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Report from

THE THIRD ALLEX WORKSHOP
UNIVERSITY OF ZIMBABWE
19.-28.9.1994

Contents:

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1 **Transport**
I arrived in Harare 18.9., as did Martin Gellerstam, Göteborgs Universitet, and Dr Joseph Tsonope and Mrs Naledi Mothibatsela, University of Botswana. Christian Emil Ore and Lars Jørgen Tvedt, the other Norwegian participants, were there already (arrival date 14.9.). We all left 28.9. The journey was unproblematic except for one suitcase (mine) getting left behind Johannesburg for a couple of days.

2 **Stay**
Accomodation was unfortunately broken up, with several moves. Ore and Tvedt were lodged in students' quarters at the University Hospital for the first 3-4 days, which meant transport. All invited experts then stayed at the Visitor's Lodge, UZ, for the first three days of the workshop (18.-21.9.). On Wednesday 21.9. we left for Mutare, returning to Harare on Sunday 25.9. For the last three days we stayed at the Bronte Hotel in central Harare, again dependent on transport.
   The dependence on transport was inconvenient, particularly to Ore and Tvedt, who needed to be able to work at all hours. They were given keys by the department, but getting taxi transport to the university at night is not easy, and in consequence the research staff of ALL spent far too much time chauffeuring and waiting.
   It seems that stays at the Visitors' Lodge are allocated mechanically, without regard to the purpose of the visit. The ALLEX team had applied for housing at the lodge for all invited guests during the whole period.

3 **Purpose**
We were to conduct a five-day workshop in cooperation with the African Languages Department (ALL), UZ, in order to evaluate the second year of the ALLEX project, and work out plans for the third working year, 1994-95. In reality the workshop lasted from the 19. to the 28., as we had a full schedule of meetings, teaching and follow-up discussions up to the last morning, including the four-day visit to schools and teaching institutions in the Mutare region (Manicaland).

4 **Equipment**
The project now has 7 personal computers, four more than last year. Two are new and bought on the 94 budget, (Allex 1 and 2), two are older models formerly in use at AL/INL, Oslo. All older machines were upgraded as far as practicable during our stay, and also cleaned for virus. There was full agreement that the computers are

for the project and not for the ordinary work of the department, though one machine is also used for department work by one of the department secretaries.

Most of the additional equipment discussed in former reports is being used and has proved essential to the project, i. e. the copying machine, tape recorders etc. The department still has no scanner, a lack which will be addressed in connection with the next project phaze (1996-2000).

Maintenance is a problem, partly because of temporary lack of funds (Dr Chimhundu has covered costs out of his own pocket at times) and partly because the department lacks a local computer expert (cf. Second ALLEX Progress Report).

There is still need for the two last computors on the 1994 budget, and they should be bought and sent as soon as possible.

5 Workshop Programme

ALL/UZ had prepared a programme for 19.-25.9. which was carried out with a few minor alterations (cf. appendix 1). In addition there were meetings at the week-end to sum up the school visits of Thursday and Friday, an extended editorial meeting on Monday, and meetings on Tuesday with the Dean of the Faculty of Arts and the publishing house College Press.

Christian-Emil Ore and Lars Jørgen Tvedt took part in the ordinary workshop proceedings on request, as their time was fully occupied with getting the computers into shape and, at the end, teaching members of the ALLEX staff to use the new software.

During the workshop there were several good and efficient presentations on lexicographical problems by ALLEX staff members, showing that the competence building in the department is going forward as planned.

The number of participants was about twenty, mostly the same as last year. The workshop included 4 third-year students from ALL/UZ who have been in the team since last year. Staff members were the present regular ALLEX team, plus (on one occasion) those who have engaged themselves to work on the Ndebele dictionary (ch pt 10 a). Outside participants were the ones mentioned (from Botswana, Norway and Sweden). The workshop was emphatically a project working session, with no general teaching.

6 Evaluation of the second year of the ALLEX project

The task in the second project year, 1993-94, was

a)   to encode and proofread a agreed quota of the of oral material,
b)   to scan and proofread the selected printed materials,
c)   to select and encode 25 000 - 30 000 headwords and fill in entries for them with tone marking, words class
d)   to draft rough definitions for all headwords (one or more, depending on rage of meanings),
e)   to follow and develop the style manual which was worked out during the 1993 workshop, thus ensuring consistency throughout the manuscript.

A team self-evaluation will be found in the Second ALLEX Progress Report.

The concordancing of the corpus was done in Scandinavia, and the required software for this has also been made in Gothenburg and Oslo, with final adjustments carried out in Harare during the workshop.

a) Encoding oral material

The oral material has been encoded by the secretaries, but not proofread to perfection (cf. the Second ALLEX Progress Report pt 2.0). It is tagged, and the tagging and filenames are proofread. Typing mistakes will not interfere with its use in any major way.

For the oral material, the following tasks remain: a) to encode and tag the remaining paper transcripts, b) to proofread the whole carefully (preferably partly with a spell checker). These tasks will have to wait until the next phaze of the ALLEX project (1996-2000).

b) Scanning the printed material

The selected printed books have been scanned (in Gothenburg and Oslo) and proofread - a task which turned out to be unreasonably time-comsuming owing to poor paper and print quality. In addition the College Press books have been entered into the corpus from tape.

A separate problem is posed by the Shona Bible (1931 edition), which containes special graphemes constructed by Doke and which the scanner cannot interpret (in addition to the problems to do with paper quality etc).

The corpus as it stands, including both oral and printed material, encompasses about 1,5 mill running words. This is too small for an entirely corpus based dictionary, but sufficient for corpus support to the current project, both in revising definitions and in selecting usage examples.

c) Selecting headwords and writing draft entries

About 25 000 headwords have been entered and draft entries are written for all (cf. the Second ALLEX Progress Report pt 4-5). All headwords and all formal information is encoded into File Express.

d) All selected headwords have been defined on paper. The draft definitions have been read and discussed by an editor other than the author, and all problems not solved in these editorial pairs have been discussed and decided on in editorial meetings.

About one third of the definitions (8300 headwords) were at the time of the workshop encoded into File Express. The secretaries are working on it.

It was assumed last year that some ALLEX team members would be able to work full time on drafting definitions for the dictionary, at least in periods. This has on the whole turned out not to be the case. Instead all team members have been involved in defining, and the 5 student participants have stayed with the project and been trained as editors, in pairs with department members. This made for more administration, but the defining is done, and the bonus is five junior editors who know something of what dictionary making is about.

e) Revising the Style Manual

The style manual has been used as planned and all additional decisions have been properly recorded. The adjustments were presented and discussed during the workshop. The style manual now needs to be re-edited so that all decisions and adjustments appear in their proper place, and this will be done immediately.

From the 1993-94 work plan it will appear that no goal has been fully achieved. The task of proofreading and correcting the corpus and encoding definitions has not been completed. The bottleneck has above all been computer and secretarial capacity.

A full report of the 1993-94 working year will be found in the Second ALLEX Progress Report. The team have had a number of unforeseeable problems, ranging from a lock-out of office staff to virus attacks resulting in computer breakdowns. Work co-ordination has been considerable, partly because of staff absences (Dr Chimhundu, Mr Mberi and Mr Batidzirai), partly because the ALLEX project is an extra task for a staff overloaded with teaching, examining and administration. Computer expertise has had to be consulted in Gothenburg, as local advice was unobtainable.

It was emphasized that the effort and success in minimizing difficulties and delays is remarkable. Even if all goals have not been reached, the delays are minor, and occur in the final stages of the 1993-94 work plan.

7 Starting the third year of the ALLEX project

What needs to be done in 1994-95, is to complete the dictionary and produce a camera-ready manuscript for the publishers.

During the workshop a detailed work sheet was set up for 1994-95 (cf. appendix 2). This entails

a)   encoding remaining draft definitions (ca 2/3 of total),
b)   revising all definitions and adding examples from corpus (using windows and new software),
c)   cutting down manuscript to agreed size,
d)   carrying out all checks, controls and proofreadings as described,
e)   writing all front and back matter (preface, user instructions etc) and
f)   cooperate with publishers in production of illustrations and organizing formalities.

The work sheet sets out what has to be done in the proper sequence, and who should do it. On presentation it lacked dates for when each job should be completed in order to ensure that the manuscript is ready by September next year. The ALLEX team at UZ will have to fill in the deadlines themselves.

However, job stages must run parallell this year as the last. The editors should start revising the encoded bits right away; what has been revised should go to the chief editor for cutting down etc. Roughly, revision must be finished by Easter 95 and downcutting by the end of June 95, if checks and proofreadings are to be finished before Christmas 95.

The ALLEX team decided to set up a flow chart for the dictionary, by alphabet chunk designated to individual editor. Keeping this chart updated will be a job for the senior secretary, Miss Sihle Moyo (whose administrative responsibilities are such that she will from now take part in editorial/planning meetings).

a) Encoding remaining draft definitions into File Express
The encoding is a straightforward secretarial task, and should not take long. The secretaries will be asked to check that all information is entered into the proper fields. Proofreading the text will be left to the editors.

b) Revision of definitions and adding usage examples
This work must be done on screen, otherwise the concordance will need to be printed out - which we have decided against, cf. minutes from planning meetings 1993-94. The work done by Ore and Tvedt was mainly directed towards setting up machines and software for this task, and training editors to use the software.

   Guidelines for revising and shortening definitions are included in the style manual and will be refined as the work progresses.

   Guidelines for example selection and corpus use were set up for the team by Martin Gellerstam.

c) Cutting the manuscript down

The dictionary part of the book is to run to not more than 500 pages (+ 50 pages front and back matter). Calculated from printouts, the revised manuscript is likely to run to at least 1000 pages, and must be cut by 50 %.

   The cutting down has to be the responsibility of the chief editor (Herbert Chimhundu) and will be done according to principles discussed during the workshop and summarized in a set of guidelines. It was agreed that cuts after revision should deal with whole entries or definitions rather than text abbreviation, as the last method easily could grow into rewriting the dictionary - which there is not time for.

   For Dr. Chimhundu's work opportunities, see pt 9 a below.

d) Checks and proofreadings
Checking and proofreading the manuscript is a task whick may call for additional computer help and adjusted software, and the budget should allow for such assistance (Ore and Ridings are planning a visit in March 1995).

The proofreading is a standard procedure, as described in the 94-95 work sheet. The number and types of checks to be run depends on editor's discretion, but the emphasis should be on ensuring consistency - within lexical sets, in the use of cross references, of editorial vocabulary etc.

e) Front and back matter
This encompasses all additional materials, from illustrations to tables of derivative elements, preface (by august personage?), introduction, user instructions etc.

The publishing house will provide an artist who should work in close cooperation with the chief editor (in selecting words to be illustrated and topics for full page illustration.

Some notes on contents of the introduction and user instructions were left with the team. Again, shaping this part of the book has to be the responsibility of the chief editor.

f) Cooperating with the College Press publishing house
Members of the ALLEX team and the foreign participants (Sweden, Norway and Botswana) met with representatives of College Press at the publishing house on Tuesday 27.9., to discuss production and publication of the dicxtionary. A test page filled in with usage examples and with printin details was presented (cf. appendix 3).

It was decided that the dictionary will be a co-production between the ALLEX team and the College Press. This entails shared obligations and profits according to a contract to be drawn up for this particular book. The team would be grateful for details on how such agreements are set up for the co-operating institutions in Norway and Sweden. Publication date is set for 1996, provided that the manuscript is camera-ready before the end of 1995 (cf. appendix 4).

College Press have recently brought out Dr Chimhundu's *Zambuko 1-2*, a combined textbook and reader for teaching Shona to native speakers in secondary school. These books are innovative in method and contain many students' tasks where a monolingual dictionary would be useful, so the ALLEX dictionary fits well into their Shona school "package".

8 **Preparing distribution of the dictionary**
As the idea of a monolingual dictionary is new in Zimbabwe, and the primary market is the school system (12-14 years upwards), the ALLEX team had arranged to spend part of the workshop presenting samples of the dictionary (as it stands) to selected schools. Materials for the excursion (especially a questionnaire) were prepared in the first days of the workshop.

a) Finding uses for the dictionary
A monolingual dictionary for school use opens for new teaching methods in which the pupils/students can be more active and less dependent on specific information from the teacher. They can work more independently, for instance in groups, and the teacher's role can shift from walking encyclopaedia towards work and knowledge guide.

One session in the workshop was devoted to teaching method, as the success of

the dictionary in schools will depend on the way the teachers make use of it. This was part of preparing for the Manicaland excursion.

b) Testing out the dictionary
Four days of the workshop, Thursday 22. - Sunday 25. of September were spent on an excursion to Manicaland (area of the Manica and Ndau dialects). We were based in Mutare, and the purpose was to present the dictionary project at a number of schools in and within reach from Mutare and one teacher training college in Mutare. There was also a meeting with the staff at the teacher training college.

The region was chosen for its maximum divergence between the local dialect and standard Shona; the reasoning behind being that if the dictionary was accepted here, it would be accepted all over the Shona area.

The dialect question within the Shona area is to some extent tied up with political affiliations, and it exites a good deal of feeling. Thus there is a movement within the Ndau region to have the dialect registered as a minority language with a separate status.

The ALLEX team split into 4 groups and visited a 1-2 schools each day (often several forms at each school). The group leader then gave short talk and handed out dictionary samples (ALLEX and Hannan), plus a questionnaire on dictionary use and expectations. It also invited the pupils to attempt defining a couple of important Shona words, to see if they understood what was meant by definitions.

The ALLEX project exited a great deal of interest and the dialect question proved important. A number of students voiced suspicions that their dialect words would be excluded, and that they themselves were being discriminated against at exams because of dialect vocabulary. The atmosphere during discussions was all the same good, very interested and at times exited, but not unfriendly.

On the basis of these experiences, the ALLEX team have decided on guidelines for how to handle the dialect question in relation to all major dialect areas.

From the school angle, the project seemed very welcome indeed. We were told that teaching in English causes increasing difficulties, in comprehension as well as expression. One headmaster told us that by the age of 12-14 his pupils were worn out and dispirited because they could never achieve the grades they deserved when exam papers had to be written in English. Staff at many of the schools seemed to hope that with the dictionary, they would have an argument for shifting towards teaching in Shona, thus laying a foundation for better school achievement all round.

The excursion is being summed up in a separate report from the group leaders. The general impression amongst the participants is that going out to meet the users was useful and necessary, and gave valuable input to dictionary making.

The ALLEX team plans further excursions to introduce the dictonary to future users, and also to adjust the dictionary (cautiously and on minor points, without causing delays!!) according to user reactions.

9 Institutionalizing lexicography at ALL/UZ

a) Working time
An arrangement by which working time on the project is regarded as part of the ordinary duties of the ALLEX team is essential for the success of the project, cf. my report last year, pt 7 b last paragraph. This has so far not been achieved, the team members are still working on the project in addition to their former and permanent

duties. This matter will come to a head this year for the core of the team and in particular Dr. Chimhundu, and it must be dealt with soon. A good opportunity would be when the SUM representatives visit Harare in November.

The responsibility of the chief editor for the finished product will increase sharply in this work phaze, as the compressing and final shaping will have to be done by him and possibly 1-2 assistant editors working under his directions. He will require alleviation from his ordinary duties in order to concentrate on the dictionary. This point of view was put to the Dean of the Faculty of Arts Professor L. Zinyama in our meeting with him 27.9. (cf. appendix 5).

b) Working space and security
The ALLEX team now has 7 computers, three of which are placed in the ALLEX room, two (old ones) in staff member offices, and one. The two new ones (brought and installed by Ore and Tvedt) were temporarily lodged in the department seminar room, but would have to be moved from there when term started.

The team has two more new machines coming, but lacks a secure room for setting up four work stations. The need for working space is now acute and was discussed in our meeting with the dean, cf. Appendix 5.

All the machines in the department carried virus when the workshop started, and viral attacks have caused computer problems several times during the last year. From now on, with the corpus and concordance programs stored in the machines only (no printed concordance), data security has got to be a top priority. The team must be sure to take security copies of their work. This reinforces the need for a separate computer room with restricted access and strict rules for use.

c) Research scholars 1994-95
Mr Albert Masasire has been nominated for the 1994-95 Research scholarship. He will be based in Oslo on the SUM three-month programme, but should also make time for a stay in Gothenburg. His chief occupation while here will be learning the new software while revising manuscript and adding usage examples on screen. He should also receive instruction in desktop publishing.

The Scandinavian participants would start preparations for his visit immediately on their return.

Mr Masasire is prepared to come on short notice as soon as the host institutions are ready to receive him.

10 Phaze 2 af the ALLEX project (1996-2000)

a) The Advanced college dictionary of Shona
This project was not discussed in detail. It is clear that it will a) require a more complete and thoroughly proofread and corrected corpus, encompassing all collected oral materials and more written material, b) make full use of the revised and unshortened version of the present project.

b) The Ndebele dictionary
Mr Galen Sibanda presented plans for the Ndebele dictionary which is to parallell the Shona dictionary now in production. The editorial team has been put together and is ready to start. The Ndebele project is parallell as far as aims and methods are concerned, but the following differences in status were pointed out:
- the corpus collection will depend more on oral material as there is less Ndebele in print
- the editing will lean more heavily on the corpus as there are no major bilingual Ndebele dictionaries (there is one with 6000 headwords, as opposed to Hannan with 90 000)
- the printing and distribution may need support as the market is smaller and less prepared for book-buying

All decisions have to wait until the project has been cleared with the funding institutions. Mr Sibanda was however advised of several ways in which he can start preparing his project now to save time later, i. e.:

Corpus:
- compile a list of books and other printed materials suitable for scanning
- collect items on the said list
- prepare oral collection phaze by setting up distribution system for informants and working out list of interview topics to give satisfactory coverage of Ndebele vocabulary
- list equipment needs, find out what the department already has and what needs to be bought

Style manual :
- start drafting it now, on the basis of the Shona and Setswana style manuals, and discuss points with other editors. Do f. i. the formal categories of the Shona dictionary fit for Ndebele?

Headwords:
- get a copy of File Express and learn to use it
- start listing headwords on the basis of existing dictionary, zulu dictionaries and from memory/native speaker intuition

c) Musical terms dictionary
Dr Maraire presented for discussion a plan for a dictionary of ethnomusical terminology. His concept is a book with the following sources:

1   The Shona corpus (and the Ndebele corpus as it comes into existence)
2   The dictionaries of Hannan and Dale
3   A report published in 1993 on local instruments and instrument makers
4   Dr Maraire's own knowledge and experience
5   Other, primarily English, dictionaries and reference works of music
6   Oral materials in further collections from elderly native Zimbabwe musicians

The structure presented for discussion envisaged a book in five sections:

1   Textual, i. e. terms describing the sound of music
2   Instruments and parts of instruments
3   Performers (musicians and dancers)
4   Musical events - contexts and genre
5   Musical behaviour and action

All music terms found would be included. Only musicological meanings and uses of ordinary words would be included. All Zimbabwe languages would be covered as far as practicable. Headwords would be listed in Shona, Ndebele and English, with referencing to Ndebele and English from indexes in the back.
   A special problem would be posed by concepts which lack a traditional word in native languages, even if the idea is familiar, f.i. eng. *harmony*.
   Definitions/descriptions would contain encyclopedia type information if judged necessary. It was mentioned that the abstract nouns abundant in section 1 and 5 would be the hardest to define. For objects, definitions should relate to illustrations.
   There would have to be a collection stage preceding the editing stage. Term collection should be as efficiently directed towards musicology as possible and could often be concept based, in that the collector knows the phenomenon but needs the word/description from his informant.

The workshop discussed the lay-out of such a work, for which there are several possible models, although Dr Maraire's plan is clearly innovative (none of us had ever seen anything quite like it). It is clear that to carry through this project within five years, Dr Maraire will need a) skilled collecting and editorial assistance, b) alleviation of his teaching duties.

A musicology dictionary is sorely needed as a basis for all music teaching in Zimbabwe colleges, and the user group aimed for would be teachers and students from secondary level onwards pluss musicians and interested lay-folk.

11 **Summing up**

The workshop was a working session lasting for ten days, even if the official programme was limited to a week. The emphasis was on getting through a very full agenda and making sure that things got done. The ALLEX team at ALL/UiZ have gained experience and assurance, which made for efficiency and high working speed. The change in only two years promises well for the conclusion of this dictionary project and for the ALLEX Project Phaze 2.

The news that the SIDA funding for 1994 had come through, was received with great satisfaction by all, from the Pro Vice Chancellor Professor F. W. G. Hill downwards.

The ALLEX team have received funding, good will and attention at all levels in the UZ. It was made clear to us that in return, they are expected to deliver the goods on time. UZ has hopes that the ALLEX project will give the UZ a core position within Southern African lexicography. Provided that the development towards institutionalizing lexicography as a department task continues, there is no reason why ALL should not be able to achieve this position.

List of appendices:

1   Workshop Programme
2   Work Sheet 1994-95
3   Sample page of the ALLEX dictionary
4   Notes from meeting with College Press 27.9.94
5   Summary of meeting with the Dean of the Faculty of Arts, professor L. Zinyama 27.9.94