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Youth languages have increasingly attracted the attention of scholars and students of various disciplines. African youth languages are a vibrant phenomenon with manifold characteristics involving a range of different languages. This book is a first comprehensive study of African youth languages and presents fresh insights into various youth languages, providing linguistic as well as sociolinguistic data and analyses.

"In this first modern history of the Xhosa, J.B. Peires relates the story of one of the most numerous and important indigenous peoples in contemporary South Africa from their consolidation, through an era of cooperation and conflict with whites (whom the Xhosa regarded as uncivilized), to the frontier wars that eventuated in their present position as a subordinate group in the modern South African state"--Back cover.

The search for a means to an end to apartheid erupts into conflict between a black township youth and his "old-fashioned" black teacher.

This book provides the meanings of African first names, Nguni in particular. The more than 2,000 Xhosa, Zulu, Ndebele, and Swazi names include those of many South African public figures. An alphabetical list of names and their meanings is accompanied by an indexed common themes such as achievement, amusement, anxiety and worry, beauty, belief, confidence, and cultural identity.

Contemporary concerns in mathematics education recognize that in the increasingly technological and globalized world, with concomitant change in population demographics (e.g. immigration, urbanization) and a change in the status of languages (e.g. English as a dominant language of science and technology) multilingualism in classrooms is a norm rather than an exception. Shifts in perspective also view language not simply as an instrument for cognition with all learners equipped with this instrument in service of learning, although clearly in the classroom that remains of importance. Rather, it is now also being acknowledged that language use is inherently political, so that the language that gets official recognition in the classroom is invariably the language of the powerful elite, or the dominant societal language, or in the case of post-colonial contexts the language of the colonisers. From this socio-political role of language in learning quite different issues arise for teaching, learning and curriculum for linguistically marginalized learners than that of cognition (e.g. immigrants, second language learners, other). Policies on language in education are being considered and re-considered with specific reference to mathematics teaching and learning. Given the policy environment, globally the proposed publication is timely. This edited collection draws on recent, emerging insights and understandings about the approaches to improving policy and practice in mathematics education and mathematics teacher education in multilingual settings. It presents, and discusses critically, examples of work from a range of contexts and uses these examples to draw out key issues for research in education in language diverse settings including teaching, learning, curriculum and fit these with appropriate policy and equity approaches. With contributions from all over the world, especially novice researchers in low income countries, this book is a valuable resource for courses in Mathematics Education and related social sciences both at the graduate and undergraduate levels, as well as for students of international development.

An analysis of the origins of South Africa's racial order, Dr Keegan argues that the Cape, rather than the industrial Highveld, was the seedbed of dispossession and accumulation out of which the racial state of South Africa emerged.

Seminar paper from the year 2011 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, Ernst Moritz Arndt University of Greifswald (Anglistik/Amerikanistik), course: Hauptseminar: English in Contact, language: English, abstract: There are 24 languages which are regularly used by more than 44.8 million South Africans and almost 80 % of the South African population use one of the African languages at home. "The most commonly spoken home language is isiZulu, which is spoken by 23.8 % of the population, followed by isiXhosa (17.6 %) and Afrikaans (13.3 %)" Although English is the home language of only 8.2 % of the South African population it is still used as a lingua franca throughout the nation. The eleven official languages are used by 99% of the country's population and those languages are all supposed to have equal rights. Belonging to these languages are English and Afrikaans, and nine other African languages: "Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, and isiZulu". There are also many other languages spoken in South Africa like for example Arabic, German, Greek, Hindi, Tamil, Hebrew and many more. Some European languages like French, German, and Portuguese are used in South Africa but they are not nearly as influential as English. The historical development of South Africa has brought the question of language forward. The country became aware of its unique language situation and the chances and problems which are connected to it. After Mandela many people developed a greater interest in smaller languages. The paper is going to explore the language vitality of some of the 11 official South African languages, dealing with the problem of language endangerment/death and language revitalisation. It is going to be seen whether the multilingualism which is propagandized by the government is or can be realised in real life. Due to the lack of valid information for many of the smaller indigenous African languages the paper will mostly look at the situation of Afrikaans and English, only rarely considering the other languages in much detail.

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