

ISIXHOSA NATIONAL
LEXICOGRAPHY UNIT
IZIKO LESIZWE LOCHAZO-
MAGAMA LESIXHOSA



Limiselwe njengenkampani elawulwa ngokwegunya leCandelo lama-21 loMthetho oyi-Companies Act, 1973.

Established as a company limited by guarantee under Section 21 of the Companies Act, 1973.

INGXELO YONYAKA 2012 | 2013 ■ ANNUAL REPORT 2012 | 2013



Umbono

Ukumisela iziko lesichazi-magama elinesiseko esiqinileyo, elikhupha izichazi-magama ezikumgangatho ophezulu nelinika inkonzo ekusulungeka kukodwa kubantu abantetho isisiXhosa ngenjongo yokuba ulwimi lwesiXhosa lube lulwimi olusetyenziswa kwezemfundo, kwezenzululwazi, kwezorhwebo nakwezopolitiko.

Ingxelo-msebenzi

Ukubhekisa phambili ulwimi lwesiXhosa ngendlela esindleka abantetho isisiXhosa ngokubhalwa, ngokuphuhliswa nangokukhuthazwa kokusetyenziswa kwaso kuzo zonke iinkalo khona ukuze kube nokubuyiselwa isidima saso nokuhlonitshwa kwaso njengolwimi oluyintetho yesizwe.

Isibhambathiso/umnqophiso

Eli ziko lizimisele:

- ➔ Ukusebenzisa igunya lalo elikumgaqo-siseko;
- ➔ ukuphenduliswa;
- ➔ ukwenzela izinto ekuhlени;
- ➔ ukubonelela ngezichazi-magama neenkono ezikumgangatho ophezulu;
- ➔ ukubonisa intlonipho
- ➔ nokuzinikezela kumsebenzi walo.

IZiko lesiChazi-magama lesiXhosa leSizwe libhaliswe njengombutho ongenzi ngeniso kwaye inombolo yalo yobhaliso ithi 2001/001015/08 kwaye lisekwe ngokwemimiselo yeBhodi yeeLwimi yoMzantsi-Afrika.

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IBhodi yabaLawuli

(eyatyunjwa ngowo-1 kuTshaz'iimpuzi 2010)

USihlalo : Gqr. M-W Jadezweni
ISekela-sihlalo : Gqr. SS Mdaka
Amalungu eBhodi : Mnu M Tanda
Gqr. N Mkonto
Gqr. O Dzingwa
noNjing DN Jafta

Abaseki beZiko:

Mnu L Bambelo, Njing S Gxilishe, Njing S Satyo,
Mnu Dyubhele, Mnu T Mxowa, Mnu Maqungu,
Nksk Sili, Mnu T Bhengu, Mnu Sobahle,
Nksk Mgadle, Nksk Nongxe, Nksk Mgabadeli,
Nksk Ngcofe, Nksk Nongxaza



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Iwebhusayithi: www.xnlu.ufh.ac.za

Abaphicothi-ncwadi bangaphakathi:

Marais & Smith Chartered Accountants (SA)
2 Scherwitz Road | Berea | East London 5241

1 Ilizwi likaSihlalo

Unyaka wama-2012/13 ubalasele ngokutshintsha kwezinto kwimbali yeZiko lesiChazi-magama. Ngalo nyaka, zonke izinto ziqale kakuhle. Isicwangciso esiqulunqwe ngobuchule siba sisiseko sempumelelo yalo naliphi na iziko. Ukuzimisela nokuzinikezela emsebenzini ekuzeni kuphela konyaka wama-2012, ukulungiselela unyaka wama-2013, kuko okube ngunozala weziqhamo ezincomekayo kwiZiko lesiChazi-magama. Sibamba ngazibini kuwo onke amalungu eBhodi ngokuzinikela kwawo okubangele ukusebenza ngokungenamagingxigingxi kweZiko lesiChazi-magama.

Eyona njongo ibiphambili kulo nyaka ibe kukuzaliswa kwesithuba esiye savuleka ngokumka kukaMnu uJulius Dantile ekuqaleni kowama-2012. UMnu uZola Wababa ube nakho ukusigcina isibane sikhanyisile njengebambela loMhleli oyiNtloko. Inkxaso engagungqiyo aye wayifumana kuNksk Lorna Adonis yenze ukuba uMnu uZola Wababa ayitsale iogoqoze inqwelo ngokungaya ayitsalwa ngumqheliswa njengoko ebesemtsha kulo msebenzi ngelo thuba. Ngenene kweyoMqungu 2013 iBhodi yabaLawuli yandulula ukutyunjelwa kwakhe kwisikhundla soMhleli oyiNtloko. Linyathelo elo elathakazelelwa ngovuyo nogcadiyo njengoko

lalitolika ukuziswa kozinzo kwiZiko lesiChazi-magama ukuze libe nokusebenza ngokufanelekileyo. Isikhundla soMncedisi-mhleli sisadidiyelwa. Amehlo ethu aye agxila ngamandla kumongo womsebenzi wethu - ukwenziwa kwezichazi-magama. Isichazi-magama sezibalonzulu sibe phambili kwimida esiye sazisikela yona. Esi sicwangciso sibe yingcinga ezibulayo – ukwenziwa kwesichazi-magama esijolise kwisifundo esithile. Njengokuba iZiko lisiza neli phulo litsha nje, oko kwenzeka kanye ngaxeshanye namatiletile



eYunivesithi yaseFort Hare okuzama ukubambisana neZiko lesiChazi-magama ekuqulunqweni

kwesigama sezifundo ezahlukeneyo kwiifakhalthi zeYunivesithi. Oku kukuzalisekiseka kwephupha leZiko lesiChazi-magama lokuphuhlisa ulwimi lwesiXhosa njengolwimi lokuhlohla izifundo kumaziko emfundo.

Iziko esimise iintente kulo, iYunivesithi yaseFort Hare, lizivule gengelele iingcango zalo kwiZiko lesiChazi-magama, gxebe, kulwimi lwesiXhosa buqu, ngaloo ndlela liqaqambisa ubunganga bayo bokuba yiYunivesithi eyondle isizwe esimnyama. Kuchulumancisa kanobom oku! Siziva sisekhaya kwaye sizingca ngakumbi ngale Yunivesithi. Kananjalo sinethemba lokuba namagingxigingxi phofu angathwalisi mehlo kangako aza kuba yinto yezolo kungentsuku zatywala.

Oogxa bethu, olishumi amaziko ezichazi-magama ezinye iilwimi, akufumana kulula ukunxibelelana nathi. Kananjalo ayibeka elubala eyokuba iZiko lesiChazi-magama lethu liziko elingumzekelo nekunokufundwa lukhulu kulo. Iyasichulumancisa ke loo nto. IZiko loChazo-magama lesiXhosa leSizwe linethemba lokuba i-PanSALB iza kuyonyula iBhodi yabaLawuli entsha njengoko ixesha leBhodi esezintanjeni liphelile. Inkxaso esiyifumana ku-PanSALB sileli Ziko siyibulela ngokungazenzisiyo.

Gqr. Mhlobo Jadezweni

USihlalo weBhodi yabaLawuli

IZiko loChazo-magama lesiXhosa leSizwe

2 UmThetho obandakanyekayo UmThetho weBhodi yeeLwimi zoMzantsi-Afrika, 1999

IZiko loChazo-magama lesiXhosa leSizwe lasekwa ngokwemiqathango yecandelo 8(8)(c) lomThetho weBhodi yeeLwimi zoMzantsi-Afrika, 1999 (umThetho we-10 kowe-1999), lisekelwa ukuba lisebenze njengequmrhu elingenzi ngeniso phantsi kwecandelo lama-21 lomThetho wamaQumrhu, 1973 (umThetho wama-61 kowe-1973). IZiko eli liya kungqiyama kwimizamo yokuphuculwa kolwimi nasekuthobeleni imigaqo-nkqubo yeBhodi yeeLwimi zoMzantsi-Afrika.

Eminye imithetho elisebenza phantsi kwayo iZiko loChazo-magama lesiXhosa yile ilandelayo:

- UmThetho wamaQumrhu (umThetho wama-71 kowama-2008);
- UmThetho woLawulo lweMali kaRhulumente (umThetho woku-1 kowe-1999) kunye nemiMiselo kaNondyabo weSizwe (yomhla wama-25 kuCanzibe 2002);
- UmThetho weBhodi yeeLwimi zoMzantsi-Afrika (umThetho wama-59 kowe-1995) kunye nemiMiselo ephathelele kwimiqathango neemeko zomsebenzi yabasebenzi beBhodi yeeLwimi zoMzantsi-Afrika;
- UmThetho woHlengahlengiso lweNkonzo zabaSebenzi bakaRhulumente (umThetho wama-30 kowama-2007).

3 Imisebenzi yeZiko

Imisebenzi yeZiko, ngokwemiqathango yomGaqo we-14 lomGaqo wamaQumrhu, iya kuba kukusungula, ukulondoloza, ukuqoshelisa nokuphucula kumathuba ngamathuba ukuqulunqwa kwesichazi-magama esilwiminye okanye okunye okuqulunqwayo ngolu hlobo:

[a] ngokuqokelela, ukucwangcisa nokugcina, kwimeko yochazo-magama esebenzayo, isigama sesiXhosa;

[b] ngokuhlela nokupapasha ingqokelela yamagama ngokwemigaqo yochazo-magama kwimo yencwadi okanye yekhompuyutha;

[c] nokuvumela ukufikelelwa kweencwadi nezinye izixhobo zeZiko ngabaphandi ngokuhambelana nomgaqo-nkqubo webhodi yabalawuli.

4 Ukugcina iZiko lisebenza

IZiko lisebenza ngenkxaso-mali eliyifumana kuNondyabo weSizwe, nethi ithunyelwe kwiBhodi yeeLwimi zoMzantsi-Afrika liSebe lobuGcisa neNkcubeko leSizwe. Ngokwengxelo yocazululo lwemali, iZiko libe nengxowa yemali ngenxa yezithuba ezingazaliswanga neyethuba lokungabikho kwebhodi yabalawuli phambi kokubekwa kwayo ngomhla woku-1 kuTshaziimpuzi kowe-2010. Njengoko le ngxowa ingaqinanga, iBhodi yabaLawuli nabaPhathi beZiko basebenza nzima bekhangelama macebo wambi abanokunyusa ngawo ingxowa yeZiko khona ukuze iZiko libe nakho ukuwuphumeza ngokuncomekayo umsebenzi walo. Kunyaka-mali ekuphononongwa wona, iBhodi yabaLawuli ihleli iintlanganiso zesiqhelo ezintathu. Ezi ntlanganiso zilidla iZiko

mayela ne-8% semali esisabelo salo. Kuqikelelwa ukuba inkcitho yeBhodi yabaLawuli ingagcinwa ikumyinge wesi-8% wesabelo-mali sowama-2012/13. Eyona nkcitho ininzi nethatha mayela nama-73% esabelo-mali yimivuzo yabasebenzi. Kuthelakelelwa ukuba imivuzo yabasebenzi iya kunyuka iye kutsho kuma-97% kunyaka-mali wama-2012/13 xa kuthe kwazaliswa zonke izithuba ezikhoyo. Okwakalokunje, iZiko eli linezi zithuba zilandelayo: uMncedisi-mhleli omnye, uMhleli omnye nabahleli abangezantsi ababini. Ngenxa yokungazaliswa kwezi zithuba, iZiko liye laqhwaleta, alabi nakho

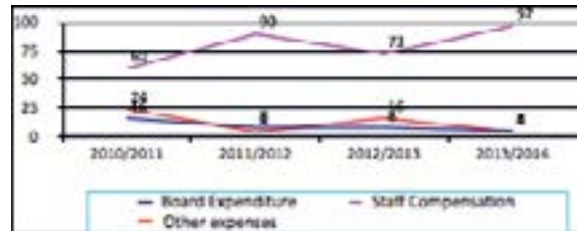
ukufikelela kumaphulo athile abalulekileyo. Ngeso sizathu, iZiko alisokolanga kuphela ukuhlangabezana neminqweno yeBhodi yabaLawuli kodwa lifumana kunzima ukuphumeza umsebenzi walo wokondla isizwe ngolwazi.

Kuqikeleleka ukuba yimali eyongeziweyo engama-R600 000 eya kufuneka ukuze kuzaliswe ezi zithuba zikhoyo. Ukunyuka kwemali esisabelo nokunyuka kwemali yentengiso yeencwadi akuyi kwenza mahluko mkhulu ngenxa yokwehla kweentengiso okubangelwa kukuqiniswa kwebhanti kwisabelo-mali kurhulumente nakumacandelo angasese.

Omnye umngeni eligagana nawo eli Ziko kukuba nangona imveliso yeZiko ibaluleke ngokukodwa kumaziko karhulumente nakumacandelo angasese, kukhangeleka ngathi akukho nalinye icandelo eliwuthatha njengobalulekileyo umsebenzi weli Ziko. Kumacandelo karhulumente, umzekelo, kuyahlungisa ukuqaphela ukuba yimbinana engephi kwisebe lezemfundo ekuqaphelayo ukubaluleka komsebenzi weZiko ekwakheni isizwe esinemfundo nolwazi. Ngokuphathelilele koku, iBhodi yabaLawuli yenza konke enakho ukucebisa nokumisela izicwangciso zentengiso nezonyuso lwengxowa.

Kuhlalywa ikhwelo kubo bonke abanomdla okanye abachaphazekayo ukuba beze neqhinga lokunyusa ingxowa. Kwakhona iBhodi yabaLawuli iceba ukungenela iphulo lokuhamba isazisa abantu ngokubanzi ngomsebenzi weZiko. IBhodi inethemba lokuba iqhinga elinjalo lingazisa ingeniso encomekayo kwintengiso yezichazi-magama kwaye kwakhona linganegalelo kuphuhliso lwesiXhosa njengolwimi.

Itshati yoku-1: Inkcitho yesabelo sonyaka esisuka kwiBhodi yeeLwimi zoMzantsi-Afrika



5 Ulawulo lweZiko

5.1 Ubudlelwane phakathi kweZiko loChazomagama neYunivesithi yaseFort Hare

Iziko loChazomagama linesivumelwano neBhodi yeeLwimi zoMzantsi-Afrika kunye neYunivesithi yaseFort Hare. Ngokwesi sivumelwano, iBhodi yeeLwimi zoMzantsi-Afrika inoxanduva lokuxhasa ngemali eli Ziko ukuze libe nokwenza umsebenzi walo. IYunivesithi yaseFort Hare ibonelela ngeenkono zolawulo lwemali, ulawulo lwabasebenzi, inkxaso kubuchwepheshe beekhompyutha nangokubonelela iZiko ngendawo yokusebenzela. Kwisabelo seZiko esisuka kwiBhodi yeeLwimi zoMzantsi-Afrika, iYunivesithi ifumana kuphela isi-5%. Asingeyifihli into yokuba iYunivesithi yaseFort Hare inegalelo elincomekayo ekukhulisweni nasekuphuhliseni kolwimi lwesiXhosa nabantu baso.

Nangona kunjalo, kodwa ke ubudlelwane phakathi kweZiko neYunivesithi bunayo imingeni ekhoyo. Zimbini iinkalo ezithiwe mbende yimingeni engumkhuhlane wexhego. Kwinkalo yolawulo, iZiko lifumana ubunzima obukhulu ekusebenzisaneni kwalo neCandelo lezeMali kunye nelezaKhono zabaSebenzi. Lizamile iZiko kumaxesha ngamaxesha ukuyilungisa le meko ngokuthi likhwebe iintlanganiso nabaphathi beYunivesithi ukulungisa

le mingeni. Le meko ilibeka iZiko loChazo-magama kwimeko enzima kakhulu ingakumbi ngokuphathelele kwiingxelo zophicotho-ncwadi eziziqulunqwa ngamaxesha athile. Ukuza kuthi ga ngoku, onke amatiletile azanyiweyo ukulungisa ubudlelwane phakathi kwala maziko mabini abe zizithukuthuku zenja zona ziphelela eboyeni.

5.2 IBhodi yabaLawuli namagunya ayo

Ngokwemiqathango yomThetho weBhodi yeeLwimi zoMzantsi-Afrika, iZiko loChazo-magama lilawulwa ngokwemigaqo yeenkampani. Ngaphezu koko, iZiko loChazo-magama libekwe esweni yiBhodi yabaLawuli (ebizwa apha ngokuba yiBhodi). Umsebenzi weBhodi ubalulekile ekuncediseni iZiko loChazo-magama ukuba lenze umsebenzi elimiselwe wona kwaye lithobele imigaqo, imimiselo neenkqubo zeZiko loChazo-magama. Eminye imisebenzi ebalulekileyo yeBhodi yile:

- [a]** ukuqinisekisa ukuba imigaqo-nkqubo yeZiko loChazo-magama ihambelana nezicwangciso zolawulo zesizwe zeBhodi yeeLwimi zoMzantsi-Afrika,
- [b]** ukuncedisa iZiko loChazo-magama ukuba lenze umsebenzi elimiselwe wona kwaye lithobele imigaqo, imimiselo neenkqubo ezisemthethweni,
- [c]** ukubonelela ngesikhokelo solawulo ngokuphathelele ekusetyenzisweni ngokusulungekileyo kwemithombo yeZiko loChazo-magama kuqkwa imali nabasebenzi.

Emva kokubeka phantsi koMhleli oyiNtloko, kuTshaziimpuzi kowama-2012, iBhodi yagunyazisa owayesakuba nguMncedisi-mhleli ukuba abambe njengoMhleli oyiNtloko. Omnye womsebenzi owasingathiswa uMhleli oyiNtloko obambeleyo kukuqosheliswa kwesichazi-magama seziBalonzulu neNzululwazi ukuze sibe nokulungela ukupapashwa kunyaka-mali wama-2013/14.

Kwakhona iBhodi yahambisana nenkqubela esele yenziwe kwamanye amaphulo amabini aqhutywa kunye nephulo lesichazi-magama seziBalonzulu neNzululwazi. La maphulo mabini sisichazi-magama esilwimi-ntathu; isiXhosa, isiNgesi nesiAfrikansi kwanesichazi-magama esilwiminye sesiXhosa kuphela.

Umsebenzi wokuqulunqwa kovimba wesigama wesichazi-magama esilwiminye sele uqoshelisiwe. Kungokunje igqiza lohlelo limaxhaphetshu ekuqulunqeni uvimba wesigama sesichazi-magama esilwimi-ntathu. Yomibini le misebenzi ivunyiwe yiBhodi. IZiko loChazo-magama likwafakana imilomo nabapapashi ukwandlalela ukupapashwa kwale miqulu yezichazi-magama. Ukho ke umngeni esigagana nawo kula matiletile kuba abapapashi abarhwebayo abanawo umdla wokupapasha umsebenzi obhalwe ngeelwimi zesintu. UMhleli oyiNtloko ucebise iBhodi ukuba iphonononge iqhinga lokuzipapashela. Nangona inqwala iBhodi kwingcamango yokuzipapashela kodwa ikwanalo uluvo lokuba abapapashi abarhwebayo mabangacezelwa ngokupheleleyo nabo.

5.3 Imingeni yezolawulo egagana nayo iBhodi

IBhodi yabaLawuli yahlulwe yaba ziikomiti ezimbini; iKomiti yoLawulo neKomiti yobuGcisa. IKomiti yoLawulo iqwalasela imiba yolawulo neyemali ngelixa yona iKomiti yobuGcisa iqwalasela imiba yohlelo. Umngeni ezigagana nawo ezi komiti ngowenani elifanelekileyo lokuhlala intlanganiso. Ngokwenani, iBhodi ibinamalungu ali-9, aza asala ema-6 emva kokuba kubeke phantsi amalungu ama-3 eBhodi. Eli nani liyibeka engxakini iBhodi kuba qho xa kukho umba otshisa ibunzi, iBhodi ayikwazi ukufikelela kwinqanaba elifunekayo. Umngeni wesibini ngowokuba, njengoko amalungu eBhodi ingabantu abakwizikhundla ezizigxina, kuba nzima ukuba bakwazi ukuzimasa iintlanganiso zeBhodi.

5.4 Iintlanganiso zeBhodi

Zibe ntathu iintlanganiso zeBhodi kulo nyaka-mali kunikwa ingxelo yawo, zibe ngale mihla ilandelayo:

29 kweyeSilimela 2012, 1 kweyeNkanga 2012 nangowama-22 kweyeKwindla 2013. IZiko libambe iintlanganiso ezimbini zeKomiti yoLawulo ngomhla wama-21 kweyeKwindla 2012 nangomhla we-15 kweyeMdumba 2012. IKomiti yobuGcisa nayo ihleli iintlanganiso zambini; ngomhla wama-21 kweyeMsintsi 2012 nangomhla we-2 kweyeNkanga 2012.

Olu phononongo lwenkcitho luquka iintlanganiso zesiqophe eziye zazinyaswa ngamalungu eBhodi nanguMncedisi-mhleli obambeleyo ngale mihla ilandelayo:

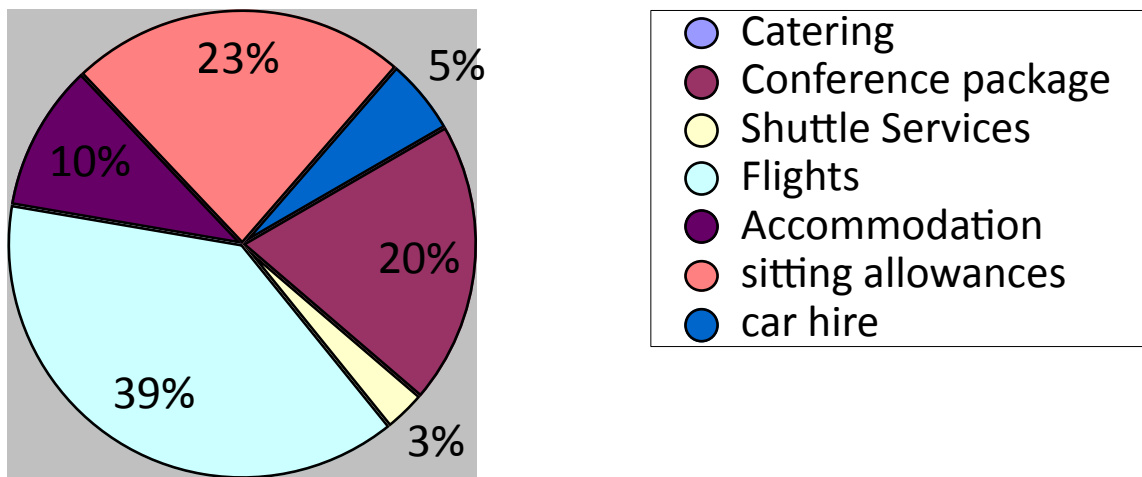
Oxford University Press: 23 kuTshaziimpuzi 2012, 10 kweyeKhala 2012. Intlanganiso yeBookfair eBhayi: 15 kweyeKwindla 2013. Intlanganiso yokulungiselela iBhodi: 21 kweyeKwindla 2013.

Itheyibhile yoku-1 engezantsi ibonisa inkcitho yeBhodi kulo nyaka-mali. Le nkcitho ubukhulu becala iphathelile kwiindleko zokubanjwa kweentlanganiso. Itheyibhile 1: inkcitho yeBhodi 2012/2013

INKCITHO YEBHODI YABALAWULI			
Amagama	Isikhundla	Inani lentlanganiso	Isibonelelo: intlanganiso nohambo
Mnu Jadezweni M-W	uSihlalo	12	R 8,249.57
Gqrh. Mkonto N.	Ilungu beBhodi	5	R 4,461.67
Adv Gqrh Dzingwa O.	Ilungu beBhodi	7	R 4,096.05
Mnu. Tanda M.	Ilungu beBhodi	2	R 1,263.15
Njing Jafta D.N.	Ilungu beBhodi	0	R 0
Gqrh. Mdaka S.	Ilungu beBhodi	8	R 6,998.05
			R 25,068.49
Iintlanganiso zeBhodi, iintlanganiso zesiqophe nezinye iindleko			
linkomfa			R 20,968.00
Indawo zokulala			R 10,966.00
Imoto eqeshiweyo			R 5,645.82

Isithuthi sabantu		R 3,109.00
linqwelomoya		R 41,190.00
Izidlo		R 0
		R 81,878.82
	R 25,068.49	
	R 81,878.82	
Inkcitho iyonke	R 106,947.31	

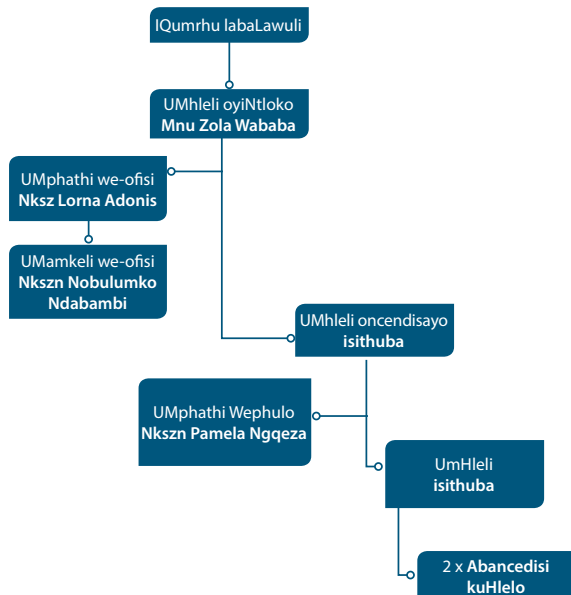
Itshati 2: Inkcitho yeBhodi yonyaka-mali 2012-13



6 Abasebenzi beZiko loChazo-magama

IZiko loChazo-magama liwuqale lo nyaka-mali uphononongwayo linabasebenzi abahlanu; uMhleli oyiNtloko, uMncedisi-mhleli, uMphathi weOfisi, uMncedisi woMphathi weOfisi kunye noMlawuli wePhulo. Ngenyanga kaTshaziimpuzi 2012, uNhleli oyiNtloko uye walishiya eli Ziko waze uMncedisi-mhleli watyunjwa njengoMhleli oyiNtloko obambeleyo ukuya kutsho kweyoMqungu 2013. Ukumka koMhleli oyiNtloko kwavula isithuba kwicala lohlelo. Ngenxa yoko, iZiko loChazo-magama lagqiba kwelokuba lizandise izivumelwano zengqesho zabasebenzi ababini ukususela kweyoKwindla 2012 ukuya kweyoMnga 2013. Ezi zivumelwano zandiswa ngeenyanga ezine ukuya kwezintandathu. Isigqibo sokuba sandiswe okanye singandiswa kusini na isivumelwano sixhomekeka kubungakanani bomsebenzi weZiko ngelo thuba. Xa iZiko lithe lafumana imali, liya kuba nakho ukuvula isithuba soMncedisi-mhleli nezabahlali ababini abazizigxina.

Umboniso 1: Izikhundla zeZiko loChazo-magama



6.1 Uphuhliso lwabasebenzi

IZiko loChazo-magama liyabakhuthaza abasebenzi balo ukuba bazixhobise ngolwazi ngokuthi bandise imfundo yabo. Umzekelo, uMhleli oyiNtloko wenza izifundo zesidanga kuchazo-magama. UMphathi weOfisi yena wenza izifundo kwezoqoqosho nolawulo. Sinethemba lokuba le mizamo iya kuwuphakamisela phezulu nangakumbi umsebenzi weziko loChazo-magama.

7 Imisebenzi

La macandelo angezantsi aya kuqwalasela iinkalo ezahlukeneyo kwiZiko loChazo-magama.

7.1 ULawulo lwabaSebenzi nemiThombo yeMali

Kwiindlela zoLawulo lwabaSebenzi, iZiko loChazo-magama lilandela imimiselo yomThetho weBhodi yeeLwimi zoMzantsi-Afrika, 1995 ngokuphathelele kwiimeko zempangelo zabasebenzi. IZiko loChazo-magama likwaqwalasela nemeko yokusebenza yeYunivesithi yaseFort Hare.

Kwimisebenzi yalo, iZiko loChazo-magama lilandela umthetho wesizwe ingakumbi umThetho weeNkampani, 2008; umThetho woLawulo lweMali kaRhulumente, 1999 nemiMiselo kaNondyabo weSizwe ngokuphathelele ekusetyenzisweni kwemali efunyanwa kwiBhodi yeeLwimi zoMzantsi-Afrika. IOfisi yamaPhulo yeYunivesithi yaseFort Hare incedisa kulawulo lwemali. IYunivesithi yaseFort Hare ikwalawula zonke

iiakhawunti zebhanki zeZiko loChazo-magama kwaye ikwancedisa nakwimiba ekufuneka ilandelwe.

7.2 linkqubo zolawulo lweofisi nemigaqo

Iziko loChazo-magama liphonononge iinkqubo zolawulo zangaphakathi nemigaqo ngenjongo yokuphucula umgangatho womsebenzi. Kuqulunqwe iifom zezicelo kwaye zisetyenziswa njengamaxwebhu akhapha izicelo ezenziwayo neentlawulo.

Kwakhona, iZiko loChazo-magama lithathe amanyathelo okuphucula ulawulo lwamaxwebhu akwikhompyutha oluquka ukusikena nokuthunyelwa kwamaxwebhu ngeimeyile ngaphakathi. Oku kwenzelwe ukucutha iindleko zokusetyenziswa kwefeksi, ingakumbi amaxwebhu entlawulo athunyelwa kwiOfisi yamaPhulo. Sinethemba lokuba oku kuya kusebenza kakuhle nasekukhangelweni kweenkcukacha kusetyenziswa ikhompyutha. Ngaphezu koko, kuphuculwe nezikhokelo zokufayilisha.

Kuqulunqwe incwadi yeempahla zeZiko enebhakhawudi kunye nomgaqo-nkqubo wokukhutshwa kwempahla yeZiko. Oku kuncede iZiko ekuqinisekiseni ngexabiso nangokonakala kwempahla yalo. Nangona incwadi yeempahla igcinwe kakuhle kwaye ihlaziywa ngawo onke amaxesha, ingxelo yophicotho-ncwadi ibangule ubuthathaka kunyaka-mali wama-2011/12

nakowama-2012/13. Ukuhlangabezana nale meko, abaphicothi-ncwadi bacebise ukuba yonke impahla enexabiso elingaphantsi kwe-R1 500 ikhutshwe kwincwadi yeempahla, ize ibhalwe kwenye indawo kuba iyakhawuleza ukonakala. Kulo nyaka-mali uphononongwayo, kuthengwe iikhompyutha ezintathu ukukhawulelana nomsebenzi wokuhlakulela ukwenziwa kwezichazi-magama.

Xa iZiko loChazo-magama lithenga iikhompyutha liye lincediswa kakhulu licandelo le-ICT leYunivesithi. Oku kulunceda iZiko loChazo-magama ekulandeleni imigaqo yokuthenga nasekulandeleni imigaqo-nkqubo yentengo yempahla. Kwakhona le ndlela yokuthenga iluncedo kwiZiko loChazo-magama kuba izinto ezithengwayo zifunyanwa ngamaxabiso aphinyiswe yiYunivesithi.

7.3 Unxibelelwano nentengiso



USihlalo weBhodi yabaLawuli, uGqr. M-W Jabezweni



UMphathi wePhulo weZiko loChazo-magama, uNkszn P Ngqeza ebonisa esenza intetho kwi-Nelson Mandela Bay Book Fair ngemiqulu yezichazi-magama zesiXhosa.

Iziko loChazo-magama libonise ngemveliso yalo kwiindibano zasesidlangalaleni ezininzi kunyaka-mali ekuphononongwa wona. Ezo ndibano zasesidlangalaleni ziquka ezi:

- 15 – 17** kweyoKwindla 2012: Book Fair Day kuMasipala oMbaxa waseNelson Mandela, eBhayi.
- 11 – 12** kuCanzibe 2012: Indibano yocweyo lwesigama yeSebe lezeMfundo eMpuma-Koloni.
- 27 – 28** kweyoMsintsi 2012: INkomfa yesine yoLwimi yeeNgcaphephe zabaNtsundu kwiZiko iMirriam Makeba, eMonti.
- 26 – 28** kweyoMsintsi 2012: Indibano yocweyo lwesigama kwiYunivesithi yaseKapa yobuChwepheshe.
- 04 – 05** kweyeNkanga 2012: Indibano yocweyo lwesigama yeSebe lezeMfundo eMpuma-Koloni.
- 14 – 16** kweyoKwindla 2013: Book Fair Day kuMasipala oMbaxa waseNelson Mandela, eBhayi.

Kukwezindibano apho iZiko loChazo-magama lathi lanakana imfuneko yokuzithengisela izichazi-magama endaweni yokuba abathengi baziodole

izichazi-magama kwaNutrend Publishing. Ukuthenga ngokufaka iodolo kuyalibazisa. IZiko likholelwa ukuba xa izichazi-magama zinokugcinwa kwiofisi yalo, kungalula ukuzithengisa ebantwini. IZiko loChazo-magama liqulunqe iwebhusayithi apho abathengi banokufaka khona iiodolo zabo okanye bathumele izicelo zabo kwaNutrend. Ngale ndlela zingathunyelwa iifom zeeodolo kwaNutrends. Abathengi bangafaka iiodolo, bahlawule aze ke yena uNutrend athumele izichazi-magama ngekhuriya.

7.4 Ubambiswano neenkomfa

Luninzi ubambiswano elinalo iZiko loChazo-magama namanye amaziko. Nomsebenzi owenziwa liZiko loChazo-magama uboniswe kwiinkomfa ezininzi. Iinkcukacha zoko zichaziwe apha ngezantsi. Ubambiswano phakathi kweZiko loChazo-magama neYunivesithi yaseRhodes

Iziko loChazo-magama lisungule ubambiswano

neCandelo loLwimi lweYunivesithi yaseRhodes ingakumbi kwimiba ephathelele kuchazo-magama. La maziko mabini avumile ukusebenzisana kuchazo-magama nasekubhalweni kwezichazi-magama. Kwinyanga yoMsintsi kowama-2012, umhlohli wochazo-magama, uGqr. Nkomo, ekhatshwa ngabafundi besifundo sochazo-magama aba-3, batyelela iZiko loChazo-magama ngenjongo yokuza kuzibonela okwenzekayo xa kuqulunqwa isichazi-magama. Kwangolo tyelelo uGqr. uNkomo wafumana ithuba lokuthetha nabasebenzi beZiko loChazo-magama ngemiba ephathelele kwithiyori yochazo-magama nangokuqulunqwa kwesichazi-magama. Kwakolo tyelelo, la maziko mabini avumelana kwelokuba abe nemiba ayipapashayo ngekamva lochazo-magama lwesiXhosa kujongwe emva, kwixesha esikulo nakwixesha elizayo. UMhleli oyiNtloko weZiko loChazo-magama naye ukhe wayityelela iYunivesithi yaseRhodes ngomhla wesi-6 nowesi-7 kweyoMnga 2012 ukuya kubonisana noGqr. uNkomo ngephepha likalindixesha eliza kubhalwa.



Igqiza leYunivesithi yaseRhodes kutyelelo lweZiko loChazo-magama kwiYunivesithi yaseFort Hare. Ukusuka ekhohlo: Zola Wababa, Nompumelelo Quntu noMatilda Matlotlo. Ukusuka ekunene: Wanga Gambushe, Gqr Dion Nkomo



Utyelelo lweYunivesithi yaseRhodes liZiko loChazo-magama. Ukusuka ekhohlo: Zola Wababa, Bulelwa Nosilela noDion

linkomfa ezizinyasiweyo

UMhleli oyiNtloko obambeleyo uzimase inkomfa yeAfrilex ngomhla ebingomhla wesi-3 ukuya

kowesi-5 kweyeKhala 2012 kwiYunivesithi yasePitoli apho wenza khona intetho esihloko sithi; Developing Mathematics and Science pedagogic dictionary: some challenges.

8 Ukwenziwa kwesichazi-magama

IZiko loChazo-magama alibanga nakho ukwenza isichazi-magama kunyaka-mali ophelileyo ngenxa yokungabi namabsebenzi aboneleyo. Emveni kokuba kumke uMhleli oyiNtloko ngekaTshaziimpuzi 2012, uMncedisi-mhleli oqeshwe ngokusinya ngeyeKhala 2011 nguye kuphela owayesingethe umsebenzi wokuhlela. Umsebenzi wakhe uquka ukubhala nokulungiselela isichazi-magama ngelixa kufuneka elawule neZiko loChazo-magama. Nangona kunjalo, la maphulo alandelayo aba nokuqosheliswa: ukuphuculwa kovimba wesigama, isichazi-magama esilwiminye (esesiXhosa kuphela), isichazi-magama esilwimi-ntathu kunye nesichazi-magama sezibalonzulu nenzululwazi.

Omathathu la maphulo akwizigaba zoqulunqo ezahlukeneyo. Amanye amaphulo angenziwa ngokulula kuvimba wesigama seintanethi nakowesigama sesiXhosa. Angasetyenziswa nje ngokulula ngabaphandi, ngabasebenzi ngolwimi nangabantu. Apha ngaphantsi kudweliswe iingxelo ngenkqubela esele yenziwe kula maphulo mathathu. Masiqaphele ukuba lo msebenzi ngumsebenzi oqhubayo.

8.1 Ingxelo yephulo loku-1: Concise Greater Dictionary of IsiXhosa

Ingxelo yenkqubela yonyaka-mali wama-2012/13		Ingxelo emfutshane
Isihloko stphulo: Concise Greater Dictionary of IsiXhosa		Ukucetywa nokunikwa kwengxelo
Umxhasi wephulo: PanSALB	UMphathi wephulo: Mnu Zola Wababa (uMhleli oyiNtloko)	

Intshayelelo

Eli phulo lithathelwe kumQulu wesiChazi-magama sesiXhosa esiyimiqulu emikhulu emithathu. Injongo yeli phulo kukuba nesichazi-magama esingemqulu mkhulu nesinokusetyenziswa ezikolweni nangabafundi bamaziko emfundo ephakamileyo. Injongo esinayo kukucutha umqulu wesichazi-magama ube yincwadana ephathekayo nenokusetyenziswa ngabafundi kuwo onke amanqanaba. Siqaphele ukuba kunzima ukuba abafundi bangawuphatha umqulu wesichazi-magama okhoyo ngenxa yobukhulu bawo. Kungoko sigqibe kwelokuba siwucuthe lo mqulu wesichazi-magama ukhoyo.

Igqiza elihlelayo likhe lakhangela ukuba alinakufumana iingcombolo zale miqulu na ezinokuba kwimo yekhompuyutha, kodwa azibangakho. IZiko loChazo-magama liye layalela inkampani yabucala ukuba iguqule umqulu wesi-2 nowesi-3 wesichazi-magama ube kwimo enokusebenza kwikhompuyutha. Ekupheleni konyaka wama-2010 yafumaneka inkampani yaseKapa enokuwenza loo msebenzi aza ke amaxwebhu athunyelwa kuyo.

Umsebenzi wokukhutshelwa kwale miqulu usungulwe ngeyoKwindla 2011 waza waqhuba waya kutsho kunyaka-mali wama-2012/13 apho yomithathu imiqulu yesichazi-magama yatshintshelwa kwimo kaWord. Iinkcukacha ezilapho zasetyenziswa kwaqulunqwa isichazi-magama esitsha esibizwa ngokuba yiConcise Greater Dictionary of isiXhosa. Ukuza kuthi ga ngoku, igqiza elihlelayo liqulunqe uvimba weenkcukacha weli phulo kwaye nemiqulu yesichazi-magama sele iguqulelwe kwimo kaWord. Isigaba sokuqala sesokuguqulwa kweelwimi zontathu zibe kwimo kaWord. Kwenzekile oku. Igqiza elihlelayo ngoku limaxhaphetshu kwisigaba sesibini sephulo apho lisusa zonke izangotshe zolwimi, izaci nokucuthwa kwemizekelo nezivakalisi ezicacisa intsingiselo yegama.

Iinjongo zephulo

- ➔ Ukuqulunqa oovimba kwikhompuyutha: uluhlu lwamagama, isichazi-magama sekhompuyutha nokuqulunqwa kwesichazi-magama esincitshisiweyo.
- ➔ Ukuqulunqa isichazi-magama esilwimi-ntathu esiya kufakelwa amagama amatsha ingakumbi kwicala lolwimi lwesiXhosa.
- ➔ Ukuqulunqa isichazi-magama esilwimi-ntathu ekulula ukusisebenzisa ingakumbi kubantwana besikolo nabaya kuba nakho ukusiphatha xa besiya esikolweni.
- ➔ Ukuqulunqa uvimba weenkcukacha oya kusetyenziswa kwiTshwaneLex ngenjongo yokuqulunqa isichazi-magama sekhompuyutha kwanesichazi-magama esiya kwaziwa njengeConcise Greater Dictionary of IsiXhosa.

Isigaba soku-1

Igqiza elihlelayo ligunyazise abancedisi bomhleli ababini ukuba benze iConcise Greater Dictionary of IsiXhosa. Lo msebenzi uya kuthatha iinyanga ezine. Usungulwe ngomhla woku-1 kweyoKwindal 2011 kwaye uya kuqhuba uya kuthi ga ngomhla wama-30 kweyeSilimela 2012. Lo msebenzi uqhube kwada kwayinyanga yoMnga 2012 kwaneenyanga ezi-3 zokugqibela kunyaka-mali.

Abancedisi bomhleli, uNksk Mboniswa noMnu Gosa, benza le misebenzi ilandelayo:

- ➔ Ukukhuphela zonke iinkcazelo zamagama zesiNgesi nezesiAfrikanisi ukuzisusa kwimo yesichazi-magama zibe nguvimba wesigama okwimo kaWord.
- ➔ Ukufomatha igama ngalinye ngokwalo mzekelo ulandelayo:
 - ⊙ Ifonti (Times New Romans)
 - ⊙ Ubukhulu befonti (12)
 - ⊙ Ukuqelelana kwemihlathi (umtsi omnye)
 - ⊙ Ukufaka iinombolo (ngqindlili)
 - ⊙ Ukucima zonke iimpazamo zokubhaliweyo (umz. # @ % * % \$)
 - ⊙ Ukudibanisa amagama aqhawukeneyo.

Zisakube zigqityiwe zonke iimodyuli ngokokulandelelana koonobumba, uMphathi wamaPhulo nabancedisi bomhleli baya kulungelelanisa iinkcazelo zamagama zesiXhosa, isiNgesi nesiAfrikansi ukuze baqulunqe uvimba opheleleyo.

Apha ngezantsi kudweliswe amanyathelo aya kulandelwa usakube uqoshelisiwe uvimba.

- ➔ Uvimba okwimo kaWord uya kutshintshelwa kwifomathi yeTshwanaLex ngale ndlela ilandelayo:
 - ⊙ Igama ngalinye liya kuncanyathiselwa kwibhokisi kwikholam enye.
 - ⊙ Inkcazelo yegama ngalinye iya kuncanyatheliswa kwibhokisi eyahlukileyo kwikholam eyodwa ecaleni kwegama.
 - ⊙ Ukuba igama lineentsingiselo ezininzi, intsingiselo nganye iya kuncanyatheliswa kwibhokisi eyodwa phantsi kwentsingiselo yokuqala.

Ngelixa kukotshwayo kuncanyathelisiwe, abancedisi bomhleli balindeleke ukuba bakhangele iziphene zopelo-magama naso nasiphina isiphene esingaba sikhona ukuze uxwebhu olo lungabi naziphene. Ngokwesivumelwano sengqesho, umntu ngamnye ulindeleke ukuba agqibe amaphepha ali-130 ngeveki khona ukuze iphulo libe nokuqosheliswa ngexesha elifanelekileyo.

Isigaba sesi-2

Abancedisi bomhleli bakwisigaba sesibini sephulo. Isigaba sesibini siquka ukususwa kwazo zonke iinkcukacha zolwimi, izaci nezangotshe, izixando okanye imizekelo engeyomfuneko kumqulu wesichazi-magama sesiXhosa. Le nkqubo ihamba kunye nenkqubo yokuqokelelwa kwamanye amagama asetyenziswa kwikharithulam. Amaxwebhu eSebe leMfundo esisiSeko aya kusetyenziswa ngenjongo yokuqokelela amagama asetyenziswa kwikharithulam.

IZiko loChazo-magama lifakana imilomo namajelo othungelwano lweendaba ukuba anxibelelane nabantu abanomdla nabalukhathaleleyo uphuhliso lolwimi lwesiXhosa. Kungokunje iZiko loChazo-magama linoluhlu lwesigama esiqokelelwe kufacebook. Yonke inkcazelo esuswe kumqulu wesichazi-magama iya kugcinwa kwenye indawo ngenjongo yokuba ibe nguvimba onokusetyenziswa kwixesha elizayo. AbaNcedisi bomhleli bamaxhaphetshu leli phulo kwaye besakuba besiqoshelisile esi sigaba sokucutha umqulu wesichazi-magama, baya kugqiba ekubeni bacuntsula kangakanani na ukongeza kwisichazi-magama esilwimi-ntathu. Siqulunqiwe isikhokelo sengxelo yomsebenzi owenziwe ngabancedisi bomhleli abaya kusisebenzisa kwingxelo yomsebenzi wabo qho ngemini. Esi sikhokelo sinceda ekukhangeleni umsebenzi owenziwe ngeveki nangenyanga. UMphathi wamaPhulo nguye obeka iliso kuyo yonke imisebenzi yemihla ngemihla. UMhleli oyiNtloko yena uphendla wonke umsebenzi owenziweyo qho ngeveki aze awutyikityele.

Apha ngezantsi kuboniswa isikhokelo sengxelo esiqulunqwe liZiko loChazo-magama: Umzekelo wesikhokelo sengxelo

Igama:		Umhla:			Utyikityo	
The Greater Dictionary of IsiXhosa (Umqulu 2)				Umncedisi-mhleli	UMphathi wamaphulo	Isihlomlo
Mvulo	Unobumba (lemmas) ukuya	Amaphepha ... ukuya ...	liyure			
Lwesibini	Unobumba (lemmas) ukuya	Amaphepha ... ukuya ...	liyure			
Lwesithathu	Unobumba (lemmas) ukuya	Amaphepha ... ukuya ...	liyure			

Imingeni ephambili

Imingeni eligagana nayo iZiko loChazo-magama kukungabi namava kwabaNcedisi bomhleli kumsebenzi wochazo-magama nasekubhalweni kwezichazi-magama. Iphulo loqulunqo lwesichazi-magama likwisigaba esibalulekileyo apho ubani kufuneka esebenzise isakhono sakhe ukuqoshelisa umsebenzi ophethweyo. Igqiza lohlelo lisebenzisa isikhokelo ukubaqhelanisa nalo msebenzi kodwa naxa kunjalo uyafuneka umntu onawo amava ekubhalweni kwesichazi-magama.

Uxanduva esijongene nalo kukuthatha isigqibo ngeenkukacha emazikhutshwe nemazingakhutshwa kumqulu wesichazi-magama njengokuba siqulunqa isichazi-magama esilwimi-ntathu. Xa sihlaziya umqulu wesichazi-magama kufuneka sazi ukuba sifaka iinkukacha ezingakanani kwaye sizikhetha njani. Asinto ilula ukuqulunqa isichazi-magama esifutshane, kude kube ngcono ukuqulunqa isichazi-magama esiphangaleleyo. Imibuzo eye ivele iba yephathelele kwiinkcazelo zamagama zokuqala nezilandelayo. Konke oku kukhankanywe ngasentla yimingeni esigagana nayo kweli phulo lesichazi-magama.

Izindululo nezicelo zothatho-zigqibo

Xa ithe yavela le mingeni, igqiza lohlelo liya kungqubana ngeentloko namanye amaziko ochazo-magama ingakumbi lawo eelwimi zesiNguni. Iingcaphephe zolwimi lwesiXhosa nazo ziya kuchwethwa, kuncazwe izimvo zazo ngaloo miba.

8.2 Ingxelo yephulo lesi-2: Iphulo lokuqulunqwa kovimba weenkukacha: isichazi-magama esilwiminye

Isihloko sephulo: Iphulo lokuqulunqwa kovimba weenkukacha: isichazi-magama esilwiminye	Ingqiqo nokunika ingxelo ngephulo
Umxhasi wephulo: PanSALB	UMphathi wephulo: Mr Zola Wababa (UMhleli oyiNtloko)
Ingxelo Yophuhliso	Ingxelo yoku- 1

1. Intshayelelo

Eli phulo lithathelwe kwisichazi-magama sesiXhosa esiyimiqulu emithathu. Injongo yalo kukuvelisa isichazi-magama esingesikhulu kakhulu nesinokusetyenziswa ezikolweni nangabafundi kumaziko emfundo ephakamileyo. Sijonge ukuhlanganisa imiqulu emithathu yesichazi-magama size senze isichazi-magama esincinane nesiphathekayo esinokusetyenziswa ngabafundi bawo onke amanqanaba.

Iggiza lohlelo lalisungula eli phulo ngokufuna ushicilelo lwemiqulu yomithathu yesichazi-magama olunokusetyenziswa kwikhompyutha kodwa babuya noboya bentenetya. Iziko loChazo-magama lagqiba kwelokuba likhangele ngaphandle kwamasango eYunivesithi inkampani enokuba nakho ukuguqula imiqulu emibini yesichazi-magama (owesi-2 nowesi-3) ube kwimo enokusetyenziswa kwikhompyutha. Kwafunyanwa inkampani yaseKapa ekupheleni konyaka wama-2010 yaza yawanikwa amaxwebhu esichazi-magama ukuze ibe nokuqalisa ngaloo msebenzi. Iphulo lona liqalwe ngoTshaziimpuzi 2011 ngokukhutshelwa kwemiqulu emithathu yesichazi-magama sibe kwimo kaWord, eya kwenza ukuba kube nokuqulunqwa kweenkcukacha eziya kusetyenziswa kwisichazi-magama sesiXhosa esicetywayo .

2. Injongo

- Ukuqulunqa oovimba beenkcukacha abanokusetyenziswa kwikhompyutha nalapho kunokufunyanwa khona iinkcukacha ezininzi: uluhlu lwamagama, isichazi-magama esikwikhompyutha nokwenziwa koshicilelo olushwankathelweyo lwesichazi-magama sesiXhosa.
- Ukukhetha amagama esiXhosa ngenjongo yokuqwalasela kwisichazi-magama sesiXhosa kuphela.
- Ukwenza isichazi-magama sesiXhosa esilwiminye nesisebenziseka lula ingakumbi kubantwana besikolo abanokusiphatha xa besiya eklasini.
- Ukuqulunqa uvimba weenkcukacha onokusetyenziswa kwiTshwaneLex ngenjongo yokwenza isichazi-magama sekhompyutha kunye neConcise Greater Dictionary of IsiXhosa.

3. Isigaba souk-1: Ukukhutshelwa kwe-rich text format kuWord

Isakube iguqulwe le miqulu, inyathelo elilandelayo yaba kukukhutshelwa nokuncanyatheliswa kwemo ye-RTF kwimo kaWord. Imiqulu emithathu yesichazi-magama yanikwa abasebenzi beZiko abathathu. Omnye wabo basebenzi banikwa lo msebenzi yayingumsebenzi waseofisini ekwanyanzeleka ukuba alahlule phakathi ixesha lakhe ukuze abe nokuncedisa kumsebenzi wohlelo.

Amaxesha afanelekileyo okwenziwa nawokungeniswa komsebenzi kwadliwana iindlebe ngawo, kwavunyelwana. Umzekelo, xa igqiza lohlelo lalisungula lo msebenzi, kwavunyelwana ukuba uya kwenziwa ngeenyanga ezintathu. Umhla wama-30 kweyeSilimela yaba ngumhla wokungeniswa komsebenzi. Abasebenzi abathi basingathiswa lo msebenzi nguNkszn N Ndabambi (umqulu woku-1, A-J), Nkszn P Ngqeza (umqulu wesi-2, K-P) noNksk. L Adonisi (umqulu wesi-3, Q-Z).

3.1 Inkqubo

Isakube iguqulwe yomithathu imiqulu yesichazi-magama kwimo ye-RTF, inyathelo elilandelayo yaba lelokusika nokuncamathisela kwi-RTF kwimo kaWord. Le miqulu yesichazi-magama yanikwa abasebenzi abathathu ukuba benze umsebenzi wokusika nokuncamathisela. Zabakho iimpazamo ezenziwayo ekuguqulweni kwale miqulu ibe kwimo kaWord. Oku kulandelayo kwafuneka kwenziwe ngethuba lokusika nokuncamathisela:

Ukukhutshelwa kwawo onke amagama neenkcazelo zesiXhosa kumqulu wesichazi-magama nokufakwa kwawo kuvimba weenkukacha olwiminye nokwimo kaWord.

Kwakhutshelwa onke amagama neenkcazelo zesiXhosa kuvimba weenkukacha opheleleyo ukususela kunobumba A-Z.

Kufomethwe igama ngalinye ngolu hlobo:

- ⦿ Ifonti (Times New Romans)
- ⦿ Ubukhulu befonti (12)
- ⦿ Ukuqelelana kwemihlathi (umtsi omnye)
- ⦿ Ukufaka iinombolo (ngqindlili)
- ⦿ Ukucima zonke iimpazamo zokubhaliweyo (umz. # @ % * % \$)
- ⦿ Ukudibanisa amagama aqhawukeneyo.

4. Inkqubela ekukhupheleni nasekuncamatheliseni irich text format kwimo kaWord

Umqulu1 (Alphabet A-J)
Bagqityiwe oonobumba

Umqulu 2 (K-P)
Bagqityiwe oonobumba.

Umqulu 3 (Q-Z)
Bagqityiwe oonobumba

5. Isigaba sesi-2

Zisakube zigqityiwe zonke iimodyuli ngokokulandelelana koonobumba, uMphathi wePhulo uya kulungelelanisa oonobumba ngokulandelelana kwabo ukuze babe nokwenza uvimba weenkukacha zesichazi-magama sesiXhosa esilwiminye ogqibeleleyo.

Apha ngezantsi kudweliswe amanyathelo aya kulandelwa esakube eqoshelisiwe uvimba weenkukacha.

Uvimba weenkukacha okwimo kaWord uya kutshintshelwa kuExcel ngale ndlela ilandelayo:

Igama ngalinye liya kuncanyathiselwa kwibhokisi kwikholam enye.

Inkcazelo yegama ngalinye iya kuncanyatheliswa kwibhokisi eyahlukileyo kwikholam eyodwa ecaleni kwegama.

Ukuba igama lineentsingiselo ezininzi, intsingiselo nganye iya kuncanyatheliswa kwibhokisi eyodwa phantsi kwentsingiselo yokuqala.

Ngelixa kukotshwayo kuncanyathelisiwe, abancedisi bomhleli balindeleke ukuba bakhangele iziphene zopelo-magama naso nasiphina isiphene esingaba sikhona ukuze uxwebhu olo lungabi naziphene.

6. Isigaba sesi-3

Zonke iimodyuli ziya kutshintshelwa kumathumbu ekhompuyutha yeTshwaneLex ngenjongo yokuba zihlelwe nokuba zilungiselelwe isichazi-magama esiya kuba yile nto sifuna sibe yiyo.

7. Imingeni ekugagenwe nayo

IZiko loChazo-magama linomngeni ngokuphathelele ekusetyenzisweni kweTshwaneLex. Kufanele ukuba igqiza lohlelo liqeqeshwe kwakhona ukuze libe nokuyisebenzisa le softwe ngokufanelekileyo. Iphulo lesichazi-magama alinabo abaphandi bokuqokelela isigama esitsha kubantu abantetho isisiXhosa. Ngumngeni ekudala ukho ke lo ngenxa yokungabikho kwemali yokuqesha abasebenzi bokwenza lo msebenzi.

8. Elokuqoshelisa

IZiko loChazo-magama sele likuqoshelisile ukubhalwa kweenkcukacha ezikulwimi olunye. Njengoko sele kuchatshazelwe apha ngasentla, isigaba esilandelayo sesokuguqulwa kwesigama sibe kwiTshwaneLex kwaye, ngaxeshanye, kongezwe amagama ekharityhulam namanye amagama esicinga ukuba akufanele ukufakwa kuhlaziyo lwesichazi-magama. Oku kuya kuquka ukuqokelelwa kwamagama amatsha axhaphake kwiintetho zabantu njengamagama athi “uveziinyawo, ugqingaye”. Onke amagama afana nala asetyenziswa ngabantu ekuhlaleni aya kuquka kwisichazi-magama. Siya kuwasusa amagama esicinga ukuba akafanelekanga kwesi sichazi-magama. Eli phulo lisenokuba ngunozala wamanye amaphulo. Umzekelo, siza kuqalisa incwadi yezaci nezinye izangotshe zokuthetha. Loo nkqubo sele iqhuba kwaye okwakalokunje asikabi nawo umda wokuqunjelwa kwayo kodwa ke yonke into iya kucaca njengokuba iqhuba. Singatsho nje ukuthi eli phulo ligqityiwe.

8.3 Inxelo yephulo lesi-3: IsiChazi-magama seziKolo seziBalonzulu neNzululwazi

Isihloko sephulo: IsiChazi-magama seziKolo seziBalonzulu neNzululwazi	Inombolo: 3
Umxhasi wephulo:	UMphathi wePhulo: Mr. Zola Wababa

Inxelo yenkqubela	Inxelo yesi-
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Intshayelelo

IZiko loChazo-magama lithabathe inyathelo lokubhala isichazi-magama sezikolo sezibalonzulu nenzululwazi esilwimi-mbini ngenjongo:

- yokuphuhlisa umgaqo-nkqubo weelwimi kwezemfundo,
- yokuncedisana nootishala kunye nabafundi ngesigama sesiXhosa,
- yokuphikisa intetho ethi izifundo zezibalonzulu nezenzululwazi azinakufundiswa ngeelwimi zesintu kuba engekho amagama achana ngokufanelekileyo, okokugqibela
- yokubonisa inyaniso yokuba iilwimi zesintu zinakho ukusetyenziswa njengeelwimi ekufundwa nekufundiswa ngazo.

Esi sichazi-magama silungiselelwe ootishala nabafundi kwisigaba esiphakathi nesiphezulu kumabanga asezantsi. Kwakhona, esi sichazi-magama siya kuba luncedo nakubantu ngokubanzi ngaphandle kwamasango esikolo.

IZiko loChazo-magama lisebenzise isigama esaqulunqwa liSebe lezobuGcisa neNkcubeko nayiBhodi yoLwimi lwesiXhosa yeSizwe. Sibila sisoma, sisebenza ngobunono kwimizamo yokukhangela amagama achanekileyo esiXhosa kwaye siqwalasela nokufaneleka kwawo ngokolandelelwano, izakhi nentsingiselo.

Isigaba soku-1.

Kuthatyathwe la manyathelo alandelayo ngethuba lokwenziwa kwesi sichazi-magama:

Ukukhethwa kwesigama.

Imiba emithathu ebalulekileyo emayiqwalaselwe:

Umgangatho wolwimi: Umgangatho wolwimi olusetyenzisiweyo ukuchaza isigama kufuneka uhambelane nobudala babafundi. Isigama sabafundi bamabanga angezantsi kufuneka sibe sesichazayo.

Iisifundo: Kufuneka kubekho umahluko phakathi kwamagama ezifundo ezahlukeneyo nangona amanye amagama esetyenziswa kwizifundo ezininzi, umz. kwizibalonzulu nakwezenzululwazi.

Ubudala babafundi: Ubudala babafundi kufuneka buthathelwe ingqalelo ngalo lonke ithuba lokubhalwa kwesichazi-magama. Abafundi kufuneka bacacelwe kakuhle bengaxheshwanga kwiinkcazelo zamagama njengokuba besiya benyuka kumabanga abo. Isichazi-magama sesigaba esisiseko, esiphakathi nesiphhezulu kufuneka zilichaze igama ngendlela ebalisayo kangangoko. Kwakhona ukusetyenziswa kwemifanekiso kuyityhila ngakumbi intsingiselo yegama okanye yento ekubhekiselelwe kuyo.

Isigaba sesi-2

Inkqubo yokufunisa ngamagama afanelekileyo nayinkcazelo.

Naku okona kuphambili ekuye kujongwe kuko xa kuphethwe le nkqubo:

Intsingiselo engqalileyo	Igama	Intetho
<p>Ukuchaza amagama ngokuchanekileyo</p> <p>Umz.: Asinalo kwisiXhosa igama elithi "computer". Singaliqamba njani ke ngoko igama lesiXhosa? KwisiXhosa izinto zithiywa ngeendlela ezininzi; ngomsebenzi wazo, ngeempawu zazo nangendlela ezisetyenziswa ngayo.</p>	<p>Indlela echanekileyo yokwakhiwa kwamagama</p> <p>Ukuba ke ngoko kufuneka siliboleke kwisiNgesi, kufuneka silibhale njani kwisiXhosa? Nanzi iindlela zokubhala esinokucinga ngazo: ikhompuyutha, ikhompuutha, ikhompuyutha. Yiyiphi eyona ifanele kusetyenziswa?</p>	<p>Indlela eliqondakala ngayo igama kwintetho yabantu</p> <p>Yindlela le amkelwa ngayo amagama ekuthetheni kwabantu ulwimi lwabo. Umz. kwisiSwati ikhompuyutha kuthiwa ngumshininqondvo, igama elinokusetyenziswa nakwisiXhosa kodwa alisetyenziswa kwaye alaziwa.</p> <p>Igama kufuneka linike intsingiselo ecacileyo kubantu abathetha olo lwimi, kungenjalo, yonke imizamo yokuqanjwa kwesigama iya kufana nelize.</p>

Indlela eye ilandelwe xa kuqanjwa amagama:

Ukuweliswa kosingiselo: linyathelo elibalulekileyo eli kubaxa kungaweliswa usingiselo, igama eliqanjweyo alinakusebenziseka kwisigama sethu semihla ngemihla. Usingiselo kufuneka lube nentsingiselo ecacileyo kuloo nkalo lusetyenziswa kuyo. Akufuneki sayame kakhulu kubuqu begama xa siqamba, singayijonganga intsingiselo yegama, kuba xa sisenza njalo singahle siwuphose umhlola.

Ukuxatyiswa kwemithombo yangaphakathi: Phambi kokuba kuqanjwe okanye kubolekwe igama, kufuneka kuqale kukhangelwe ukuba okokuba ingaba alizanga libekho kusini na elo gama kwimithombo yesigama sesiXhosa ukuze kungaqanjwa okanye kubolekwe igama ekunokuthi kanti sele likho. Imizekelo yemithombo okanye oovimba besigama sesiXhosa iquka oku kulandelayo: Bantu Education Terminology List, isigama seSebe lezobuGcisa neNkcubeko, izichazi-magama zesiXhosa neminye imithombo.

Ubuponi: Amagama amade kakhulu akathandeki ncam kuba kaloku igama kufuneka likhumbuleke lula. Umz, igama lesiNgesi elithi “denominator” lingaguqulelwa esiXhoseni kuthiwe “unani-phezulu” endaweni yokuthi “inani eliphezulu kwiqhezu”.

Ukungatshintshatshintshi: akufuneki sitshintshatshintshe xa siqamba amagama asingisele kwinto ethile. Nangani kunjalo, bukho ubunzima obunokubangelwa Inxelo yonyaka-mali 2012-2013

zizithetha-ntonye esiXhoseni abangafuniyo ukwahlukana nazo abantu. Naxa kunjalo, kufuneka sizame iqhinga lokusebenzisa igama elinye ukuchaza into enye. Umz., igama lesiNgesi elithi “magnet” litolikwa kaninzi esiXhoseni ngala magama; isitsalane, amazibuthe okanye imagnethi. Ngoko ke kufuneka kukhethwe igama elinye kula mathathu, kuqinisekiswa ukuba kungqinelwana nokuchazwa ngokuchanekileyo kwegama.

Izifinyezo, iimpawu zobunzululwazi, iikhronim namalungelo emveliso yobungcaphephe: Apha kubalulekile ukwenza uphando ngemvelaphi yegama ukuze kungaqanjwa amagama angenantsingiselo esiXhoseni. Umz., igama elithi BODMAS eliyiakhronim nelisetyenziswa kwizibalonzulu alinayo iakhronim yalo esiXhoseni. Sithini ke, ingaba silisebenzisa linjalo?

Isigaba sesi-3: Ukuhlela

Iggiza elihlelayo lichithe ixesha liphendla ukusulungeka kolandelelwano, ukwakheka kwamagama nentsingiselo kumagama esiXhosa eziBalonzulu naweNzululwazi. Siye saqwalasela igama ngalinye, sisenza nophando apho kuyimfuneko khona. Kolu phendlo, siye sasabhaqa iimpazamo eziliqela kwisigama sesiXhosa nakwiinkcazelo zaso. Ibe ngumsebenzi omkhulu lo ofuna umzingisi, kodwa naxa kunjalo siye saba nakho ukuwuqoshelisa.

Isigaba sesi-4: Uqinisekiso-mgangatho

UMhleli oyiNtloko kunye noMncedisi-mhleli, kungokunje baxakeke luqinisekiso-mgangatho lwesi sichazi-

magama. Basifunda ukuqala ekuqaleni bezama ukuvumelana ngemiba ethile ephathelele ekuchanekeni nokungachaneki kwesigama sesiXhosa. Oku sikwenza ngenjongo yokunciphisa iziphoso phambi kokuba esi sichazi-magama sibe nokufikelela ezandleni zootitshala nabafundi. Ekuqaleni siye sawuthatha lula lo msebenzi kodwa sithe njengokuba siqhuba saqaphela ukuba ufuna ithuba elininzi. Oku kubangelwa yinto yokuba sizame ukufumana igama elinye lento nganye. Le nkqubo ke ibandakanya ingxoxo eninzi nokufunda amagama amaninzi ngokukhwaza.

Inkqubo yoqinisekiso-mgangatho.

Kwinkqubo yokuqinisekisa umgangatho wesi sichazi-magama, sisebenzise oovimba abaliqela (umz. i-intanethi, izichazi-magama zezibalonzulu nenzululwazi kwanezichazi-magama zesiXhosa) ukufumana ulwazi oluphangaleleyo ngamagama ngenjongo yokuqinisekisa ngentsingiselo echanekileyo kwizibalo nenzululwazi. Ngokwenza oku, sibe nakho ukuqinisekisa ngegama elinye lento nganye kodwa apho kuyimfuneko khona, siye sanika nezithetha-ntonye. Kodwa ke kufuneka siqaphele ukuba kwizibalonzulu nakwizululwazi izithetha-ntonye azingethethi into enye ncakasana. Seso sizathu esibangele ukuba sizinciphise kangangoko, siqwalasele ngeliso lokhozi intsingiselo yegama. Siluphephile uboleko lwamagama olungeyomfuneko nangona sikusebenzisile ukuboleka njengecebo lokugqibela. Kumagama abolekwe kwisiNgesi aza ajikelwa esiXhoseni siye sajonga ngeliso elibanzi ukwakheka kwamagama kwanemigaqo yokubhalwa kwamagama.

Kwindawo apho siye saqamba igama elitsha lesiXhosa, silisebenzise ecaleni kwegama lemboleko. Oko sikwenzele ukuba abantu bade baliqhele eli gama litsha. Sizamile ukuyisusa kubantu abantetho isisiXhosa ingcinga ethi kukho amagama angekhoyo esiXhoseni. Oko kwenzeka kuphela xa igama lingahambelani nento ekusingiselwe kuyo. Kwimeko enjalo siye sisebenzise amagama emboleko. Liya kuthi lisakuqheleka igama elitsha ebantwini, silisuse eli lemboleko kusale eli lesiXhosa lodwa.

Njengokuba ufunda le ngxelo, unokuba uyiqaphele into yokuba ndigxininisa kakhulu kwizibalonzulu. Ukugxininisa oku kubangelwa kukuba eyona mingeni imandla esigagene nayo ibe kwizibalonzulu. Ayibanga mininzi kangako kwezenzululwazi. Inkqubo ekuqhutywe ngayo ukuphendla isigama sezibalonzulu kusetyenziswe kwayona kwisigama senzululwazi.

Eyonantosiqwalaselekakhulukuyo ibekukulungisa iinkcazelo zesigama sesiXhosa sobalonzulu nesenzululwazi. Ngaphandle kwalawo magma asetyenziswa kuphela kwisifundo sobalonzulu nakwizululwazi, abekho namagama asetyenziswa nje gabalala ekuhlaleni. Kuye kwafuneka siwaphathe ngocoselelo olukhulu loo magma ukuze sibe nokugcina umongo wentsingiselo yezobalonzulu neyenzululwazi. Yeyona miba ibe phambili le esiye sayiqwalasela ngethuba lokuqinisekiswa komgangatho wesi sichazi-magama.

Ukubeka umnwe kwimiba esiyichaphazele apha ngasentla, kuya kubaluleka kakhulu ukuba senze ingxoxo emfutshane ukubonisa indlela esiwafumene ngayo amagama esiXhosa. Njengoko sele kuchatshazelwe ngasentla, enye yeendlela esiye sayisebenzisa ibe ngumgaqo wokukhetha igama elinye lento nganye. Kuye

kwafuneka siphande into echazwayo ukuze sibe nokuyichaza ngokuchanekileyo ngesiXhosa. Kube luncedo oku kuba siye sakwazi ukutshintsha amagama amaninzi kwimanyuskriphthi yezobalonzulu neyenzululwazi.

Sisebenzise ezi ndlela zilandelayo ukufumana amagama esiXhosa. Ngethuba lonke lokuguqulela siye sathembela ikakhulu kwisandiso, kwisandiso sentsingiselo, kubumbaxa, ukucutha, kwiiakhronim, ekuqambeni nasekubolekeni. Ngokwezi nkukacha zingentla, ndiza kuchaza imizekelo embalwa yale nkqubo.

1. Isandiso: sisebenzise ukufakelwa kwesimaphambili nesimamva kwisenzi okanye kwisiqu sesibizo ukuqamba igama, umz., **apportion: ukwabela; ascending: enyukayo.**

2. isandiso sentsingiselo: ukwandiswa kwentsingiselo yamagama akhoyo ukuze anike intsingiselo ekhethekileyo. Umz.:matter: **inkqunto / inkqu = real + into= something.** La ngamagama asetyenziswa gabalala xa kuthethwa kodwa sinakho ukuwandisa ngendlela eya kunika intsingiselo ekhethekileyo kwinzululwazi.

3. Ukwenza mbaxa: ukudityaniswa kwamagama amabini nangaphezulu ukwenza igama elinye. Umz.: **symmetrical: ngokolingano-macala; unaniphantsi.**

4. Ukucutha: amabinzana anamagama amabini namathathu acuthwa abe ligama elinye. Umz. **base line: umgcantsusa.**

5. Iakhronim: Iakhronim sisifinyezo esibizeka njengegama elipheleleyo, umz. **BODMAS.** Silisebenzisa eli gama njengokuba linjalo, size silichaze ngesiXhosa.

Kwisigaba sokugqibela sokuqinisekiswa komgangatho siye sakwenza konke oku kuchatshazelwe ngasentla. Kungoku nje siliqoshelisile icandelo lobalonzulu, elona candela libe nemingeni emininzi ngenxa yesigama esisetyenziswa kuso. Ngoku sileqa ukugqiba icandelo leenzululwazi. Sinethemba lokuwugqiba lo msebenzi ngenyanga kaTshaziimpuzi 2012. Zimbini izinto eziye zenzeka ngaxeshanye kweli phulo, zezi; ngeli thuba silungisa izilungiso kule manyuskriphthi, sibe silungiselela ukuyifaka kwisoftware yeTshwaneLex. Ngumsebenzi ongemncinane ke lo kuba nekhompyutha nayo ngokwayo inika ezayo iingxaki kangangokude, ngamanye amaxesha, sinyanzeleke ukuba sifune uncedo kwiofisi enkulu eKapa ngezo ngxaki, size sibuyele silinde impendulo yayo. Oku kube ngumngeni nako ngokwako.

Isigaba sesi-5: Uyilo noshicilelo

IZiko loChazo-magama sele liyiqoshelisile yonke inkqubo yokupapashwa kwesiChazi-magama soBalonzulu neNzululwazi. Umngeni ongekapheqwa ngowenkxaso-mali yokupapashwa kwesi sichazi-magama ngokweemfuno zikaPanSALB. UMhleli oyiNtloko ubhalele kuyo yonke imizi yopapasho emikhulu ecela ukushicilelwa kwesiChazi-magama soBalonzulu neNzululwazi kodwa uwe phantsi njengoko kungekho mpapashi unomdla wokusipapasha.

Kwikota yokuqala yonyaka, uMhleli oyiNtloko ube nendibano nabakwaCentre for the Book eNtshona-Koloni. Indibano leyo ibiphathelele kumba wokushicilelwa kwesi sichazi-magama. Ngenene, izindululo zeZiko loChazo-magama zamkelwa ngabakwaCentre for the Book. Kungoku nje la maziko omabini amaxhaphetshu, elungiselela ukushicilelwa kwesi sichazi-magama.

Imisebenzi, izalathisi nemveliso eziphunyeziweyo		Isicwangciso	Imihla eqosheliswe ngayo
Imisebenzi, izalathisi nemveliso eziphunyeziweyo	izihlomlo		
Ukuqinisekiswa komgangatho wesichazi-magama soBalonzulu neNzululwazi kugqityiwe	Kuthathe ngaphezu kokuba bekulindelekile		29 kweyoKwindla 2013
Icandelo loBalonzulu neleNzululwazi athunyelwe ukuba ayilwe kwaye alungelelaniswe	IZiko loChazo-magama kufuneka linike uluvo lwalo ngokuzotywa kwamacandelo omabini. UMhleli oyiNtloko unxielelene nomzimveliso oyilayo nolungelelanisayo ngenjongo yokuceba imbulambethe noqweqwe lwesichazi-magama		kweyoMqungu – kweyoKwindla 2013

Imingcipheko nemiba ephambili (iquka uvavanyo lwegalelo namanyathelo athatyathiweyo)

Kuthathe ithuba elide kunokuba bekulindelekile ukuqinisekisa ngomgangatho wesiChazi-magama soBalonzulu neNzululwazi kwaye ngenxa yoko kufuneka siwubuyisele umva umhla wokushicilelwa kwaso. Nangona kululutho ukusebenza ngeTshwaneLex, kodwa kuthathe ixesha elide kuthi ukusebenza ngayo kuba besiqala ukuyisebenzisa. Zikho izinto ekufuneka siziqwalasele ukuze sibe nokuyiqonda kakuhle inkqubo yayo. Sithe kamva sagqiba ekubeni siyeke ukusebenzisa iTshwaneLex kuba isinika iingxaki. Imizamo yokufuna uncedo kundlunkulu weTshwaneLex ayibanga nampumelelo incomekayo.

Izindululo nezicelo zokuthatha izigqibo okanye zenkxaso

IZiko loChazo-magama lithathe isigqibo sokuba lizipapashele ngokwalo kuba imizi yopapasho emikhulu ayibonakalisi mdla ekupapasheni isiChazi-magama soBalonzulu neNzululwazi. IZiko ligqibe kwelokuba lizifunele inkxaso-mali ukuze libe nokuzipapashela izichazi-magama ezilungiselelwe izikolo

9. Izicwangciso zolawulo: 2011 – 2013	
Izicwangciso zolawulo	Amaphulo ezicwangciso
1. Ukuqulunqa, ukuqokelela nokupapasha izichazi-magama zesiXhosa ezahlukeneyo.	Isichazi-magama sesiXhosa esiyimiqulelo emininzi Isishunqulelo sesiChazi-magama sesiXhosa Uku-papasha isichazi-magama esinokusetyenziswa kwikhompyutha nesisekelwe kwisiChazi-magama sesiXhosa. Isichazi-magama sesiXhosa, sesiSuthu nesiNgesi. Isichazi-magama sezikolo sesiXhosa nesiNgesi / isingesi nesiXhosa. Isichazi-magama esilwimi-ntathu esincinane (isiXhosa, isiNgesi nesiFrentshi). Isichazi-magama semifanekiso Isichazi-magama sabantwana Incwadi yamabinzana
2. Ukuceba iqhinga lokuthengisa izichazi-magama	Ukubonisa nokuthengisa izichazi-magama
3. Ukuphuhlisa uqeqesho kuchazo-magama, inkqubo yophando, ukubamba iindibano zocweyo neengxoxo ngesiXhosa kwanokumisela iziko elinguvimba.	Ukumisela iziko elinguvimba. Ukubamba iingxoxo ngemiba ethile yolwimi lwesiXhosa. Ukusungula iphulo loqeqesho lokusetyenziswa kwezichazi-magama ngootishala, abafundi nangabantu gabalala. Ukumisela icandelo lophando.
4. Ukucwangcisa imisebenzi yeBhodi yabaLawuli ngokufanelekileyo.	Ukucwangcisa iindibano zeBhodi, ezisigqeba neendibano zamacandelo awodwa. Ukuphonononga imigaqo-nkqubo yeZiko loChazo-magama efana nogayo lwabasebenzi, izivumelwano zengqesho, ulawulo lomgangatho womsebenzi, uqeqesho nophuhliso nolawulo lwempahla yeZiko. Ukubeka iliso nokuhlola okwenziwa yiBhodi yabaLawuli.
5. Ukumisela intsulungeko nemfaneleko kwiZiko loChazo-magama ngokugaya abasebenzi aboneleyo nokufumana imithombo yemali eyaneleyo.	Imisebenzi emininzi yenkxaso-mali.

English Section

Vision

To build a sustainable lexicography unit that provides quality lexicographic products and excellent services to the Xhosa speech community and beyond, in order to advance IsiXhosa as the language of education, science, commerce and politics.

Mission

To serve the interests of IsiXhosa and its communities through recording, developing and advancing the use of IsiXhosa in all its forms in order to restore the dignity and respect of the language and its speech communities.

Values

The Unit will always strive to:

- ➔ observe its constitutional obligation,
- ➔ be accountable,
- ➔ be transparent,
- ➔ provide quality products and services
- ➔ be respectful, and
- ➔ be committed.

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Board of Directors (appointed 1 April 2010)

Chairperson : Dr M-W Jadezweni
Deputy Chairperson : Dr SS Mdaka
Board members : Mr M Tanda
Dr N Mkonto
Dr O Dzingwa
Prof DN Jafta

Founder members:

Mr L Bambelo, Prof S Gxilische, Prof S Satyo,
Mr Dyubhele, Mr T Mxowa, Mr Maqungu,
Mrs Sili, Mnu T Bhengu, Mr Sobahle,
Mrs Mgadle, Mrs Nongxe, Mrs Mgabadel,eli,
Mrs Ngcofe, Mrs Nongxaza



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Internal auditors

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1 Chairperson's Message

THE YEAR 2012-2013 MARKS A SIGNIFICANT CHANGE IN THE HISTORY OF THE XNLU in that the year started with all systems in place. With a well-developed strategic plan in place one cannot doubt the health of any organisation. The hard work done towards the end of 2012 in preparation for 2013 set a very good tone for the XNLU. Thanks to all the members of the Board for their dedication to getting the Unit in good shape.

The main objective for the year has been to fill the vacancy that came about as a result of Mr Julius Dantile's resignation early in 2012. Mr Zola Wababa kept the fort as Acting-Editor –in-Chief. With great support from Mrs Lorna Adonis Mr Zola Wababa was able to execute his role well in spite of his limited experience at the time. Indeed in January 2013 the Board of Directors recommended his appointment as Editor-in-Chief. This has been a most welcome step towards re-establishing the stability that the unit requires in order to function more smoothly. A replacement for Mr Wababa in the position of Associate-Editor is in the pipeline.

Our focus turned to our core business, the production of dictionaries. As a matter of urgency the mathematics dictionary tops our list of to-do's. This product heralds a new genre of products, the subject dictionaries. Whilst this is the Unit's initiative it coincides with the advances made by the University of Fort Hare to partner with the Unit in the development of terminologies for the different subjects offered by the various faculties. This is a realisation of the Unit's mission to develop isiXhosa as a language of learning.

Our host institution, the University of Fort Hare,



continues to open up all its doors to the XNLU and, in this way, to IsiXhosa, thus reaffirming its distinguishing

feature as a true African University. This is highly appreciated! We always feel very much at home and we are very proud of this institution.

Our partners, the ten other national lexicography units, find it easy to communicate with, and cite, the XNLU as a unit to be used for bench-marking purposes. This is definitely a feather on our cap.

The XNLU hopes PanSALB will eventually appoint the new Board of Directors as the term of the existing Board expired some time ago. PanSALB's support of the work of the unit is highly appreciated.

Dr Mhlobo Jadezweni
*Chairman of the Board of Directors,
IsiXhosa National Lexicography Unit*

2 Legislative Mandate

Pan South African Language Board Act, 1999

The IsiXhosa National Lexicography Unit is established in terms of section 8 (8) (c) of the Pan South African Language Board Act, 1999 (Act No. 10 of 1999) to operate as a company limited by guarantee under section 21 of the Companies Act, 1973 (Act 61 of 1973). The Unit shall adhere to the principles of promoting language development and abide by the policies of the Pan South African Language Board.

Other legislative mandates within which the IsiXhosa National Lexicography Unit operates include:

- The Companies Act (Act 71 of 2008);
- The Public Financial Management Act (Act 1 of 1999) and National Treasury Regulations (25 May 2002);
- The Pan South African Language Board Act (Act 59 of 1995) Regulations with regard to the Terms and Conditions of Service for the Staff of the Pan South Language Board;
- The Public Service Amendment Act (Act 30 of 2007)

3 Functions of the Unit

The Unit's functions, in terms of Article 14 of the Articles of Association, shall be to initiate, maintain, complete and from time to time improve the compilation of a monolingual dictionary or other products by:

- [a] the continuous and comprehensive collecting, arranging and storing, in lexicographically workable form, of the general vocabulary of IsiXhosa; Annual Financial Report 2012-2013
- [b] the adaptation, editing and publication of the collected material according to lexicographic

- principles in printed or electronic form; and
- [b] granting access to the language materials and resources of the organisation for researchers in accordance with the policy of the board of directors.

4 Sustainability Analysis

The Unit operates with funding from the National Treasury, appropriated through the Pan South African Language Board (Pan SALB) via the National Department of Arts and Culture. As per the appended balance sheet, the Unit has accumulated reserves due to savings from a number of vacant positions and the non-existence of the Board of Directors for a time before its inauguration on 1 April 2010. However, since such reserves are limited, the Board and Management are hard at work striving to explore various strategies to augment the Unit's reserves and thus assist the Unit to reach greater levels of service delivery and efficiency.

In the period under review, the Board held three regular meetings. These meetings cost the Unit almost 8% of its total funding. It is envisaged that the Board's expenditure may be contained at a maximum of 8% of the total budget in the 2012-13 financial year. The largest item of expenditure with almost 73% of the total funding is staff compensation. It is projected that staff compensation will increase to 97% in 2012-2013 if all the vacant posts were to be filled.

Currently the Unit has vacant posts for the following positions: one Associate editor, one Co-editor, and two Junior editors. As result of these staff shortages the Unit is unable to undertake certain important projects. Consequently, not only does the Unit struggle to meet the expectations of the Board but it also finds it difficult to fulfil its public mandate. The current staff shortages pose

Annual Financial Report 2012-2013

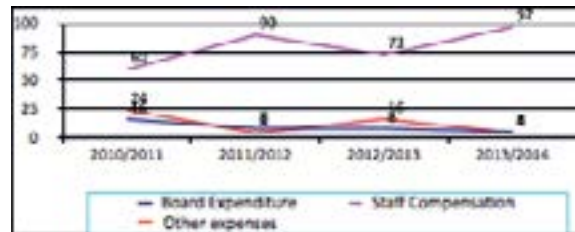
a number of challenges to the Unit with the consequence that the Unit cannot undertake certain projects and adequately meet the Board's expectations. Estimations suggest that an additional amount of R600, 000 is required in order to fill the existing vacant posts in the Unit.

The increase in income from funding, and royalties from sales, will not make that much difference as projections show a decline in sales due to the current budget tightening in both the public and private sectors.

One of the challenges facing the Unit is that although our products are of critical and strategic significance to both the public and private sectors, it would appear neither of the two sectors treats our work with the seriousness it deserves. In the public sector for an example, it is disheartening to note that too few in the education arena realise the strategic importance our work in terms of building a properly educated and literate society of the future. In the light of these circumstances the Board of Directors is working hard to plan and implement aggressive marketing and fundraising campaigns.

All the stakeholders are called upon to explore strategies and mechanisms for raising funds. The Board also seeks to engage advocacy with the view to raising awareness in the society about the work of the Unit. The board hopes these endeavours will increase dictionary sales, contribute towards furthering the cause of developing indigenous languages such as IsiXhosa and others.

Chart 1: Projection of expenditure on the current annual funding from PanSALB



5 Unit Management

5.1 Relations between the IsiXhosa National Lexicography Unit and the University of Fort Hare

The isiXhosa National Lexicography Unit has an agreement with the Pan South African Languages Board (PanSALB) and the University of Fort Hare. In terms of the agreement between the above mentioned parties PanSALB is responsible for funding the operational costs of the Unit. The University of Fort Hare provides services such as financial management, human resources, information technology support, as well as office space for housing the Unit. a conducive working environment. Of the total budget allocated by PanSALB to the Unit, the University only receives 5%. It is worth mentioning that the University of Fort Hare makes an invaluable contribution towards the growth and development of IsiXhosa and its speech communities.

Nonetheless the relationship between the Unit and Fort Hare is not without its challenges. Two areas in this regard present ongoing challenges. In the area of management the Unit encounters great difficulties especially in its dealings with the Finance Department and the Human Resources Department. The Unit did try on numerous occasions to rectify

this situation by seeking meetings with University leadership structures in order to address these challenges. This situation has put the Unit in a difficult position especially in the light of the audit reports that are compiled from time to time. So far attempts to improve professional relations with these above mentioned offices have proved unsuccessful.

5.2 The Board of Directors and its powers

In terms of the PanSALB Act, the Unit is managed in accordance with Articles of Association. Moreover, the Unit is overseen by a Board of Directors (hereafter known as “the Board”). The work of the Board is important in assisting the Unit to execute its mandate and compliant with the rules, regulations and procedures of the Unit. Some of the most important mandate of the Board are:

- [a] to ensure that the policies of the Unit are aligned with Pan SALB’s national strategic objectives.
- [b] to assist the Unit to execute its mission whilst complying with statutory rules, regulations, and procedures.
- [c] to provide strategic guidance with regard to the efficient use of the Unit’s resources which include funds and staff.

After the resignation of the Editor-in-Chief Editor in April of the last financial year, the Board authorised the then Associate Editor to act in the position of the Editor-in-Chief. Amongst other matters the Board advised the acting Editor-in-Chief to oversee the finalisation of the Mathematics and Science Dictionary so that it could be ready for publication in the 2013-2014 financial year.

The Board of Directors also endorsed the progress made in two other projects running concurrently with Maths and Science projects. The projects in question are: Concise Trilingual isiXhosa, English and Afrikaans Dictionary and the Monolingual isiXhosa

Dictionary. The task of creating a database for the monolingual dictionary has been completed.

The editorial team is still busy working on the creation of the Concise Trilingual Dictionary database. These above mentioned projects have been endorsed by the Board. Furthermore, the Unit is currently negotiating with publishers in order to create a platform for the Unit’s products. So far commercial publishers have shown a reluctance to publishing in the African languages. The Editor-in-Chief has advised the Board of Directors to consider the option of in-house publishing. Although the Board is in principle agreeable to the idea of in-house publishing, they nonetheless expressed the view that the mission of pursuing commercial publishing must not be abandoned yet.

5.3 Board Management Challenges

In terms of its structure the Board is made of two entities, namely the Executive Committee and the Technical Committee. The Executive Committee oversees management and financial matters, and the Technical committee oversees editorial matters. Issues of quorum become an issue in such situations. As far as membership, initially the Board consisted of 9 members. However, owing to resignation of 3 members the current Board consists of six members. The size of the Board means that every time a difficult issue has to be decided the Board struggles to constitute a quorum. Another challenge is that since these members hold full time positions elsewhere it is sometimes difficult for most members to attend meetings.

5.4 Board Meetings

There were three Board of Directors’ meetings during the period under review: BoD meeting on June 29th, 2012; November 1, 2012; March 22, 2013. The Unit also held two Executive Committee meetings

on the following dates; March 21st, 2012, February 15th, 2013. Two Technical Committee meetings were held on September 21st, 2012, November 2nd 2012. This review expenditure includes special meetings attended by some Board members and the Acting Associate Editor on April 23rd, 2012, July 10th 2012

(Oxford University Press meeting), March 15th, 2013

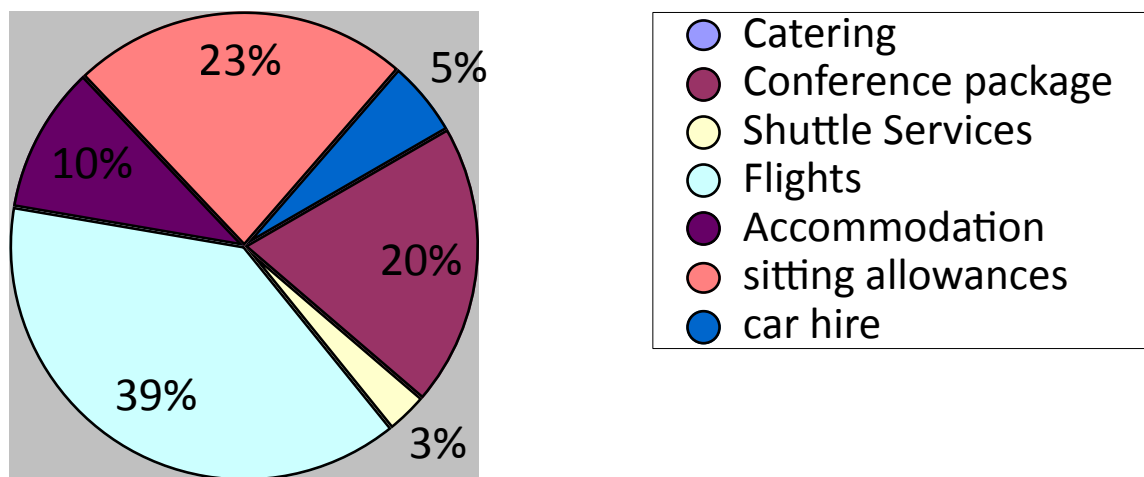
(Bookfair meeting in Port Elizabeth) and the March 21st, 2013 (BoD preparation meeting). Table 1 below sketches the expenditure incurred by the Board in the current financial year. This expenditure refers in particular to the costs pertaining to the holding of Board meetings.

Table 1: Board Expenditure FY2012/2013

THE BOARD OF DIRECTORS EXPENDITURE			
Names	Position	No. of Meetings	Sitting Allowance and S&T
Mr. Jadezweni M-W	Chairperson	12	R 8,249.57
Dr. Mkonto N.	Board Member	5	R 4,461.67
Adv. Dr. Dzingwa O.	Board Member	7	R 4,096.05
Mr. Tanda M.	Board Member	2	R 1,263.15
Prof. Jafta D.N.	Board Member	0	R 0
Dr. Mdaka S.	Board Member	8	R 6,998.05
			R 25,068.49
Board Meetings, plus special meetings and other costs			
Conference package			R 20,968.00
Accommodation			R 10,966.00
Car Hire			R 5,645.82

Shuttle service		R 3,109.00
Flights		R 41,190.00
Catering		R 0
		R 81,878.82
	R 25,068.49	
	R 81,878.82	
Total Expenditure	R 106,947.31	

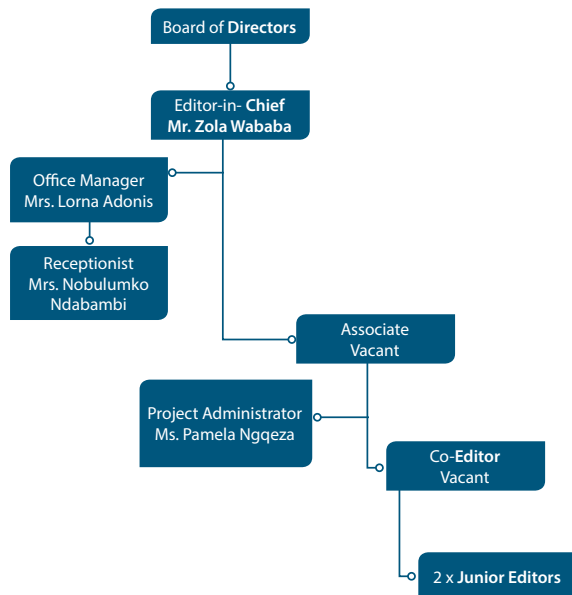
Chart 2: Board Expenditure for the financial year 2012-13



6 Staff

The Unit began the year under review with five staff members, the Editor-in-Chief, an Associate Editor, Office Manager, Assistant Office Manager and the Project Manager. During the last financial year in April 2012 the Editor-in-Chief left the XNLU and the Associate Editor was appointed as an acting Editor-in-Chief until January 2013. The departure of the former Editor-in-Chief left a vacuum in editorial. As a result the Unit decided to extend the employment contracts of two additional staff members as from March 2012 until December 2013. These contracts are being renewed on four to six month contractual bases. The decision whether or not to renew these particular contracts depends on how much work the Unit has in that particular term. Owing to the availability of funds in the future the Unit is hoping to appoint an Associate Editor and two fulltime editors.

Figure 1: Organizational Structure of the XNLU



6.1 Staff development

The Unit encourages its staff to empower themselves by furthering their studies. For instance the currently the Editor-in-Chief is studying towards a degree in lexicography. The Office Manager is pursuing her studies in the field of Economic and Management Sciences. It is hoped that these endeavours will help the Unit to enhance its deliverables in order to execute its mandate on dictionary production.

7 Operations

The section below will focus on the various levels of operation within the Unit.

7.1 Human and Financial Resource Management

In most of its Human Resource practices the Unit has constant reference to the regulations of the Pan South African Language Board Act of 1995, with regard to the Terms and Conditions of Service for Staff. The Unit also acknowledges its operational context within the University of Fort Hare.

In its operations the Unit complies with national legislation especially the Companies' Act, 2008, the Public Finance Management Act, 1999 and National Treasury Regulations, 2000, to account for the funds it receives from PanSALB. The Project Office of the University of Fort Hare assists with financial management. The University of Fort Hare also holds all the Unit's bank accounts and assists with compliance issues.

7.2 Office Control Systems and Procedures

The Unit's Management undertook a review of the internal controls and procedures in order to improve efficiency. Internal submission forms were developed and are used as supporting documents for all requisitions and payments.

The Unit has taken steps to improve the management of electronic records which includes scanning and emailing of most internal documents. This is undertaken to curb unnecessary expenditure on faxing, in particular documentation that is sent to the Project Office for payments. This is expected to be highly efficient through the electronic archiving and retrieving of data. In addition, guidelines for filing have been developed.

A detailed Asset Register with barcodes and an Asset Disposal policy have been developed. This has assisted the Unit to determine the current value and depreciation of assets. Although the Asset Register has been maintained and kept updated all the time, the audit reports for both the 2011-12 and 2012-13 financial years have identified weaknesses. To address this challenge auditors suggested that all consumables that have a value under R1, 500 must be removed from the asset register and recorded separately because they depreciate quickly. In the same review financial year, three computers were bought to enhance dictionary production work.

To procure most of our computer equipment, the Unit is assisted by the University's ICT section. This helps the Unit with the proper procurement procedures and compliance with broader procurement policies while it obtains equipment at prices negotiated by the University.

7.3 Communication and Marketing

The Unit exhibited at various public gatherings during the period under review, including the following events:



XNLU Chairperson DR. M-W Jadezweni is doing a presentation at Nelson Mandela Bay Book Fair.



XNLU Project Manager Ms. P Ngqeza is showcasing The Greater Dictionary of isiXhosa.

- 15-17** March 2012: Book Fair Day at the Nelson Mandela Metropolitan Municipality, Port Elizabeth
- 11-12** May 2012: Eastern Cape Department of Education terminology workshop
- 27-28** September 2012: The Fourth African Intellectuals Language Conference at Miriam Makeba Centre in East London
- 26-28** September 2012: Cape Town University of Technology terminology workshop
- 04-05** November 2012: Eastern Cape Department of Education terminology workshop
- 14-16** March 2013 Nelson Mandela Book Fair, Port Elizabeth

During these events the Unit realised a dire need for the possibility of direct selling of dictionaries, instead of clients ordering dictionaries from Nutrend Publishing. The process of placing an order is time-consuming, and thus the Unit believes that if a stock of dictionaries were held in our offices, sales could be direct and efficient.

The Unit has developed an interactive website, where clients can now place online orders or requests with Nutrend. This sends order forms automatically to Nutrend. Clients can thus place order forms and pay deposits, after which Nutrend distributes the products by courier.

7.4 Collaboration and conferences

The Unit has a number of collaborations with other institutions. The work of the Unit has been showcased in a number of conferences. Details of these matters follow below.

XNLU and Rhodes University collaboration

The Unit has established a collaboration with the Department of Languages at Rhodes University especially on lexicography issues. The XNLU and Lexicography section at Rhodes University agreed to work together on lexicography and dictionary production. Last year September 2012 the lecturer for lexicography (Dr Nkomo) and his 3 lexicography students visited the XNLU in order to acquire first hand information on the process of dictionary production. In this visit Dr Nkomo conducted a workshop for the XNLU staff about the theory of lexicography and dictionary production. From this visit the two institutions agreed to produce a publication on the future of isiXhosa lexicography looking in the past, present and future. The XNLU Editor-in-Chief also visited Rhodes University on 6th & 7th December 2012 to undertake a journal paper writing with Dr Nkomo.



Education Excursion between Rhodes University African Languages Department and XNLU at UFH
From left: Zola Wababa, Nompumelelo Quntu, and Matilda Matlotlo. From right: Wanga Gambushe, Dr Dion Nkomo



Visitation by XNLU Editor-in-Chief to Rhodes University in collaboration on lexicography and dictionary production. From left: (Zola Wababa, Bulelwa Nosilela, Dion Nkomo). From right: Wanga Gambushe, Gqr. Dion Nkomo

Conferences attended

The Acting Editor-in-Chief attended the AfriLex Conference (3rd – 5th July 2012) at University of Pretoria and presented a paper with the following title: Developing Mathematics and Science pedagogic dictionary in isiXhosa, some challenges.

8 Dictionary Development

The IsiXhosa National Lexicography Unit could not develop a dictionary during the last financial year (2012-2013) because of staff shortages. Since

the Editor-in-Chief left the Unit last year April 2012 the Assistant Editor who was only permanently appointed in July 2011 was the only one responsible for editorial work. His responsibilities include the writing and preparatory work for dictionaries while also managing the Unit. Nonetheless the following projects were completed: the terminology database development, monolingual dictionary (isiXhosa monolingual dictionary), the mini trilingual dictionary for easy portability by students (the Concise

Trilingual Dictionary), and the mathematics and Science dictionary titled Maths and Science School Dictionary: Intermediate Phase. These three projects are currently at different stages of development. Other projects can easily be developed from these internet terminology banks and isiXhosa terminology databases. They can readily be used by researchers, language practitioners and the general public working with languages. Below are reports on the progress of these three projects. It is important to note that this is work in progress.

8.1 Project Report 1: Concise Greater Dictionary of IsiXhosa

Progress report for the 2012-13 Financial Year		Concise Report
Project title: Concise Greater Dictionary of isiXhosa		Conceptualization and Project Reporting
Project sponsor: PanSALB	Project manager: Mr Zola Wababa (Editor-in-Chief)	

Background

This project emanates from the Greater Dictionary of isiXhosa (GDx) which is made up of three large volumes. The intention of this project is to produce a user-friendly dictionary which can be utilized in schools and by students in tertiary institutions. The plan is to condense the contents of the GDx into a smaller portable dictionary which can be used by students at all levels. It came to the attention of the Unit that it is impossible for students to carry the GDx in its current form, hence the unit decided to come with the concept of the abridged Concise Greater Dictionary of IsiXhosa. The editorial team had to find an electronic format for the above-mentioned three volumes, but there was none available. The Unit decided to contract a service provider from outside the University to convert two of the three hard copies (Volumes 2 and 3 of the GDx) into an electronic version. Towards the end of 2010 a company was found in Cape Town and documents were outsourced in order to produce a rich text format (RTF) version. The actual hands-on project began in March 2011 and it proceeded to 2012- 2013 financial year where all three volumes of the GDx had to be copied from RTF into Word. As a result the data was utilised to form a new edition called the Concise Greater Dictionary of isiXhosa. Thus far the editorial team has created a Database for this project, converting the three volumes of the GDx from RTF into Word format. The first phase is to transfer all three languages, that is, isiXhosa, English and Afrikaans, from RTF into Word. This has objective has been achieved. The editorial team is busy on a second phase of the project; which entails removing all the linguistic database, idioms, expressions and t reducing the example and sentences used to illustrate a concept, term or word.

Objectives of the project

- ➔ To create electronic databases in which several by-products can be derived: word lists, an electronic dictionary, and the development of an updated and abridged version of the Greater Dictionary of IsiXhosa (GDX).
- ➔ To create a Concise Trilingual Database of isiXhosa, Afrikaans and English in which new entries particularly in isiXhosa vocabulary will be included and then defined, towards the creation of an A to Z modular concise trilingual dictionary of IsiXhosa.
- ➔ To create an IsiXhosa trilingual user-friendly dictionary particularly for school children who have to carry this teaching and learning tool into their classrooms.
- ➔ To create a database for use in TshwaneLex for compiling an electronic dictionary and Concise Greater Dictionary of IsiXhosa.

Phase 1

The editorial team has commissioned the two editorial assistants to work on the Concise Greater Dictionary of isiXhosa. This work will take four months to be completed. It started on 1 March 2011 and will continue until 30 June 2012. This process proceeded until December 2012 and the last 3 months of the last financial year.

The editorial assistants (Mrs Mboniswa and Mr Gosa) are performing the following responsibilities:

- ➔ Copy all English and Afrikaans definitions from rich text format GDX into a Word-based database.
Annual Financial Report 2012-2013
- ➔ Format accordingly each entry at monolingual data as follows:
 - ⊙ Font (Times New Roman)
 - ⊙ Font size (12)
 - ⊙ Paragraph space (single)
 - ⊙ Numbering (bold)
 - ⊙ Delete any typographical errors (e.g. # @ % * % \$)
 - ⊙ Join words that are broken

Once all modules are completed in alphabetical sequence, the Project Manager and Editorial Assistants will collate Xhosa, English and Afrikaans definitions to create a complete database.

Below are the steps that are going to be followed once this database has been put together.

- ➔ The Word-based database will then be transferred into TswanaLex format in the following manner:
 - ⊙ Each lemma will be pasted into a box in one column.
 - ⊙ Each lemma's definition will be pasted into a different box in a separate column next to the lemma.
 - ⊙ If a lemma has a number of definitions, each definition will be pasted in a separate box below the first definition.

While undertaking copy and paste, it is expected that assistant editors will do spell checks and any other corrective measures to ensure that the document has minimum errors. According to the contractual stipulations each person is expected to complete 130 pages per week so that the project can go according to project time-frames.

Phase 2

Both editorial assistants are working on second phase of the project. The second phase entails removing all the linguistic data, idioms and expressions and certain extensions or unnecessary example sentences from the Greater Dictionary of isiXhosa. This process goes simultaneously with process of collecting of other baseline words or terms used for the curriculum. Documents from the Department of Basic Education will be used as basis to collect all baseline words and terms used in curriculum documents. The Unit is also manipulating social media to connect with interest persons who are very concerned with development of isiXhosa. Thus far the XNLU has number of glossary which is collected via face book social media. All irrelevant information removed from the GDX will be stored elsewhere for the future referencing purposes. The editorial assistant are working on this project and once the phase of reducing the volume of these dictionaries, the editorial team will decide on how much to bring in order to update the content of this concise trilingual dictionary.

BA reporting work-schedule template was drafted so that it can be used for the editorial assistants to have a formal way of reporting on daily bases. This schedule helps to monitor and evaluate the progress of work done on weekly and monthly bases. The Project Manager oversees all daily activities regarding this work and the Editor-in-Chief scrutinize all the work done on a weekly basis and signs to verify it in that particular week.

Below is the reporting schedule that the Unit has drafted: ↻

Reporting Template
Weekly Reporting Schedule

Name:		Date:			Signatures	
The Greater Dictionary of IsiXhosa (Volume 2)				Editorial Assistant	Project Administrator	Comment
Monday	Alphabet (lemmas) to	Pages to	Hrs			
Tuesday	Alphabet (lemmas) to	Pages to	Hrs			
Wednesday	Alphabet (lemmas) to	Pages to	Hrs			

Major risks and issues

Assistant Editors lack experience in lexicographical work and the art of writing dictionaries. This project is at a crucial phase where one needs to use his or her discretion to accomplish the task at hand. The editorial team is using a styles guide to guide them on this process but still i someone with experience in the use of the styles guide as a roadmap is required. The challenge we are anticipating is to decide on which data to remove and not to remove from GDx in order to make a concise trilingual dictionary. In order for us to update the GDx data, how much do were have to put in and which criteria guide us. It is always challenging to produce a concise dictionary than a comprehensive dictionary. Questions that arise to you provide primary or secondary definitions. What I mentioned above could be the risk and challenges of this project.

Recommendations and requests for decisions or support

That when such challenges arise, the editorial team will consult extensively with other Units especially those that are dealing with Nguni languages. IsiXhosa linguistic experts will be consulted on such issues.

8.2 Project Report 2: Database Creation Project: Monolingual Dictionary

Project title: Database Creation Project (Monolingual Dictionary)	Conceptualization and project reporting
Project sponsor: PanSALB	Project managers: Mr Zola Wababa (Editor-in-Chief)
ProgressReport	Report No. 1

1. Background

This project emanates from the Greater Dictionary of isiXhosa which is made up of three large volumes. The intention is to produce a user-friendly dictionary which can be utilized by schools and students in tertiary institutions. The plan is to condense and compile the content of the GDH into a smaller and portable dictionary for use by students of all levels. As a point of departure the editorial team had to find an electronic version of the above-mentioned three volumes but this is unavailable. The Unit decided to contract a service provider outside the University to convert two of the three hard copies (volumes 2 and 3) into an electronic version. A company was found in Cape Town towards the end of 2010 and documents were outsourced in order to produce the rich text format (RTF). The actual project started in April 2011 where the three volumes had to be copied from RTF into Word, creating data to be utilised in the new edition of the monolingual IsiChazi-magama sesiXhosa.

2. Objectives

- To create electronic databases in which several by-products can be derived: word lists, an electronic dictionary, and the development of an updated abridged version of the Greater Dictionary of IsiXhosa (GDH).
- To separate the entries of IsiXhosa in order to create a monolingual modular database in which new entries can be easily made and then defined, to create an A to Z modular monolingual dictionary of IsiXhosa.
- To create an IsiXhosa monolingual user-friendly dictionary particularly for school pupils who have to carry this teaching and learning tool into their classrooms.
- To create a database for use in TshwaneLex for compiling an electronic dictionary and a Concise Greater Dictionary of IsiXhosa.

3. Phase 1: Copy rich text format into Word

Once the volumes were converted, the next step was to do the actual copying and pasting from RTF format into Word. The three volumes A-J, K-P, and Q-Z were allocated to the three administrative staff members of the Unit. One staff member amongst those entrusted to undertake this job is an Office Administrator, who had to divide her time in order to help in the editorial work as well.

Reasonable timeframes and due dates were negotiated and agreed upon by the staff members. For instance, when the editorial team started this work it was agreed that the work had to be done in three months.

Thus 30 June 2011 was the deadline. Staff members who were entrusted to do this work were Ms N Ndabambi (Volume 1: Alphabet A-J), Ms P Ngqeza (Volume 2: Alphabet K-P), and Mrs L Adonis (Volume 3: Alphabet Q-Z).

3.1 Process

Once all three dictionary volumes were successfully converted to RTF, the next step was to copy and paste the rich text format into Word format. These dictionary volumes were allocated to three members of the staff to do copying and pasting. When these documents or volumes were converted from rich text format into Word a number of errors were incurred during the process. The following had to be done concurrently with the copying and pasting;

- ➔ Copy all lemmas and Xhosa definitions from rich text format GDX into a Word-based monolingual database.
- ➔ All transferred lemmas and Xhosa definitions to form one complete database from modules A to Z.

Format accordingly each entry in the monolingual data as follows:

- ⦿ Font (Times New Roman)
- ⦿ Font size (12)
- ⦿ Paragraph space (single)
- ⦿ Numbering (bold)
- ⦿ Delete any typographical errors (e.g. # @ % * % \$)
- ⦿ Join words that are broken

4. Progress on copy and paste of rich text format into Word

Volume 1 (Alphabet A-J)

In this volume most alphabets are All alphabets are completed.

Volume 2 (K-P)

All alphabets are completed.

Volume 3 (Q-Z)

All alphabets are completed

5. Phase 2

Once all modules in the form of alphabets are completed, the Project Manager will collate them into alphabetical order to form one complete monolingual isiXhosa database.

➔ Below are the steps that are going to be followed once this database has been put together:

The Word-based database will then be transferred into Excel format in the following manner:

- ⊙ Each lemma will be pasted into a box in one column
- ⊙ Each lemma's definition will be pasted into a different box in a separate column next to the lemma
- ⊙ If a lemma has a number of definitions, each definition will be pasted in a separate box below the first definition
- ⊙ While undertaking copy and paste, it is expected that assistant editors will do spell checks and any other corrective measures to ensure that the documents are free of errors.

6. Phase 3

All modules will be transferred to TswanaLex computer software for editorial purposes and to design a prototype dictionary which we would want our product to look like.

7. Challenges experienced

The XNLU has challenges around the use of TswanaLex. The editorial staff needs to be retrained in order to use this software effectively. This project also lacks researchers or field workers in order to collect new database from isiXhosa speech communities. This is an on-going challenges because of the lack of funds to employ enough staff to execute this mandate.

8. Conclusion

The XNLU has finalized the documentation of the monolingual data. As I mentioned above the next stage will be to convert this product into TshwaneLex and at the same time add some curriculum baseline words and other general vocabulary which we think is needed for the revision of this dictionary. This process will include collecting new words that are popular in our communities: e.g. a word for an RDP small house which is 'uvezinyawo or gqingaye'. All such new words in isiXhosa that are used in public discourse will be included in this dictionary. We will take out all words that we think belong elsewhere. This project may well lead to the birth of other projects. For instance, we will start a book of idioms and other expressions. The process is a work in progress where for now we do not have definite time frames but as it continues everything will become clearer. In a nutshell, this project is completed.

8.3 Project Report 3: Mathematics and Science School Dictionary

Project Title: Mathematics and Science School Dictionary		Number: 3
Project Sponsor:	Project Manager: Mr. Zola Wababa	

Progress Report	Report No.
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Background

The IsiXhosa National Lexicography Unit has undertaken the initiative of writing a bilingual mathematics and science school dictionary in order to promote language policy in education, to enhance accessibility of the content for both teachers and learners in their home languages (isiXhosa), to counteract the myth that African languages cannot be used to teach in the areas of mathematics and science because they do not have adequate concepts and terminology, and lastly to raise awareness around the use of African languages as languages of learning and teaching (LoLT). This dictionary is intended for teachers and learners in the intermediate and senior phase of primary schooling as a teaching and learning resource. Further it is important to mention that people in general can utilize this dictionary as a resource in order for learners at home to reinforce their understanding of what has been taught at school.

The Unit has used the baseline list of terms developed by the Department of Arts and Culture and the isiXhosa National Language Body. We are working on precision, and the syntactic, morphological and semantic correctness of mathematical and scientific isiXhosa equivalent concepts and terminology.

Phase 1

The following were steps undertaken during the process:

Selection of Terminology

Three important things to consider:

- Level of instruction: the level of language used to explain terminology should match the levels of understanding of learners; terms for primary school teaching should be more descriptive than definitive.
- Nature of Subject: There should be a difference between the terminology of different disciplines or areas of teaching, although some terms are used across the disciplines e.g. within mathematics and science.
- Level of Learners: the age or level of learners should be considered during the whole process of writing a dictionary. Learners should progress gradually in the definition of terms and concepts as they move to higher grades. Foundation, intermediate or senior phase dictionaries should be more descriptive by nature and have an illustrative appeal to reinforce the meaning of concepts and terms.

Phase 2: actual process of providing equivalent and defining terms

These are the three-dimensional key issues we look at during the process:

Cognitive (content)	Lexical	Communicative
<p>Accuracy in describing concepts Example: we assume that we do not have a term for 'computer'.</p> <p>How would we start giving a term to it? In isiXhosa we name things through their function, characteristics or features, or use.</p>	<p>Morphological correctness of words in isiXhosa</p> <p>How do we write the term computer if we decide to borrow it from English? For example, do we say Ikhompyutha or ikhomputha (in isiXhosa) or ikhompuyutha. Which is a standard form?</p>	<p>How isiXhosa speech communities understand and communicate concepts or terms This is a process of accepting terms by speech communities or people who speak the language. For instance, ikhompyutha in SiSwati is 'umshininqondvo' which is easily intelligible in IsiXhosa but not used and even known.</p> <p>A term should give meaning to people who speak that particular language otherwise the whole process of terminology development will be a waste of time</p>

The following are the mechanisms and principles we follow to provide equivalents:

Transfer of concepts: this is an important step, because without a proper transfer of concepts there could be no application of terminology in our real daily lives. A concept must have a clearly defined meaning, in a precise application of usage for that particular subject field, particular domain. We avoid a literal translation as much as we can because an equivalent term could be misleading.

Priority of Internal resources: before coining or borrowing a term or concept we explore all other existing published resources in isiXhosa so that we do not reinvent the wheel, for example from the old Bantu Education Terminology List, DAC terminology, isiXhosa published dictionaries and other resources.

Brevity: too long or sausage terms should be avoided, because terms are expected to be easily memorable. For instance **'kinetic energy'**, motion energy- **Amandla entshukumo** or do we say **Amandla-ntshumo** or **denominator = inani ephezulu kwiqhezu** or **unani-phezulu** or **numerator = inani eliphantsi kwiqhezu** or **unani-phantsi?**

Consistency: we seek to maintain consistency for coined terms to mean a particular concept. This was quite difficult as there is a plethora of synonyms in isiXhosa that people want to keep. We had to retain at least

one other to be scientifically specific in our definitions. For example **'magnet'** = **isitsalane** (something that uses its power to attract objects) or **umazibuthe** (meaning 'to collect') or a borrowed term, **imagnethi**. These are the questions we ask ourselves in order to reach certain decisions about the scientific and mathematical accuracy of a term.

Dealing with abbreviations, scientific symbols, acronyms and intellectual property rights: in this case it is important to search for the etymology of concepts and terms in order to avoid creating equivalent terms that lack meaning in isiXhosa. For example, **BODMAS**, an acronym which is used as a base of equation in mathematics. Do we have to have an equivalent acronym in isiXhosa? Or do we use it as it is?

Phase 3: editing

The editorial team spent time looking at precision, and the syntactic, morphological and semantic correctness of Maths and Science equivalent terms in isiXhosa. In this process we had to read word by word and do proper research about terms where necessary. During this process we managed to identify a number of mistakes in isiXhosa equivalent terms and their definitions. This was a mammoth tasks which needed perseverance but we managed to finish it.

Phase 4: quality assurance

The Editor-in-Chief and Associate Editor are busy doing quality assurance of this document, where we read it from the beginning trying to reach consensus on certain issues about correct or incorrect terms and concepts in isiXhosa. We do this to minimize mistakes before the document goes out for trial and is tested by teachers and learners who are the end-users of this product. Initially when we started this phase we took it lightly but as we proceeded we came to realize that it also needs much of our time. This is due to the fact that we are trying to adopt the principle of 'one concept, one term'. This process involves much discussion and reading most terms aloud so that we refine and modify their explanation to give a better meaning in isiXhosa.

The quality assurance process

In the process of quality assuring this dictionary, we used a number of sources (e.g. the internet, maths and science dictionaries and isiXhosa dictionaries) to get broader information about concepts in order to provide proper meaning in a mathematics and science. For this process, we came up with the idea of 'one concept, one term', but where necessary we would provide synonym terms. As we are aware, in maths and science synonyms might not mean exactly the same thing hence we have tried to minimize for the sake of precision and the accurate meaning of a term. We avoided the unnecessary borrowing or loaning of words but we use those strategies as our last resort when we have exhausted all other avenues. When words are borrowed from English and adapted into isiXhosa, we scrutinise the morphological and orthographic rules of this language.

Where we invented or created a new term in isiXhosa, we used it alongside the borrowed term in some instances. We do so in order to familiarise speech communities with the new terms. We have tried to avoid a situation whereby people who speak isiXhosa would say there is a zero equivalent for certain terms. This often happens when there is no link between a concept and a term. In that regard we introduce unknown words through known borrowed words. Once the speech communities get used to a new term we will then throw out the borrowed term and use the proper isiXhosa term.

As you read this report you will realise that I am putting a strong emphasis on mathematics. The reason is that most of the challenges we encountered were in maths, rather than science. A similar roadmap was navigated in science as well, for instance the same strategies and mechanisms were employed to refine and adapt science concepts and terms.

Our main concentration during this process was re-engineering of mathematical and scientific explanations or definitions of most words in isiXhosa, having in mind the pedagogy of teaching and the cognitive and conceptual understanding of learners. Besides subject-specific words that are used specifically in maths and science, there were words that are used colloquially. We had to treat those words meticulously in order to retain mathematical and scientific meaning. These were the main key issues we looked at during the process of quality assuring this dictionary.

To emphasise the issues highlighted above, it would be of great importance to make a brief discussion to demonstrate the process of coming up with equivalent terms in isiXhosa. As I mentioned above, amongst other strategies we used was a principle of 'one concept, one term'. We had to interrogate and investigate concepts so that we properly define and refine them in isiXhosa. This seemed to work for us because we have changed most of the equivalent terms provided in the maths and science manuscript.

The following are the techniques or methods we use to come up with equivalent terms in isiXhosa. During the whole process of translating these concepts we rely mainly on derivation or affixation, semantic expansion, compounding, blending/ compressing, acronym, coining and borrowing.

Based on the above I will give few examples of the process.

1. Derivation: the attachment of a prefix and suffix to a verb or noun stem in order to create a term, e.g. 'apportion' = ukwabela; 'ascending' = enyukayo.

2. Semantic expansion: The extension of the meaning of existing words so as to express specialised meaning.

E.g. 'matter' = inkqunto / inkqu = 'real' + into = 'something'. These words are general words that we use in colloquial speaking but we can extend their meaning to have a specialised meaning in science.

3. Compounding: The combination of two or more words or stems to form a new word

E.g. 'symmetrical' = ngokolingano-macala, unaniphantsi.

4. Bending: phrases containing two or more words that have been compressed or shortened into one, e.g. 'base line' = umgcantsusa.

5. Acronym: an acronym is the use of abbreviations to form a word, e.g. BODMAS. We retain this acronym in English but explain it in isiXhosa.

At the moment we are doing the final stage of our quality assurance where we tackle all the issues mentioned above. We are done with the mathematics component which was the most challenging because of the nature of mathematical jargon. We are now busy rushing through the science section. We hope to finish this work towards the end of April 2012. Two things happen concurrently in this project: while we are busy with quality assuring the manuscript we are also putting it into TshwaneLex compiling software. This is a mammoth task because this computer programme has its technical challenges where at times we are forced to consult its head office in Cape Town to address those challenges for us, and wait for a response from them. This becomes a challenge in itself.

Phase 5: Design an reprographic work

The XNLU has finalized all the processes for the publications of the Mathematics & Science Dictionary. The only challenge was funds to publish this dictionary as required by PanSALB. The Editor-in-Chief has written to all big publishers to publish Maths & Science manuscript but no publisher was interested. On the first quarter of the year, the Editor-in-Chief, representing XNLU had a meeting with the Centre for the Book in the Western Cape around the joint publication of the Maths and Science Dictionary. Indeed the XNLU proposal was accepted by the Centre for the Book, at the moment these two organization are busy working on preparing this manuscript to ready for publication.

Tasks, milestones, outcomes delivered this period		Plan	Completion dates Actual
Tasks, Milestones, Outcomes	Comments		
Mathematics and Science quality assurance was completed	Took longer than planned		29 kweyoKwindla 2013
Both sections for Maths and Science were send out for the design and layout	The XNLU had to do art briefs for both the Maths and Science section. The Editor-in-Chief had to liaise with the layout and design company all the time around the conceptualization preface and the cover of the dictionary		January – March 2013

Major Risks and Issues (Include an assessment of the impact and any actions taken)

It is taking longer than anticipated to quality assure this Mathematics and Science School Dictionary and we again have to postpone its publication date. While it is advantageous to work with TshwaneLex, it is also time-consuming for us as it is the first time that we have worked with this. There are technicalities we have to deal with it in order to master the programme. Later we decided to stop using TswanaLex because we experienced technical problems. Attempts to source assistance from the head offices of TswanaLex yielded little results..

Recommendations and Requests for Decisions or Support

The XNLU decided to go for self-publishing because big private publishers were not interested to publish the Maths and Science dictionary. The Unit decided that it will go out there seek financial assistance in order to execute its mandate to publish this pedagogic dictionary for schools.

9. Strategic Objectives: 2011 - 2013	
IStrategic Objectives	Strategic Initiatives (Programme & Project Concepts)
1. To develop, compile and publish various forms of IsiXhosa dictionaries and by-products	A multi-volume IsiXhosa monolingual dictionary
	Abridged version of the Greater Dictionary of IsiXhosa
	Publish an online dictionary of IsiXhosa based on the Greater Dictionary of IsiXhosa
	IsiXhosa, SeSotho and English dictionary
	IsiXhosa–IsiNgesi / English–Xhosa school dictionary
	Trilingual (IsiXhosa, English & French) pocket dictionary
	Pictorial Dictionary
	Phrase book
2. To devise a marketing and distribution strategy	Exhibit and sell dictionaries at various public events and campaigns including amongst others, launches, workshops, conferences Marketing through print & broadcast media (national and community)
	To conduct market analysis for various purposes, e.g. new products, the impact of available products, and dictionary usage
3. To develop a lexicographic training and research programme, conduct workshops and seminars for IsiXhosa, and establish a Resource Centre	Establish a Resource Centre
	Conduct an annual seminar workshop
	Conduct a dictionary-use training campaign for dictionary users such as school teachers, students, and the general public
	Establish a research function
4. To manage the Board of Directors' activities effectively and efficiently.	Schedule regular Board meetings, Executive and Special Tasks Meetings
	Review the XNLU policies such as Recruitment, Contract of Employment, Performance Management, Training & Development, Asset Management
	Monitoring and evaluation by the Board of Directors
5. To establish efficiency and effectiveness in the organisation through recruiting a full staff complement and receiving sufficient financial resources.	Various fundraising activities

