

Intellectualization of IsiZulu at the University of KwaZulu-Natal through the Development of IsiZulu Terminology and the Implementation of the Doctoral Rule

Tholakele Glenrose Zungu

ORCID iD: <https://orcid.org/0000-0002-2075-0955>

Abstract

The standardised isiZulu terminology has played a significant role in the implementation of the Doctoral Rule, also known as the DR9, at the University of KwaZulu-Natal (UKZN). This article briefly outlines the terminology development process at UKZN and the role played by the standardised isiZulu terminology when translating the PhD graduate abstracts from various specialised disciplines or fields at UKZN. Cabre (1999: 8-9) asserts that the development of terminology is not merely concerned with providing compilations of concepts with their corresponding names. However, it is at the service of science, technology and communication. Hence the importance of terminology development when developing a language. The standardised isiZulu terminology has contributed immensely to the translation of doctoral abstracts. Through the standardised isiZulu terminology in specialised fields such as Anatomy, Architecture, Law, Information Technology, Mathematics, Research, Physics, Psychology and many more, UKZN was able to translate PhD graduate abstracts for the 2018 and 2019 graduations. This has contributed to the intellectualisation of isiZulu. However, there were technical challenges that were encountered due to the specialization of some of the abstracts and the lack of terminology in certain fields such as Agriculture, Engineering and Science. In this article, I address these technical challenges encountered during the translation of abstracts and discuss the solutions that were proffered.

Keywords: Terminology development, Standardisation, Translation, Intellectualisation.

1. Introduction

Given that English is a well-developed language of tuition at the institutions of higher learning, Alexander (2007: 30-31) asks why people need to develop African languages as languages of teaching and learning at the institutions of higher learning. He states that many people, including language specialists, believe that using and developing African languages as languages of tuition would be a waste of money and even an embarrassment for Africans (Alexander 2007: 30-31). It is therefore very important to provide adequate answers to the language-related questions often asked and hereto raised by Alexander (2007). It is very important to provide compelling answers if we are to persuade anyone that African languages are equally important and capable of becoming academic languages, languages of teaching and learning, research and innovation.

2. Background and Related Literature

African languages are usually regarded as resource-scarce languages and are viewed as incapable of fully functioning in scientific domains (Khumalo 2019). This is why Alexander (2007) draws attention to the importance of persuading everyone who believes that using African languages as languages of teaching and learning would be an embarrassment and a waste of money. As cited in Alexander (2007), what people forget when they engage in the language development debate, is that African languages, isiZulu in particular, is the language spoken the most in South Africa. IsiZulu is spoken by 24,6% of South Africans, followed by isiXhosa, which is spoken by 17% (Statistics SA 2016). English, a language that is well- developed and used in institutions of higher learning is spoken by 8,3% of the South African population and it is the fifth-most spoken language in the country (Statistics SA 2016). The statistics provided in this article provide enough evidence to prove that English is not the first language of many South Africans; it is the second, third, fourth language of many South Africans. Sadly, it is not adequately spoken or understood by the majority of South Africans.

Furthermore, looking closely at the province of KwaZulu-Natal, where the University of KwaZulu-Natal is based, a whopping 86,81% of the population in the province comprises Black Africans. Of this percentage, 77,82% of the population are isiZulu speakers (Statistics SA 2016). The

University of KwaZulu-Natal is home to majority of isiZulu-speaking students who speak isiZulu as their first language. The demographics provided are a clear indication that isiZulu is the language spoken the most in South Africa, KwaZulu-Natal and at the University of KwaZulu-Natal.

Using only English in a lecture room where the majority of the learners speak African languages is furthermore what Skutnabb-Kangas (2009a; 2009b) refers to as the violation of human rights standards; linguistic rights to be precise. This also amounts to ongoing violations of more fundamental rights such as access to education. Teaching learners that speak an indigenous language in a language that is foreign to them may not only create barriers to access education, but it also violates the human right to education (Skutnabb-Kangas & Dunbar 2010). The right to use isiZulu is a linguistic right in South Africa. The inability to speak and be heard because English (which is foreign to isiZulu first-language speakers) is the only language that is used to communicate is unconstitutional. Also, using English as the only language to acquire and access knowledge is an infringement of a fundamental human right, which is the right to access and acquire knowledge in one's mother tongue. Section 6 of the South African Constitution clearly states that there are 11 official languages in South Africa (RSA 1996). Every South African has the right to access knowledge and any information in any of the official languages, isiZulu included (RSA 1996). As seen in Skutnabb-Kangas (2009a), research shows that the longer learners in a low-status position have their own language as the main medium of teaching, coupled with good bilingual teaching, the better the general school achievement. One would then agree with Dalvit, Murray and Terzoli (2009:35) when they argue that an English-mainly or English-only educational policy seems unsuitable for South Africa. South Africa's linguistic diversity should be appreciated and accommodated in order to get good results at South African institutions of learning.

For many years, the cognitive development of many South Africans was far below its potential. One of the major contributing factors to the educational underdevelopment, cited in Webb and Kembo-Sure (2000), is language. The majority of the learners' cognitive development and skills at UKZN are under threat and not developing effectively because of language usage. Webb and Kembo-Sure (2000) argue that cognitive development occurs effectively only in and through the language the learner knows and understands very well. Also, cognitive development and skills, which include the ability to understand the main purpose of the text; the ability to select information and

organize it in a new coherent manner; the ability to understand abstract concepts and many more, can develop only in and through a familiar language, which is the primary language (Webb & Kembo-Sure 2000: 5). The cognitive development of learners is a worrying factor; hence UKZN, through the University Language Planning and Development Office, started developing isiZulu. This is done through the development of isiZulu terminology that will help the learner to understand concepts taught in various scientific domains better. This is a good enough reason to develop African languages and ensure that they are also used in all domains, institutions of higher learning included.

In 2014, the UKZN introduced a compulsory isiZulu module. It is clearly stated in the Student Rulebook that all first-entry undergraduate students must pass a module in isiZulu to complete a degree or to obtain exemption from the module under rule GR8a. Exemption from a module may be granted without credit, where an applicant can demonstrate an equivalent level of competence through prior learning. This is well articulated in the UKZN Rulebook. The isiZulu module at UKZN is compulsory for all registered students, except for the students whose home language is isiZulu, and those who have previously completed a basic isiZulu language course. It is therefore safe to say that all UKZN students are required by the UKZN language policy to learn isiZulu, even if it is at a beginner's phase (Student Rulebook 2019). The mother-tongue speakers of isiZulu and the non-mother-tongue speakers who undergo the isiZulu module combined make up the student community at UKZN.

IsiZulu is also a compulsory module for students who are non-mother-tongue speakers in the Health Sciences. The development of isiZulu and making it a compulsory module seek to address the communication gaps and challenges between experts in the health sciences and their clientele, which is mostly isiZulu speaking. It is therefore important that the University develops isiZulu to ensure that its students, who are isiZulu first-language speakers, have access to education in the language they know and fully comprehend. Equally so, students who are non-mother-tongue speakers of the language can communicate with mother-tongue speakers of isiZulu. One cannot shy away from the fact that, at some point, the UKZN graduates will have to offer their services to a community, which, according to the demographics in South Africa and KwaZulu-Natal, is mostly isiZulu speaking. Higher education plays a significant role in society. Institutions of higher learning bear a profound, moral responsibility to increase awareness, knowledge, skills and values need-

ed to create a just and sustainable future (Cortese 2003: 17). The institutions play a critical, but often overlooked role in making this vision a reality. Students are prepared to be professionals who will develop, lead, manage, teach, work in and influence society's institutions (Mwaniki 2011). Therefore, developing isiZulu such that it becomes the language of teaching and learning, research and innovation will not only benefit the UKZN students whilst at university; it will also benefit the KwaZulu- Natal and South African population in the long run, thus resulting in better health and an improved quality of life.

Furthermore, every student at UKZN has the potential to become anything they want to be. They have an opportunity and ability to become the best that they can be in any field they want to be in. The main key to achieving this is through access to knowledge and the necessary skills, and language is usually the gateway. Language is not only a tool that is used to communicate; it is a tool that is used to share knowledge, thoughts, beliefs and everything that a person is and wants to be. It is good that there is a well-developed language, but it should not enjoy the high status it has at the expense of African languages. It is also good that there is a fully developed language of teaching and learning, research and innovation; however, this does not mean that other languages cannot be developed to the level of English.

Therefore, a more extensive use of African languages as languages of teaching and learning would reflect the multilingual reality of many speakers of an African language more accurately (Dalvit *et al.* 2009: 36). The neglect and even death of African languages would cause more harm than good. A multilingual and diverse nation like South Africa cannot be represented by a language that is foreign to the majority of its population. Mazrui (2003: 99) states that every language lost has the potential of diminishing the opportunity to understand the scope of the human capacity for linguistic creativity, and the loss of linguistic diversity can minimise one's understanding of what is humanly possible in human languages. This is what the late Alexander (2007) argued for when he spoke of linguistic diversity and its importance in society. He argued that it is becoming increasingly accepted among social as well as natural scientists that cultural diversity, which language is the basis of, is as important to the survival of the human species on planet earth as is biodiversity (Alexander 2007: 31). The languages people speak are a reflection of their culture, the norms and values that have moulded them. The linguistic creativity of any person and his/her vision are best articulated through his/her mother-

tongue language and this is why it is very important to preserve people's languages. The best way this can be done is through developing and cultivating languages, especially previously marginalised languages such as isiZulu.

As mentioned above, any language spoken is very much linked to one's culture, norms and values and this, to a very large extent, influences the way one views the world and everything around it. African languages are just as capable of developing the potential of its speakers and taking it to greater heights as the English language. Every single idea, thought and vision is embedded in one's first language, which is very much linked to one's cultural beliefs, norms and values. The way one views life is best articulated in the language one visualises in. The intellectual genius of every individual is best realised when it is articulated through the language he/she visualises in. That way, a person's thoughts are not in any way tampered with, misunderstood or even misinterpreted. This is best articulated by Mazrui (2003: 99) when he states that each language has a potential instance of human intellectual genius. He compares languages to wardrobes of thought, words to items of clothing for ideas. The languages people speak are a tool for sharing what is in their minds, their vision.

Consequently, language is the basis of knowledge and an important tool human beings use to share knowledge that can contribute positively to societal development. The death of any language is a loss of an important part of human intellectual property, thus a danger to a human cognitive capacity, which we may never be able to account for (Mazrui 2003: 99). Therefore, UKZN deemed it necessary to develop and promote isiZulu, such that it becomes the language of teaching and learning, technology, research and innovation. It is very important that UKZN nurture the languages of its students, which is, according to demographics, isiZulu. This is to ensure that the University produces graduates that can provide solutions to social ills through their indigenous ways of doing things and this is embedded in the language.

The recognition of indigenous languages requires that they be developed so that they can be used efficiently in all spheres (Sibula 2009: 87). It is unfortunate that this is not always the case and the lack of terminology in indigenous languages is often used as a reason. It is often stated that isiZulu lacks the required terminology. Hence it cannot be used in formal domains, especially when writing formal and specialised documents. This is also one of the reasons that lead to African languages being held in low esteem, perpetuating the stigmatisation that indigenous languages have nothing much

to offer (Kamwendo 2006: 64). This thinking often leads to people distancing themselves from African languages, including speakers of the language. This is unfortunate, because indigenous languages should enjoy the support of their own speakers. The more people speak their African languages, the more the need to develop them arises, which is the case with isiZulu at UKZN. It is the language of the majority of its students and for isiZulu-speaking students to utilise it, isiZulu needs to be fully developed. This will eliminate what Alexander (2007: 18) refers to as ‘static maintenance syndrome’, where the majority of African-language speakers in South Africa are affected by what he refers to as the attitudinal malaise. This is whereby most South Africans have no problem speaking and using their primary languages in their communities, religious contexts and within their homes, but they do not believe that their primary languages have the capacity to develop into languages of power (Alexander 2007: 18). The development and use of isiZulu at UKZN will not only boost the confidence of its speakers; it will ensure that functional bilingualism at UKZN, as stipulated in the UKZN language policy, is realised.

3. Legal Framework

As stated earlier above, Section 6 of the Constitution of the Republic of South Africa (RSA 1996) provides a primary legal and constitutional framework for the use of official languages and the promotion of respect and tolerance for South Africa’s linguistic diversity. In response to this legislative framework, the University of KwaZulu-Natal developed its Language Policy and Plan in 2006. The UKZN Language Policy and Plan recognises both English and isiZulu as the languages of the University. The policy clearly states that,

The University will continue to use English as its primary academic language but will activate the development and use of isiZulu as an additional medium of instruction together with the resources (academic and social) [...] (Language Policy of the UKZN 2014).

It should be noted that the main objective of the UKZN Language Policy is to ‘... achieve for isiZulu the institutional and academic status of English’ and ‘provide facilities to enable the use of isiZulu as a language of learning, instruction, research and administration’ (Language Policy of the UKZN 2014). For the constitutional mandate to be fully implemented; that is, to

develop and promote previously marginalised languages in South Africa, all indigenous languages need to be fully equipped with enough terminology to make this possible. This has to start from where they are trained for work, namely the institutions of higher learning. UKZN has been leading by example in this regard.

4. Intellectualisation of isiZulu at UKZN through the University Language Planning and Development Office

In 2013, the University of KwaZulu-Natal decided to institutionalise language development and it established the University Language Planning and Development Office known as the ULPDO, which has the responsibility to implement the University's Language Policy and Plan. The ULPDO has a mandate to develop and promote isiZulu at UKZN to be the language of administration, teaching and learning, research and innovation while emphasizing the role of English as a primary academic language. The vision of the ULPDO, as stipulated in their strategic documents is to,

[...] be the centre of excellence in the promotion, development and the scientification of indigenous languages with specific reference to isiZulu; and its mission is to embrace and foster functional bilingualism at the university through the promotion of equitable use of the English and IsiZulu as provided for in the University Language Policy (Language Policy of the UKZN 2006).

One of the building blocks to the development and intellectualisation of isiZulu at UKZN is developing terminology in isiZulu and utilising all the standardised terminology when translating University documents. This includes the implementation of the Doctoral Rule (DR9). The DR9 rule states that all doctoral candidates will submit their thesis abstracts in English and an abstract submission form to their respective College Research Office. The College Deans of Research will submit these to the Language Coordinator in the University Language Planning and Development Office for expert translation services (UKZN Rulebook 2019). The implementation of Doctoral Rule 9 requires the translation of all PhD graduate abstracts from English to isiZulu, thus making PhD graduate abstracts available in both languages of the University, isiZulu and English. The main objective of translating PhD gra-

duate abstracts is to share the knowledge and information in both languages of the University.

It is important to ensure that the translation of abstracts into isiZulu continues to provide accuracy in expressions and share the same knowledge as the English abstracts. Khumalo (2017: 254) asserts that

[...] intellectualization is a clear process of (functionally) cultivating, developing, elaborating and modernizing a language so that the terminology of the language can carry the full weight of scientific rigor and precision, and that its sentences can accurately express logical judgements resulting in a language that has the capacity to function in all domains.

The development of isiZulu terminology is very important if the University is to intellectualise isiZulu. The intellectualisation of any language at a tertiary institution requires that language be used as the language of teaching and learning, research and innovation. In order for this to happen, the developed and standardised terminology should enable speakers to articulate and express themselves to greater heights using the language. The terminology should not limit the author; it should allow the author to take his or her argument to any lengths, irrespective of the domain.

5. Terminology Development Process at UKZN

The development of terminology in African languages plays a big and vital role in developing and cultivating the previously marginalised languages. Consequently, it contributes to the intellectualisation of African languages. As mentioned earlier in this article, the lack of terminology in isiZulu has often been used as the reason for not using indigenous languages as the language of teaching and learning, research and innovation and it is often viewed as shallow and inadequate (Khumalo 2017; Shizha 2012). The lack of isiZulu terminology means there is no professional communication in isiZulu. Without professional communication in isiZulu, there is no knowledge transfer to isiZulu-speaking learners. Without knowledge transfer, neither intellectual nor cognitive development will occur amongst the isiZulu-speaking learners and no field-specific research will be written in isiZulu. This is the status quo at UKZN, which in the long run leads to the non-development of the language and its

speakers (Cabre 1999: 22). Terminology development in isiZulu is not just for the sake of collecting term lists in various fields, but it seeks to develop isiZulu as the language that can be used in various fields. As argued by Cabre (1999: 6), the development of terminology is not an end itself and terminological work is not merely concerned with providing compilations of concepts with their corresponding names; it is at the service of science, technology and communication. Cabre (1999: 9) further states that the growth and development of terminology are the result of the advances in technology and the continuously increasing need for specialised communication among communities with different languages. In the democratic South Africa, more and more people are given opportunities to study and service communities that speak indigenous languages. As discussed earlier, the majority of students at UKZN are mother-tongue speakers of isiZulu and it is also taught to all non-mother-tongue speakers of isiZulu. This means that in all the subjects that are taught at UKZN, there is a certain percentage of isiZulu-speaking students. Therefore, it is important to ensure that there is isiZulu terminology that is developed in those technical fields.

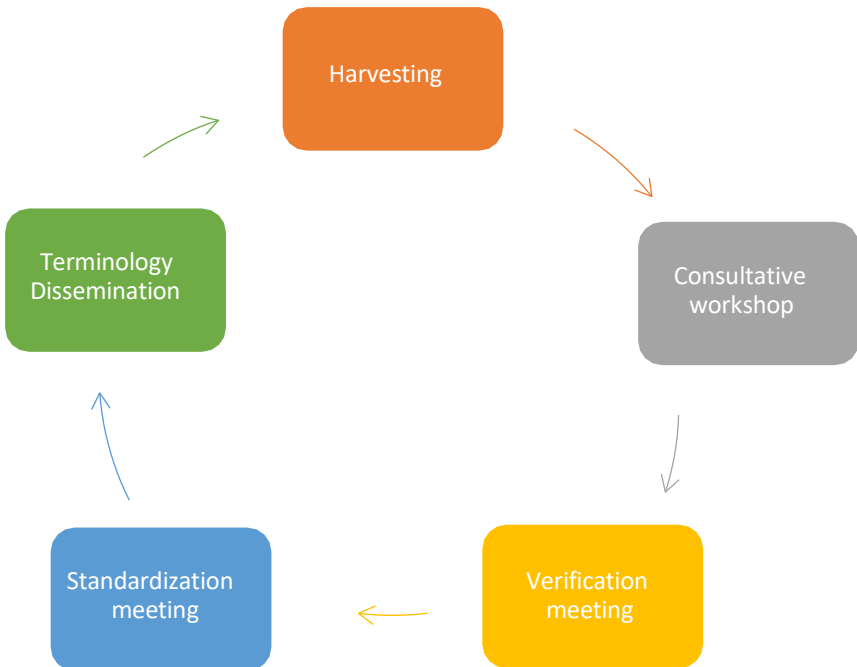
The introduction of the DR9 rule, which will be discussed in this article, compels all PhD graduate abstracts to be translated into isiZulu, regardless of the field. This has increased the need to develop isiZulu terminology in specialised fields such as engineering, science, technology and many more. The ULPDO has used the development of terminology in isiZulu as a gateway to the language barrier, ensuring that subject fields are well represented. It should be noted that through the developed isiZulu terminology in special fields such as anatomy, mathematics, research, psychology and many more, the University has been able to translate PhD graduate abstracts from all specialised fields successfully. Terminology development has played a significant role in the DR9 project and in ensuring that the spirit of functional bilingualism, as stipulated in the 2014 UKZN Language Policy, is upheld.

The University acknowledges that isiZulu is not as developed as English; however, it strongly believes that the development of terminology in isiZulu will minimise, if not close, the gap between the two languages (UKZN Language Policy 2014). The utmost objective of terminology is to develop languages for communication purposes, whether it is within a specific field or in the communities people live in. Webb and Kembo-Sure (2000: 5) argue that in South Africa the cognitive development of many South Africans is far below its potential and language is one of the major cited reasons contributing to the

educational underdevelopment of South Africans. It is therefore very important to ensure that the language that is spoken by students is used for teaching and learning purposes if we are to achieve the cognitive development of the students at the institutions of higher learning. UKZN, through its ULPDO, sees to achieve this milestone.

Developing indigenous African languages requires that the terminology in African languages is well developed and disseminated for public use. Webb and Du Plessis (2006: 54) argue that terminology development and linguistic legitimacy are inextricably linked to the possibility of tertiary education in a language. They further argue that ensuring that African languages can be used in government and that education and political participation are available to all South Africans should remain a vital goal to be achieved (Webb & Du Plessis 2006: 54). The terminology development process at UKZN involves five stages, as indicated below:

Fig.1. Terminology development process at UKZN



Terminology Harvesting

Terminology harvesting is the first phase in the terminology development cycle. It requires of the field specialist to collect all terminology that needs to be developed into isiZulu. As stated by Cabre (1999: 8), this is the phase where logicians use a process of abstraction to generalise from different objects existing in the real world to arrive at the class of objects. The logicians remove the contingent and irrelevant characteristics from the individual objects and only retain those features that are pertinent in characterizing the class that represents the diversity (Cabre 1999: 8). It is therefore critical to identify relevant characteristics that make a term worth harvesting. As cited in Lukasik (2016:217),

... primarily collections of terms representing respective specialist concepts, are macrosigns of professional knowledge, and compilation of such works requires thorough knowledge of the subject field, abilities to reconstruct the conceptual system, and critical analysis of term-rich texts.

It is also important to understand that words are not terms; hence terminology is linked to the special subject fields. Field specialists play a major role when identifying terms in their respective fields. Th UKZN has been very fortunate to be the home of field specialists who are academics.

Consultative Workshop

Field specialists become part of the terminology development process, from the harvesting phase to the standardisation phase. The second phase in the terminology development process involves the first meeting with language experts, which is the consultative workshop. The main objective of the consultative stage is to develop terminology that has been harvested and ready for development at the primary stage. This stage consists of the field specialists, linguists, terminologists, lexicographers, and language practitioners from the provincial Department of Arts and Culture and Ethekewini Municipality, language students from UKZN and the Durban University of Technology. Lukasik (2016: 217) argues that ‘appropriately presented and ordered terminology set will enhance both access to desired chunks of information, aid

knowledge acquisition as well as boost retention of specialist knowledge'. The ULPDO strategically selects the field specialists and the group of language experts to ensure representation and quality when developing terminology in isiZulu. The ULPDO organises the first meeting between the field specialist(s) and language experts. This includes bearing all the costs involved when organising a consultative meeting such as accommodation, conference rooms, stipends and travel claims.

Verification of Terminology

This phase occurs after the consultative workshop. This is where the Pan South African Language Board takes over the process with its National Language Board (NLB) sub- committee, also known as the sub-committee of UMZUKAZWE. UMZUKAZWE is an abbreviation that refers to *UMkhandlu wesiZulu kaZwelonke*. The purpose of the verification phase is to table the terms which have gone through the consultative phase to be verified and further scrutinised by the isiZulu National Language Board sub-committee. The UKZN coordinated the sitting of this meeting working together with the PanSALB. The verification meeting consists of the sub-committee of UMZUKAZWE and the Field Specialist. The sub- committee of UMZUKAZWE consists of isiZulu language experts that are carefully selected and appointed by PanSALB. UKZN has no control over the appointment of the isiZulu language experts. They then verify the terms that were discussed and given isiZulu equivalents by the consultative committee. It is important to note that the verification team works through the assistance of a field specialist.

Standardisation of Terminology

The isiZulu National Language Board, also known as UMZUKAZWE, is the only language board that is mandated by the Constitution to standardise any developed terminology. Webb and Kembo-Sure (2000: 18) assert that the standardisation phase is a phase where the authoritative language body prescribes the orthography of a particular language, in this instance, the NLB (UMZUKAZWE). The purpose of the standardisation and authentication phase, which is the last stage in the process of developing terminology, is to approve the verified terminology. The standardisation of terms is legally performed by the National Language Board, which is the highest decision-

making arm of the isiZulu language, known as UMZUKAZWE, as authorised by the Pan South African Language Board of 2005 under the Pan South African Languages Act of 1995. In this phase, the terms that have been developed are standardised. This is done by following the same process as in the verification phase. Through the assistance of a field specialist, UMZUKAZWE goes through the term list and standardise the developed isiZulu terms as ready for dissemination and public use.

Dissemination of Standardised IsiZulu Terminology

It is very important to ensure that the standardised terminology reaches the targeted group, which is the users of the language. Due to limited resources PanSALB has, they are unable to disseminate the standardised terminology themselves and the responsibility to do this ends up falling into the hands of an organisation that is responsible for the development of terminology. The UKZN has disseminated the standardised isiZulu terminology through Bilingual glossaries, IsiZulu Term Bank, Zulu Lexicon, Internal translations, Interpreting services and IsiZulu National Corpus.

6. Implementation of the DR9

The ULPDO implementation of the DR9 rule in 2018 was a response to the University's bilingual language policy and plan. The DR9 rule compels all abstracts from various disciplines at UKZN that are written in English to be translated to isiZulu, thus ensuring that all abstracts for PhD graduates are made available in both English and IsiZulu (Khumalo 2019). This does not only give effect to functional bilingualism as intended by the UKZN language policy, but it also allows the PhD graduates to widen their audience base. The DR9 rule is an implementation strategy of the UKZN language policy that seeks to promote the use of isiZulu in all scientific domains in the University. As stipulated earlier in this article, the UKZN Language Policy seeks to,

‘... achieve for IsiZulu the institutional and academic status of English’ and ‘provide facilities to enable the use of IsiZulu as a language of learning, instruction, research and administration’ and the DR9 rule is an attempt by the University to use isiZulu in teaching and learning, as well as in research (Language Policy of the UKZN 2014).

As much as the DR9 rule focuses on the translation of PhD graduate abstracts; however, it does not stop any PhD student from any specialised field from writing their thesis in isiZulu, should they wish to do so. The UKZN Language Policy acknowledges both English and isiZulu as languages of the University. The University also encourages the research conducted in isiZulu through isiZulu (UKZN Language Policy 2014).

Research has shown that language continues to be a barrier to access knowledge and information; hence the importance to develop isiZulu at the institution to ensure that all knowledge is accessible to the University community at large in both English and isiZulu. Three stages are involved in the implementation of the DR9 translation of PhD graduate abstracts and these different stages involve three role players; that is, the College Research Office, ULPDO and the DR9 committee, which consists of translators and editors.

College Research Office

The College Research Office is responsible for accepting abstracts from PhD candidates; liaising and submitting abstracts to the ULPDO; drawing up a register of abstracts received and sending it to the Coordinator at ULPDO; ensuring that their PhD students submit both the DR9 forms with all relevant information and the abstracts and also ensuring that the forms are completed and reach ULPDO timely.

The University Language Planning and Development Office (ULPDO)

ULPDO is responsible for liaising with the College Research Office and receiving abstracts; coordinating meetings with the DR9 committee and to report to the ULB quarterly; drawing up and uploading the submission forms to the Translation Management Tool (TMT), which is a tool that was developed to upload all the PhD graduate abstracts, both English and IsiZulu abstracts and store them as well as the information of the PhD graduates electronically; administration and management of the process by creating an inventory list, and updating it periodically. The inventory list allows the administrator to keep track of statistics, in terms of the number of abstracts that have been submitted to ULPDO, the number of translated abstracts to isiZulu and the number of edited abstracts.

DR9 Committee for isiZulu (translators and editors)

The DR9 committee is responsible for the translation of all abstracts received into isiZulu; editing all translated isiZulu abstracts; submitting translated and edited abstracts back to ULPDO. The DR9 committee consists of isiZulu language experts and the minimum requirement to be in this committee is a Doctorate in isiZulu as well as a vast experience in translation to isiZulu. The DR9 committee is appointed by the University Language Board.

Translation of the DR9 PhD Graduate Abstracts

The development of isiZulu terminology at UKZN as discussed above has played a significant role in ensuring the successful translation of the PhD graduate abstracts to isiZulu. The DR9 rule seeks to promote the use of isiZulu in areas that hitherto has not been used. The abstracts are the specialised text of a highly sophisticated scientific study that is presented in an academic presentation. The use of isiZulu in presenting such a specialised academic form is a real process of intellectualisation. This is where an African language is used to represent all forms of science in a highly logical, academic and specialised way. The DR9 translation of PhD graduate abstracts provides an opportunity for students to share their abstracts with a wider community. This allows the isiZulu-speaking students to access knowledge in the language they fully comprehend and are comfortable with. The development of isiZulu terminology in scientific fields has made it possible for translators to access and utilise the standardised terminology when translating the PhD graduate abstracts, thus contributing immensely to the intellectualisation of isiZulu at the University.

7. Limitations and Possible Solutions

One cannot deny that there is still a gap between English and isiZulu; including a lack of scientific terminology that needs to be developed at UKZN. This has been proven by the challenges that exist when translating PhD graduate abstracts in various disciplines. In the 2018 academic year, 256 abstracts were received from all Colleges. That is the College of Humanities, College of Law and Management Studies, College of Health Sciences and the College of Agriculture, Engineering and Science. It should be noted that of the 256 abstracts that were received in the 2018 academic year, 144 abstracts were

successfully translated into isiZulu without any challenges. 112 abstracts could not easily be translated due to the technicality of the terminology used in these abstracts and the lack of standardised terminology. The 112 abstracts that were difficult to translate had to be tackled by a group of translators with extensive care to ensure that the quality of abstracts is not compromised. Most of the abstracts that had challenges when translating to isiZulu were received from the College of Agriculture, Engineering and Science.

At the University of KwaZulu-Natal, scholars have not yet adequately developed isiZulu terminology for the majority of subjects in the College of Agriculture, Engineering and Science. This has proven to be the encompassing field that the translators struggle with, to provide translations for. This alone is proof enough that the translation of PhD graduate abstracts in and of itself, already contribute immensely to the development toward the standardisation of isiZulu terminology in the field. Abstracts received from the College of Humanities and the College of Law and Management Studies were successfully translated into isiZulu. It should be noted that isiZulu terminology for these two colleges has been developed and standardised and aids translators in successfully providing quality translations.

Even though there is standardised isiZulu terminology in various fields, the dissemination of the standardised terminology is very important. The UKZN disseminates all standardised terminology through various channels. As mentioned earlier, these include the isiZulu Term Bank, Zulu Lexicon and the Bilingual glossaries. These three channels of dissemination play a significant role during the translation process. Translators often rely more on these channels for access to specialized terminology. It should be noted that translators do not only make use of the UKZN HLTs; they also make use of isiZulu dictionaries such as the *Scholar's Zulu Dictionary* by Dent and Nyemebezi, the *Oxford English-IsiZulu Bilingual Dictionary*, *Isichazamazwi sesiZulu* by Dr Mbatha. The UKZN HLTs referred to in this article exclude the automated translation systems that are currently under development, and it only includes the isiZulu Term Bank that is available online and Zulu Lexicon mobile application.

The abovementioned dictionaries that the ULPDO provides to the translators are dictionaries meant for general language purposes and tend to be very limiting when it comes to scientific knowledge. However, the translators do make use of any dictionary in isiZulu that is made available to them, because currently, there are no specialised dictionaries that provide explanations and

clarification of terminology that is often found on the PhD graduate abstracts. Dictionaries are generally used as a tool to acquire knowledge and their users view them as authoritative containers of knowledge that they can rely on (Gouws & Prinsloo 2005: 1). They also set the basis for language codification, language standardisation, language planning, language documentation and language resuscitation (Sithole & Nkomo 2017: 481). The UKZN Language Policy also acknowledges that the promotion of isiZulu for use in instruction will require the development of dictionaries and other teaching and learning materials (UKZN Language Policy 2014). As much as isiZulu dictionaries for general language purposes play a huge role when translating, their limiting nature towards specialised language calls for a great need for field-specific dictionaries. In the absence of automated machine translation and specialized dictionaries, the translators rely more on the available isiZulu dictionaries, bilingual glossaries, the isiZulu Term Bank and the Zulu Lexicon. Where all the mentioned dissemination strategies fail, translators make use of isiZulu-speaking specialists in various fields for more clarity and explanation of scientific terminology and to ensure the quality of the translated abstracts.

Specialised dictionaries would play an important role in solving challenges that are faced by language experts in the DR9 committee when translating and editing the DR9 PhD graduate abstracts. As discussed above, these challenges include accuracy when translating abstracts from disciplines that have very limited terminology in isiZulu. As Lukasik (2016: 219) states, 'specialised learner's dictionaries are primarily carriers of professional knowledge'. This is regardless of whether their secondary function is to facilitate professional communication by expanding users' competence in specialised languages or to help them acquire global or focal knowledge on the subject matter. Therefore, the development of specialised terminology and dictionaries will play a major role in addressing the communication and cognitive problems that are faced by UKZN students and the African society at large, thus positively contributing to the intellectualisation of isiZulu at UKZN.

Investing in field-specific dictionaries requires of the university firstly to invest in the terminology development project to ensure that there is isiZulu terminology in scientific fields, especially for the College of Agriculture, Engineering and Science. All colleges at UKZN need to be involved in the terminology development project to contribute to the intellectualisation of isiZulu at UKZN. This has to be the University's priority.

8. Conclusion

The intellectualisation of isiZulu at UKZN is bigger than the exercise to translate the PhD abstracts. However, the commitment to translate these highly specialized academic texts should be considered as one of the building blocks towards the intellectualisation of isiZulu at UKZN. The main goal at UKZN is to enhance student success and access to knowledge and making isiZulu an academic language, the language of teaching and learning, research and innovation by 2030, as articulated in the UKZN strategic plan. This can only be achieved by continuing to develop the necessary terminology in scientific fields such as engineering, science, geography, anatomy, mathematics and many more. The UKZN has already developed field-specific bilingual glossaries for disciplines such as law, architecture and anatomy, and the next big step should involve developing field-specific dictionaries. The next phase in the intellectualisation of isiZulu at UKZN should include specialised dictionaries that will include in their meta structure definitions, illustrations (where necessary), usage examples and relevant cross- references. The field of specialised lexicography needs to be explored as a possible solution to the limited resources that are needed by language practitioners, lecturers and language experts in order to contribute effectively to the intellectualisation of isiZulu at UKZN.

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Tholakele Glenrose Zungu
University Language Planning and Development Office
University of KwaZulu-Natal
Durban
ZunguT@ukzn.ac.za