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Report from

THE FOURTH ALLEX WORKSHOP UNIVERSITY OF ZIMBABWE 17.-21.6.1996

Contents:

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THE ALLEX WORKSHOP, UNIVERSITY OF ZIMBABWE, 17.-22.6.1996

1 Transport and stay

I arrived in Harare 16.6., as did Dr. Daniel Ridings, Göteborgs Universitet. We left 22.6.96. The journey was unproblematic except for (inevitable) full-day waits at Gatwick in both directions.

   Accomodation was good but expensive (Jameson s Hotel, at 600 Z$ pr night). We were fetched and brought by ALLEX team members every day.

2 Purpose of visit

We were to conduct a five-day workshop in cooperation with the African Languages Department (ALL), UZ, in order to work out plans for the phase 2 and particularly the rest of 1996, including detailed plans for all part projects, with a more detailed budget for the rest of the year. We were also to introduce and explain the NUFU Programme Agreement to all relevant parties and discuss a number of practical matters relating to future working conditions at UZ.

   What follows is organized according to subject, not timing in workshop programme. Decisions are notes while discussions are not reported in detail.

3 Workshop Programme

ALL/UZ had prepared a programme for 17.-22.6. (cf. appendix 1), which was carried out with a few minor alterations, particularly to do with meetings with university officials about the NUFU programme agreement and its implications. There were meetings with

- the chairperson of ALL, Mrs Gambahaya (now a member of the Ndebele team) (17.6.),
- assistant bursar Mr Musowo and UZ/Oslo link coordinator Mr Gumi (18.6.)
- the senior assistant registrar Mr Kalindawalo (18.6.)
- the publishing house College Press. (20.6.)
- acting Vice Chancellor professor Graham Hill (21.6.)
- all ALL staff members in plenum (216.)

Summaries of these meetings will be found in Appendix 2.

The number of participants was between twenty and thirty, as both the Shona team and the new Ndebele team took part throughout. There are now not many non-team members in the department! The workshop was a project planning session, with no general teaching. We expect to be able to spend more time on lexicographical and lingustic problems in October, cf point 00.

4 Evaluation of the last 18 months of the ALLEX project phase 1

This was postponed until October. The emphasis this time was on getting phase 2 started. We agreed that our internal evaluation should focus on where the project could have gone wrong and what kept it going right (as it has). This point in the October workshop will be prepared by the GSD team at UZ.

5 Starting phase 2: The NUFU Programme Agreement

The NUFU Programme Agreement as it applies to the ALLEX project (ALLEX PA) was gone through very carefully at the workshop and in a number of meetings, and constantly referred to as the steering document for phase 2.

We decided to make a start now and go on working on the various documents that are to make up the Programme agreement, so that signing hopefully can take place at the October workshop.

The following points in the ALLEX PA were stressed:
- The project is a cooperative efforts between departments, not individuals (ALL/UZ and INL/UiO-ISS/GU). There has to be departmental recognition behind dispositions and decisions within the project.
- The academic project coordinators on both sides (Chimhundu and Grønvik) must on behalf of their departments take increased responsibility for overall planning, budgeting and accounts.
- The project still depends for its success on practical and administrative support from Mr Gumi at UZ and the international department at UiO, particularly within certain fields.
- The challenge is to develop routines which work smoothly and do not take attention away for leading the academic content of the project.
- Both UZ and UiO must make an own contribution to the project in practical and economic terms.
- For ALLEX at UZ, the vital problems where the UZ centrally must contribute, concern a) institutionalization, b) the same support for the GND team that the GSD team got in phase 1, c) guaranteeing basic skills in all project participants which are presupposed in project plans, i.e. (this time) seeing to it that all project participants learn to type so fast that they can use computers efficiently in their daily work.
- For ALLEX at UiO, the central contribution has to do with a) keeping accounts, and with b) practical support in receiving and taking care of Guest researchers and D.Ph scholars and other visitors from UZ.
- Plans should be worked out primarily at the place where the work in question is to be done.
- Mutual reporting will be carried on as before through exchange of minutes from all meetings and with email (improved facilities required).

By the end of the workshop all department members were fully informed of all discussions and decisions, and had been encouraged to put forward their views on project aspects. All were ensured that the project depends on close and open contacts with all relevant parties inside and outside the departments concerned, and that the door to the project coordinators is open at all times.

6 ALLEX assets

6.1 The ALLEX library

Mr Mangoya presented this point.

The ALLEX project now houses a book collection of ca 40 volumes, covering a selection of dictionaries, books on lexicography, general linguistics and computer sciences and computer handbooks. If we add the paper copies of scanned Shona books, the total is about 70 books.

Book protection is a real problem at ALL and these books are therefore kept in the ALLEX room, away from the department library. Those who need to borrow them should address Mr Mangoya and **not** go and help themselves. (Note: what about shelf markers for borrowed books, saying who has got them?).

The book list should include software found in the ALLEX machines and in which machine. All software should be kept in originals on disks, as part of the library.

It is now possible to get what one needs in Zimbabwe or by order from UZ, so the team needs a permanent librarian and a book committee. In phase two there will be money for book buying through the project, and the department can also start taking professional journals again (UZ has cancelled all standing orders because of lack of funds).

It was noted that the ALLEX library needs general reference works, both for defining purposes and as a source of headwords, especially nouns.

6.2 Computers etc

The project now has 10 personal computers and a good deal of other aquipment, cf attached lists. It was decided that Dr. Chimhundu should now be allowed to bring his private computer home again, after a four-year loan to the department! New equipment will in the future be bought locally if quality and prices are competitive. Dr. Ridings, Ms Chitauro and Mr Hadebe visited several dealers to see what is on offer in Harare (21.6.), and brought back prices and details.

The project should as soon as possible buy and have installed

- 2 (or 3) new 15" screen (to replace broken screens for ALLEX 6, 7 and 10)
- 1 new keyboard (for ALLEX 10)
- 1 ?? screen for ALLEX 1
- 1 extra disk for ALLEX 2 (technical specification?)
- 1 printer to replace (ALLEX 13)
- 2 new big pc-s (cf technical specifications)
- 1 scanner
- 1 new copying machine (try trading in ALLEX 16)

The problems with screens and the Back-UPS (ALLEX 14) may be caused by breaks in the electric current, caused by people stumbling in the cables. We advised rearranging furniture so that cables lie up against walls, and see UZ services and electrician about lack of of electrical outlets in ALLEX rooms. The current set-up invites accidents.

The ALLEX Project at ALL/UZ will need to appoint 1-2 persons as responsible for hardware, i e getting offers, shopping, organizing maintenance etc.

If there are funds left at the end of the year, the sensible thing would be to invest further in big computers, so that as many team members as possible have them as their main working instrument. This fits in with the programme that all team members should have aquired adequate typing skills (30 words pr minute) by October 1996.

6.3 Recording equipment

Most of the equipment is working and in the care of Dr Maraire, cf appendix 3. Some is broken and some (of the broken gear) is vanished since 1993. All equipment needs servicing before re-use.

Dr. Maraire is asked to organize the servicing. The GND team should make a list of what they need for their collection of oral material in September, check it against what is available and discuss what needs to be bought with Dr. Maraire. The cost needs to be worked into the 1996 budget as soon as possible.

6.4 Storage and security

The team needs **fireproof** storage cupboards for recording equipment, books, tapes and paper transcripts. As this is furniture, the UZ should provide it. Could the librarian be authorized to approach the relevant UZ authority for this?

7 The General Ndebele Dictionary (GND)

7.1 What kind of dictionary

S. Hadebe from the Ndebele team presented plans for GND concerning type of dictionary, number of entries, number of pages and target users.

The GND is to parallell the GSD in
- being a monolingual, general, all-purpose dictionary, with a normative (prescriptive) approach to spelling and grammar and a descriptive approach to descriptions of meaning (definitions) and usage examples.
- having ca 20 000 entries (aim to collect 25 000, then trim it down)
- having ca 500 pages of dictionary matter + front matter
- aiming at the Ndebele-speaking young and adult user without linguistic training, particularly secondary school pupils (age group 18-20 onwards), junior certificate (?), A-level, teacher training students, BA students, and also court room interpretors, media etc.

The GND team relies on receiving practical advice and assistance from the GSD team and a GSD team member is present at their editorial meetings.

The following points were decided on:
- The GND aims at Ndebele speakers within Zimbabwe, both for dialect reasons and because this is where the (oral and written) materials for the dictionary will be collected. The orthography, although close to Zulu, is to be representative for Zimbabwean Ndebele as a separate language.
- The GND lacks an equivalent to Hannan to cull headwords from, but can lean on Spelling s Ndebele-English dictionary (1971, still on sale at the Literature Bureau) and also Zulu dictionaries. About 90 % of the vocabulary will be similar.
- A manuscript of a Ndebele dictionary (by Galen Sibanda) is at present with Longmans publishing house/ Mambo Press. It is in typescript and set in lead, and proofs exist. In a meeting with Longman s (19.6. cf app. 1) the proofs were placed at the disposal of the GND team and full cooperation promised by Longman s MD and their editoral controller Ndaizienyi Nyamakura.
- Although GND is to be fully based on Zimbabwean Ndebele, the GND team will monitor lexicographical developments i South Africa and keep in touch with projects that might crop up there. There is to be a conference at Cape Town University in november 96 on language harmonization i South Africa, it would be wise to attend it.

7.2 The GND Metalanguage List and Style Manual

The proposed metalanguage list encompasses 160 terms and is mopdelled on the GSD list. It is so far based on the terminology of Zulu dictionaries and grammars, ensuring harmony of terminology in this field. The list should be checked against usage amongst school examiners,teachers colleges etc. The GSD team found that terminology differed a great deal, so establishing the metalanguage list is also an important work of technical standardization, which will include coinages for hitherto unused terms. Dictionary terminology should as far as possible stick to what is established and well known.

The GND team must make sure that each metalanguage term is a headword and gets defined in the dictionary.

The GND metalanguage list has some phonetic terms. These were not needed at the GSD level. Abbreviations should be created so that the frequent ones (word class etc) are the shortest, that way one saves the most space. Full stop is used only to mark abbreviation out from real word.

The style manual draft was prepared on the model of the GSD and to some extent the Setswana style manual, and it is not ready.

The big issue here was the ordering principles of the GND dictionary. There were two issues: the alphabetical system (two possibilities) and the word analysis scheme (three possibilities):

a) Phonemic or graphemic alphabet:
1 digraphs and trigraphs that represent phonemes to be treated as separate letters, listed apart. (i e *ch* after *c*), or
2 strict alphabetical ordering by letter?

Phonemic ordering makes for complications either in software modelling or for manual editing or both. Software is preset for strict alphabetical ordering, and this was advised for GND.

b) Word analysis as a basis for headword ordering
The alternatives where
1) stem ordering (initial vowel + prefix + stem ++). Words ordered by stem.
2) prefix ordering (initial vowel + prefix ++) Words ordered by prefix.
3) strict alphabetical ordering. (words ordered by first letter/phoneme)

The traditional system for Zulu dictionaries is phonemic alphabet and stem ordering. For Germanic languages this is used only in etymological dictionaries for linguists, as it requires considerable linguistic training (you have to know the phoneme system and be able to break up the word unit).

With strict alphabetical ordering you only have to know the alphabet. This is what Ndebele school children already know (from English dictionaries). But applied on Ndebele this would mean that all the vowels would have an enormous number of headwords and the consonants would have very few.

The GND team must discuss this matter and decide before the October workshop, as it is crucial to the database and dictionary format.

By October the GND team also needs to work out trial entry formats for all word classes, cf GSD style manual and dictionary.

Other advice from the GSD team:
- establish criteria for deciding on word class for hitherto unrecorded words!

7.3 Collecting material for the Ndebele corpus
This topic was presented by D. Sibanda.
The Shona corpus aimed at 2 000 000 running words, half oral half printed materials. This is also a suitable starting size for Ndebele.
The team had prepared collecting secondary sources by
a) setting up good list of published works - all kinds of fiction + school texts and newspapers (now out of print).
b) establishing contacts (an address list) for written and recorded material at ZBC, prliament, the courts, publishers
c) external sources are materials in Zulu, Xhosa and Swati.

Chose texts according to
- quality of language
- scanability of text (paper quality paramount!)

Start with twenty books and try to get them from the publishers as electronic text (on disk). If they only exist on paper, scan and tag them. Try to get paper copies along with electronic texts free from publishers, who all seem very cooperative, in regarding the ALLEX project as a national effort. All books should go into ALLEX book collection. (try to get an extra copy for ALLEX even if you have them in the ALL). Collect selected texts (on disk and paper) before October workshop. Make sure to get the Bible!.

The oral material to be collected falls in two groups:
a) material from Ndebele speakers with Ndebele as their mother tongue and
b) material from outlying regions where Ndebele functions as a lingua franca for other minorities.
Of these two, a) is by far the more important.
The GND team needs to work out a detailed plan for collecting oral material, down to
- number of sub-regions,
- distribution of informants and interviewers (gender, age, competence),
- topics (of conversation),
- situations (wedding, parties, other social situations).

They should get help from GSD team who did this very successfully in 1993. They should make sure to set up practical routines in detail (immediate transcription, transcript conventions, storage of tapes and transcripts, tagging of transcripts), and decide on a person to be responsible for keeping order in their archives.

Ndebele SRAs should be encouraged to encode their own transcripts, or even encode straight from their own tapes.

The Ndebele of the mother tongue users is still fairly homogenous, without the regional dialect variations of Shona. This simplifies standardization and deciding on correct spelling for hitherto unrecorded words.

8 The Shona corpus and the ASD
8.1 Shona corpus and language collections
Dr. Jefferies reported on the oral collections, Ms Chitauro on those based on print or manuscript.

A very great deal of oral materila was collected in 1993, and a good deal of it encoded the same year. In 1994 and 1995 the GSD took all time, but now, in 1996, encoding is going forward again.

So far, 57 transcript books are encoded, while 163 remain to be done. This means that 3/4 of the oral material is still to be encoded. I all, the electronic corpus now runs to something over 700 000 words.

A very valuable database has been created which stores all information in the head of each transcript file (place, time, interviewer and -ee, topic etc).

The original list of printed materials selected for scanning covers a wide field of genres. Much of the printed matter seems unsuitable for scanning owing to poor quality paper and print, and the proofreading is slow and tedious. The printed matter which has been scanned, covers 31 titles. Of these, 9 have been properly scanned and proofread.

The Shona corpus is far and away the most valuable asset both for future lexicography and other linguistic and literary research that has come out of phase 1. It is unique and irreplaceable. It is also affected by a number of practical hindrances to full exploitation, i. e.

- poor results from scanning so far, owing to poor quality paper and print
- dialect variation in printed and oral materials, with up to 6 different variants of one word
- many spelling mistakes in word division (samples checked during workshop)
- sounds noted in oral transcripts which are not words (hemming and hawing) unfortunately written sequentially with words, and thus creating sorting problems and requiring extra proofreading

The corpus should ideally
- receive all printed text in electronic form (speak to publishers and Literature Bureau about this!)
- have a Shona (and soon an Ndebele) parser
- have a Shona (and soon an Ndebele) spell checker so constructed as to catch (and normalize?) variants, for search and concordance purposes

From now on, introductory sounds should be separated by a space from words when encoding. The parser and the spell checker have yet to be developed, though the dictionary set up with headword + variants should make the spell checker a much more realistic possibility. To be kept in mind!

The corpus needs more materials from newspaperas, journals, broadcasts brochures etc. The easiest way to store such materials for future use is that each editor collects and encodes what strikes her or him as interesting and relevant. Always keep the paper copy if there is one, if not note down source data (time, medium, writer/speaker, topic).

The teams need to set up a routine for expanding the corpuses the easiest way, i.e. through collecting electronic text. The teams must appoint someone who has this a a regular task and works from a contact list.

Lists of printed matter for the corpus should also inform us whether the relevant text can be or has been got from the publisher as electronic text, if so in what format (Word, wp etc).

All Zimbabwe publishers that the project has been in touch with so far, seem eager to contribute electronic and paper text for the corpus. Make use of this goodwill!

8.2 The ASD - what kind of dictionary?
Mr Mangoya and Matambirofa presented this point.
The ASD should remain a general, all-pupose dictionary (as the GSD). It should be monolingual and descriptive in its approach. It should have 40-50 000 headwords/entries arranged strictly alphabetically. Target users will be A-level and tertiary students (O-level well covered by GSD). Size 800-1000 pages. Larger page and perhaps smaller print than GSD, cf *Nynorskordboka*, but this depends on paper quality.

The ASD should continue not to mark dialect origin, as the materials are to limited to be reliable yet. This should be left for a future diale ct dictionary.

The corpus still has a lot to offer, many frequent words were omitted as headwords from the GSD for various reasons.

Points that require discussion are
- additional headword categories, i.e. taboo words, adoptives (loan words), phraze words, concretes
- additional meanings - only general or also (verging on) technical/professional
- additional information categories, i. e. idioms, collocations, etymology (how much and how)
- style markers (for types of language)
- illustrations (for words which are hard to define, i e *howa* = mushroom , plants, domestic gadgets, colours, compass directions ..)
- compounds - criteria for inclusion/exclusion (exclude the general and self-explanatory, f.i. *milk jug*-type)

Prescriptive vs descriptive: many fair-sized dictionaries remain prescriptive on orthography, word class and basic syntax even if they are faithfully descriptive in definitions and usage examples. People expect this.

> **Corpus exercise for the ASD team:**
> pick out 5 different words for each with 20-30 usage examples in the Shona corpus concordance and define those words only from what you can deduce from the corpus. Report on this exercise in October.

8.3 ASD Style manual and metalanguage list
Dr.Chimhundu presented this point.
The metalanguage list should build on what is done and add to, not deviate from the GSD list. Style markers will be required, also possible phonetic terms and certainly terms for the new information categories that are included in the entry.

Abbreviations should be kept transparent and againt not deviate from what is done if it can be avoided. In GSD both terms and abbreviations were coinages at times, and all solutions are not equally happy. Some may have to be reconsidered.

The style manual will need to contain more model entries, as the entries will themselves be getting more complex. The point is always to be clear while using a minimum of space. The Style manual should be in every computer and editors should search it when in doubt so as to find every point which deals with a given phenomenon, not only the main one.

Some found the GSD style manual hard to internalise. It could be because editing was interrupted by other tasks - team members simply did not have long enough stretches at the computer/manuscript.

8.4 The Musical terms dictionary and the Glossary of literary and linguistic terms
These minor phase 2 part projects will be discussed at the October workshop. Dr. Maraire informed us that he now has a candidate for a M.A. scholarship in 1997, who could be interested in helping with the musical terms dictionary.

9 Changes in software and computer routines
Dr Ridings presented this point.

9.1 The Corpus
It was agreed to change the current corpus tags to tags consistent with TEI (Text Encoding Initiative). This can be done fairly easily and Ridings undertook to do it by October. The current tags were invented for this corpus in 1992 and no general commercial software for corpora will work with it. With TEI tags, the Shona Corpus will be tagged accordinbg to a generally accepted international standard.

This standard did not exist in 1992, and was therefore no option at the time.

The corpus is well tagged and changing to TEI tags is not a major effort. One tag needs to be adden, i.e. the one for beginning and ending paragraphs. There is a parser which works for the TEI tags, and so proof reading tags is simplified - the parser picks out the mistakes for you.

With new tags, the Shona corpus will be tagged in the same way as Parole, the big corpus project of the EC countries.

The conversion will happen in the autumn. Until then, go on tagging as now.
All team members should study and learn the TEI documentation up to   foreign words and expressions   - about ten pages.

9.2 The database programme
File Express will be superceded by a new database program, Filemaker.PRO, to be used both for GND and ASD. FE can easily be converted to Filemaker. Therefore, all corrections made in Word files to GSD **must** be re-entered into File Express. Without that, you will not have a correct database to start the ASD from. The GSD database must be corrected throughout in FE by the October workshop. Start with the first master copy in Word and enter corrections from that.

9.3 Typemate and UZ classes for practicing touch typing
By October all team members must have a typing speed of around 30 words pr minute. It is a matter for ALL/UZ to see to it that this skill is aquired, as without it, the ALLEX project will fail.

It is also a waste of time for Ore and Ridings to teach elementary key board use. They should show how computers can manage corpora and help edit dictionaries into multipupose databases. The team members must themselves aquire basic skills in typing and in using programmes like Word, and MS-Windows. This goes for all team members down to MA scholars, who will be expected to give in all work from computer files.

The ASD and GND will be edited interactively, on the screen. The three project secretaries who so far have typed for the editors should no longer do so, and to mark this, their title will from now on be **project assistant**. Corpus management and administration will take up their time. It makes sense to

invest in machines for everybody, rather than employing more secretaries.

ALLEX has a self-help programme called Typemate for practicing touch typing. Mr Masasire used it and became much better in a few weeks. Dr. Ridings will write to Sihle Moyo and give instructions for installing this programme on all ALLEX machines used for practice.

10 Work plans for phase 2 of the ALLEX project
What needs to be done in 1996, is to publish and market the GSD and get work off to a good start on the GND and the ASD.

During the workshop the framework for a detailed work sheet was set up for 1996, and a rough time schedule for 1997-99. The working out in detail and organizing on paper will be the task of the teams at UZ. The work plans should go back and forth between Scandinavia and UZ for comment (first draft around September the 1st at the latest) and they should be presented at the October workshop.

It was emphasized that not only dictionary making but also project administration is a skill which needs to mastered at ALL/UZ before they can work independently as a fully fledged lexicography unit within the UZ.

The workplan framework includes
a)   time span (full period, year, 6 months)
b)   task list
c)   task distribution - who does what?
d)   task sequence and deadlines - what gets done when?
e)   cost (budget planning and accounting)

Job stages must run parallell to ensure that all who can contribute to bringing the project forward, are kept busy.
   For phase 1 the GSD team used flow charts by alphabet chunk designated to individual editor. The GSD team and the project assistants must show the GND team how this is done and how to keep a check on progress through a chart like that. The GSD will be able to contribute valuable advise on the amount of follow up that must be done to stay abreast.

Each part project should have a time sheet running up to 1999 (with year 2000 kept empty as an overflow year). By December both dictionaries should be ready to go to the printers . Proofreading must start not later that 1.7.1999.

A rough plan for the ASD:
1996: (last 6 months) Preparatory tasks, i.e.:
- learning to type fast!!!
- updating GSD database in File Express
- perfecting and expanding Shona corpus
- learning corpus-based editorial techniques for on-line work
- revising GSD style manual to fit ASD

1997 - 98:
- serious editing from corpus throughout database,
- adding and editing another 25-30 000 headwords
- swapping manuscript sections and revising for consistency etc
- maintaining and developing Shona corpus

1999
first six months:
- revision by chief editor
- working out front and back matter
last six months:

- proofreading and polishing, and putting all revision changes into ASD database
throughout 1999:
- maintaining and developing Shona corpus

A rough plan for the GND:
1996 (last six months)
- learning to type fast!!!
- start building Ndebele corpus (oral and written)
- complete style manual up to start of editing
- settle on basic metalanguage list

1997 - 1998
- expand Ndebele corpus, continued oral collection in January-March 97?
- editorial plan as for GSD, cf reports 1992-94. NB! Start swapping manuscript chunks at first
definition stage, do not wait until last six months! Cf GSD experience.
- 1999 Revision and proofreading, cf GSD reports and ASD plans.
General:

List task that need one or more permanent responsible persons like

- library and book buying
- administrative routine (keeping tabs on all and everything)
- hardware and software, other project machinery
- budgeting and accounting

Check immediately on how project plans fit in with team member sabbaticals and other absences and
make sure that **nothing** depends on the presence of only one person.

Dr Chimhundu is coordinator at UZ for the whole project, and he has the ultimate responsibility for
running things at UZ and cooperating with and reporting to UiO/GU and upwards at UZ. All team
members should feel free to consult UiO/GU directly on matters of lexicography, corpus work etc, i.e.
all that has to do with the professional project content.

The chief reporting routine between UZ and UiO/GU will be exchange of minutes from meetings and
comments on those, plus of course all sorts of queries. By October the project should have its own
email access at ALL/UZ, via telephone extension and modem. Fax comes expensive and should be
used as little as possible, and UZ will not place fax machines in individual departments, cf appendix 0
p 00.

11 Staff development through scholarships
11.1 D.Ph Scholarships
ALLEX has two D. Ph scholarships of the sandwich model to offer in phase 2. Their purpose is to
build up professional expertise within the department which will make it possible to staff an
institutionalized lexicography unit. The theses should have a lexicographic topic and preferably tie up
with the proeject in some way, for instance in making use of the corpus.

The sandwich model means that the scholar will spend some time ion Norway at the beginning and
the end of the programme, how much is according to need. Field work and data gathering should be
done in Zimbabwe.

These scholarships will be announced and are open to applicants with an attachment to the project
and/or the department. They will be awarded on merit, according to the usual practice of UZ. They
will be announced internally as soon as the paperwork is done. Hopefulle the scholarships will be
awarded by the end of this year.The disputation will be at UZ.

11.2 MA scholarships

The ALLEX project offers 3 in 1997 and 3 in 1998. They should have thesis topics that tie in with the ALLEX project, for instance in making use of the corpora. The scholars have 8 hours of work pr week for the project, for which they get paid as MA SRAs. Rates and condition will be fixed according to UZ rules. Their tasks should be relevant to their professional development, and could for instance involve proofreading, scanning, tagging etc.

It is a matter for the ALL/UZ to find suitable candidates. Student participation in collecting oral material is one way of finding those who have a flair for this work.

11.3 Guest researchers for UiO/GU 1996-97
These will be selected in connection with the October workshop. Ideally we should from now on have GDN and ASD team members at the same time.

The candidate for a technical training visit til UiO/GU is Sihle Moyo, and if possible she should come at the same time as the guest researchers. Ridings and Ore will be responsible for setting up a training programme for her.

A good time to come for all three would probably be the first three months of 1997.

12 Institutionalizing lexicography at ALL/UZ
The NUFU allocation letter states expllicitly that it is noted that one expects lexicography to have become a regular and institutionalized part of the work at ALL/UZ by the end of ALLEX phase 2.

In practical terms, this is a matter of office space, basic office equipment, work time and training. All of these aspects were discussed in the mettings that ran parallell with the workshop, cf appendices 00 p 00.

Important steps towards institutionaliztion are
- the budget allocation for work compensation at ALL/UZ, which makes it possible to bring in outside help and in reality means added department staffing
- the M.A. and D.Phs scholarships which will provide candidates for lexicographical positions for future permanent staff
- the fact that ALL/UZ has already been allocated some more space at UZ for the use of the ALLEX project, although not placed near enough the department for a practical working arrangement
- the fact that the ALLEX project shortly will get its own email address
- the fact that ALLEX has its own budget and accounts, pluss the use of a considerable amount of property within ALL/UZ.

13 Summing up
The ALLEX project still has a great deal of good will and attention at all levels at UZ. The very difficult time that UZ is at present going through, has caused some difficulties re the amount of direct support that UZ can give the ALLEX project. It is hoped that these difficulties will be temporary only. The UZ is comitted to continuing its practical support of the ALLEX programme as far as is currently possible.
   As mentioned in Appendix 00, the ALLEX project has been referred to by outside examiners as the most likely cause of improved standards at B.A. exams.
   The workshop showed that ALLEX staff members have gained confidence as well as competence. Presentations were efficient and professional and supported by good handouts on detail. Discussions were open and to the point, and we got through a great deal of work in a short time. It is obvious to the external ALLEX partners that the GSD team, and the department as a whole, has gained assurance and presents itself as more professional and competent than was the case in 1992.
   With the *Duramazvi rechiShona* almost out, the project is beginning to attract a good deal of outside attention, cf Appendix 4. The ALLEX project was especially mentioned by the acting Vice Chancellor at the graduation ceremony at the UZ this year, and this was reported on in the Herald and through ZBC. The recent revival of the Zimbabwe language committee, together with the continued lexicographical effort at ALL/UZ, make prospects promising for both the project and its secondary

aims:
- improving the professional competence and standing of ALL/UZ within lexicography and corpus-based linguistics
- establishing the UZ as a regional centre of Bantu lexicography, and
- promoting the indigenous languages in Zimbabwe in education, and as general media of communication.

AL/INL, UiO
27 juni 1996

Appendices:
1 Workshop Programme
2 Summaries of meetings in connection with starting phase 2 of the ALLEX project:

Meeting with the chairperson of ALL, Mrs Gambahaya
The meeting took place in Mrs Gambahaya s office on Monday 17.6.96 15.30-17.00.
Those present were Dr. H. Chimhundu, Oddrun Gronvik Dr. D. Ridings.

The purpose of this meeting was to go through the Programme Agreement in some detail and discuss the position of ALLEX in relation to the Department of African Languages. We especially discussed the the planned changes in project administration for phase 2.
The following points were made and agreed on:
- ALLEX is a department responsibility both for ALL/UZ and INL/UiO, and the project should be run in accordance with department routine. Phase 2 entails increased responsibility for the departments involved at UZ and UiO because the NUFU programme in general has expanded considerably.
- ALLEX was run efficiently in phase 1 and on the whole already fulfils NUFU s requirements of tighter programme management. The main changes concern money administration.
- ALLEX funds will in the future be transferred in greater lumps and must be managed by the departments, in accordance with project plans and budgets
- ALLEX has one academic project coordinator at UZ, Dr. H. Chimhundu. The ultimate responsibility for running the project at UZ rests on him.
- NUFU will not pay for everything to do with ALLEX and the departments must themselves see to it that their repective institutions contribute as planned.

Concerneing budget management: Mrs Gambahaya pointed out that the UZ does not give its departments budget funds which the departments manage themselves, only allocations for specific budget posts. It is therefore highly important that ALLEX funds are kept separate from general UZ finances, and that ALLEX keeps its own account under Mr. Gumi.
   Budget management will be something new to ALL and it will take a bit of time to get accustomed and learn the ropes. It is desirable that all detailed budgetting is prepared and proposed by the academic coordinators, and also that pay-outs require their joint signature (if necessary, by email).
   We discussed arrangements for keeping ALLEX budget management as labour saving as possible. It was felt that current routines take up too much time and energy (team members walking from office to office in order to collect the proper papers and signatures for fairly trivial pay-outs). One improvement might be that once the (quaterly or six-monthly) budget has been agreed on by the departments and project coordinators, the power to authorize pay-outs could be delegated to the project coordinators. That would save the head of department level signature. We also agreed to discuss improved routines with Mr Gumi and the bursary.
   The office space problem is acute, as the department is bursting at the seams. ALLEX has been promised rooms in another building, but this is very unpractical and also not in accordance with the desire to integrate the project into the running of the department (student involvement etc). This issue must be raised with the Vice Chancellor and other UZ officials.
   Another important issue to be discussed with the Vice-Chancellor is Research Council support for the GND at the same level as that received by the GSD.
   ALL has never before had Student Research Assistants at the MA level, and theUZ representatives were uncertain about whether there exists routies for MA-SRAs. It was stressed that they must have meaningful and study relevant tasks within the project and that their working agreements should be in writing and clear on hours, times, pay and the right to instruct. Rates etc should fit into the UZ system.
   As to the D.Ph scholarships, it takes time to get announcements, applications and evaluation done, and we all agreed that there was no chance of getting D.Ph scholars before 1997. ALL would go ahead and announce the scholarships as soon as possible.
   Mrs Gambahaya stressed the level of support within ALL for the ALLEX project, which is now seen as a source of inspiration and strength for the department in general. She also emphasized the importance of good information, and it was agreed that we would adress a department plenary meeting at the end of the week and give as full information about ALLEX phase 2 then.

Meeting with assistant bursar Mr Musowo and UZ/Oslo link coordinator Mr Gumi (18.6.96 0900-10.00)

Place: The Dean of Arts Office (Dr. Chimhundu s).
Those present: From the UZ central administation: Assistant bursar Mr Musowo and UZ/Oslo link coordinator Mr Gumi. From ALL / ALLEX: Dr. H. Chimhundu, Mrs. Gambahaya, Oddrun Grønvik, Dr. D. Ridings.

The purpose of this meeting was to inform about the proposed Programme Agreement and discuss its implications for budget and money management and routines. We also wished to seek information about how UZ would handle particular itens in NUFU funds.
   Mr Musowo and Mr Gumi had had no previous run through of the proposed Programme Agreement and were pleased to get a rough introduction to it, while they wait for a more detailed and concrete run through together with representatives from the UiO International Department.

The following points were raised:
Separate ALLEX account
We were assured that the only system for keeping control over ALLEX funding, is to maintain the separate ALLEX account.

Overheads
We were told that the money designated overhead would go to ALL/UZ (or be shared between ALL and UZ centrally? My notes are not quite clear on this).

Interest on account
ALLEX representatives wanted to know if there is any possibility of keeping the interest on the ALLEX account within the project. At present the interest goes straight to the UZ (as the interest on external accounts does at UiO). We were not given any indication that the present system will change.

Administrative budget routine
We discussed the problem of time-consuming administrative detail in connection with pay-outs with Mr. Gumi and Mr. Musowo, and came up with two suggestions for improved efficiency
- The bursary has no objection to letting Dr. Chimhundu and Oddrun Grønvik authorize pay-outs, provided that their institutions allow them to (a mandate in writing to be kept at the bursary). At UZ, the Head of department can transfer this authority to the academic coordinator of a project.
- A problem in phase 1 has been that pay-outs have been time-consuming because the ALLEX team member dealing with each item is unfamiliar with the routine of the Bursary, i.e. what papers must follow each request, what route a request noramlly follows within the system before it is cleared etc. All divergencies from routine cause a great deal of extra work for all involved. The Bursary and Mr. Gumi therefore offered to make som written guidelines for normal procedure, as information to project participants.
   Both Mr Gumi and Mr Musowo stressed the importance of checking in connection with pay-outs, partivularly international ones, to make sure that money really goes where it should and that the goods in question gets delivered.

Purchase orders
A number of firms now refuse to deliver to the UZ on puchase orders as some have to wait for 3 months or more before bills are honoured. Many will also be suspicious of purchase orders to be paid from the ALLEX account, even if team members document that the account contains money. Mr. Gumi and Mr. Musowo said that in suck cases, the team can ask for a (crossed) cheque for the sum in question. (what was the term here? Inadequate notes again. OG).

ALLEX accounts within the project and ALL
Mr Musowo informed us that Bursary print-outs from accounts always will be several weeks behind. It is therefore essential that each project keeps track of its spending and relies on its own notes in

order to stay within its budget.

Meeting with the senior assistant registrar Mr Kalindawalo (18.6.)

Place: The office of the senior assistant registrar Mr Kalindawalo (18.6.)
Those present: From the UZ central administation:the senior assistant registrar Mr Kalindawalo. From ALL / ALLEX: Dr. H. Chimhundu, Mrs. Gambahaya, Oddrun Grønvik, Dr. D. Ridings.

The purpose of this meeting was to inform about the proposed Programme Agreement and discuss its implications for the Allex Project under Phase 2. We were particularly concerned to find out what plans the UZ has for accomodating this rapidly growing programme in terms of office space and equipment and telecommunications. It was pointed out that in the phase 2 application to NUFU for the ALLEX programme, it was set as an aim that lexicography should be institutionalized at the UZ before the year 2000. This aim is a premise for the NUFU funding in phase 2.

Office space for ALLEX/ALL at UZ
The need for more office space has been extreme for a long time. The ALLEX Project has been allocated some rooms in the Centre for Distant Education. (we did not go to see them during the workshop, which I now feel to have been a mistake. OG). These rooms are some distance from the ALL Department and therefore not convenient, as the team members also have teaching, tutorials, administration etc to attend to at ALL. Putting the ALLEX project in a different place takes time and hinders communication, and it also counteracts the aim that the project should be integrated in department work.

Mr. Kalindawalo agreed that the office space situation is unfortunate and difficult for the department and for ALLEX. He pointed out the extreme shortage of space for the whole of the Arts Faculty, and regretted that UZ lacks funds for a new Arts Faculty building, which has very high priority in the University building programme.

It was pointed out that the space situation is easier in the Science Faculty, and it might perhaps be possible to find some space for ALL/ALLEX there. Mr Kalindawalo replied that the Science Faculty reports that there is no free space in their building(s). And there the matter rests for the time being. Mr Kalindawalo assured us that more space for the ALLEX project would have high priority, but he had no other immediate solutions to offer.

Telecommunications
The ALLEX project at UZ got the opportunity to send email messages in 1994 and at present communicates from the email connection in the Department of Linguistics at a set time each day. For faxing they have to fetch messages and deliver originals centrally. This is cumbersome and timeconsuming. The ALLEX team hopes for possibilities to use email and fax directly from ALLEX/ALL and preferably with an email adress to each team member, as at the cooperating institutions UiO and UG.

Mr Kalindawalo explained the very difficult situation for UZ concerning telephone lines. There are far too few and this affects the use of fax, as a fax machine requires a direct line. He also pointed out that faxing is expensive and therefore not to be encouraged. He did not believe that there was any possibility of placing faxes at department level at the UZ in the near future.

Email requires an extension only and there is no reason why ALLEX cannot have an email connection by modem into the department. It would be a matter for the team to find out which of the two systems currently in use at UZ is the more convenient. It still sounded as if receiving and sending email would be a function at one or two pc-s as there is no (project or department) pc network. Email is cheap and fast and to be encouraged.

Meeting with College Press. (20.6.)

Members of the ALLEX team and the foreign participants (UiO/GU) met with representatives of College Press at the publishing house on Thursday 20.6. to discuss publication and marketing of the *Duramazvi RechiShona*.

The contract was not yet signed and therfore the production has not started. College Press still hoped to have advance copies and to be able to launch it in connection with the book fair in Harare in July/August.

The cover design was seen and much approved of by all parties. The *Duramazvi rechiShona* is to be printed in 2500 copies, at a sales price Z$ 99,95. It will be printed on bond paper and sown in the back, with a stiff cardboard cover (not hardback). The GSD team and College Press will start planning the launch as soon as the contract is signed.

Meeting with acting Vice Chancellor professor Graham Hill (21.6.96 0800-0830)
The meeting took place in the Vice Chancellor s office. Those present were the Vice Chancellor professor Graham Hill, and from the ALLEX team Dr. Herbert Chimhundu (ALL), Mrs Gambahaya (ALL), Mrs Oddrun Grønvik (UiO) and Dr. Daniel Ridings (GU).

We explained that we had sought a meeting with the Vice Chancellor because the NUFU terms for phase 2 give the cooperating departments more responsibility for running their own projects, also in regard to budgets, administration and outside contacts. We therefore wished to pay our respects to the Vice Chancellor to thank him for the interest he has shown the project so far, and to inform him personally of the status of the ALLEX project at the start of phase 2. We also gave a brief run through of the most important points in the proposed NUFU Programme Agreement, which in effect formalizes what we already had practiced in Phase 1 - the chief difference being that we now must do our own budgetting and keep preliminary accounts.

The Vice Chancellor gave us a general survey of the situation at UZ, the tasks placed on the University (especially in catering for a huge number of students), and the various practical and financial dificulties that the UZ has had thrust upon it and which have to be handled. He expressed his good will towards the ALLEX Project, while reminding us of the limitations under which the UZ operates.

We told him that the aims of phase 1 in the ALLEX project were reached and the dictionary at the printers . The UiO and GU representatives stressed the intensity of the effort made at ALL, and the amount of hard work that had gone into the dictionary, also at UiO and GU. We also pointed out that the ALLEX team cannot go on working so hard on top of ordinary duties for another five years. This was a pioneer effort. For phase 2 the project needs more settled conditions. This is recognized by NUFU in that the allocation for work compensation is considerable throughout phase 2.

In our application for Phase 2 of the ALLEX project, we said that by the end of phase 2 (2000 A D) we hope that lexicography will be a regular og institutionalized part of the activities at ALL/UZ, and that ALL will be a growth centre for African lexicography . We also applied for 2 Ph D scholarships with a view to having qualified staff for such a unit by the end of phase 2. This was noted by NUFU in their response to our application. We pointed out that if this aim is to be reached, the UZ will have to consider how ALL can be expanded with a lexicography unit - both in terms of office space and facilities, and regular posts for full time lexicographers at ALL.

The Vice Chancellor mentioned the offices at the Centre for Distant Education and asked whether ALLEX had moved in there yet. He too touched on the need for a new Faculty of Arts building. We explained the difficulties attached to using the CDE offices, and that we feared moving there would be detrimental to project integration in department work. He could promise nothing better at the moment, but said he would keep the matter in mind. As to positions, the same applied. He asked for a letter stating these needs from the cooperating partners.

We mentioned that NUFU has all along stated explicitly that it provides only partial provision to programmes, and that an independent contribution is expected from all cooperating partners. Some of this is obviopusly ordinary department resources on all sides. But in addition, the UZ research council from 1992 to 1994 granted ALLEX almost Z$ 250 000. This paid for field work by SRAs (collecting oral material for the GSD), field trips (to visit schools and colleges in order to test out the GSD) and for three secretaries working full time (starting as copy typists but now promoted to project assistants). We felt it to be extremely important that the Ndebele project should receive the same level of support, as these expences were not included in our application budget to NUFU, and they were essential to the success of the GND.

The Vice Chancellor told us that at the moment the UZ Research Coucil had no money to grant, but he expected new funding shortly (from NORAD). He saw the importance of giving the same level of support to the GND as to the GSD. He asked that the project should submit an application for funding to the UZ Research Coucil and he felt sure it would be received favourably.

He said that the ALLEX project has a great deal of good will and attention at all levels at UZ. The very difficult time that UZ is at present going through, has caused some difficulties re the amount of direct support that UZ can give the ALLEX project. It is hoped that these difficulties will be temporary only. The UZ is comitted to continuing its practical support of the ALLEX programme as far as is currently possible.

....
Meeting with all ALL staff members in plenum (216.)
Happy/not happy with ALLEX project
PA
scholarships
general teaching and research standard

3 Survey of ALLEX assets

 ALLEX Research Equipment (for recording, OG)

 ALLEX Project computers
 ALLEX Library

4 Press coverage in *The Herald* (2 items)