The Microstructure of Isichazamazwi SesiNdebele (ISN)

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Abstract: This article gives an analysis of the microstructure of Isichazamazwi SesiNdebele, henceforth the ISN. The microstructure is analysed at two levels; the level of providing information and the level of making that information accessible to users. This analysis is done within the framework of dictionary user-friendliness on one hand and principles of dictionary-making on the other. The findings of two outreach exercises carried out to get users’ perspectives on the dictionary and their competence in using the dictionary are used to make conclusions with regards to user-friendliness of the ISN microstructure.

KEY WORDS
DICTIONARY, DICTIONARY INFORMATION, DICTIONARY STRUCTURE, MICROSTRUCTURE, MACROSTRUCTURE, DICTIONARY USING CULTURE, REFERENCE NEEDS, REFERENCE SKILLS, ACCESSIBILITY, USER-FRIENDLINESS

Isifingo: iphepha leli licubungula ukuthi Isichazamazwi SesiNdebele sethule sabuya sahlela njani amagamanhloko lolwazi oluphathelane lawo. Ukucubungula lokhu kusemabangeni amabili; ukuhlangela ukuthi yiluphi ulwazi olwethuliweyo mayelana lamagama kanye lokuthi abasebenzisa isichazamazwi bayalufinyelela yini lololwazi. Ingwayisiso eyenziwa laphe igoxile ikhokhelelwga ngumbono wokuthi abasebenzisa Isichazamazwi kumele basisebenzise kalula bengakhathazeki ngakwelinye icle kanye leminitheko ephathelane lokulotshiwa kwezichazamazwi ngakwelinye. Ingwayisiso yaleliphepha iqiniswa ngokwatholakala emikhankasweni emibili eyayijonge ukuthola imibono kazulu mayelana lesichazamazwi.

1. INTRODUCTION

This article analyses the microstructure of Isichazamazwi SesiNdebele (ISN) to evaluate the accessibility levels of information and the user-friendliness of the dictionary in that respect. The term microstructure is used according to Louw (1999:108) who describes it as “the structure of individual dictionary entries: their various parts and the mutual relationship of these including the typographical conventions used.” It is part of guide or access structures.
defined by Louw (Ibid) as “the set of structures that provides a framework within which the availability and accessibility of information can be evaluated.” The others are the macrostructure and the mediostructure. Here we are concerned with the provision, presentation and arrangement of information categories that constitute a dictionary entry since the microstructure operates within an entry.

The provision of information should satisfy users’ needs as Gouws (1996:100) notes that the aim of any lexicographic project should be the production of dictionaries to satisfy the needs of the target users of a specific language community. Hartmann (1996:102) also echoes a similar sentiment when he says that the ultimate reason for the existence of dictionaries is the users’ need for information. In line with this view, this paper looks at the provision of information through the ISN microstructure against the users’ reference needs.

However, Svensen (1993:10) sees more than the above when he writes: “Not merely information needs of different categories of users are important. An equally important factor is their ability to find and make use of the information given.” This then necessitates the investigation of the reference skills of the users. The article looks at whether in addition to the provision of various information categories, the microstructure of the ISN facilitates users’ access to information.

Also of importance is the dictionary culture. The term “dictionary culture” according to Hartmann and James (1998) refers to “The critical awareness of the value and limitations of dictionaries and other reference works in a particular community.” The dictionary culture of a community informs both the users’ reference needs and their reference skills. As such, it is also important to shed light on the dictionary culture of the Ndebele community and bear it in mind when looking at the reference needs and reference skills of the same community.

The analysis made in this article is based on two fieldwork exercises in the Ndebele speaking communities; a feedback outreach exercise by the editorial team and another by this writer after the publication of the ISN. The ISN editors embarked on a feedback outreach to solicit users’ perspectives on the dictionary including its structure while this writer evaluated the accessibility of the dictionary in a bid to make an assessment of its structure. The two exercises form the empirical source of data on the reference needs, reference skills and dictionary using culture of the Ndebele. In this respect the analysis of the ISN microstructure and the final assessment of the dictionary are done in the full light of dictionary research.
Given the foregoing, the paper presents the ISN microstructure first. The reference needs of the Ndebele community, followed by the community’s reference skills are then presented so that the ISN microstructure is judged in terms of provision and accessibility of information. The dictionary using culture of the Ndebele community is then presented in order to contextualise an assessment of the user-friendliness of the ISN in respect of its microstructure.

2. THE ISN MICROSTRUCTURE

The structure of any dictionary, be it the microstructure, the macrostructure, the mediostructure or even the megastucture, is largely informed by the type of dictionary, its purpose and the target users among other factors. Following this line of argument, it is therefore necessary for one to understand the dictionary itself in the mentioned terms before any attempt of making a judgement on its structure is made. In our case, one should understand the ISN as a type of a dictionary, its purpose, and its main targeted users.

The ISN a monolingual general-purpose dictionary and its target users are mainly secondary schools, tertiary institutions and the general Ndebele speakers. It is the first monolingual dictionary in Ndebele, coming after A Practical Ndebele Dictionary, a bilingual English-Ndebele dictionary by J. N. Pelling (1966).

The ISN microstructure may be described as a general one, taking from Bejoint (2000) who identifies two distinct types of a microstructure, the general and the specialised. A general microstructure is the one that gives a ‘complete’ programme of information in each entry, including at least an explanation of the meaning, generally by means of a definition (Bejoint 2000:38). In addition to definitions, general microstructures will also include other information categories like part of speech, pronunciation, examples, etymology, etc.

The above description suits the ISN microstructure as dictionary entries contain a number of information categories including information on spelling, variants, type of speech, meaning, word usage (examples), and synonyms. It is not specialised since it not restricted to a single information category like etymology or synonyms, which is characteristic of specialised microstructures. Table 1 presents the information categories that constitute the ISN microstructure and the conventions used to present them. Appendix 1 is a page extracted from the dictionary to complement the table on the presentation of information and the use of lexicographic conventions.
Table 1 presenting ISN information categories and conventions used.

<table>
<thead>
<tr>
<th>Information Category</th>
<th>Presentation and Convention(s) used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>Headwords in bold print</td>
</tr>
<tr>
<td>Variants</td>
<td>After headwords, upper case and in [ ] and BONA</td>
</tr>
<tr>
<td>Type of speech</td>
<td>After headwords, through abbreviations, e.g. bz 5, sz mwa.</td>
</tr>
<tr>
<td>Meaning</td>
<td>Definitions as full sentences, sense numbers used.</td>
</tr>
<tr>
<td>Examples</td>
<td>After definitions and in italics</td>
</tr>
<tr>
<td>Synonyms</td>
<td>After explanations through abbreviation FAN</td>
</tr>
</tbody>
</table>

From Table 1 and Appendix 1 one may note that headwords are keys to dictionary entries. Bold print and the indention of other information categories in the successive lines make them distinct and easy to identify. Besides, headwords are “indicators of the preferred spelling” Landau (1984:87). Their variants, if any, are presented immediately after them in upper cases and enclosed in square brackets. Variants present alternative forms of the word in terms of spelling and are defined using the main entries.

Speech-type information is then given by means of abbreviations, with the dominant ones being bz for ‘ibizo’ (noun) and sz for ‘isenzo’ (verb) as the bulk of dictionary entries fall in these two word categories. Nouns are then marked for class, e.g. bz 5 for nouns falling in class 5 following the Bantu noun classification system by Menihorf in terms of prefixes while verbs are marked for transitivity and intransitivity using abbreviations mwa for ‘isenzo esilomenziwa’ and gmwa for ‘esingelamenziwa’ respectively.

It may be noted that so far the presentation of formal and syntagmatic information categories has been described. The remaining types are basically semantic although others tend to overlap. Definitions are the most important of all semantic categories. In the ISN, definitions are given as full sentences with the headword being used in the definition. This follows one of the Collins Birmingham University International Language Database (COBUILD) defining principles whose main objective is to make definitions as comprehensive as possible. When a word carries with it at least two senses, a definition is provided for each sense with the primary sense presented first. In such
instances the definitions are distinguished by sense numbers, with 1 for the primary sense, 2 for the second etc.

In some instances, definitions in the ISN are elucidated by means of examples. Printed in italics, examples illustrate the usage of the word, that is, its combination with other words in speech. Then lastly, synonyms are given after the abbreviation FAN for ‘amagama alengcazel efanayo’. Lesser synonyms are defined by major synonyms for space economy. The foregoing is the descriptive outline of the ISN microstructure.

The foregoing section has described the ISN microstructure. Users’ perspectives are then brought into the fore in the next section before the assessment of the microstructure is made.

3. ISN USER PERSPECTIVES

User perspective considers a lexicographic work from the point of view of the user. In our case focus is on the following:

- the users’ reference needs
- the users’ reference skills
- the dictionary culture which informs users’ reference needs and reference skills

3.1 THE ISN USERS’ NEEDS

According to Hartmann (1983:5) “all dictionaries are motivated by and judged against the lexical needs of the language user whom they serve.” An analysis of the microstructure should therefore look at the provided information categories against the users’ needs.

The ISN editorial team managed to solicit the ISN users’ needs from Ndebele dictionaries. According to Maphosa (2003:6) “users were given a number of information categories and … asked to state whether they had need for them in dictionaries or not.” Some information types investigated are not provided in the ISN, but were included so as not to limit users to what is provided in the dictionary thereby giving them room to air their views on the excluded information categories. Besides, some of the information categories excluded in the ISN needs to be considered for the advanced Ndebele dictionary. The need for information was also investigated from English dictionaries as well. This was done in anticipation that the findings could bring interesting trends in users’ needs since English dictionaries seem to be an integral part of the
dictionary using culture in the community. The influence of English dictionaries on users’ needs and reference skills needs not to be undermined. Table 2 below is sums up the ISN users’ lexicographic needs gathered through the outreach by the editorial team.

**Table 2 showing comparative figures on users’ needs in Ndebele and English dictionaries.**

<table>
<thead>
<tr>
<th>Information categories</th>
<th>Total number of informants</th>
<th>Ndebele dictionaries</th>
<th>English dictionaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Meaning</td>
<td>1250</td>
<td>425</td>
<td>825</td>
</tr>
<tr>
<td>Spelling</td>
<td>1250</td>
<td>1100</td>
<td>150</td>
</tr>
<tr>
<td>Examples</td>
<td>1250</td>
<td>1150</td>
<td>100</td>
</tr>
<tr>
<td>Speech-type</td>
<td>1250</td>
<td>850</td>
<td>400</td>
</tr>
<tr>
<td>Synonyms</td>
<td>1250</td>
<td>775</td>
<td>475</td>
</tr>
<tr>
<td>Variants</td>
<td>1250</td>
<td>900</td>
<td>300</td>
</tr>
<tr>
<td>Etymology</td>
<td>1250</td>
<td>980</td>
<td>270</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>1250</td>
<td>455</td>
<td>795</td>
</tr>
<tr>
<td>Tone</td>
<td>1250</td>
<td>320</td>
<td>930</td>
</tr>
</tbody>
</table>

+ need for information category

- no need for information category

A comparison of Table 1 on information categories provided by the ISN and Table 2 on the ISN reference needs shows that there is gap in terms of the ISN meeting the reference needs of the users. Svensen (1993) is of the view that decisions on lexical treatment of entries in terms of provision and presentation of information should be in the order of preference by the intended users. However, this could not guide the ISN editorial team in compiling the dictionary as the ISN is the first and so far only monolingual dictionary in the language. It can be safely said that the dictionary was largely shaped by “what lexicographers knew, imagined, of those needs, and by what lexicographers
knew about the language in general and words in particular…” (Bejoint 2000:170). The comment on whether or not the editors were right shall therefore be reserved until the genuineness of the reference needs of the ISN users is confirmed in full view of the dictionary culture in Ndebele. Let us analyse the findings first.

An analysis of the findings of the ISN editorial team on user’s needs presents a retrogressive view of the Ndebele lexicographic culture. The target users seem to be unaware of the value of dictionaries in Ndebele as evidenced by lower rates of need of information categories compared to those from English dictionaries, with the worst being the need for meaning which is at the rate of only 36%.

Dictionaries are largely consulted for meaning of words, and if the target users of a dictionary do not see the value of this important information category, then it means that what they do not see is the value of the dictionary itself. Interesting though is the fact that the very same users who claim not to need meaning from the Ndebele dictionary indicate a higher rate of need for other information categories like spelling, speech-type, etymology, variants, synonyms and examples. Except in specialised dictionaries with specialised microstructures, these information categories cannot stand on their own without the meanings of words. In most cases, some of them complement the explanation of words given by definitions. For instance, examples of word-usage usually elucidate on the meaning of a word and as such, only a person who does not understand the meaning of the word will need to learn it from examples of word-usage.

A higher need of examples of word usage by ISN users somehow reflects a genuine, but unacknowledged need for word meanings. In respect of this view, it may be noted that these claims are merely a manifestation of attitude problems characteristic of a community with a young dictionary culture which holds that people know their language and need no explanation of it. We shall explore this in subsection 3.3. As the attitude surfaced during this researcher’s fieldwork exercise with high school Ndebele students, a control test that involved assigning students to define some words was done. The number of students who acknowledged the need for meaning from Ndebele dictionaries rose as many who had denied the need failed the test. Hadebe (2004:98-99) explains the detrimental impact of attitude problems on reference needs, dictionary culture and reference skills. In this case, the users’ perspectives on the information provided by the ISN, and their needs should be treated with caution.
3.2. THE ISN USERS’ REFERENCE SKILLS

Emphasising the importance of users’ reference skills, Svensen (1993:10) is quick to note that the form of a dictionary should be greatly determined, among other factors, by the users’ capabilities to decode the provided information. As such, in addition to the investigation of users’ needs, reference skills of the ISN users were also investigated during the two fieldwork exercises. This researcher employed the participant-observation method to note the reference skills of students at secondary schools, a method also employed by the ISN editorial team. The participants and informants were tasked to decode the information categories in the dictionary and interpret some of the conventions. The method was effective in affording researchers an opportunity to observe users’ skills engaged in the actual use of the dictionary. The findings tabulated below are of the ISN editors since they represent a bigger sample than that which had bias towards schools.

Table 3 showing users’ capabilities to interpret conventions and decode information from the ISN.

<table>
<thead>
<tr>
<th>Convention</th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bold print</td>
<td>1200</td>
<td>50</td>
</tr>
<tr>
<td>Italics</td>
<td>987</td>
<td>263</td>
</tr>
<tr>
<td>Abbreviation bz</td>
<td>933</td>
<td>317</td>
</tr>
<tr>
<td>Abbreviation sz</td>
<td>918</td>
<td>332</td>
</tr>
<tr>
<td>FAN</td>
<td>1100</td>
<td>150</td>
</tr>
<tr>
<td>BONA</td>
<td>1210</td>
<td>150</td>
</tr>
<tr>
<td>Square brackets</td>
<td>775</td>
<td>40</td>
</tr>
<tr>
<td>Sense numbers</td>
<td>900</td>
<td>350</td>
</tr>
</tbody>
</table>

**KEY**

+ correct interpretation of the convention

- wrong interpretation of the convention or no response
Looking at the table, it is safe to say the ISN users have above average of the required reference skills to use the dictionary although it is the first monolingual one in the language. This may be attributed to the fact that users have at some point used English dictionaries, and perhaps a few in Zulu. At this point, users’ reference skills are not a serious problem in Ndebele lexicography. Ilson in Hartmann (1984: 83) observes that “a dictionary is a social artefact… whose users become familiar with its conventions unconsciously, just as lexicographers do.” This is true with the ISN and its users who exhibits comfort in using it in spite of it being the first monolingual dictionary in the language.

3.4. DICTIONARY CULTURE IN NDEBELE

We still abide to the definition of dictionary culture provided in 1 from Hartmann and James (1998). By developing a dictionary culture, a community makes considerable adjustment to lexicography. This means that the community acknowledges a gap in its linguistic knowledge and appreciates lexicography as a tool that may be exploited to fill that gap. This does not necessarily mean that the community sits back and wait for lexicographers to produce dictionaries. Rather, the community follows the dictionary-making trends closely, making sure that lexicographers produce good dictionaries.

Svensen (1993) notes the linguistic gap alluded to above which necessitates the use of dictionaries is realised when writing, reading, speaking and/or listening. These activities are daily activities which involve the use of language. What logically follows is that dictionaries have a vital role in our everyday life. In spite of this, the dictionary using culture in the Ndebele community is still at its infancy. The community has not made a considerable adjustment to lexicography. Perhaps this owes to the fact that up to date there are only two dictionaries available in Ndebele, namely Pelling’s (1966) A Practical Ndebele Dictionary and Hadebe’s (2001) Isichazamazwi SesiNdebele which is the only monolingual dictionary available in Ndebele.

One aspect that relates to dictionary culture is dictionary ownership. This writer held eight discussions with students with each discussion involving at least twenty-five Ndebele students at eight high schools in Bulawayo in 2003. Only two out of at least two hundred students had a dictionary (none being the ISN) on the days of the discussions. The rest of the students said they borrow dictionaries from school libraries, community libraries, friends or relatives. However, out of the eight schools, only three had at least one ISN copy in their libraries although the majority of the students had not used it. The implications of this is that either the schools were not aware of the availability of the
dictionary at bookshops two years after its publication or were not aware of the value of a Ndebele dictionary and hence reluctant to buy it. This lack of awareness is therefore passed onto students and impacts negatively on the development of dictionary culture.

Although the Ndebele community is not accustomed to Ndebele dictionaries, it has nevertheless used English dictionaries. Secondary school students could even name some English dictionaries they have consulted. The higher need of most of the information categories from English dictionaries as highlighted in Table 2 is part of the dictionary culture of the Ndebele community. However, the frequency of consulting dictionaries is very low with most of them using dictionaries on rare occasions.

The above serve to confirm the infancy of dictionary using culture of the Ndebele community. The ISN users’ reference needs and reference skills are a result of this culture. Whilst the method of measuring the reference skills might have been accurate, it is notable that with this dictionary culture the reference needs could not be relied upon either in making the dictionary or making a judgement on the provision of information in the dictionary. The reference needs need to be treated with caution until the dictionary culture has been improved. Therefore dictionary using culture is a critical problem area of Ndebele lexicography which every form of dictionary criticism should be wary of. In light of this, the accessibility of ISN information through the ISN microstructure, hence its user-friendliness is evaluated in the next section.

4. USER-FRIENDLINESS OF THE ISN MICROSTRUCTURE

As stated earlier on in the article, the ISN microstructure is evaluated at two levels. First is that of meeting reference needs by proving much needed information on words. Then second is that of employing symbols that facilitate users’ access to information without estranging users. The evaluation considers both the user perspective and the compiler perspective since dictionaries are not only compiled according to user perspective, but in accordance to lexicographic principles which guide the compilation of dictionaries. Therefore while the ISN editors’ efforts of meeting their target users’ needs are investigated, their consistency to the principles of lexicography is not undermined.

Looking Table 2, only the last three information categories investigated are not provided in the ISN. Concerning the excluded information, it needs to be noted
that no one dictionary is exhaustive of all the aspects of a language. In the same manner, the ISN could not satisfy all its target users as a general dictionary, especially those whose needs were not known, or could not be relied on even if they were known as they lexicographically schooled and well-informed.

The dictionary also reflects the trends in the study of the language at the time of the compilation of the dictionary. Presently, the study of Ndebele grammar has not reached advanced levels of analysis. For instance, only introductory courses of Ndebele grammar are offered at the University of Zimbabwe. Perhaps an advanced dictionary should provide some of the excluded information types after a serious need analysis.

However, at the present moment, the need analysis for information shows that with the improvement of users’ awareness on the value of dictionaries, the dictionary can serve as a vital reference tool in Ndebele language.

After deciding on the information that the dictionary is to provide, the lexicographer goes further to decide on the conventions that will help him/her present the information and at the same time help the user access it. In 3.2 it was noted that the ISN users displayed above average skills in decoding information from the dictionary. What this means is that while the conventions enabled the editors to conserve space, they are explicit enough to guide users to various information categories that the dictionary provide.

Besides expecting users to learn how to use the dictionary on their own, lexicographers usually give guidelines in the front-matter on how the microstructure presents the information and guides users. It is notable that the microstructure cannot be fully studied and be comprehensively understood in isolation (Nkomo 2003:5). In the same manner, users may need to refer to the front-matter to get instructions with regards to the microstructure since it does not work in isolation; it is only part of guide or access structures. To provide users with guidelines, the ISN editors explain the microstructure in the front-matter which is detailed enough for easy comprehension. Hadebe Et al (2001: xl) notes the need for guidance in saying:

Kuqakathekile kosebenzisa isichazamazwi ukuthi alandelale
leziqondiso ukuze athole lokho ayabe ekudinga.
Lapha sichaza ngamafitshane impawu ezihamba legamanhloko.
(It is important to the dictionary user to follow these
guidelines so that it becomes easy for one to access the required information.

However, one may argue that information must be presented with simplicity rather than expecting the user to read the front-matter or interpret the keys. The provision of the front-matter has always been a good lexicographic principle although dictionary users tend to ignore it. For instance, investigating the dictionary using culture of the ISN users, this writer discovered that the majority of students, who are the main target users of the ISN, do not read the front-matter (Nkomo 2003: 53). While this may be seen as emphasising the need for simplicity in the presentation of dictionary information especially for users in a community as ours where dictionary using culture is still at its infancy, at the same time, it calls for user education with regards to lexicography in general and other aspects of lexicography like dictionary structure among others. Hadebe (2004: 89-104) reiterates the importance of the pedagogical aspects of lexicography in developing dictionary using culture in Ndebele and other communities which are in such a need.

The presentation of the information and the use of conventions need to done with consistency for related headwords. This is valued by Zgusta (1971:248) when he points out that “… all entries should be constructed in as uniform a way as possible.” Consistency is important in that the user has to master the microstructure once and for all and continue using the dictionary with efficiency. Such a structure, the microstructure in particular, becomes good enough in educating its users on how to use the dictionary. A closer look at the microstructure of the ISN (see the appendix) displays that the ISN editors have used the conventions and present dictionary information with consistency. This is likely to be a score on the lexicographers’ bid to achieve more user-friendliness.

Having identified the ISN users’ needs, reference skills and the dictionary using culture which informs them, a fair assessment of the dictionary in terms of accessibility and user-friendliness can be made. Firstly, it needs to be remembered that the ISN is the pioneering work on Ndebele monolingual lexicography whose shape was not informed by the real users’ needs, but “assumptions by dictionary editors” (Hadebe, 2004:90). Even the needs on which this paper is based are questionable since by the time of research (2002 and 2003), the bulk of the users had not seen, let alone used the dictionary. In that respect, the provision of information and the satisfaction of users’ needs here go out of question, with attention shifting to the accessibility of the provided information.
Here it needs to be remembered that accessibility of information does not necessarily mean a simple microstructure with easily interpretable conventions. According to Bejoint (2000:157) the skills necessary for the successful consultation of a dictionary are only those of the average educated language user. Following this view, if average secondary school Ndebele students could use the dictionary upon seeing it for the first time, it follows that it is accessible and user-friendly. Bejoint goes on to compare the process of learning to use a dictionary to learning to read or learning to walk, a point which somehow emphasises the need for user-education rather than producing a dictionary outside the principles of dictionary users. Looking at the ISN microstructure vis-à-vis the ISN users’ reference skills, there seems to be hope that with improved dictionary using culture and practice, more users will be more comfortable with the dictionary.

As a pioneering reference work in Ndebele monolingual lexicography, the ISN can even educate its users lexicographically. The consistency with which the microstructure presents information makes it easy for users to get used to the dictionary. Besides, the provision of a detailed and lexicographically educative front-matter for a pioneering monolingual dictionary does not help only in the use of the ISN, but in orienting Ndebele language users into Ndebele lexicography. The conventions used in the ISN will be interpreted easily and used with more efficiency in the access for information from future Ndebele dictionaries.

5. CONCLUSION

In a nutshell, this article had its focus on the ISN microstructure, attempting to assess the accessibility of dictionary information and the user-friendliness of the dictionary. The assessment is based on the ISN users’ reference needs vis-à-vis the information types provided in the ISN and the ISN users’ reference skills vis-à-vis the lexicographic conventions used in presenting the information types provided. It emerged that a fair assessment could not be done without taking cognisance of the dictionary using culture of the Ndebele community since it informs both the users’ reference needs and their reference skills. The dictionary using culture of the community seems to be the most critical point that needs attention as it can be observed that users can access the provided information in the ISN. What is vital is for them to make full utilisation of the information and hence see the value of a monolingual dictionary in their language. As for the provided information, the microstructure facilitates its access since through it; users can get the
information types they search for without any training while the dictionary is the first one of its kind in the language. The presentation of information with consistency is good for those who are not fully competent in that with practice they are likely to learn quickly. This consistency is complemented by a detailed front-matter which gives a comprehensive explanation of the microstructure among other aspects. In this regard, we can conclude here that the dictionary information is accessible; the dictionary itself is user-friendly while the Ndebele community is not lexicographically cultured.
REFERENCES


APPENDIX 1: A PAGE FROM THE ISN SHOWING THE STRUCTURE OF ENTRIES.