



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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A Prepared Speech In Sepedi

South Africa. Parliament



A Prepared Speech In Sepedi:

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 **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 Debates of Parliament South Africa. Parliament,1992 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

Unveiling the Magic of Words: A Report on "**A Prepared Speech In Sepedi**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**A Prepared Speech In Sepedi**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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