign language) learning. She works in close collaboration with the co-enrolment educational setting of the school Sainte-Marie in Namur, which currently welcomes 50 deaf and hard-of-hearing children in inclusive and bilingual classes. As principal investigator of the *Corpus LSFB* project (FRS-FNRS, Incentive Grant for Scientific research), she has collected the first digital open-access corpus of movies and annotations of LSFB (www.corpus-lsfb.be) on the basis of which she conducts corpus-based discourse studies.

Storbeck, Claudine

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Abstract
Developing academic literacy is at the core of developing South African Sign Language as a respected 1st or 2nd language in both the educational and academic realms. This presentation explores questions related to the process that both Deaf and Hearing teachers and academics need to experience as they work towards developing and attaining academic literacy in SASL. Issues of pedagogy and fluency will be discussed along with the value of both the theoretical and implicit knowledge of South African Sign Language.

Bio
Prof Claudine Storbeck is the Director of the Centre for Deaf Studies, which she founded at The University of the Witwatersrand in 1998. She initiated the first professional teacher training programme for teachers of the Deaf in South Africa and the CFDS now offers the following: PGCE specialising in SASL as a subject, a BEd hons in Deaf Education, a PGDipEd in Deaf Education along with opportunities to do both a Master's and PhD degree by dissertation or publication in Deaf Studies. She is the founder and director of the HI HOPES early-intervention programme, the 1st home-based family-centred programme for families of deaf infants in Africa. Claudine has been named a world specialist in Deaf Education by the World Federation and is currently part of the evaluation panel for International Sign Language Interpreters for the WFD. She has been involved in issues surrounding Deaf Education and the training and support of infants who are deaf and hard of hearing and their families for 25 years. Currently, she is expanding into the field of DeafBlindness. She is a fluent user of South African Sign Language (which has included interpreting for the inauguration of President Nelson Mandela). She has been married for 25 years and has two gorgeous teenage sons.

Weideman, Albert
albert.weideman@ufs.ac.za

Abstract
The management of language diversity and the mastery of language required by educational institutions affect those institutions from early education through to higher education. This paper will deal with three dimensions of how language is managed and developed in education. The first is the design of interventions for educational environments at policy level, as well as for instruction and language development. The second dimension concerns defining the kind of competence needed to handle the language demands of an academic institution. These designs can be achieved only if reference is made throughout to the conditions or design principles that language policies and language courses must meet. The third dimension concerns meeting an important condition: the alignment of the interventions of language policy, language assessment and language development (and the language instruction that supports the latter). The paper will use a widely used definition of academic literacy to illustrate how this supports the design of language assessments and language courses. An additional critical condition for effective intervention design is that assessments and language instruction (and development) work together in harmony. Misalignment among them is likely to affect the original intention of the designs negatively. Similarly, if those interventions are not supported by institutional policies, the plan will have little effect. The principle of alignment is an important, but not the only design condition. The paper will therefore conclude with an overview of a comprehensive framework of design principles for language artefacts that may serve to enhance their responsible design.

Bio
Albert Weideman is a professor of applied language studies and senior research fellow at the University of the Free State. His work focuses on the design and development of language tests. He is a rated researcher with the National Research Foundation, and he has published more than 50 articles in accredited journals. His *Beyond expression: A systematic study of the foundations of linguistics* (2009) was positively received by reviewers, as was his book *A framework for the study of linguistics* (2011). He serves on the editorial boards of three accredited scholarly journals. He has delivered keynotes and papers at various national and international conferences in the USA, Germany, Belgium and the Netherlands, as well as in Singapore and New Zealand. His contributions on responsible design relate language testing to the foundations of his discipline, applied linguistics. His latest book, *Responsible design in applied linguistics: Theory and Practice* (Springer, 2017) is attracting wide interest.
More information is available at https://albertweideman.site/.