

SUBMISSION IDENTIFIERS:

Title	UNIVERSITY OF KWAZULU-NATAL LANGUAGE BOARD REPORT FOR 2021
Author and position	Professor S Songca (DVC: T&L; Chair: University Language Board) Dr. L Makhubu-Badenhorst (Director: ULPDO)

APPROVAL HISTORY

Structure consulted	Date	Outcome
University Language Board	November 2021	
Senate		

SUBMISSION CONTENT

Proposal To note the tenth annual University Language Board Report (ULB) (2021) as required by policy.
Motivation The 2021 ULB Report is the tenth such report to Senate in conformity with the University Language Policy and Plan, which specifies that a bilingual annual report must be presented to the University Senate. The first, second, third and fourth, fifth, sixth, seventh, eighth and ninth Senate Reports were respectively tabled on 09 May 2012, 21 August 2013, 20 August 2014 and 19 August 2015, 31 August 2016, August 2017, 27 June 2018, June 2019 and June 2020. This current report documents further work and progress that the ULB has made towards the implementation of the University Language Plan.
Financial implications Indicated in the report.
Attachments University of KwaZulu-Natal Language Board Report For 2021.

Second SENATE Report 2021

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1. Introduction

The University Language Board members and their constituencies that includes university colleges, the University Language and Development Office (ULPDO) and Pan South African Language Board (PanSALB) continue to work remotely. However, some constituencies staff members do go to the office on an ad hoc basis. This report contains various activities that took place in 2020/21.

The ULPPDO as one of the constituencies continues to assist in the facilitation of the BAQONDE Project with both local and international partners. The presentation for the university structures was prepared and sent to the DVC: Teaching & Learning for further actioning. The draft needs analysis document was sent to the external co-ordinators. The identification of lecturers who would participate in the project is yet to be completed via the office of the DVC: Teaching and Learning.

The university participated in the Language Policy Colloquium which was hosted by the University of Stellenbosch together with Community of Practice for African Languages (CoPAL) under Universities South Africa (USAf). The colloquium focused on the New Language Policy Framework for Higher Education Institutions (NLFPHEIs) in South Africa whereby various university vice chancellor or their representatives participated. Prof Nhlanhla Mkhize did a presentation on for UKZN on behalf of the Vice Chancellor where he, inter alia, outlined how UKZN implements the current language policy and the envisaged plans for the implementation of the proposed NLFPHEIs in South Africa, that will be effective in 2022.

The university is constantly approached by other universities who either seek advice or wish to forge partnerships with UKZN. The envisaged partnerships between such universities and the ULPDO would be in a form of Memoranda of Agreement (MoA) once the preliminary meetings are sought. The meetings already held are with the University of Cape Town (UCT), Mangosuthu University of Technology (MUT) and the one with the South African Digital Language Resources (SADiLaR) is yet to be take place.

The preparations for the Biennial Language Research Symposium by the ULPDO are underway. The invitation is posted in the ULPDO website and it is hoped that staff and postgraduate students will share their research on the language policy implementation, considering the 4IR.

The ULPDO, like other divisions in the university, is fully engaged in the Project Renewal processes. The Self Evaluation Report was compiled and duly submitted. The comments are being considered by staff in the ULPDO.

What follows in this report are the standing items which are the programmes of the office whilst other engagements.

Membership of the University Language Board

Prof S Songca (Chair)	DVC: Teaching & Learning
Dr L Makhubu-Badenhorst	Director (Acting): ULPDO
Prof B Maharaj	Representative: College of Agriculture, Eng. & Sc.
Dr A Bengesai	Representative: College of Law & Management
Dr S Mkhize	Representative: College of Health Sciences
Prof N Hlongwa	Representative: College of Humanities
Dr G Mazibuko	Academic Expert
Dr R Dhunpath	Director: Teaching & Learning
Mr K Mngadi	Coordinator: ULPDO
Dr M Mbatha	Representative: PanSALB
Dr P Zakwe	Representative: Support Services
Vacant	Executive Director: Student Services
Vacant	Academic Expert
Vacant	SRC Representative

This report serves as a broad summary of the activities completed as per the annual plan of the year 2021. In the period under review, the University Language Board (ULB) had three meetings that were successfully held. In these three meetings the ULB diligently plays its oversight role in all programmes implemented in respect of the language policy and plan. The ULB is led by the DVC: Teaching and Learning office, Professor Sandile Songca, as the chair person. It comprises of various internal and external structures each represented by one representative including language champions from all four UKZN Colleges. In this regard, the functioning and the work of the University Language Planning and Development Office (ULPDO) is also monitored and evaluated by this structure and get reported to the university Senate.

2. University Language Planning and Development Office (ULPDO)

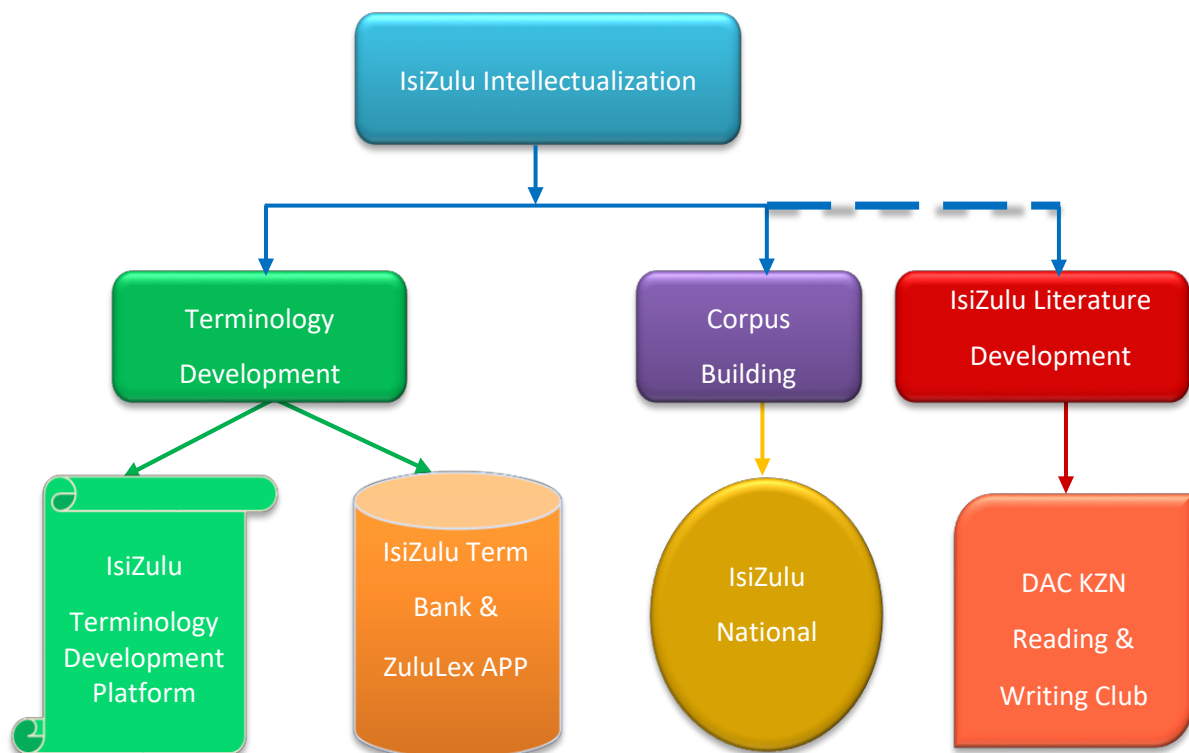
As we mentioned in the previous report, ULPDO implements all projects that are meant to contribute positively primarily in the development of isiZulu and in the development of African Languages as per the pronouncement of the RSA constitution. The projects are funded by both the university and the DHET funding as assigned by both the university language policy and plan (adopted in 2006 and revised in 2014) and the Higher Education Policy on language (which is recently adopted). The ULPDO adopted a set of goals in order to ensure the full intellectualization of isiZulu. These goals speak to the entire language programme at UKZN. Below are the said goals:

- ❖ Excellence in Teaching and Learning
- ❖ Excellent & High Impact Research, Innovation/Entrepreneurship Through Language Intervention
- ❖ Targeted Internationalization
- ❖ Social Cohesion and Community Engagement

The above goals are supported by a structure with staff complement which is detailed in the figure below:

Fig. 1. Language programme

3. Implementation of the Language Policy and Plan by the ULPDO



The implementation of the university language policy and plan is done through various core functions of the ULPDO which include; Terminology Development; Social Cohesion projects, Research and Human Language Technologies (HLT's) which include, Corpus Building, Language Services, Term Bank and mobile Application; Literature Development and Transforming of institutional Policies so as to ensure the intellectualization of isiZulu.

On terminology development, this project is at the centre of isiZulu intellectualization project since all services mainly rely on it in order to ensure that isiZulu is indeed capacitated and fully developed. In the period under review much work has been done though under difficult conditions of COVID-19 in developing specific terminology for certain modules. Guided by the revised 2021 terminology development project plan, the language office has adopted and implemented various planned workshops, thus far has completed 250 terms on Chemical Engineering. This means all statutory processes have been observed including the consultative workshop, the verification and authentication. These terms/glosses are now endorsed by the Pan South African Language Board (PanSALB) and they can be printed for official use and publication.

It should be noted that since the office has transitioned this project into online/virtual, there were tedious data and connectivity issues. In the end, the committee members raised and recorded a few issues in respect of the challenges experienced and requested that these be raised in the relevant UKZN platforms. Issues raised rare regarding the unsuitability of the online workshop in dealing with terminology, connectivity problems, human breaks and time spent comparatively speaking.

On social cohesion; in the period under-review, Bua Le Nna project has succeeded in implementing 95% of sessions planned for this year (2021). It is for this reason that the office views this project as one of the successful projects under COVID-19 regulations. The number of participants continue to fluctuate and that is evident in the signed registers. However, the project still possesses potential to grow and expand to the entire institution.

On Human Language Technologies (HLT's), the University of KwaZulu-Natal continues to be the biggest corpus in the continent with a staggering 31 636 466 running tokens including uncleaned files. The ULPDO took a decision to prioritize on cleaning the corpus before increasing it, hence the numbers may be reduced to avoid duplication during the process of cleaning the corpus. The IsiZulu National Corpus is divided into three types including Oral Corpus, parallel Corpus and Text corpus. The office continues to do this

important work. To this end, on oral corpus, 137 out of 139 files have been tagged and verified to date. The plan is in place to deal with the outstanding files in October 2021. The Corpus project is on-going, for an example, cleaning process and the parallel corpus statistics is regularly updated as the edited files are submitted.

On bilingual tutorials, the office continues to work under COVID-19 conditions. In the period under review, the office has successfully completed all four training sessions it planned for the year 2021. Over 60 tutors were trained across different colleges including the college of Health Sciences; Humanities; Law and Management Studies as well as Agriculture, Engineering and Sciences. These we all hosted virtually. The objectives of Bilingual Tutorial Training are:

- a. To train tutors on bilingual tutoring.
- b. To impart knowledge about the UKZN language policy and plan
- c. To standardize bilingual tutoring at UKZN.
- d. To make isiZulu the language of teaching and learning

The facilitators is done by the discipline of Language in Education from the School of Education led by Prof Thabisile Buthelezi.

On DR9 Rule implementation, the abstracts are received from all four colleges. They are submitted via e-mail and are kept on the Translation Management Tool (TMT) which is hosted by the server of the university and monitored and evaluated by ULPDO. In this project as well, it is important to note that the entire project has also been transitioned into virtual/online offerings. To this end, the impressive number (187) of abstracts has been received from the students for translation for purposes of April graduation in 2021. The committee of the language experts tasked with the responsibility of translating these abstracts continue to work hard translating.

Language services continues to be one of the core responsibilities of the ULPDO. In the period under review, the language services, including translations, interpreting and editing, the office is pleased with its relationship with the university community. This year alone, 2021 it has received and processed over 150 translation requests, 5 interpreting assignments and 11 editing requests. The office continues to render quality services to all its constituencies.

On the research front, in the period under review as part of harnessing and polishing of research and presenting skills in the office, the seminar series has been implemented in preparation for conference and symposia participation. Through this process all ULPDO presentations underwent peer review before

they were submitted for any conference. The exercise positively contributes to the presentations done either internally or externally.

To this end three-seminar series sessions have been successfully hosted by the office as indicated in the table below:

No	ULPDO name	Project	Title of the paper	Name of the staff member	Date	Status
1.	UKZN Policy	Language	<i>"Towards the full implementation of a functional bilingualism Policy: A case of Academic Monitoring and Support (AMS) through Bilingual Tutorials at UKZN."</i>	Siyabonga Nkontwana	12/08/21	Done
2.	Human Language Technologies (HLT's)	Language	<i>"Towards a model for acceptance of Human Language Technologies in higher education: the modified UTAUT model for KwaZulu-Natal"</i>	Njabulo Hadebe	07/09/21	Done
3.	Workshops and Trainings	and	<i>Critical reflections on the bilingual tutor training feedback."</i>	Nomkhuleko Ngubane	23/09/21	Done

4. Implementation of the Language Policy and Plan by Colleges

4.1 Introduction

As indicated earlier, all four colleges as well as professional services are represented in the ULB. On a quarterly basis these structures report to the board what they have done in respect of the language policy and plan. A number of programmes were reported by these structures including but not limited to under professional services is the translation of their notices, signage of their premises, translation of the university website project as on-going endeavour.

The College of Humanities reported a number of projects that are on-going including translation of textbooks, terminology development, bilingual tutorial training, isiZulu module by extended learning. The College of Law and Management Studies as well as the College of Engineering, Agriculture and Sciences report on the translation of notes, study manuals and other teaching materials. All these programmes are monitored periodically by the ULB through the language champions.

4.2 Language Meetings

The College Professional Services continues to engage on the strategy to implement the language policy. Dr Phumelele Zakwe made her debut as host for the webinar for the Professional Support Services Language Symposium where Prof Sandile Songca, Dr Phindile Dlamini and Dr Lolie Makhubu-Badenhorst. The afore-mentioned symposium was held on the 30th of July 2021 titled: "Promoting the intellectualization of isiZulu as an African language". Participants were Heads of Divisions, College Directors of Professional Services, Divisional Managers and School Operations Managers. This was the first coordinated initiative of the engagement of the administrative and operational services in the implementation of language policy at the University. Dr Phumelele Zakwe who chaired the symposium mentioned that the main purpose of the symposium was to present the overview of the language policy, to allow Divisions to present their Reports and share experiences of the language implementation. The symposium was formally opened by UKZN's Deputy Vice-Chancellor for Teaching and Learning, Professor Sandile Songca who welcomed all the presenters and participants and endorsed the country's and UKZN's obligation to operationalizing the South African constitutional imperative of developing indigenous languages by endorsing functional bilingualism and the intellectualization of isiZulu. Dr Phindile presented an input from academics. She mentioned that they conducted a number of presentations as the School of Arts as follows:

Presentation 1 – the aim of the first presentation was to allay fears that no one is going to lose their job because of this policy and no one will be forced to teach in isiZulu. They need to understand the premise of the policy, embrace it and focus on the cognitive benefits it will provide for our students – people are here for. It was indicated that the presentation was offered by Prof Buthelezi from the School of Education, Edgewood campus.

Presentation 2 – focused on the biggest outcry when it comes to intellectualization of a language – particularly on terminology. In this regard, an article by Kaschula and Maseko (2014:21-22) was cited and concur that "limited use of African languages in higher education is often linked to the inadequacy of African languages as scientific/academic languages."

Furthermore, it is important to note that a language cannot be developed without terminology. Other scholars working within intellectualization of languages agree that translation of both literary and scientific works is fundamental in bolstering the process of intellectualization of languages. Therefore, terminology development and translation are central in intellectualization. Thus, the aim of the second presentation was to show how each discipline could harvest their own terminology, get it translated and contribute to the building of terminology that is crucial in language intellectualization. The presentations by the University Language Planning and Development Office (ULPDO) also touched on the intellectualization of isiZulu as an African language. Lastly, she shared with participants a number of projects and activities that they are working on within the College of Humanities just to show that language intellectualization is real, and is doable.

List of Colleges and their representatives at the Symposium

1. Dr Sally Frost	College: Agriculture, Engineering & Sciences
2. Tracey Visser	CHUM: Student Support Services
3. Aphelele Xulu	Libraries & special collections
4. Denise Oreilly	CHUM: School of Applied Human Sciences
5. Sazi Ndlovu	CHUM: School of Built Environment & Development Studies
6. Nkosinathi Dlamini	Corporate Relations

Presenters from different divisions presented their reports and implementation plans. Dr Zakwe emphasized the importance of implementing the language policy (English and isiZulu) by starting small with Phase 1 Activities which includes: written & telephone communication, notices: internal & external, minutes taking and signage. The webinar concluded with a question and answer session, and comments from participants.

In closing Dr Makhubu-Badenhorst expressed gratitude to the organizers of the Symposium for bringing together the academic sector and professional services division in the name of promoting isiZulu at the university. Finally, she thanked all presenters and participants and outlined the processes that the ULPDO does for all the departments and divisions at UKZN when they require assistance and support on language matters from the ULPDO. She then wished all the participants well, reminded them to be safe and vaccinate for the COVID-19 pandemic.

The PSS also had a workshop in October 2021 for all Champions where they discussed the operations of the ULPDO, unpacked the objectives of the language policy, discussed the duties and responsibilities of the PSS Language Champions and lastly the workshop concluded by discussing the actual templates they will use for planning and reporting the activities as well as the timelines for the implementation plans. It was indicated that there will be follow up discussion sessions to check progress before the end of the 2021.

4.3 College of Agriculture, Engineering and Science

Below are the current, and some future measures adopted by the College of Agriculture, Engineering and Science (CAES) in response to the University Language Policy (ULP) and implementation plan. In the CAES, the focus in this report applies primarily to the Professional Services (PS) of the College, noting that some examples refer to the academic sector. The School will commence implementation of the five-year plan within the PS sector from 2022, by selecting one or two activities. This is contingent upon alignment with ULP activities affecting the academic sector, and the readiness of the University to provide support in rolling out the initiatives, that is interpreting and translation services.

a. School of Chemistry & Physics

The School has made progress in the following areas with regards to the ULP as follows:

- Posters on Health and Safety protocols as well as Student Counselling Services were created in isiZulu.
- Videos on practicals were recorded in English and isiZulu, to assist first year students with online learning.
- A manual on General Physics was prepared for first year students in Physics, to assist students in bridging the gap in the curriculum between High School and first-year at the University.
- It was reported that the manual was not received well by students.

b. School of Engineering

Dr Malusi Mkhize is leading a project involving term harvesting in the Chemical Engineering discipline. The project aims to develop isiZulu terminology as part of the intellectualisation process that will be used to equip the language for teaching, learning, research, and innovation in the School of Engineering. The harvesting team was formalized and an initial set of 500 scientific and engineering terms unique to the Discipline were collected during the 2019/2020 period. Progress on the project was naturally hampered by the COVID-19 pandemic. It should be noted that since Engineering is a large

School, made up of many disciplines, the discipline of Chemical Engineering was used as the first phase and the rest of the Engineering disciplines will be included gradually.

c. School of Life Sciences

The School has made good progress in the academic sector, by implementing some positive activities in line with the UKZN Language Policy and Plan, with more to be embarked upon. A summary of these activities has been submitted to the College's academic representative serving on the ULB. In the PS space, the School will commence implementation of the five-year ULP plan from 2022, by selecting one or two activities. This is contingent upon the readiness of the University to provide support in rolling out the initiatives on interpreting and translation services.

d. School Maths, Statistics and Computer Science (MSCS)

The school has encouraged the employment of isiZulu speaking demonstrators across all three disciplines, who are encouraged to communicate in isiZulu with isiZulu-speaking students in the tutorials and School Supplemental Instruction (SI) sessions. This has been done on an informal basis and some academics have expressed concern about the quality control or correctness of what they are actually telling the junior students. There is a staff member who is involved in creating a dictionary of translations – he has been asked to supply details, but his response is awaited. In discussion with the Dean & Head of School, it was agreed to raise awareness of the ULP with the School Leadership at the next School Management Committee (SMC) meeting. The School leadership is concerned about the timelines of the roll out, the actual ability of the university to make this happen, as well as the cost of undertaking regular translations of agenda, minutes, notices, etc.

e. Public Relations (including STEC)

Public Relations (PR) have made several videos in isiZulu aimed at assisting students, e.g. an Orientation video introducing students to UKZN and CAES: <https://www.youtube.com/watch?v=BB80f5YZ3Z8&list=PLXdnCr6nc4ozHAa2yqhRak4dTUYU7I8X&index=154> and a video on interview tips and skills as part of their career development programme for graduating students. For Orientation and Parents' Day, talks are shown on PowerPoints in isiZulu whilst they are being presented in English. Participants are encouraged to ask questions in isiZulu if they would like, and staff are available to answer them in isiZulu. A number of posters are done in English and isiZulu, especially for Student Services (Shelley). In terms of the UKZN Science Centre, the following initiatives have been introduced:

- One of the teaching resources for schools, the “Geology of KZN poster”, is available in English and isiZulu.
- Some of the interactive exhibit signages are bilingual, English and isiZulu.
- If schools are visiting, PR tries to have at least one isiZulu speaking demonstrator.
- IsiZulu translation of the instruction sheet: “how to make a fossil” experiment kit with the assistance of the KZN Science Centre is done.
- Currently in the process creating an isiZulu version of the Geology of KZN website

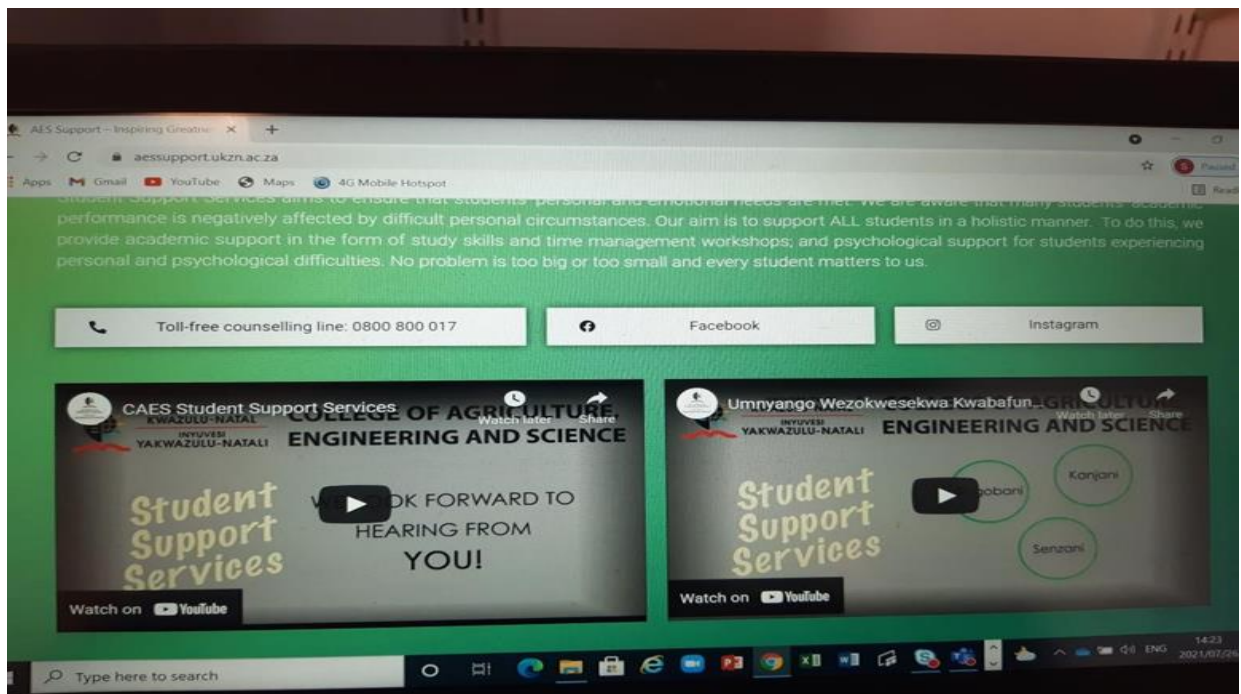
f. Student Support Services (SSS)

The CAES Student Support Services has the following in place with regards to the ULP:

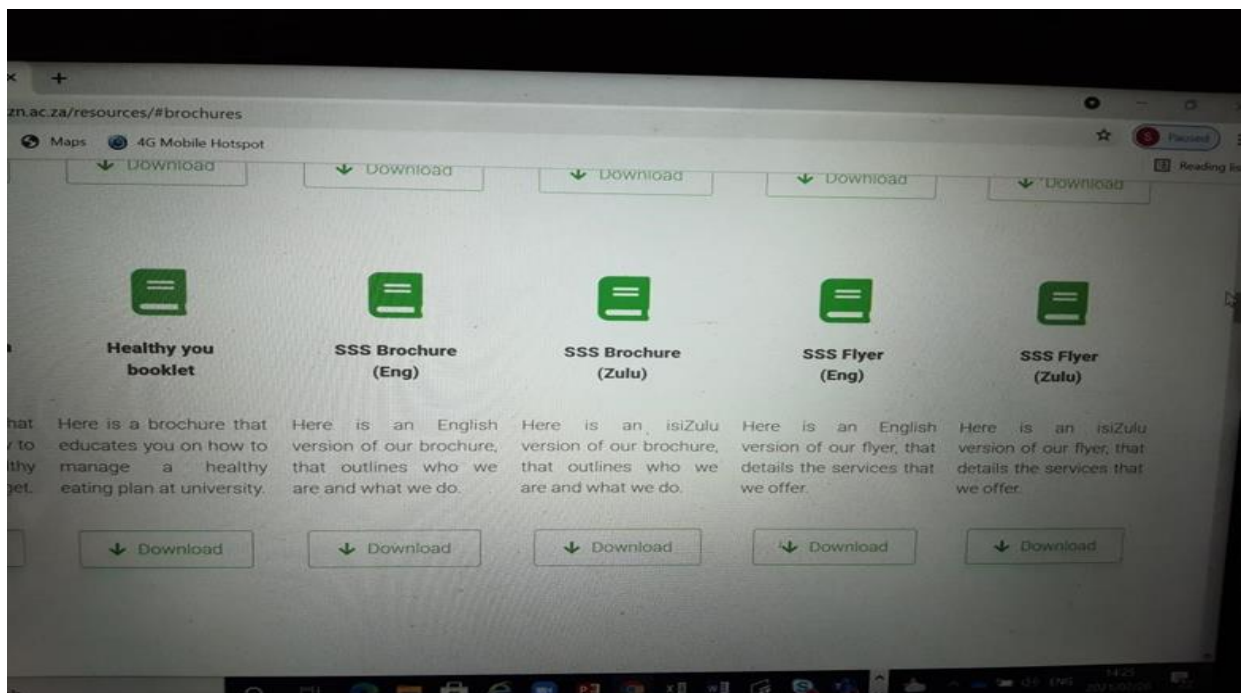
- The unit has 2 isiZulu speaking psychologists, 2 isiZulu speaking Intern psychologists, 1 isiZulu speaking Seta Intern and 1 isiZulu speaking life skills officer. This means that individual and group counselling is available in isiZulu on all campuses (Howard, Westville, Pietermaritzburg and Cedara); students can request counselling in isiZulu.
- The SSS website: <https://aessupport.ukzn.ac.za> has a number of isiZulu videos and resources such as the video on Student Support Services, LECR video, as well as a number of other videos where code switching takes place (see attached screenshots but these videos can be accessed from the website)
- The SSS timetabled and non-timetabled life skills workshops are offered in a mix of English and isiZulu (code switching)
- Most of the Unit's flyers and pamphlets have been translated into isiZulu (see below and on the SSS website <https://aessupport.ukzn.ac.za/> :

SSS is currently translating their Bookem adverts and other important documents related to the LECR into isiZulu. Their toll-free line is not staffed by an isiZulu speaker but she can refer students/parents who prefer to converse in isiZulu over the telephone to staff members who are conversant in isiZulu. Their meetings currently take place in English (there are only 9 staff members and this is the language which staff have indicated that they prefer the meetings to be conducted in as well as the minutes).

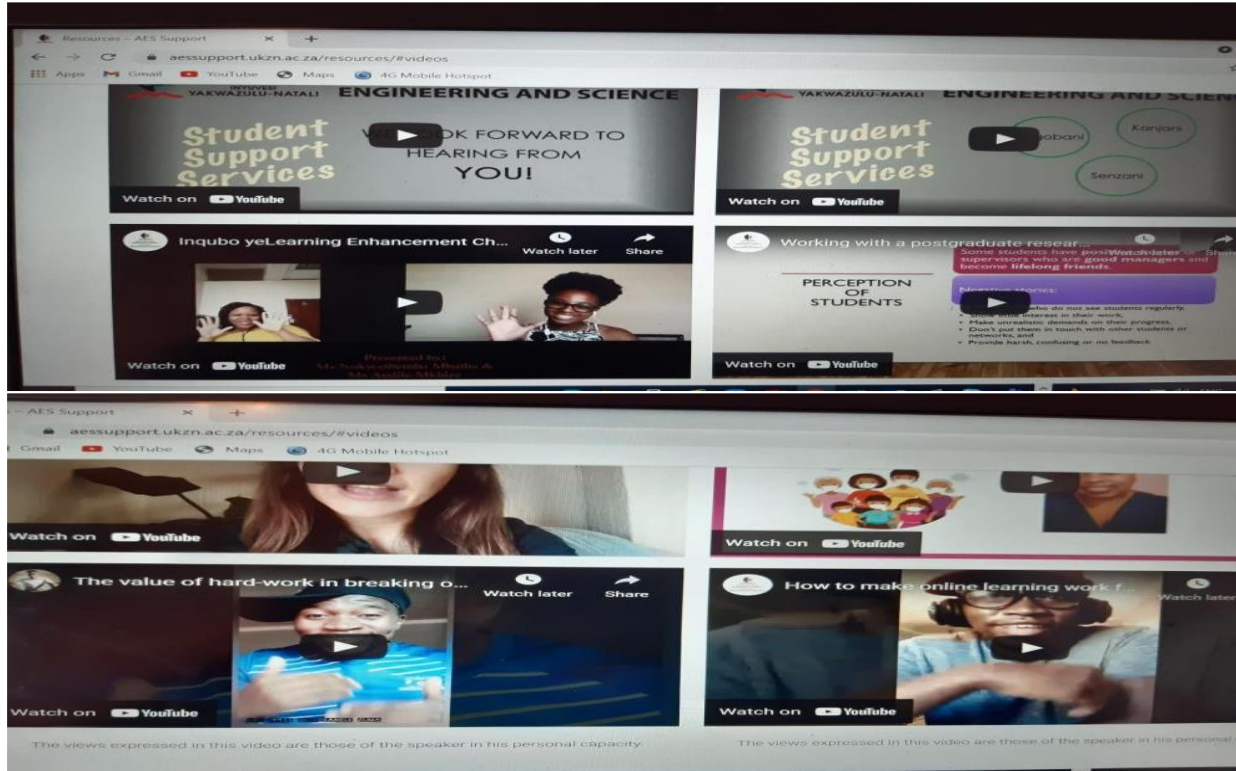
Screen shot isiZulu video on services



Screenshots isiZulu pamphlets



Screenshots SSS isiZulu videos



SSS Services isiZulu

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EZOKULEKELELA ABAFUNDI

Sinikezela ngosizo lokwalekela olumahlala noluyimfihlo kubafundi bethu

- Ukwalekela kanye nokulawula komando
- Ukuhlolisa kwebasengozini yokusokhiwa ngemva yokungenzi kahle ezifundweni zabo
- Ukuhlolisa umqondo nesimo somphefumulo
- Ukusakulekela kwesimo eziphuthumayo
- Ukuhlolisa imikhakha
- Ukusizwa / ukulawula ngokomqondo nokulawula ngokwamaqembu
- Imihlangano yokuqeqeshelwa izikhali zempi
- Ukuthuthukisa kwamakhono okufunda
- I-Learning Enhancement Checklist esiza abafundi abangenzi kahle kwizifundo zabo babe nohlahlo lwesimo ezibaphazamisayo nechola kwengqumela engemile

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Uma ufunda ukusobona nomahlali wabafundi abenza ubongo Chrome abafundi abangenzi kahle, ake abaphazamisayo eziphuthumayo

Thola kabazi nge UKZN CAES Student Support Services kuFacebook

INSPIRING GREATNESS

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IKOLISHI YEZOLIMO, YEZOBUJINIYELA NEZESAYENSI

EZOKULEKELELA ABAFUNDI

Sinikezela ngosizo lokwalekela olumahlala noluyimfihlo kubafundi bethu

- Ukwalekela kanye nokulawula komando
- Ukuhlolisa kwebasengozini yokusokhiwa ngemva yokungenzi kahle ezifundweni zabo
- Ukuhlolisa umqondo nesimo somphefumulo
- Ukusakulekela kwesimo eziphuthumayo
- Ukuhlolisa imikhakha
- Ukusizwa / ukulawula ngokomqondo nokulawula ngokwamaqembu
- Imihlangano yokuqeqeshelwa izikhali zempi
- Ukuthuthukisa kwamakhono okufunda
- I-Learning Enhancement Checklist esiza abafundi abangenzi kahle kwizifundo zabo babe nohlahlo lwesimo ezibaphazamisayo nechola kwengqumela engemile

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Uma ufunda ukusobona nomahlali wabafundi abenza ubongo Chrome abafundi abangenzi kahle, ake abaphazamisayo eziphuthumayo

Thola kabazi nge UKZN CAES Student Support Services kuFacebook

INSPIRING GREATNESS

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INYUVESI YAKWAZULU-NATALI

IKOLISHI YEZOLIMO, YEZOBUJINIYELA NEZESAYENSI

EZOKULEKELELA ABAFUNDI

Sinikezela ngosizo lokwalekela olumahlala noluyimfihlo kubafundi bethu

- Ukwalekela kanye nokulawula komando
- Ukuhlolisa kwebasengozini yokusokhiwa ngemva yokungenzi kahle ezifundweni zabo
- Ukuhlolisa umqondo nesimo somphefumulo
- Ukusakulekela kwesimo eziphuthumayo
- Ukuhlolisa imikhakha
- Ukusizwa / ukulawula ngokomqondo nokulawula ngokwamaqembu
- Imihlangano yokuqeqeshelwa izikhali zempi
- Ukuthuthukisa kwamakhono okufunda
- I-Learning Enhancement Checklist esiza abafundi abangenzi kahle kwizifundo zabo babe nohlahlo lwesimo ezibaphazamisayo nechola kwengqumela engemile

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Dorland Clarence Building, 3rd floor
TEL: 033 240 5495
E-mail: oesupport@ukzn.ac.za

Uma ufunda ukusobona nomahlali wabafundi abenza ubongo Chrome abafundi abangenzi kahle, ake abaphazamisayo eziphuthumayo

Thola kabazi nge UKZN CAES Student Support Services kuFacebook

INSPIRING GREATNESS

g. Human Resources

Apart from an AES meeting (26 July) to which Dr Phumelele Zakwe was invited, the College HR Manager, Shereen Balkisson, has not attended any other discussion (as part of as HR).

Upon enquiry with ED:HR, he advised that he is working on a plan for HR, but it will take some time.

Mrs Balkisson has requested a meeting of the HR Management team to consider options for infancy implementation in 2022.

h. Academic Services

Dealing with the public – The office interacts with different races of students and parents telephonically and personally. The language used usually depends on the client. This section usually communicates in English but the African students and parents who prefer communication is isiZulu are dealt with accordingly since their staff are able to communicate in both mediums.

Written communication – Most of the written communication is in English. Academic Services may get few students who write to them in isiZulu and staff can reply in any language they are comfortable with but usually maintain the use of English.

Telephone communication – Academic Services usually converse in English on the phone unless they have an isiZulu speaker on the line. If they are more comfortable speaking IsiZulu, colleagues who are fluent in isiZulu assist so that there is effective communication.

Meetings – Meetings are conducted in English.

It is important that while Academic Services continues in an online mode that staff are equipped to deal effectively with their client-base. A workshop on effective communication has therefore been planned. The workshop will cover online and telephonic communication skills.

i. Finance Division

Communication: The Finance Division office doesn't issue communication other than e-mail correspondences with stakeholders. Policy Documentation: All Finance policy related documentation and guidelines are currently in English and there has to be a University wide consideration regarding

translation of these documents, this also applies for forms and applicable guidelines.

Reporting Structure: Finance reporting structure is currently in English across all levels and there needs to be considerations if this should also be translated to isiZulu.

4.4 College of Health Sciences

The College of Health Sciences has an isiZulu Immersion for Speech-Language Practitioners' Clinical Competence project that is led by Prof Mershen Pillay. The following phases of the project has been completed:

- The development of material and conceptualization of methodology for the project;
- Language enrichment via immersion
- The student manual and a train-the-trainer manual is complete
- Training of speech language facilitators

The project did, however, encounter some problems in a sense that only one language practitioner was available in Semester 2 and the availability of all facilitators at the training workshop.

4.5 College of Humanities

The college continues to lead in this project of intellectualising isiZulu language. It is therefore not surprising to see a lot of work being done in this college. Below is the summary of what the college has achieved so far:

NIHSS Funded Project: Intellectualisation of isiZulu in four selected Universities in the province of KwaZulu-Natal.

Prof Hlongwa is a principal investigator in this project and is collaborating with the following team members: Dr Sbusiso Ntuli (UNIZULU); Dr Phindi Dlamini (UKZN); Dr Gugu Mazibuko (UKZN); Dr Hloniphani Ndebele (MUT); Dr Nontobeko Buthelezi (UKZN); Dr Sibonsile Zibane (UKZN) and Dr Sylvia Zulu (DUT). The project has a budget of R800 000 to be used for the following outputs: Project 1 - Publication of a special journal issue of Alternation.

Project 2 - Creating a bilingual English-IsiZulu curriculum.

Project 3 – Online dictionaries

Project 4 – Training and capacity building

Thus far, as part of Project 1,

A call for the special issue of Alternation journal focusing on the intellectualisation of African languages in Higher Education was published and accessible in the alternation website as follows:

<http://alternation.ukzn.ac.za/Files/uploads/2021/09/intellectualisation-of-african-languages-in-higher-education-institutions-as-a-strategy-for->

[decolonisation-and-transformation.pdf](#). The guest editors are currently receiving the articles.

As part of Project 2 – which has a focus on creating a bilingual English-IsiZulu curriculum. The translation of the book written by Ramose entitled: '**AFRICAN PHILOSOPHY THROUGH UBUNTU**' is now complete. The publication process has now been started. The College has also translated the book used to teach Music as part of the bilingual project to support Dr Bethke who is already using bilingual teaching. The title of the book is "**Introduction to Music Fundamentals A**". Publication process is also underway.

A series of training workshops are lined up for September and October 2021 in line with deliverables for project 4 in this NIHSS project. These workshops are on writing for publication in isiZulu and on translation and editing. The first workshop was held on the 28th of September 2021 on writing for publication in isiZulu and was facilitated by Prof Lungi Sosibo from CPUT. The next workshop is set for November 29 - 3 December 2021 and it will be facilitated by the Department Sports, Arts and Culture and it will focus on human language technologies.

a) European Union-funded Erasmus+ projects:

Boosting the Use of African Languages in Education A Qualified Organized Nationwide Development Strategy for South Africa (**BAQONDE**). Activities for BAQONDE are underway under the leadership of Dr Makhubu-Badenhorst, Dr Gugu Mazibuko and Prof Nobuhle Hlongwa. It is a three-year project that will run from 2021 to 2023. Dr Lolie Makhubu-Badenhorst, Dr Gugu Mazibuko and Prof Nobuhle Hlongwa attended the BAQONDE meeting and the subcommittee meetings that each belong to in the months of July, August and September 2021. Dr Makhubu-Badenhorst coordinates the UKZN activities, Dr Mazibuko serve in the Dissemination subcommittee and Prof Hlongwa serves in the Quality Assurance subcommittee. An urgent process that needs to be complete is a needs analysis that will allow UKZN to deliver on work package 2 and 3 as per project plans. This will require all the colleges to work with the leading team in terms of identifying people that will receive training on multilingual pedagogies.

b) Translation of Module outlines

Translation of modules outlines in the 6 Schools is currently being undertaken. The College representative in the ULB is consulting with all the language champions and Deans of Schools in this regard.

c) School of Arts

In line with the UKZN's Language Policy (5.4 – Promotion of bilingualism/multilingualism in institutional policies and practices). In 2020 the college reported that there was collaboration across disciplines, African Languages joined forces with Linguistics in producing a Language and Linguistics Multidisciplinary glossary list. Fortunately, ULPDO has an existing lemma list for Linguistics which are shared with the team, therefore the process will be fast-tracked by this sharing. This list has now been made available.

d) School of Religion, Philosophy and Classics

In Classics discipline a female student has registered a Masters' degree this year (2021) in isiZulu mother tongue. Her topic is interdisciplinary combining isiZulu and Classics. In Latin 1 a female isiZulu student has registered, Dr Steinmeyer will try out her teaching approach to establish parallels between the isiZulu and Latin grammar and therefore facilitating the learning for the isiZulu students.

e) Chinese-IsiZulu learners' Dictionary

The launch of this pioneering dictionary was delayed due to some challenges with partner institutions. This is a DUT-CI and UKZN-School of Arts collaboration.

Bilingual Teaching, Learning and Assessment

a) School of Arts

The discipline of Music continues with bilingual assessment. They administered their first bilingual tests in 2020. Positive feedback was received from students and the marks they scored attest to that. Clearly this confirms the positive effect of bilingual teaching and learning.

Research and Publications

A bigger number of our Post Graduate students are opting to write their research in isiZulu. The disciplines are putting together a submission highlighting areas that cause problems/delays which need to be addressed in order for the research system to be favourable to all.

ULPDO working with colleagues within African languages produced two publications. One of these is the 2021 IsiZulu Standardisation, Spelling rules and Orthography, Students writing in isiZulu need to be workshopped on these new rules. These will also be incorporated in other isiZulu modules where relevant. Dr

Phindi Dlamini published her book entitled "Avoiding Potholes in Translation", It was launched on 21 March 2021 as part of Time of the Writer Festival.

During the course of the year all the managers have now met and agreed on the strategy for the implementation of the language policy. The third meeting of the Community of Practice for African Languages (CoPAL) was held on the 7th of September 2021 which followed a CoPAL meeting that was attended by Prof Hlongwa on the 23rd of March 2021.

CoPAL then organized a colloquium with a theme entitled: "Transforming the Academy Improving Student Access & Success · Decolonising the Curriculum". The dates for the colloquium are 28 and 29 September 2021. Dr Phindi Dlamini, the language champion for the School of Arts attended a Human Language Technology Tools Training workshop on 16-17 September in eThekweni organized by the Department of Sports, Arts and Culture. The focus of this workshop was on the demonstration and practical use of the Integrated Translation Environment (ITE) system, terminology and development and terminology management system.

4.6 College of Law and Management Sciences

The College of Law and Management Studies has a new representative, Mr L Mofokeng. It is hoped that in the next reporting year, the college will report on all activities. Mr Mofokeng was advised to seek assistance in order for him to compile the report for the college.

5 Stakeholder Relations: International Translation Day, SASL Webinar, Multilingualism Symposium (UKZN & UFS), and CoPAL Meeting

5.1 International Translation Day

As part of strengthening stakeholder relations UKZN through ULPDO participated in the 1st International Translation Day Colloquium on the 30th of September 2021 which was virtually hosted by the Department of African Languages at Rhodes University in collaboration with SATI, on the following theme 'Teaching, Researching, Translating and Interpreting during the COVID-19 Pandemic: Challenges and Lessons Learnt'.

The ULPDO Director (Acting), Dr. Makhubu-Badenhorst was invited to deliver a keynote address. She presented a paper on "*The role of translation in advancing the intellectualization of African Languages*". In her talk she navigated challenges during the pandemic period and she shared light on how to advance with translating, interpreting, and editing during this difficult time. She also made clear the role of research in language services including translation, interpreting and editing.

During panel discussion, the panelists echoed the words articulated by Dr. Makhubu-Badenhorst and emphasized the importance of speeding up machine translation. In the end, the Colloquium was a huge success. Participants requested organizers to organize this colloquium annually.

5.2 SASL Webinar

As part of recognising the multilingualism nature of the South African Constitution and equally appreciating the deaf community, as well as celebrating the fact that September is the International Month for Deaf People in commemoration of the first World Congress of the World Federation of the Deaf which took place in September 1951, the ULPDO successfully hosted a SASL webinar on the 22nd of September 2021.

The webinar went well apart from minor glitches caused by connectivity. Like all other projects, there is room for improvement especially when it comes to webinars attended by deaf people and the provision of interpreting services.

As a follow-up on South African Sign Language (SASL) matters, the ULPDO is working with the Disability Unit to organise a workshop for the SASL interpreters. It is anticipated that such a workshop will have an external facilitator and will be held in November 2021.

5.3 Multilingualism Symposium (UKZN & UFS)

UKZN continues to build, maintain and nurture synergistic relations with its both new and old stakeholders. It does so in appreciation of the overarching principle of multilingualism enshrined in the constitution of the Republic of South Africa, which bestows the responsibility of developing indigenous languages to various stakeholders. To this end, the university through its implementation arm, the ULPDO forged a partnership with the University of the Free State. The two institutions co-hosted a mini-symposium on the 22nd of June 2021. The main aim of this symposium was to share their experiences and expertise in that both institutions had two presenters from each and thereafter discussed the synergies and projects of mutual interests.

5.4 CoPAL Meeting

The university also participated in a virtual meeting of the Community of Practice for the Teaching and Learning of African Languages (CoPAL) that was scheduled for the 8th of June 2021. The programme included the sharing of language policies and plans by various universities in the country. The director and other representatives from various universities shared the language activities of the office and the UKZN language policy and plan activities.

6 Conference Attendance

The University of KwaZulu-Natal continues to participate in various conferences on African languages development. In the period under review, four staff members including ULPDO Director, the Dean who is also the Head of the School of Arts together with the postgraduate students presented papers in the ALASA 18th international Hybrid Conference that took place on the 25th - 27th of September 2021 that was co-hosted by the University of Fort Hare in Regent hotel, East London. The conference was a hybrid conference in that some delegates physically attended whilst others including the UKZN staff members attended virtually. The following staff members from UKZN presented papers as follows:

Ms. Nomkhuleko Ngubane: *"Critical reflections on the bilingual tutor training feedback."*

Mr. Siyabonga Nkontwana: *"Towards the full implementation of a functional bilingualism Policy: A case of Academic Monitoring and Support (AMS) through Bilingual Tutorials at UKZN."*

Mr Njabulo Manyoni: *"From Glossary to an Electronic Dictionary: A Case of Law Terminology."*

Dr Lolie Makhubu-Badenhorst: *"Analysis on the provision of SASL interpreting at universities in KwaZulu-Natal"*

Dr Lolie Makhubu-Badenhorst and Ms. Phumla Mbewana (MA Student): *"Proposal for the offering of South African Sign Language as a module to the mainstream students at the University of KwaZulu-Natal"*

Dr Lolie Makhubu-Badenhorst and Ms. Malisema Makoa (PhD student): *"The investigation of conjunctive writing adoption in Sesotho orthography in the three selected high schools in Thaba-Tseka district in Lesotho"*

Prof Nobuhle Hlongwa and **Mr. Zamani Msomi** (PhD student): *"Ukuhlaziywa kwamasu okusetshenziswa kwezilimi zomdabu zase-Afrika ebuchwephesheni bolwazi nezokuxhumana/ Analysis of strategies for integrating African languages with Information and communication technology (Presentation was done in isiZulu)"*

All these papers were received well by conference attendees who contributed through their comments in strengthening these papers for publication.

On the other hand, the ULPDO Computational Linguist, **Mr. Njabulo Hadebe** presented a paper titled: *"Toward a model for acceptance of Human Language Technologies in higher education: the modified UTAUT model for KwaZulu-Natal in Teaching and Learning Symposium."*

The following national presentations were also made in July and September 2021. Profs Songca, Mkhize and Hlongwa made presentations in online colloquium on the New Language Policy Framework for Public Higher Education Institutions that was held on 28-29 September 2021. The colloquium was organized by the University of Stellenbosch and USAf. The titles of their presentations are as follows.

Prof Sandile Songca “Language as an instrument of change in higher education”

Prof Nhlanhla Mkhize “Milestones in the effective implementation of a language policy at UKZN”

Prof Nobuhle Hlongwa “Using African languages in teaching and learning in higher education”

7 Funded Projects

In the period under review, there are no new projects that we funded by the ULB. However, through the mandate given by the ULB the ULPDO continues to monitor and report the unfinished projects that were funded the previous years.

8 University Language Policy

The ULB appointed a Language Policy Review Task Team (LPRTT) to work on the UKZN Language Policy Review which was due for review in 2018/19. The LPRTT is chaired by Dr Lolie Makhubu-Badenhorst. The LPRTT has already started its work and a benchmarking exercise and working on the logistics in taking the process forward. The LPRTT presented a report in the ULB meeting with a proposal for the university to be multilingual as opposed to being bilingual. The other proposal was for the ULB to consider UKZN language policy to be consider the inclusion of the South African Sign Language (SASL). The way forward on the UKZN language policy review is to consider the New Language Policy Framework for Public Higher Education Institutions (NLPFHPIs)

9 Conclusion

The University Language Board continues to work with outside stakeholders, both nationally and internationally on language related matters. The invaluable contribution and support from various parties is appreciated. It is hoped that there will be a university review on the physical and virtual engagements following the level at which the country is with regards to the COVID-19 pandemic.