The grammatical descriptions of Afrikaans in VivA's linguistic pipeline

Afrikaans grammatical descriptions (mainly in the form of textbooks) currently used by Afrikaans schools (both on primary and secondary school level) are inadequate to serve as comprehensive and theoretically sound resources for language teaching. The biggest issues in this regard are inaccuracies in the description of Afrikaans and also discrepancies between the grammar that is taught to school learners and the grammar that is taught to university students.
In order to address these problems, the Virtual Institute for Afrikaans (VivA) created a so-called linguistics pipeline for Afrikaans. This pipeline starts with *Taalportaal* – a digital platform on which comprehensive, comparative descriptions of the phonology, morphology and syntax of three West Germanic languages (namely Afrikaans, Frisian and Dutch) are developed, housed and made available free of charge. The pipeline then continues to VivA's *Taalonderrigportaal* ('Language Education Portal') – an open, digital space in which quality-assured, academically grounded and verified subject content on Afrikaans grammar is made available to the entire language community. This verified subject content on Afrikaans grammar is made available to the entire language community. The two primary resources in TOP are a general Afrikaans grammar (AAG) and an Afrikaans school grammar (ASG).

In this paper, VivA's linguistic pipeline will be described. The procedures that the grammarians involved in this project follow to develop the three grammars will be explained, and on the basis of specific examples of grammatical descriptions from *Taalportaal* and *Taalonderrigportaal*, it will be shown how the grammar of Afrikaans is described in a suitable way for linguists, language lecturers, language teachers, language students and the general language community.

Adri Breed (North-West University, South Africa), Nadine Fouché (Virtuele Instituut vir Afrikaans, South Africa), Nina Brink (North-West University, South Africa), Marlie Coetzee (Virtuele Instituut vir Afrikaans, South Africa), Cecilia Erasmus (St. David's Marist Inanda, South Africa), Sophia Kapp (Virtuele Instituut vir Afrikaans, South Africa), Sulene Pilon (University of Pretoria, South Africa), Roné Wierenga (Virtuele Instituut vir Afrikaans, South Africa & North-West University, South Africa) and Gerhard van Huyssteen (North-West University, South Africa)