



ISIXHOSA NATIONAL LEXICOGRAPHY UNIT
IZIKO LESIZWE LOCHAZO-MAGAMA LWESIXHOSA

ESTABLISHED AS A COMPANY LIMITED BY GUARANTEE UNDER SECTION 21 OF THE COMPANIES ACT, 1973

LIMISELWE NJENGENKAMPANI ELAWULWA NGOKWEGUNYA LECANDELO LAMA-21 LOMTHETHO OYI-COMPANIES ACT, 1973

ANNUAL REPORT 2011/2012

INGXELO YONYAKA 2011/2012



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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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The IsiXhosa National Lexicography Unit (XNLU), more commonly known as the National isiXhosa Dictionary Unit, is registered as a non-profit organisation, with registration number 2001/001015/08 and established in accordance with the regulations of the Pan South African Language Board (PanSALB).

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See appendix for the annual financial statement.

Board of Directors (appointed 1 April 2010)

Chairperson: Mr M-W Jadezweni

Deputy Chairperson: Dr SS Mdaka

Board members: Mr M Tanda, Dr N Mkonto,

Dr O Dzingwa, Prof DN Jafta

Founder members



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Mr L Bambelo, Prof S Gxilishe, Prof S Satyo, Mr Dyubhele, Mr T Mxotwa, Mr Maqungu, Mrs Sili, Mr T Bhengu, Mr Sobahle, Mrs Mgadle, Mrs Nongxe, Mrs Mgabadeli, Mrs Ngcofe,

Mrs Nongxaza



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Tel: (040) 602 2082 / 2672 / 2024 Fax: (040) 602 2590

Email: JDantile@ufh.ac.za Website: www.xnlu.ufh.ac.za

Internal auditors

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

1. Chairperson's Message



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THE YEAR 2011-2012 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 2010 in preparation for 2011 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 Editor-in-Chief, Julius Dantile, is highly commended for driving the strategic planning to yield such good results. Everyone on the Board of Directors was highly impressed by his commitment.

The main objectives for the year were to fill the vacancies that existed from our previous era. The appointment of Mrs Lorna Adonis and Mr Zola Wababa brought in much needed stability. We ultimately filled the main positions left vacant during the previous years.

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 feel very much at

home and we are very proud of this institution and hope that the small glitches will soon be sorted out.

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.



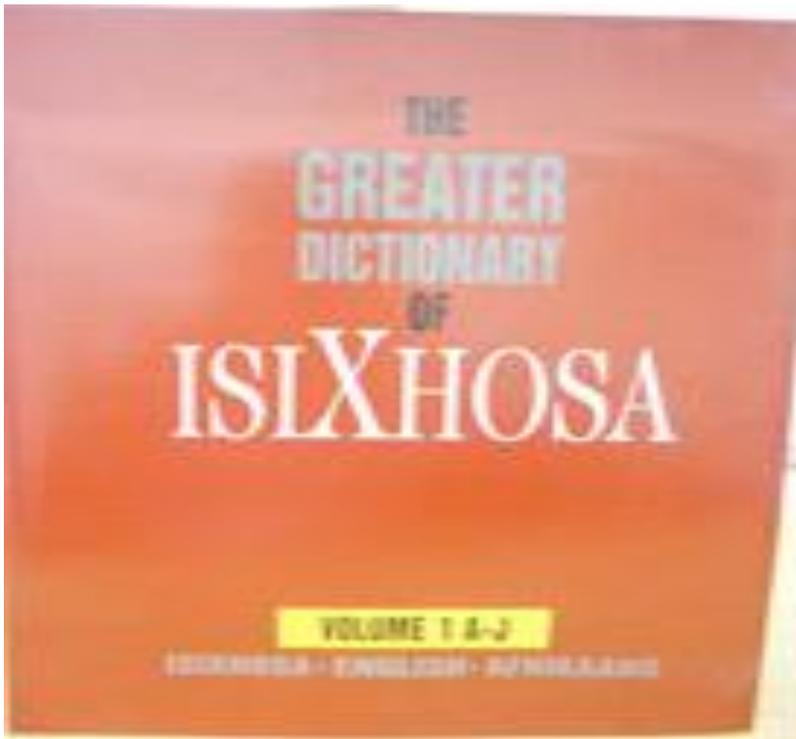
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With more stability in the Unit we look forward to increasing our networks in the country, throughout the African Diaspora, and the world as a whole.

Our seminal work, The Greater Dictionary of IsiXhosa, continues to give us a good name. It is our vision to move to internationally accepted methods of dictionary production

and dissemination including the electronic media. With the support of all our partners and stakeholders we will become a force to reckon with in the country and internationally. We look forward with great courage to all the challenges facing us. The personnel at the Unit and the Board of Directors are now stronger than ever before, and ready for the challenge.



Mr

of

National Lexicography Unit

A handwritten signature in black ink, appearing to read 'Mhlobo Jadezweni', with a long horizontal line extending to the right.

Mhlobo
Jadezweni
Chairperson
the Board of
Directors,
IsiXhosa



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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, 2008 (Act 71 of 2008);
- The Public Financial Management Act, 1999 (Act 1 of 1999) and National Treasury Regulations (25 May 2002);
- The Pan South African Language Board Act, 1995 (Act No. 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, 2007 (Act No. 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:



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- (a) the continuous and comprehensive collecting, arranging and storing, in lexicographically workable form, of the general vocabulary of IsiXhosa;
- (b) the adaptation, editing and publication of the collected material according to lexicographic principles in printed or electronic form; and
- (c) granting access to the language material 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, such reserves will not last long, as the Board and Management are hard at work striving to take the Unit to greater levels of improvement and efficiency.

In the period under review, the Board held three regular meetings: an inauguration, and strategic planning sessions. This cost the Unit almost 16% of the total funding. It is envisaged that the Board's expenditure may be contained at a maximum of 8% of the total funding in the 2011-12 financial year. The largest item of expenditure with almost 60% of the total funding is staff compensation. It is predicted that staff compensation will increase to 90% in 2011-2012 as the Unit will be appointing an Associate Editor. This appointment still leaves a staff deficiency of at least one Co-editor and two Junior Editors. The current staff shortages pose a number of challenges to the Unit with the consequence that the Unit cannot undertake



certain projects and adequately meet the Board's expectations. An estimated amount of R600, 000 is required for a functional staff complement.

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. As much as our products are critical to both sectors, particularly as

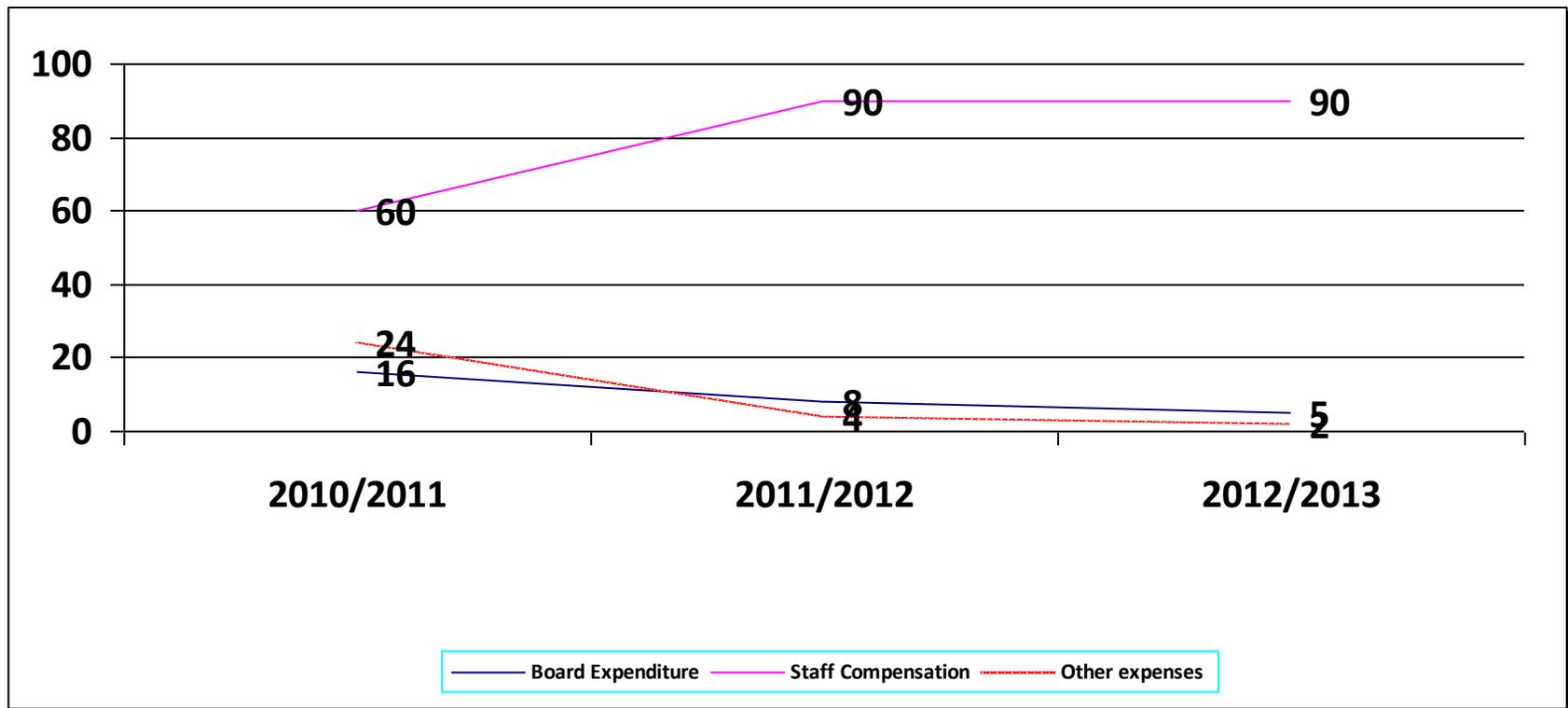
regards education, they are not regarded as a priority for most public entities, and this is especially true for individuals and families. Thus the Board of Directors is working hard to plan aggressive marketing and fundraising campaigns. The call is upon all stakeholders to explore strategies and mechanisms to bring in funds or to increase dictionary sales in order to further the cause of the development of IsiXhosa and its speech community.

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



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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 which states that the Unit gets its budget from PanSALB. The University of Fort Hare provides services such as financial management, human resources management, network and computer technology and a conducive working environment. The University only receives 5% from the Unit's budget allocated to it by the PanSALB.

The University of Fort Hare's contribution has to be publicly disclosed as an adequate contribution towards isiXhosa development.

The relationship with the University of Fort Hare has its own challenges, especially with financial management. The University has poor cashflow management skills and has challenges in managing its expenditure and income records. This creates problems during auditing.

The University is trying its best to rectify this situation and improve these poor relations, but because of the environment the University operates under, this is rather complicated.



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5.2 The Board of Directors and its powers

In terms of the PanSALB Act, the Unit is to be managed in accordance with its Articles of Association. According to these, the Board has powers to develop and align the policies of the Unit in its attempts to fulfil its objectives and the Board must manage and provide advice on the use of resources including money and staff.

The Board of Directors has succeeded in establishing the new structure of the Unit and has noted that Unit managers are compliant with the regulations. In July of the last financial year the Board authorised the appointment of the Deputy Editor-in-Chief to assist the Editor-in-Chief. The Board authorised publication of the soft copy of two volumes of a trilingual dictionary. The Editors are still copying this dictionary into soft copy format. The Board has authorised finalisation of the editing of the mathematics and science dictionary, and this has been successfully completed. The Unit is currently engaging with interested publishers to publish this dictionary. The Board is negotiating with Nutrend, among other publishers, in order to approve the strategic plan for the next two financial years as its term ends on 31 March 2013.

5.3 Board Management Challenges



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The Board started with eight members, but two of them resigned, namely Dr T Ntshinga, Deputy Chairperson, and Ms N Tyolwana, Board member. These members gave work-related reasons that made it difficult for them to attend meetings of the Board. The Chairperson accepted their resignations and expressed appreciation for their valuable contribution to the Board. Dr SS Mdaka was then elected as new Deputy Chairperson in place of Dr T Ntshinga.

5.4 Board Meetings

Name	Position	Meetings	Sitting Allowance and S&T
Mr M-W Jadezweni	Chairperson	7	R 7,438.32



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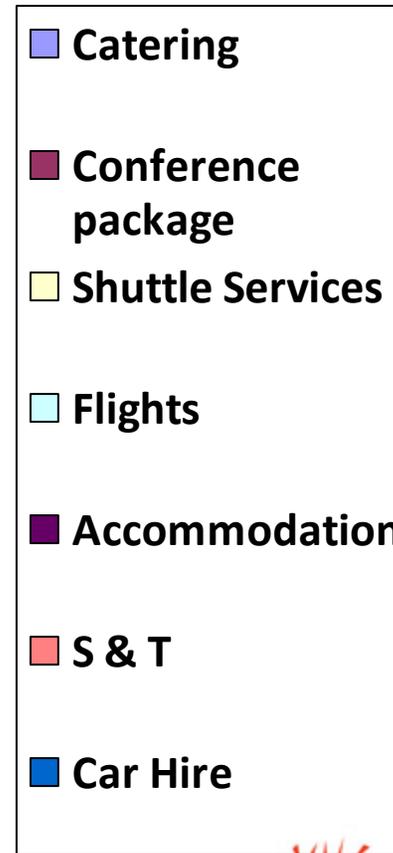
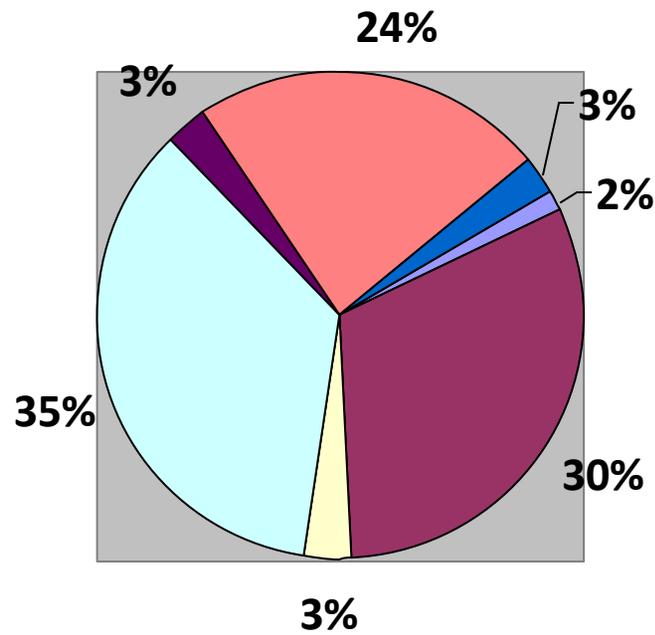
There were eight Board of Directors' meetings during the period under review. These include interviews for an Associate Editor on 24 May 2011, the Annual General Meeting on 3 June 2011, induction of an Associate Editor on 1 July 2011, two Technical Committee meetings (18 November 2011 and 30 March 2012), and the XNLU Strategic Plan Review on 26 January 2012.

Table 1: Board expenditure for the financial year 2011-12

Dr N Mkonto	Board Member	2	R	2,104.70
Adv Dr O Dzingwa	Board Member	6	R	3,510.90
Mr M Tanda	Board Member	1	R	678.59
Prof DN Jafta	Board Member	3	R	4,967.45
Dr S Mdaka	Board Member	8	R	8,418.65
			R	27118.61
Board Meetings, plus special meetings and other costs				
Conference package			R	35,750.00
Accommodation			R	3,130.60
Car Hire			R	2,889.98
Shuttle service			R	3,382.00
Flights			R	41,245.00
Catering			R	1,735.56
			R	88,133.14
			R	27,118.61
			R	88,133.14
Total Expenditure			R	115,251.75



Chart 2:
expenditure
financial year



Board
for the
2011-12



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PAN SOUTH AFRICAN LANGUAGE BOARD

6. Staff

The Unit began the year under review with four staff members, the Editor-in-Chief, Office Manager, Assistant Office Manager and the Project Manager. During the last financial year in July an Assistant Editor was appointed to manage editorial projects. Because of the work load this was not enough and therefore the Unit had to appoint two additional staff members on short four-month

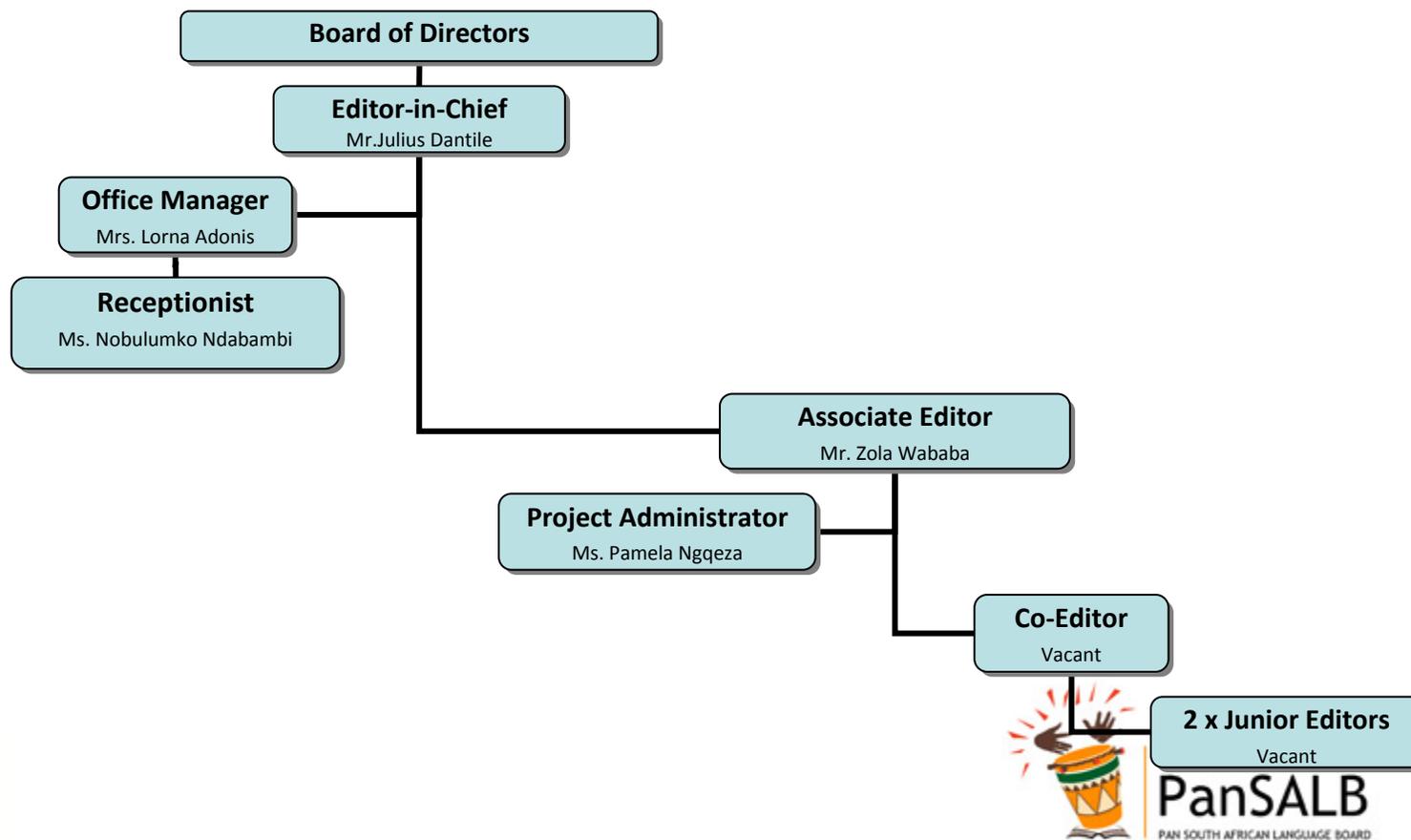


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contracts to assist with editorial activities. These contract staff members started working for the Unit in September 2011. Their four-month contracts were renewed from March to June 2012.

Figure 1: Organizational Structure of the XNLU



6.1 Staff development

Unit staff doing editorial activities were trained to use TswanaLex software that assists with the speedy development of terminology. This training was held at the University of Fort Hare. The staff found the training to be very beneficial and had helped them with skills in dictionary development. During the last financial year in November the Editor-in-Chief and the Assistant Editor were trained in terminology development, dictionary development, and WordSmith software. This programme also assists in the drafting of a terminology database that can be used for dictionary development. Another staff member, the Project Manager, completed his training on project management and he will use these skills for the management of Unit projects. The Assistant Office Manager is completing his computer skills training.

7. Operations

7.1 Human and Financial Resource Management

In most of the Unit's Human Resource practices the Unit has constant reference to the regulations of the Pan South African Language Board Act, 1995, with regard to the Terms and Conditions of Service for Staff, while it also acknowledges its operational context within the University of Fort Hare. The Board of Directors has reviewed the Contracts of Employment for all employees. Reviewed contracts were signed by all parties at the Board meeting of 28 January 2011.

The Unit complies with 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 cash management as the University holds the bank accounts and assists with all financial management and aspects of compliance.



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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.

Such supporting documentation assists in creating an effective delegation process and segregation of duties in order to uphold accounting principles. It has led to the realignment of job descriptions and the renaming of the General Assistant to Receptionist, and Computer Typist to Project Administrator.

Management has engaged in improving the management of electronic records which includes scanning and emailing of most internal documents. This is undertaken to curb 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 2010-11 and 2011-12 financial years have identified weaknesses. In relation to this issue the Unit is planning to meet with auditors in order to find permanent solutions. As it was reported that the Unit needs to overhaul its work station, three desktop computers were replaced and the University's Information, Communication and Technology (ICT) section



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assists with the maintenance of our software and hardware. Our electronic system was upgraded and is now more effective and efficient in executing most of our duties related to dictionary production.

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. The University has agreed to buy on contract two cellular phones and two 3G devices for the operations of the Editor-in-Chief and Associate Editor.

7.3 Communication and Marketing

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

- 15-17 March 2012: Book Fair Day at the Nelson Mandela Metropolitan Municipality, Port Elizabeth
- 4 November 2011: Conference for the Implementation Strategy for Mother-Tongue-Based Bilingual Education, Eastern Cape Department of Education
- 2 November 2011: International Translation Day together with the launch of the Eastern Cape Language Policy
- 29 September 2011: the second SEK Mqhayi National Language Conference held at the Berlin Campus, Walter Sisulu University



28 September 2011: ALASA regional conference held at the University of Fort Hare, East London campus

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.

We have found a means to meet clients halfway by development of the Unit's 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.

8. Dictionary Development

The IsiXhosa National Lexicography Unit could not develop a dictionary during the last financial year (2011-2012) because of staff shortages. The Unit has only two editors: the Editor-in-Chief, and the Assistant Editor who was only permanently appointed in July of the last financial year. They have to do the writing and preparatory work for dictionaries while also managing the Unit because the other three staff members are contracted for secretarial activities. The last financial year's projects that were done simultaneously were terminology database development in **Mr. Zola Wababa and Ms. Pamela Ngqeza exhibited The Greater Dictionaries of isiXhosa at the Book Fair Day in Nelson Mandela Bay, Port Elizabeth. Date: 15-17 March 2012** preparation of the monolingual dictionary development (isiXhosa monolingual dictionary), 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



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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

Project title: Concise Greater Dictionary of isiXhosa	Conceptualization and project reporting
Project sponsor: PanSALB	Project managers: Mr Zola Wababa (Associate Editor) and Mr Julius Dantile (Editor-in-Chief)



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Background

This project emanates from the Greater Dictionary of isiXhosa (GDx) which is made up of three large volumes. The intention 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 version of 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 where all three volumes of the GDx had to be copied from RTF into Word, creating data to be utilised to form a new edition being the Concise Greater Dictionary of isiXhosa. Thus the editorial team is now working on the Database Creation 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, and thereafter the database will be transferred into TswanaLex.

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.

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.
- ❖ Format accordingly each entry at monolingual data as follows:
 - Font (Times New Roman)
 - Font size (12)
 - Paragraph space (single)



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- 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.

Allocation of work: Editorial Assistants



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Mrs Mboniswa is doing Volume 1 and thus far she has finished about 211 (Modules A and B) pages of this volume.

Mr Gosa is doing Volume 2 and he has finished 252 (Module K) pages thus far.

A 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 Associate Editor scrutinises 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

<u>Name:</u>		<u>Date:</u>		<u>Signatures</u>		
<i>The Greater Dictionary of IsiXhosa (Volume 2)</i>				Editorial Assistant	Project Administrator	Comment
Monday	Alphabet (lemmas)	Pages	Hrs			



	to to					
Tuesday	Alphabet (lemmas)	Pages					
	to to					
Wednesday	Alphabet (lemmas)	Pages					
	to to					
Thursday	Alphabet (lemmas)	Pages					
	to to					
Friday	Alphabet (lemmas)	Pages					
	to to					
General Comments:							



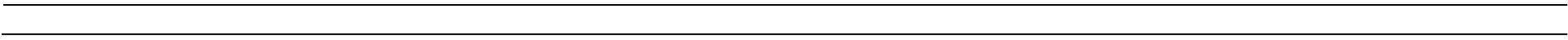
Associate Editor	Signature	Comment

Tasks, milestones, outcomes delivered during this period		Completion dates	
Tasks, milestones, outcomes	Comments	Plan	Actual
Mrs Mboniswa who is doing Volume 1 has done 211 pages so far.	The progress is slower than we anticipated, the reason being there are certain computer related technicalities that are retarding the progress.		30 June 2012
Mr Gosa who is doing Volume 2 has done 252 pages so far	The progress is slower than anticipated because of certain technicalities but things are changing as we progress with the project.		30 June 2012

Major risks and issues
Risks may include work that is not properly saved, and delays due to technicalities such as not being able to copy certain sections of Rich Text Format which then forces editorial assistants to retype those sections. Due to the pace of the editorial assistants, we may be required to bring other members of staff to assist with the work. This implies that there may be staff members who have to be burdened more in terms of the normal daily schedule as we did with the monolingual database creation.

Recommendations and requests for decisions or support
That when such a need arise, the Associate Editor be allowed to request assistance from other colleagues in order to complete the project on time.





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Annual Financial Report 2011-2012



Highlight/progress report

Project Name:	Concise Greater Dictionary of IsiXhosa					
Reporting Period:	Month One [March 2012]	Project Manager:	Zola Wababa	Project Sponsor:		
Prepared by:	Zola Wababa	Date Prepared:	26 March 2012	Project Phase	1	
Project Description:	Creation of data for the Concise Greater Dictionary of IsiXhosa		Project End Date:	30 June 2012		
Key Deliverables Completed this period	Delivery Date	Key Deliverables Outstanding this period	Delivery Date	Key Deliverables for next reporting period	Delivery Date	
Two editorial assistants employed	01 March 2012					
Project work started	01 March 2012					
463 of 2598 pages have been copied and checked	26 March 2012	2135 of 2596 pages are still to be copied and checked	30 June 2012	700 pages of 2135	30 April 2012	
<u>Risk Management</u>	<u>Issue Management</u>			<u>Change Management</u>		
Risk	Action/Status	Issue	Action/Status	Required Change	Details	Approved
Unsaved work	Work properly saved through frequent and automated saves	Editorial Assistants felt that the reporting system is tedious with too much controlling.	The matter was discussed with the concerned staff and since has been resolved.			



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Retyping certain RTF sections	No alternative at the moment.				
Delays	Bring in other staff members when necessary				

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 (Associate Editor) and Mr Julius Dantile (Editor-in-Chief)

Progress report	Report No. 1
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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. It came to the attention of the Unit that it is impossible for students to carry the Greater Dictionary of IsiXhosa in its current form and hence the unit decided to develop the concept of a revised monolingual dictionary in IsiXhosa. 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



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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 (GDX).
- 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).



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3.1 Process

Once all three dictionary volumes were successfully converted to RTF, the next step was 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)

Volume 2 (K-P)

Volume 3 (Q-Z)



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<p>In this volume most alphabets are complete, except alphabets C and D.</p>	<p>All alphabets are completed.</p>	<p>All alphabets are completed</p>
<p>5. Phase 2</p>		
<p>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.</p> <p>Below are the steps that are going to be followed once this database has been put together:</p> <ul style="list-style-type: none"> • The Word-based database will then be transferred into Excel format in the following manner: <ul style="list-style-type: none"> ○ 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. 		
<p>6. Phase 3</p>		
<p>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.</p>		
<p>7. Challenges experienced during the implementation</p>		

There were a number of challenges during the implementation of this project. These challenges were technical, personal and professional.

Technical challenges:

It was discovered that the Rich Text documents presented a lot of technical mistakes such as errors or typos during the process of conversion from Rich Text format into Word. So besides copying and pasting we were expected to correct typos, re-align paragraphs, and attend to other technical problems which were not anticipated. This meant that time allocated for this project had to be extended.

Professional challenges:

All staff members who were allocated to do this work had other duties that were assigned to them. For instance, Mrs L Adonis is an Office Administrator and has no responsibility related to editorial matters and no prior experience with editorial work, especially the linguistic aspects of the work. Therefore, she had to learn everything over and above her regular duties. However, she carried her duties with diligence. The Project Administrator: Editorial, Ms P Ngqeza, strived to cope with the high load of work as she is administering every aspect of editorial activities. She also carried her duties diligently. Ms N Ndabambi's production in relation to this project was far below average. Firstly, she encountered difficulties in her personal life which were further complicated by her complicated pregnancy. She failed to meet deadlines even before she had to take maternity leave. Another contributing factor may be inability to deal with the technical aspects of the job. She has never assisted with such a project before and has no technical skills for the execution of the responsibilities especially considering that the project became more complex than was envisaged.

Without exaggerating and patronizing, the issue of skills and staff capabilities dominated the challenges that we faced during the progress of this project. Two staff members managed to execute their mandate within more or less expected time, whereas one staff member struggled to achieve and meet required



expectations. In our weekly staff meetings people were expected to report on their progress in this project, and all of them were reporting positive progress in copying and pasting of the volumes. It was only in September 2011 when Ms Ndabambi was expected to go on maternity leave that the editorial team realized that she was battling. She then reported that her work of seven months had disappeared, and because we trusted her as a reliable colleague we had to give her the benefit of doubt so that she could recover her work. The efforts were in vain. She then asked the editorial team to grant her a second chance to do the work. She was given that opportunity until 12 December 2011. Even with that she did not complete the task. She was then provided with another opportunity to deliver on the task by 9 January 2012 with everything completed. It is reported that on 10 January 2012, Ms. Ndabambi did not submit the task because she had to do final touch-ups. It is without prejudice that Ms N Ndabambi must be declared incapable of completing this task. It is to be stated further without prejudice that Ms Ndabambi did not at any stage ask to be assisted or declare that she is technically incompetent to undertake the task. It is upon this basis that it is very difficult for the project management (editorial team) to accept any justification for her not completing the task.

8. Short-term initiative to address challenges on Phase 1 of the project

The editorial team had to develop a workable strategy to overcome Phase 1 challenges. The Unit secured the services of two post-graduate students, **Mrs S Mboniswa (who managed to complete the following modules; A, B, E, I and J)** and **Mr F Gosa (module N, M, G and F)** to work on two-month part-time contracts as editorial assistants. They started on 1 October 2011 and 30 November 2011. It is with gratitude that we report that the two editorial assistants were dedicated to their task to such an extent that they assisted greatly with other aspects within the Unit. They were so interested in our operations that they participated in our quality assurance sessions. Their tasks were completed on time and with acceptable quality.

9. Long-term initiatives to address challenges that were encountered

The Unit should clearly scrutinize the skills of staff members as an integral part of project planning and conceptualization. This will help to determine the



feasibility and time frames of a project. As things turned out in this project, it was taken for granted that all staff members were capable and well equipped with all the necessary skills to achieve the work. We assumed that copying and pasting are not matters that require advanced computer literacy. But what is to be done if colleagues struggle in that regard? Professional development courses in computer literacy and editorial matters should be made available to staff in order to hone their skills. Staff should be encouraged to take ownership of their achievements and shortcomings so that they can be able to identify their lack of skills in order to be equipped accordingly.

10. Conclusion

We are finalising the monolingual isiXhosa document where the project manager is correcting minor typo errors which were overlooked during the process of copying and pasting this document. At this stage she is finalising Module Z. The next stage will be to convert the document 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 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.



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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.

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



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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



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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



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

Cognitive (content)	Lexical	Communicative
<p>Accuracy in describing concepts</p> <p>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 <u>Ikhompyutha</u> or <u>ikhomputha</u> (in isiXhosa) or <u>ikhompuyutha</u>.</p> <p>Which is a standard form?</p>	<p>How isiXhosa speech communities understand and communicate concepts or terms</p> <p>This is a process of accepting terms by speech communities or people who speak the language. For instance, <u>ikhompyutha</u> in SiSwati is '<u>umshiningondvo</u>' 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>



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

Transfer of concepts: this is an important step, because without 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 we coin or borrow 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 kwighezu or unani-phezulu** or **numerator = inani eliphantsi kwighezu 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?



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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 task 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.

Progress report on the 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.



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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 road map 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 issues that I have 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.



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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 which was the most challenging because of the nature of mathematical jargon. We are now busy rushing through science. We hope to finish it 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: TshwaneLex reprographic work

This a work in progress.

Phase 6: Consultative workshops and trialing of the dictionary

Work in progress, to be developed in detail.



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Tasks, milestones, outcomes delivered this period		Completion dates	
		Plan	Actual
Tasks, Milestones, Outcomes	Comments		
Mathematics section completed with quality assurance.	Took longer than planned		February 2012
Modules A to G loaded into TshwaneLex	We realised that we are working with different DTDs which means that the work of the Associate Editor is not technically corresponding with that of the Editor-in-Chief.		March 2012

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's 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. However, overall, the programme will give us the best products IsiXhosa language studies have ever had.

Recommendations and Requests for Decisions or Support

It is recommended that additional time be allocated to the process of quality assuring the dictionary. It is better to spend more time working on the best possible product than to produce a poor quality dictionary.

9. Strategic Objectives for 2011 to 2013



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Strategic 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
	Children’s dictionary
2. To devise a marketing and distribution strategy	Phrase book
	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 or 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

