Naledi Maponopono

26 Years Old

Cell: ; **Email**: _____

Educational Background

2018	Masters in African Languages *(Submitted)*	University of Cape Town
2017	Honours in African Languages and Literature Studies	University of Cape Town
2011-2014	Bachelor of Social Science (Sociology, Public Policy and Administration, IsiXhosa Language and Literature Studies)	University of Cape Town
2010	Matric Certificate	Westerford High School

Leadership Positions

Jan 2019	UCT: Chairperson of Subwardens Association
Nov 2018	YCLSA: Deputy Provincial Secretary (WC)
June 2017	UCT Students Representative Council: Postgraduate Academics Coordinator
May 2016	National Youth Development Agency Board (Shortlisted)
Dec 2015	South African Students Congress: Provincial Chairperson
Nov 2014	South African Students Congress: Provincial Secretary
Nov 2013	South African Students Congress: Gender and Transformation Officer
Jan 2012	UCT Humanities Faculty: Orientation Leader
Jan 2012	IsiXhosa Language and Literature Studies and Research Areas: Class Representative
Jan 2012	Tugwell Hall: Corridor Coordinator
Jan 2010	Library Committee Member
Jan 2010	Internal Basketball Coach
Jan 2010	Grade 8 Mentor

Work Experience

Jan 2019	Reddam House Atlantic Seaboard	Teacher (Grade 5-11)
Jan 2019	DHET, Science and Technology	Adult Basic Education and Training Lecturer (Level 1-4)
Feb 2019	South African College of Applied Psychology	Lecturer
May 2018	History Department (UCT)	Translator
January 2018	Groote Schuur Primary School	IsiXhosa Teacher (Grade R-7)
Jan 2018	Pinelands North Primary School	IsiXhosa Teacher (Grade 4-7)
Sept 2017	Centre for Higher Education Development (UCT)	Teaching Assistant (IsiXhosa)
Feb 2017	African Languages Department (UCT)	Teaching Assistant

June 2016	National Department of Public Works	Administrative Liaison
Jan 2015	South African Transport and Allied Workers Union	Organiser
February 2012	University of Cape Town	Teaching Assistant
February 2012	Translator and Transcriber	The Boondogle Film Inc (Documentary)
February 2012	Translator, Voice Over Artist, Transcriber	Freelancer
January 2011	Yad' B' Yad Trust (NPO Section 18 (a))	Project Manager

Awards and Achievements

2010	IsiXhosa First Additional Language	3rd (in the Province in NSC Results)
2011	Eager Beaver Award	UCT Orientation
2012	Class Medal	IsiXhosa Language and Literature Studies IA
2013	Academic Achievement	Tugwell Hall
	Wellness Award	Tugwell Hall
	Class Medal	Research Areas in African Languages
	Class Medal	IsiXhosa Language and Literature Studies IIB
	Deans Merit List	UCT Humanities Faculty
2014	Member	Golden Key International Honour Society
2018	Honours Degree	Awarded First Class; Second Division

Skills

Teaching

Courses/Subjects I have taught:

UCT

(1) Sex, Love and Taboo (SLL1110F)

A first year socio-linguistics course which actively engaged students in exploring the vocabularies of African languages with regard to sex, love and taboo. It encouraged students to explore the way in which African languages are used to talk about love and sex and promotes critical and creative thinking on the topic of taboo in African languages.

(2) IsiXhosa Communication IA (SLL1101F)

A first year course taken up by second language speakers. It actively engaged students in furthering their communication skills in Xhosa through a series of well-developed modules focused on speaking, writing and listening to and understanding Xhosa. Grammar is taught in context and students are expected to apply their grammatical knowledge in task-based communication situations. The course also develops students' sociolinguistic knowledge of Xhosa and deepens their understanding of the link between culture, language and thought. Translation skills are developed by working with public notices and signs available in both English and Xhosa.

(3) IsiXhosa Communication IIA (SLL2101F)

This is a second year-level course. It is a continuation of the SLL1110F course at a higher level. The course actively engaged students in further developing their communicative competence and translation skills. The use of pictures is used in class to further develop the vocabulary of students as well as other sociolinguist elements which are explored through song lyrics and the like. Grammar is taught in context stemming from the first year course

(4) IsiXhosa Communication IIIA (SLL3101F)

This is a third year level course which forms part of the IsiXhosa Communication Major stemming from the latter two courses (SLL1101F) and (SLL2101F). Translation and sociolinguistic skills are developed to an advanced level. Students research the way in which Xhosa is transmitted and received in the media.

(5) IsiXhosa Language and Literature Studies IA

This a first year course students who are either mother tongue speakers of IsiXhosa, IsiZulu, IsiNdebele, Isi Swati or have done SLL1101F and SLL2101F as indicated above. The course introduced students to IsiXhosa language, literacy and culture. It examined the contributions of IsiXhosa linguistic and cultural competence to multilingualism discourses through an examination of language in context, literary discourse, language and society and translation studies

(6) Masithethe IsiXhosa Course

This course is offered by the Centre for Higher Education Development (CHED) as part of its Multilingualism Education Project and is aimed at equipping members of staff as well as students with basic communication skills in Xhosa. The main focus of the course is on developing conversational skills. On completing the course participants should be able to converse in everyday situations and to respond to simple enquiries in their work situations. The course is offered and Beginners' and Intermediate Levels.

South African College of Applied Psychology:

(1) Language and Communication Skills in IsiXhosa

This module acknowledges the need that exists for the development of 'profession specific' language to prepare the Registered Counsellor for spheres of work where English or Afrikaans is not the first language of choice. This is in light of the constitutional provision for multilingualism and the advancement of the status and use of

the African languages in the National language policy for Higher Education proposed by the Ministry of Education in 2002, Section 3.1.2. This course highlights the fact that language is more than a set of grammatical rules, with attendant sets of vocabulary to be memorised, but addresses how language is a dynamic resource for creating meaning with the emphasis on learning a language as a social process. Whereas immersion is the best option for an understanding of cultural experiences, the module hopes to use language to gain an understanding of specific cultural experiences and beliefs amongst amaXhosa.

(2) Academic Literacy

This module is designed to develop academic and information literacy competency and assists the student with a set of values and skills necessary for academic success. These skills will enable the student to not only comply with the required academic standards of the South African College of Applied Psychology (SACAP), but will also prepare the student for success throughout their academic and professional careers. This module aims to guide the student through developing information literacy competencies, understanding the value of academic honesty and integrity, developing academic reading and writing skills, and finding one's own academic identity and using one's own academic voice.

(3) Diversity in the South African Context

This module is designed to critically engage and explore diversity within South Africa. The purpose of the module is to create awareness of the impact of context and contextualised dynamics that ultimately shape the development of individuals and counselling practice within South Africa. The module also builds on awareness and expands the student's knowledge of issues of diversity. Diversity within this module is explored as a multidimensional combination of: culture, worldview and identity, oppression, power, privilege, race, gender, sexuality, vulnerability, spirituality, religion and disability. The student will be equipped with an awareness of the uniqueness of the South African context and an ability to explore South African identity and come to grips with influences that have shaped and continue to shape South African communities, families and individuals. An understanding of ecological systems theory will be grasped and the development of self in the context of community reflected on. Throughout the module, the student's knowledge of specific contexts will be expanded in order to deepen students' critical awareness, respect, and acceptance of cultural worldviews, behaviour, and contextualised dynamics that ultimately shape the development of individuals and counselling practice within South Africa. The module also builds on awareness and knowledge and encourages the student to apply knowledge, while also conceptualising possible action for effective change within the South African context.

Reddam House Atlantic Seaboard

Developed the curriculum for IsiXhosa First Additional language as well as second additional languages which encompasses language acquisition and literature studies.

Groote Schuur and Pinelands North Primary Schools

Taught IsiXhosa language acquisition from grade R-7

Department of Higher Education and Training

Small Medium and Micro Enterprises Lecturer for Adult Basic Education and Training Level 1-4

Curriculum Development

Reddam House Atlantic Seaboard

IsiXhosa curriculum developed by me.

South African College of Applied Psychology

Language and Communication skills course developed by me

Referees

1. Ms Thembela Dakuse, SATAWU Provincial Secretary Western Cape:
2. Ms Somikazi Deyi, Research Supervisor: University of Cape Town African Languages Department: