



Two sepedi-english code-switched speech corpora

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Abstract

We report on the development of two reference corpora for the analysis of Sepedi-English code-switched speech in the context of automatic speech recognition. For the first corpus, possible English events were obtained from an existing corpus of transcribed Sepedi-English speech. The second corpus is based on the analysis of radio broadcasts: actual instances of code switching were transcribed and reproduced by a number of native Sepedi speakers. We describe the process to develop and verify both corpora and perform an initial analysis of the newly produced data sets. We find that, in naturally occurring speech, the frequency of code switching is unexpectedly high for this language pair, and that the continuum of code switching (from unmodified embedded words to loanwords absorbed into the matrix language) makes this a particularly challenging task for speech recognition systems.

Keywords Code switching · Speech corpus · Multilingual speech recognition · Sepedi

1 Introduction

Many bilingual and multilingual environments are characterised by the presence of one dominant language or lingua franca and a number of other, typically diverse languages. The dominant language is often a language that is widely spoken, such as English or French. Speakers whose primary (or *matrix*) language is one of the other – often smaller, in terms of number of first language speakers – languages used in the presence of a dominant language, typically use words from the dominant language when they converse in the matrix language.

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Engaged Language Policy and Practices Kathryn A. Davis, Prem Phyak, 2016-12-08 Engaged Language Policy and Practices re envisions language policy and planning as an engaged approach drawing on and portraying theoretical and educational equity perspectives It calls for the right to language policy making in which all concerned communities parents students educators and advocates collectively imagine new strategies for resisting global neoliberal marginalization of home languages and cultural identities This book subsequently emphasizes the means by which engaged dialectic processes can inform and clarify language policy making decisions that promote equity In other words rather than descriptions of outcomes the authors emphasize the need to detail the means by which local regional actors resist and transform inequitable policies These descriptions of processes thereby provide all actors with ideological pedagogical and equity policy tools that can inform situated school and community policy making This book depicts ways in which engaged language policy embodies the intersection of critical inquiry participant involvement and ongoing engaged language planning processes It further offers an alternative to the traditional top down approach to language education policy making Engaged Language Policy and Practices is essential reading for scholars teachers students communities and others concerned with worldwide language and identity equity

Sociolinguistics and Language Education Nancy H. Hornberger, Sandra McKay, 2010 This book provides an up to date overview of sociolinguistics including topics of nationalism and popular culture style and identity creole languages critical language awareness multimodal literacies classroom discourse ideologies and power across language education contexts ranging from the teaching of English as an international language to Indigenous language revitalization

Negotiating Language Education Policies Kate Menken, Ofelia Garcia, 2010-02-25 Bridging the divide between policy and practice this book explores how educators interpret negotiate resist and re create language policies in schools focusing on their central role in this complex and dynamic process

Subtitling Through Speech Recognition Pablo Romero-Fresco, 2020-09-30 Based on sound research and first hand experience in the field Subtitling through Speech Recognition Respeaking is the first book to present a comprehensive overview of the production of subtitles through speech recognition in Europe Topics covered include the origins of subtitling for the deaf and hard of hearing the different methods used to provide live subtitles and the training and professional practice of respeaking around the world The core of the book is devoted to elaborating an in depth respeaking course including the skills required before during and after the respeaking process The volume also offers detailed analysis of the reception of respeaking featuring information about viewers preferences comprehension and perception of respoken subtitles obtained with eye tracking technology Accompanying downloadable resources feature a wealth of video clips and documents designed to illustrate the material in the book and to serve as a basis for the exercises included at the end of each chapter The working language of the book is English but the downloadable resources also contain sample material in Dutch French Galician German Italian and Spanish Subtitling

through Speech Recognition Respeaking is designed for use as a coursebook for classroom practice or as a handbook for self learning It will be of interest to undergraduate and postgraduate students as well as freelance and in house language professionals It will also find a reading public among broadcasters cinema theatre and museum managers as well as the deaf and members of deaf associations who may use the volume to support future campaigns and enhance the quality of the speech to text accessibility they provide to their members African Drama and Performance John Conteh-Morgan, Tejumola Olaniyan, 2004-10 This title explores the diversity of the performing arts in Africa and the diaspora from studies of major dramatic authors and formal literary dramas to improvisational theatre and popular video films *South Africa*, 1988

Unlocking the chains of knowledge Monwabisi K Ralarala, Suren Pillay, Zannie Bock, Russell H. Kaschula, 2025-02-28
Unlocking the chains of knowledge Understanding the challenges remaking pedagogies and curriculum renewal addresses the complex yet imperative task of reshaping the colonial legacy embedded within South African higher education and beyond The book confronts the historical and ideological bindings that have entrenched European centric knowledge within the fabric of academia in Africa propelling a transformative journey within the Arts and Humanities At its core this work presents a tripartite focus firstly understanding the deep seated issues ingrained in the traditional university structure secondly remaking pedagogical practices and lastly renewing the curriculum Recognising the historical dominance of Eurocentric ideas the book explores various movements theories and practices from negritude to postcolonial theory aiming to emancipate and amplify the voices and knowledge of those historically excluded With a commitment to a pluralistic approach the book scrutinises the power dynamics of language the importance of diverse perspectives and the challenging task of inclusion without replicating the divisive structures of the past Prof Christine Winberg Research Chair in Work integrated Learning Cape Peninsula University of Technology In *Unlocking the chains of knowledge* Understanding the challenges remaking pedagogies and curriculum renewal the editors provide a decisive and detailed reflection and profound understanding of complexities of knowledge generation in Southern Africa Unlike many volumes that address these intricate complexities this volume not only navigates the intricate complexities of the long history of epistemic injustices and intolerance in the Southern African higher education environment but delves deeper into the core of what is required for curriculum transformation and renewal The groundbreaking volume addresses the urgent need for linguistic inclusivity consciousness about decoloniality as well as embedding social justice in South African and Zimbabwean education and by doing so presents strategies that can be used by the rest of the African continent in addressing the scourge of coloniality Prof Pamela Maseko Executive Dean Faculty of Humanities Nelson Mandela University *Debates of Parliament* South Africa. Parliament, 1992 *Preparing Antiracist Teachers* Christine Montecillo Leider, Christina L. Dobbs, Erin Nerlino, 2024-12-27 *Preparing Antiracist Teachers* Fostering Antiracism and Equity in Teacher Preparation examines multiple strategies and theories for developing antiracist attitudes and actions in teachers and teacher candidates This textbook uses critical

consciousness as a framework to help practitioners and scholars to facilitate the process of doing antiracist work The book is divided into three sections with Part 1 focusing on critical reflection which refers to a social analysis and moral rejection of societal inequities such as social economic racial ethnic and gender inequities that constrain well being and human agency It shows that those who are critically reflective view social problems and inequalities in systemic terms and are therefore better able to address them Part 2 examines sociopolitical efficacy which refers to the perceived capacity to effect social and political change by individual and or collective activism Part 3 centers on critical action that is individual or collective action taken to change aspects of society such as institutional policies and practices that are perceived to be unjust This is a broad view of activism that can include participation in activities such as voting community organizing and peaceful protests Showcasing both USA based and international case studies Preparing Antiracist Teachers will support teacher educators in their work by presenting nuanced and important means of teacher education for antiracism and critical consciousness It will also benefit those studying related courses including Teacher Education Social Justice Education and Multicultural Education

The Linguaging of Higher Education in the Global South Sinfree Makoni, Cristine G. Severo, Ashraf Abdelhay, Anna Kaiper-Marquez, 2022-01-06 By foregrounding language practices in educational settings this timely volume offers a postcolonial critique of the languaging of higher education and considers how Southern epistemologies can be used to further the decolonization of post secondary education in the Global South Offering a range of contributions from diverse and minoritized scholars based in countries including South Africa Rwanda Sudan Qatar Turkey Portugal Sweden India and Brazil The Linguaging of Higher Education in the Global South problematizes the use of language in various areas of higher education Chapters demonstrate both subtle and explicit ways in which the language of pedagogy scholarship policy and participation endorse and privilege Western constructs and knowledge production and utilize Southern theories and epistemologies to offer an alternative way forward practice and research which applies and promotes Southern epistemologies and local knowledges The volume confronts issues including integrationism epistemic solidarity language policy and ideology multilingualism and the increasing use of technology in institutions of higher education This innovative book will be of interest to researchers scholars and postgraduate students in the fields of higher education applied linguistics and multicultural education Those with an interest in the decolonization of education and language will find the book of particular use

Principles and Practice of South African Lexicography R. H. Gouws, D. J. Prinsloo, 2010-10-01 Principles and Practice of South African Lexicography is directed at experts in the field of practical and theoretical lexicography in South Africa applying the general theory of lexicography to the South African lexicographic environment The authors of this book are leaders in the field of South African lexicography and active participants in the international lexicographic arena publishing regularly in national and international journals and giving papers at international conferences and workshops

Index Medicus, 2001-04 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings *Public*

Health Communication Challenges to Minority and Indigenous Communities Aiseng, Kealeboga, Fadipe, Israel A., 2024-04-30

Language has emerged as both a powerful bridge and a formidable barrier in the realm of public health communication. The ongoing COVID 19 pandemic has highlighted a significant challenge faced by minority and indigenous communities particularly in regions of Sub Saharan Africa. It is a challenge deeply rooted in the historical use of colonial languages English, French, and Spanish to disseminate critical health information. For many, this has translated into a linguistic exclusion depriving them of access to essential resources and a voice in matters of national interest. This issue transcends mere communication; it touches upon the fundamental rights of individuals to participate in their own healthcare decisions and influences their sense of belonging and citizenship.

Public Health Communication Challenges to Minority and Indigenous Communities proposes a solution with a transformative potential. This groundbreaking edited volume invites scholars from diverse fields to contribute their research, shedding light on the linguistic dimensions of public health communication during the COVID 19 era. By investigating the impact of language on various aspects of society, from medical information to education, this book seeks to synthesize the wealth of sociolinguistic research into an accessible framework. It is an invitation to explore the role of language in shaping our perceptions of citizenship, belonging, and empowerment.

Lexicography: Reference works across time, space and languages R. R. K. Hartmann, 2003 Oxford Dictionary of English Angus Stevenson, 2010-08-19

19 pages of contents in middle of book between end of L and beginning of M

Research in African Literatures, 1999 **Bantu** Clement M. Doke, 2017-09-20

Originally published in 1945, this volume represented the first to classify Bantu languages. This volume does not record all the dialects but makes reference to those in which some grammatical study has been done and classifies them according to mainly geographical zones. Owing to tribal migrations, individual members of a particular zone may be living among members of a different zone, as has been the case with the Ngoni South Eastern Zone who are found among the Eastern Bantu, but the zone label is taken from the habitat of the majority.

Emerging Voices Human Sciences Research Council, Education Policy Consortium (South Africa), 2005

This examination graphically illustrates the conditions that make dreams of a better life for all virtually unrealizable in rural areas of South Africa. Through the voices of rural people themselves, this study tells not only what the problems surrounding education are but also what can and should be done when the South African government launches its offensive against poverty in rural areas. Rigorous and qualitative, the text is an overview of the need of great numbers of people for the opportunities and capabilities that education can provide for their futures. It also shows the existing situation of many impoverished populations worldwide and illustrates that poverty and inequality continue where such issues are not addressed.

Language Decline and Death in Africa Herman Batibo, 2005-01-01

The aim of this book is to inform both scholars and the public about the nature and extent of the problem of language decline and death in Africa. It resourcefully traces the main causes and circumstances of language endangerment, the processes and extent of language shift, and death.

and the consequences of language loss to the continent's rich linguistic and cultural heritage. The book outlines some of the challenges that have emerged out of the situation.

Decolonising Multilingualism in Africa Finex Ndhlovu, Leketi Makalela, 2021-07-16

This book interrogates and problematises African multilingualism as it is currently understood in language education and research. It challenges the enduring colonial matrices of power hidden within mainstream conceptions of multilingualism that have been propagated in the Global North and then exported to the Global South under the aegis of colonial modernity and pretensions of universal epistemic relevance. The book contributes new points of method, theory and interpretation that will advance scholarly conversations on decolonial epistemology by introducing the notion of coloniality of language, a summary term that describes the ways in which notions of language and multilingualism in post-colonial societies remain colonial. The authors begin the process of mapping out what a socially realistic notion of multilingualism would look like if we took into account the voices of marginalised and ignored African communities of practice both on the African continent and in the diasporas.

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