

4.7 Morfologie

Tswana het net soos alle ander Afrikatale 'n groot aantal affigale morfeme by werkwoorde en naamwoorde. Dit kan op twee wyses hanteer word:

- by die lemma self
- alfabeties as aparte lemmas.

In hierdie woordeboek is dit alfabeties as aparte lemmas hanteer. Dit is konsekwent gedoen en doen nie afbreek aan die woordeboek nie. Die werkwoord *rêka* (koop) waaraan verskillende affikse geaffigeer is, is opgeneem as: *rêka*, *rêkêgêla*, *rekisa*, *rekolola*.

5. Slot

Hierdie verklarende woordeboek het ten spyte van sy tekortkominge tog talle pluspunte. Dit is tans die enigste verklarende woordeboek van Setswana en fokus op die gebruik in skole. Met die nodige leiding kan dit met vrug gebruik word. Dit is jammer dat uitgangspunte deur taalrade uit twee lande nl. Botswana en die RSA hierdie werk nie tot sy volle reg laat kom nie.

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Ernst Kotzé en Patrick Wela (Opstellers). *Afrikaans/Zoeloe-Woordeboek met Engelse vertalings*, 1ste uitgawe 1991, 305 pp. ISBN 0 624 03093 8 hardeband; ISBN 0 624 02923 9 sagteband. Kaapstad: Tafelberg. Prices: R34,95 hard-cover; R19,95 soft-cover.

1. Introduction

The Afrikaans/Zoeloe-Woordeboek met Engelse vertalings is a translation dictionary. Its unique features are that:

- 1.1 all entries are in Afrikaans with Zulu equivalents given in each case
- 1.2 an English translation is provided for all entries
- 1.3 it is primarily a pedagogical dictionary aimed at assisting Zulu speakers who are students of Afrikaans.

- 1.4 Bilingual dictionaries usually have entries given in two languages. The *Afrikaans/Zoeloe-Woordeboek* provides an Afrikaans vocabulary to Zulu speakers more directly and English-speaking persons indirectly. The compilers have used English translations to assist Zulu-speaking users of the work who have acquired English as a second language to master Afrikaans.

2. Pedagogical Value of Dictionary

The following are some of the important features of the dictionary that are of pedagogical value:

- 2.1 The entry of a noun followed by a formative in brackets indicating the plural form of the noun in question. This is particularly helpful in certain nouns which do not appear to follow the general rule of plural formation. For example, the voicing of the final fricative consonant in *gif, drif*; the distinction between plural forms of nouns containing long or short vowels in the final vowels of nouns: *sprinkaan, doos*; the substitution of a diphthong in the last syllable of a noun with a long vowel: *schoonheid, swakheid*. A similar trend is found in adjectives; cf. *skurwe, growwe; wrede, dowe*; the use of radical and voiced alveolar stop consonants in suffixal formatives following: *uitgeputte, uitgedoste; gebraaide, hervormde*.
- 2.2 The indication of the past tense forms of verbs in brackets after the verb entry. The distinction between verbs that use the formative *ge-* in the derivation of the past tense and those that do not do so is very clearly indicated.
- 2.3 The entry of homonyms as separate words to facilitate their identification as nouns, adjectives, verbs, etc.: *glo* (adverb), *glo* (verb); *lui* (adjective), *lui* (verb); *kies* (noun), *kies* (verb).
- 2.4 The use of copious examples to illustrate the use of each entry.
- 2.5 A description of the pronunciation of Afrikaans sounds to enable Zulu learners of Afrikaans to master these is given at the beginning of the dictionary.

3. Evaluation

- 3.1 One of the major weaknesses of the dictionary is that it contains Afrikaans entries only. An entry of Zulu words explained in Afrikaans would enhance the value of the dictionary.

- 3.2 Zulu is a tone language. The tones are constituent parts of words. The omission of tone from a dictionary intended to assist learners of Zulu deprives them of an important element of meaning and the context of words in the intonation pattern of sentences. These make up the semantic import of words and the music or harmony of words in a sentence.

The statement that the penultimate syllable of every sentence (or word used in isolation) has full length must be viewed with caution. Ideophones occurring at the end of a sentence, interrogative sentences and exclamations refute this assertion.

- 3.3 The description of vowels in Zulu leaves much to be desired. These are imprecise and not very helpful to a Zulu speaker trying to learn Afrikaans. It is also misleading to suggest that Afrikaans diphthongs and triphthongs can be equated with Zulu counterparts of these vowels. Zulu has no diphthongs or triphthongs.

There is room for improvement in the Zulu description of Afrikaans consonants. Not only is the list of these consonants incomplete, but the description of several of the listed ones is, on the whole, unsatisfactory.

- 3.4 The past tense forms of verbs is not always indicated or used in the examples.
- 3.5 The passive form of the verb is not time bound as the compilers of the dictionary suggest. The list of sounds that undergo palatalisation is incomplete.
- 3.6 It is confusing to use the concept of long distant past tense with the long form of the present tense. It is erroneous to view *khathele*, *phapheme*, etc. as long past tense forms of *khathala*, *phaphama*.
- 3.7 Verbal extensions are not clearly distinguished from suffixes in the discussion of the grammar. The compilers of the dictionary do not explain why they regard the infinitive as a basic form of the verb. It is also misleading to say that a complementary verb in a compound verb in the infinitive form is the main verb in a sentence.

4. Challenge

A translation dictionary with a pedagogical focus demands the following from a compiler, in addition to a precise definition of entries:

- 4.1 A fairly exhaustive discussion and comparison of the sound systems of the languages involved.

- 4.2 A translation dictionary involving Afrikaans (or any Germanic language) and Zulu puts exceptional demands on the compiler to define or describe the concept of a word, its structure [syllables, morphemes (both segmental and suprasegmental), variations of number, tense, compounding, etc.] and its classification into the relevant word category. The gap to be bridged is not simply that between one language and another within a language type but that of languages belonging to completely different language families.
- 4.3 A broad comparison of the syntax of the languages concerned. Words occur in sentences after all.
- 4.4 Finally, the following aspects of Afrikaans and Zulu deserve more than passing attention:
- 4.4.1 the absence of prepositions, primary adverbs, stress, definite and indefinite articles in Zulu on the one hand, and noun prefixes, the concordial system, tone and intonation in Afrikaans on the other requires some discussion of how either language accommodates these features.
- 4.4.2 the indication of stressed syllables in the Afrikaans entries would facilitate the mastery of the pronunciation of words in this language. Further, Zulu speakers often find the distinction between certain Afrikaans formatives such as *on-/ond-*, *op-/opper-*, *on-* and *ont-* in words in which they occur difficult to master.
- 4.4.3 We suggest that the entry of Afrikaans separable verbs (*deeltjiewerkwoorde*) under a common initial element would avoid confusion caused by a purely alphabetical listing of entries. The entries could be classified into two sections, viz. those that use the general past tense formative and those which do not.

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