

**THE EXPRESSION OF THE COLOUR CONCEPTS
'BLUE' AND 'GREEN' IN SEPEDI**

by

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DECLARATION

Hereby I, L.T. SHAI, declare that this study project is my own original work and that all sources have been accurately reported and acknowledged, and that this document has not previously in its entirety or in part been submitted at any University in order to obtain an academic qualification.

L.T. SHAI

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- Most importantly, thanks unto God.

DEDICATION

This book is dedicated to my family

SUMMARY

Like other Bantu languages, Sepedi tends to utilise one basic colour term (tala) to refer to both the colour concepts ‘blue’ and ‘green’. This does not of course imply that the speakers of this language are unable to distinguish between these two categories and/or talk about them. Sepedi employs various other terms in order to designate these concepts. However, to date no in depth study has been undertaken as to precisely how this encoding takes place, exactly which terms are utilised in which contexts, how salient these terms are (i.e. how frequently and widely they are used), and which terms can be regarded as being basic terms.

In this mini-dissertation an investigation into the various ways in which Sepedi encodes the concepts ‘blue’ and ‘green’ was undertaken. In order to accomplish this, a review of the literature was undertaken, the electronic Pretoria Sepedi Corpus was utilised and finally fieldwork was also conducted. In this manner, a comprehensive list of terms used to express the colour concepts ‘blue’ and ‘green’ were collected and analysed.

Based on statistical comparisons between the collected terms, the findings were that the terms most frequently used to express the concept ‘blue’ are talalerata ‘sky-blue, lit. blue of the sky’, mmala o mo talalerata ‘colour of the blue sky’, tala ‘blue’, talaleratadima ‘blue of the sky’ and leratadima ‘sky, i.e. blue colour of the sky’ and the most frequently used terms when expressing the concept ‘green’ are tala ‘green’ and talamorogo ‘lit. green of vegetables’

Furthermore, it emerged that many of the terms used in Sepedi to express the colour concepts ‘blue’ and ‘green’ are formed by way of loanwords, compounding, phrases and paraphrases. It was concluded that in terms of Berlin & Kay’s (1969) framework for the identification of basic colour terms, only the term tala ‘blue/green’ and perhaps also the term talee (an ideophone signifying ‘green’) could be regarded as basic colour terms.

OPSOMMING

Soos wat dit die geval is in baie van die ander Bantutale, word daar in Sepedi slegs een term (tala) gebruik om na beide die kleurkonsepte ‘blou’ en ‘groen’ te verwys. Dit beteken uiteraard nie dat die sprekers van hierdie taal nie daartoe in staat is om die verskil tussen hierdie twee kleurkategorieë raak te sien en/of daaroor te praat nie. Daar word in Sepedi van ’n veelheid ander terme gebruik gemaak om hierdie konsepte te verwoord. Tot op hede is daar egter nog geen in-in-diepte studie onderneem ten einde vas te stel presies hoe hierdie enkodering plaasvind nie, watter terme in watter kontekste gebruik word, hoe dikwels hierdie terme in die alledaagse omgang voorkom en laastens watter terme as basiese terme beskou kan word nie.

In hierdie mini-verhandeling word daar ondersoek ingestel na die verskillende maniere waarop Sepedi die konsepte ‘blou’ en ‘groen’ enkodeer/verwoord. Ten einde hierdie doelstelling te bereik, is daar eerstens ’n oorsig van die literatuur onderneem, waarna die elektroniese Pretoria Sepedikorpus geraadpleeg is. Dit is gevolg deur veldwerk. Op hierdie wyse is ’n uitvoerige lys terme met behulp waarvan die kleurkonsepte ‘blou’ en ‘groen’ verwoord word, byeengebring en geanaliseer.

Gebaseer op statistiese vergelykings tussen die versamelde terme, is daar tot die slotsom geraak dat die terme talalerata ‘hemelsblou, lett. blou van die hemel’, mmala o mo talalerata ‘kleur van die hemel, hemelsblou kleur, tala ‘blou’, talaleratadima ‘hemelsblou, lett. blou van die hemel’ en leratadima ‘hemel, d.i. blou kleur van die hemel’ die mees gebruiklike terme is in die uitdrukking van die konsep ‘blou’, terwyl die konsep

‘groen’ mees dikwels uitgedruk word met behulp van die terme tala ‘groen’ en talamorogo ‘lett. die groen van groente’.

Dit het verder aan die lig gekom dat heelwat Sepediterme wat gebruik word om die kleurkonsepte ‘blou’ en ‘groen’ uit te druk, gevorm word by wyse van ontlening, die maak van samestellings en die gebruik van frases en parafrasering. Daar is tot die slotsom gekom dat, in terme van Berlin & Kay (1969) se raamwerk vir die identifisering van basiese kleurterme, slegs die terme tala ‘blou/groen’ en dalk ook die term talee (’n ideofoon wat ‘groen’ uitdruk) as basiese kleurterme beskou kan word.

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CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE RESEARCH, RESEARCH PROBLEM AND AIMS, METHODOLOGY AND ORGANISATION OF THE MATERIAL

BACKGROUND TO THE RESEARCH/RATIONALE

1.1 INTRODUCTION

Like other Bantu languages, Sepedi tends to utilise one basic colour term (-tala) to refer to both the colour concepts ‘blue’ and ‘green’. This does not of course imply that the speakers of this language are unable to distinguish between these two categories and/or talk about them. Sepedi employs various other terms in order to designate these concepts. However, to date no in depth study has been undertaken as to precisely how this encoding takes place, exactly which terms are utilised in which contexts, how salient these terms are (i.e. how frequently and widely they are used), and which terms can be regarded as being basic terms.

In Sepedi, as far as the researcher is aware, very little of scholastic significance has been done on the separation between the colour concepts green and blue which are both denoted by -tala.

Confusion is created when the same term is used to denote different concepts as in the case of blue/green i.e. –tala in Sepedi.

McLaury (1991:420) states:

“.... green and blue are the most similar of all unique pairs”.

This view is further supported by Palmer (1981: 72) where he states that:

“colour vocabularies are not solely based upon the physical features, i.e. scientific definitions of colour, but also upon the cultural needs of a specific community. If there exists a pressing need in a specific speech community to distinguish something it can be assumed that terms will develop in such a community”.

In further strengthening this view Salomon (1966: 19) states that the absence of such a distinction i.e. blue/green should be ascribed to the fact that the speakers of the language concerned merely did not find the distinction a needful one.

Louwrens (1993: 127) maintains that blue remains unencoded in the lexicons of many languages, simply because the speakers do not regard it as important to express themselves in this regard.

Furthermore according to Berlin & Kay (1969: 41) the term for blue occurs as an adoptive in many languages in Africa. This issue will also be investigated in this study and an attempt will be made to find out whether this is also the case in Sepedi.

Based on what has been found in the literature, it is therefore not strange that a language such as Sepedi, uses the same term i.e. –tala to refer to both the concepts ‘blue’ and ‘green’. In this study, an attempt will be made to find out which terms are used when a Sepedi speaker does feel the need to specifically express either of the concepts ‘blue’ and ‘green’, which terms are used most frequently and in which contexts these terms are used.

1.2 THE RESEARCH PROBLEM

The focus of this study will be on the colour concepts ‘blue’ and ‘green’ in Sepedi. As indicated earlier, Sepedi makes use of the term –tala to express both the concepts ‘blue and green’. The main purpose of this study is therefore to investigate the ways in which the concepts ‘blue’ and ‘green’ are encoded in Sepedi.

Nida (1984: 40) points out that one of the problems involved in determining the sense of any word symbols, whether a single word or even of an entire discourse, is that the concept of meaning is so complex.

There are many meanings attached to the word –tala in Sepedi and this causes confusion as to exactly which terms are utilised in which context. In order to illustrate some of the fundamental problems involved in the analysis of meaning or meanings of a word sign, it may be useful to analyse the occurrence of –tala in a number of different contexts.

‘Tala’ can refer to the colour ‘green’

‘Tala’ can refer to the colour ‘blue’

‘Tala’ can refer to raw items

‘Tala’ can refer to uncooked items

‘Tala’ can refer to the state of being rude

‘Tala’ can refer to being immodest

‘Tala’ can refer to being uncivilised

‘Tala’ can refer to being immature

‘Tala’ can refer to being uneducated

As can be seen from the above-mentioned examples, -tala causes a myriad of problems in Sepedi as it can be used in other contexts besides denoting the colour green/blue.

The research problem, which will be addressed in this study, is the encoding of the concepts blue/green when speakers feel the need to express these concepts specifically.

An attempt will be made to determine how salient the various terms used to express these colour concepts in Sepedi are and which of the identified terms can be regarded as being basic terms.

1.3 RESEARCH AIMS

The aims of this study are to investigate:

- (a) By which lexical means Sepedi encodes the categories ‘blue’ and ‘green’
- (b) How salient each of the identified terms are, i.e. how frequently and widely they are used and in which contexts (where applicable)
- (c) Which of the terms could be regarded as basic colour terms and which are non-basic colour terms. In this respect, Berlin & Kay’s (1969) framework for the identification of basic colour terms were used, and amended where necessary.

In order to achieve the aims set out in (a) and (b) standard sources on Sepedi such as dictionaries etc. were consulted, the Pretoria Sepedi Corpus (PSC) was queried and fieldwork was undertaken amongst mother-tongue speakers of Sepedi.

1.4 RESEARCH METHODOLOGY

Different types of research methods were used in the execution and completion of this investigation.

The research was basically conducted as follows:

- 1) After a short literature review regarding the expression of the concepts ‘blue’ and ‘green’ in human language in general (see 1.1 in this regard), various standard Sepedi sources were consulted to determine how the concepts ‘blue’ and ‘green’ are lexicalised according to these traditional sources.
- 2) Secondly, the Pretoria Sepedi Corpus was utilised to determine which terms are used to express the concepts ‘blue’ and ‘green’ in Sepedi, in which contexts these terms are used and how frequently particular terms are utilised. Note that the Pretoria Sepedi Corpus is an electronic database of written Sepedi that can be searched by making use of specific query tools, in this case WordSmith Tools.
- 3) Lastly, fieldwork was conducted in the form of questionnaires and interviews in schools in two provinces, namely Gauteng and Limpopo where Sepedi is studied.

1.5 VALUE OF THE PROPOSED RESEARCH

Semantics seems to be a relatively neglected area in the study of the African languages. It is the view of the researcher that attention should now be turned increasingly to semantics. This mini-dissertation is an attempt to contribute to this particular area of linguistic analysis.

In addition to that the present study is an attempt to explore new dimensions in African language studies viz. an investigation into the expression of the colour concepts ‘blue’ and ‘green’ in Sepedi. Lastly, this research will be done within a new field of study, namely that of corpus linguistics as applied to the African languages.

1.6 ORGANISATION OF THE MATERIAL

Chapter one serves as an introductory chapter to this study. It presents the background to the research, the research problem, discusses the methodological framework, clarifies the aim and objectives of the study and finally sets out the organisation of the material.

Chapter two presents a general and historical overview of the Pretoria Sepedi Corpus (PSC) and a discussion on how this corpus was queried to identify the terminology used in Sepedi to encode the colour concepts ‘blue’ and ‘green’.

Chapter three deals with the fieldwork undertaken in a number of schools in Gauteng and Limpopo amongst mother-tongue speakers of Sepedi in order to elicit these speakers’ intuition regarding the expression of the concepts ‘blue’ and ‘green’ in Sepedi.

Chapter four deals with a discussion on which of the identified terms could be regarded as basic colour terms and which as non-basic colour terms by using Berlin and Kay’s (1969) framework for the identification of basic colour terms.

Chapter five provides a summary, recommendations and conclusion regarding the topic.

CHAPTER 2: QUERYING A 5.8 MILLION WORD SEPEDI CORPUS TO IDENTIFY THE TERMS UTILISED TO SIGNIFY THE CONCEPTS ‘BLUE’ AND ‘GREEN’ IN SEPEDI

2.0 INTRODUCTION

In this chapter, the researcher firstly gives a general overview of the Pretoria Sepedi Corpus (PSC), including a historical overview, i.e. the background and development of PSC. The Pretoria Sepedi Corpus is an electronic database of written Sepedi that can be searched by making use of specific query tools, in this case WordSmith Tools. In addition an explanation is given of how the researcher queried the PSC to identify the terminology used to express the colour concepts ‘blue’ and ‘green’ in Sepedi. In order to achieve this, the researcher collected as many terms as possible which are used to express the concepts ‘blue’ and ‘green’ from different Sepedi sources such as dictionaries and the official terminology and orthography.

Furthermore, a number of Sepedi words that can be combined logically with ‘blue’ and ‘green’ i.e. the collocations of ‘blue’ and ‘green’, were collected. Each of these words was then queried and the resultant KWIC-lines (i.e. key words in context) studied in order to ascertain which Sepedi words are used (in addition to those already identified and queried by the researcher as indicated earlier) to express the concepts ‘green’ and ‘blue’ in this language.

2.1 ELECTRONIC CORPORA: GENERAL OVERVIEW

An electronic corpus is basically an electronic word storage (computer) database containing thousands of pages from various books, magazines, newspapers, pamphlets, assignments, theses, dissertations and different types of literary genres such as drama, poems, short stories, novels and so forth.

De Schryver and Prinsloo (2000: 90) concerning the definition of the term corpus state:

“In recent usage the term corpus has tended to refer to a comprehensively documented and structured collection of complete texts, or extracts from larger texts, whose components are generally separately accessible”.

De Schryver and Prinsloo (2000: 90) furthermore assert that in various mostly European languages linguistic projects did already utilise corpora long before the advent of electronic, machine-readable corpora in the early 1960s, albeit without the incredible speed, total accountability, accurate replicability, statistical reliability and the ability to handle huge amounts of data, which characterise electronic corpora nowadays.

Locally they assert that most corpus work in South Africa revolves around the University of Pretoria and to a lesser extent around the University of Port Elizabeth in co-operation with the former Port Elizabeth Technikon now Nelson Mandela Metropolitan University.

In addition, Prinsloo and De Schryver (ibid) discovered that their findings enable among others, lexicographers for African languages to commence word frequency studies in any African language, and this could contribute

to the ultimate goal of bringing the compilation of dictionaries and word frequency studies in African languages on the same level with internationally better realised projects. Moreover the corpora can be used among others as an aid to distinguish between the different senses of typical collocations of individual words, as well as the identification of frequent clusters and the selection of authentic examples.

For the purpose of this study, the researcher wanted to query the Sepedi corpus to ascertain how the concepts ‘green’ and ‘blue’ are expressed in this language.

2.2 DEVELOPMENT OF THE PRETORIA SEPEDI CORPUS (PSC)

According to De Schryver and Prinsloo (2000: 7) the Pretoria Sepedi Corpus (PSC) is a structured corpus created from randomly selected Sepedi literary works and magazines. De Schryver and Lepota (2001: 3) point out that the corpus was painstakingly assembled during the past decade by D.J. Prinsloo and G-M. De Schryver and it is stated that at that point in time, PSC stood at 5.8 million running words.

De Schryver and Lepota (2001: 16) assert that in building PSC, sections were sampled from several hundreds of written sources and a corpus of 5.8 million words roughly corresponds to the equivalent of 300 books. In addition, when building PSC, utmost care was taken to structure the corpus in such a way as to keep it stable.

PSC is analysed with WordSmith Tools, which is a versatile corpus software package developed by Mike Scott in the UK. (De Schryver and

Lepota 2001: 3). When querying the PSC, KWIC-lines (i.e. key words in context) result. In this study, such KWIC-lines are then studied in order to ascertain which Sepedi words are used to express the concepts ‘green’ + ‘blue’ in this language.

2.3 THE LEXICALISATION OF THE CONCEPTS ‘GREEN’ + ‘BLUE’ IN SEPEDI

2.3.1 Traditional approaches

In determining how the concepts green and blue are expressed in Sepedi, the following sources were consulted: dictionaries, grammars, terminologies and other standard sources on the language. The results of these investigations are as follows:

Kriel (1942: 192): tala = blou/groen (‘blue/green’ in English)

Kriel (1965: 197, 267 & 309):

tala = blou/groen (‘blue/green’ in English)

-tala = blou (‘blue’ in English)

botala bja legodimo (‘blue’ of the sky)

-tala = groen (‘green’ in English)

Kriel and Van Wyk (1983: 247, 366 & 323):

tala = blou/groen (‘blue/green’ in English)

-tala = groen (‘green’ in English)

-tala = blou (‘blue’ in English)

Grobler (1991: 39 & 47) gives the following example:

tala = 'green'

-tala = groen ('green' in English)

Terminology and Orthography No. 3 (1972: 53 & 115)

-tala = green ('groen' in Afrikaans)

-tala = blue ('blou' in Afrikaans)

tala 'blue'

polousela (loanword from Afrikaans for 'blue')

Ziervogel and Mokgokong (1975: 125):

tala = green/blue

Ziervogel and Mokgokong (1988: 181) tala = green/blue

Reader's Digest (2000: 60 & 267):

tala = 'green'

botala bja legodimo = 'blue of the sky'

Ziervogel et al (1969: 58):

tala 'green/blue'

Gerber (2000: 19 & 48):

-tala = groen ('green' in English)

-tala = blou ('blue' in English)

botala 'blue'

mmala wa legodimo 'colour of the sky'

Kotzé (1956: 27) uses –tala for both ‘green’ and ‘blue’

Kriel (1993: 153 & 191) gives the following examples:

tala ‘blue’

putswa ‘blue’

botala bja legodimo ‘blue of the sky’

polousela (loanword from Afrikaans for ‘blue’)

lousela (loanword from Afrikaans for ‘blue’)

Lombard et al (1992: 57, 70 & 82) indicated the following examples:

tala = groen/blou (‘green/blue’ in English)

-tala = groen (‘green’ in English)

bjang bjo botala ‘green grass’

thaba ye tala ‘blue mountain’

-tala = blou (‘blue’ in English)

Note that sources such as Kriel(1942), Kotzé (1956), Ziervogel (1969), Ziervogel and Mokgokong (1975), Van Wyk (1983), (1988) and Lombard et al (1992) use the term/word ‘tala’ to signify blue and green while Grobler (1991) omitted the colour term ‘blue’ from his source.

In all of the other sources cited, an attempt is made to distinguish between the colour terms ‘blue’ and ‘green’.

2.3.2 Summary: Traditional sources

‘Blue’

tala ‘blue’

botala ‘blue’

‘Green’

tala ‘green’

polousela 'blue' from Afrikaans loanword
mmala wa legodimo 'colour of the sky'
botala bja legodimo 'blue of the sky'
putswa 'blue'
lousela 'blue' from Afrikaans loanword

All thirteen sources mentioned above described the concept 'green' as – tala in Sepedi and only five sources i.e. the Terminology and Orthography No. 3 of (1972), Gerber (2000), Reader's Digest (2000) and Kriel (1965 & 1993) tried to make a distinction between 'blue' and 'green' in Sepedi.

2.3.3 Querying the corpus

As a next step in the study, the PSC was queried to ascertain which terms are used in Sepedi to signify the concepts 'blue' and 'green'. This was done by searching on words that often co-occur with and/or that are often described with the colour concepts 'blue' and 'green'. In this way, an attempt was made to identify as many terms as possible that have been used in the corpus to signify the concepts 'blue' and 'green'.

2.3.3.1 Search using words that co-occur with and/or that are often described with the colour concept 'blue'

The following words are often described in terms of the colour concept blue and were therefore used as so-called 'search nodes': lewatile, 'sea', bodiba 'pool', meetse 'water' and legodimo 'sky'. The results of these searches were as follows, i.e. terms in the corpus that combined with the above 'search nodes' in order to express the concept 'blue':

1. Lewatle le letala ‘blue sea’
2. Bodiba bjo botala ‘blue water’
3. Meetse a matala ‘blue water’
4. Botala bja legodimo ‘the blue of the sky’
5. Botala bja lerata ‘blue of the sky’
6. Botala bja lewatle ‘blue of the ocean’
7. Talana ‘blue’
8. Talatala ‘dark blue’
9. Lerata ‘blue (lit. sky)’
10. Mmala wa leratadima ‘colour of the sky,’ i.e. ‘blue’
11. Phuti ye talalerata ‘blue duiker’
12. Leratadima le letala ‘blue sky’
13. Lousela ‘blue (<Afr. ‘blousel’)
14. Polousela ‘blue (<Afr. ‘blousel’)

2.3.3.2 Search using words that co-occur with and/or that are often described with the colour concept ‘green’

The following words are often described in terms of the colour concept green and were therefore used as so-called ‘search nodes’, bjang ‘grass’, boladu ‘pus’, legapu ‘watermelon’, boloko ‘cow-dung’, mabele ‘ploughed field’, lekgaba ‘a recently ploughed field’, phulo/mafulo ‘pasture(s).

The results of these searches were as follows: i.e. terms in the corpus that combine with the above ‘search nodes’ to express the concept ‘green’

15. Bjang botala ‘green grass’
16. Boladu bjo botala ‘greenish pus’

17. Boloko bjo botala ‘greenish cow-dung’
18. Legapu le letala ‘green watermelon’
19. Phulo e tala/mafulo a matala ‘green pasture(s)’
20. Phulo ke mohlakamotala ‘evergreen pastures’
21. Pitšama ye talamorogo ‘green (colour of green vegetables) pyjamas’
22. Talee ‘ideophone for green’
23. Talatala ‘dark green’
24. Talana ‘green’
25. Botala bja morogo ‘the green of vegetables’
26. Botala bja letlakala ‘the green of a leaf’

2.3.4 Findings

Based on (a) the traditional written sources that have been consulted (b) the corpus search and (c) the researcher’s own introspection as first language speaker of Sepedi, the following words can be used to signify the concepts ‘blue’ and ‘green’.

‘Blue’	‘Green’
tala ‘blue’	tala ‘green’
madibamatala ‘blue sea/water’	talamorogo ‘green of
talatala ‘dark blue’	vegetables’
botala bja lerata ‘blue of the sky’	talee ‘ideophone for green’
botala bja legodimo ‘blue of the sky’	mohlakamotala ‘evergreen’
botala bja lewatele ‘blue of the ocean’	talafalago ‘becoming green’
mmala wa leratadima ‘colour of the sky’	botala bja mabjang ‘green of grass’



'Blue'	'Green'
<p>polousela 'blue'</p> <p>lousela 'blue' (lit. 'sky blue' loan word from Afr.)</p> <p>mmala wa legodimo 'colour of the sky'</p> <p>putswa 'grey/blue' (from Tswana (Tsw.) for 'blue')</p> <p>letsika 'blue'</p> <p>bulu 'blue'</p> <p>botalalerata 'blue of the sky'</p> <p>mmala wa lerata 'colour of the sky'</p> <p>talapolousela 'blue' ('sky' incorporates loan word from Afr.)</p> <p>talalerata 'blue of the sky'</p> <p>talana 'blue'</p> <p>talalegodimo 'blue of the sky'</p> <p>bodiba-botala 'blue water'</p>	<p>botala bja morogo 'green of vegetables'</p> <p>botala letlakala 'green of a leaf'</p> <p>talatala 'dark green'</p>

Examples of KWIC – lines

In this section, a number of representative examples of KWIC – lines (i.e. key word in context) combinations are given that have been extracted from the corpus. This was done by searching for words that often co-occur/are described with the colours 'blue' + 'green'.

As was shown in the previous section, the objective of this search was to determine how Sepedi expresses the colour concepts 'blue' or 'green'.

27. Le rotha diboko mola ka go le lengwe le ela boladu bja go tswaka bošweu le botala.

‘Worms are dropping from a decomposing wound, which has a mixture of white and green liquid substances’.

In the sentence above, the noun boladu ‘pus’ is described by the colour term botala ‘green’. Tala can be used to refer to both ‘green’ and ‘blue’ in Sepedi and in this case, ‘tala’ expresses green only.

28. E thala makwala ka boloko bjo botala bja kgomo tša lehlabula.

It makes (is making) decorations with green cow-dung of the autumn season.

In the example above, the noun boloko ‘cow dung’ is characterised in terms of its colour as tala ‘green’. Although ‘tala’ can refer to both blue + green, in this case it expresses ‘green’ only.

29. Botha o kgethilwe go ba Tonakgolo, ke ge legodimo le se na leru e no ba le letalana. ‘When Botha was appointed as the Prime Minister, there were no clouds in the sky’, the sky was blue’.

In the example, the noun ‘legodimo’ sky is described in terms of its colour as ‘tala’ i.e. blue. ‘Tala’ in this instance refers to ‘blue’ only because of the combination of the noun ‘legodimo’ sky and the colour term ‘tala’.

30. Le rotoga ka boiketlo le nnoši gare ga legodimo le letalana.

‘The sun is rising steadily in the blue sky’.

In the example above from the corpus, legodimo ‘sky’ is described regarding its colour as letalana meaning ‘blue’. Letalana containing the suffix –ana, expresses a feeling of appreciation. In the above example, letalana refers to ‘blue’ only.

31. Mo le mola go a apoga, a bontšha botala bja legodimo.
‘There and there the clouds are clearing and exposing the blue of the sky’.
In the example above, the noun legodimo ‘sky’ is described by using the following paraphrase ‘botala bja legodimo’ meaning the blue of the sky.
32. Bona Datsun 620 ya mmala wo motala legodimo e rakaletše pele ga karatšhe.
‘Look at (behold) the colour of the sky-blue Datsun 620 which is parked in front of the garage’.
In the example above, the Datsun 620 is described as having mmala wo motala legodimo. The colour term tala when combined with the noun ‘legodimo’ refers to blue only.
33. Ba be ba fihla lewatleng le letala, ...
‘They were arriving at the blue of the ocean’.
In the example above, the noun lewatle ‘ocean’ is described by using the colour term letala ‘blue’.
‘Tala’ can be used to refer to ‘blue’ in this context, i.e. when describing this noun, lewatle ‘ocean’.
34. (a) Ge Moeketsi e elela e lebile lewatle la madibamatala hloka boelelo. ‘When the river Moeketsi flows into the full blue/green ‘ocean’.
(b) Meetse e gamola menwana lewatle bodiba-botala.
‘It carries everything in its path to the deep blue/green sea’.
In the two examples above, the noun lewatle ‘ocean’ is described by using the colour term madibamatala ‘blue/green (lit. pools of

blue/green water)’ and bodiba-botala, ‘blue/green’ (lit. pool of blue/green water).

In this case it is not clear as to whether the two examples describe blue or green, as the colour of the sea is ambiguous.

35. Mosadi yo moso a fihlela di bile di tswalelelwa ke leratadima le letala di sa bonale.

‘When the black woman arrived, she found that they have already disappeared into the blue sky’. In this context when tala co-occurs with leratadima, it will refer to blue.

36. Kgama ya Sebola, phuti ye talalerata, phuti ya Natal, phuti ye pududu.

Duiker from Sebola, a blue buck, a buck from Natal, a grey/fawn buck.

In the example above, the colour term talalerata refers to ‘blue’.

37. Fela mogolodi wa mmala wa lelatadima.

‘But the crane has the colour of the sky’.

In the above example, the crane is described as having mmala wa lelatadima. The paraphrase mmala wa lelatadima, literally means ‘colour of the sky’, i.e. blue.

38. America, ba go opelela difela, ba re bjang botala, o medišeditše lefase ka moka.

‘When the Americans sing their hymns, they say, green grass you are made to cover the whole world’.

In the example above, the noun bjang ‘grass’ is described by using the term ‘tala’ which in this case refers to ‘green’ only.

39. Dipholo tše di nontšhitšwego ke phulo yeo e talafalago ngwaga ka moka.

‘The oxen which are nourished by feeding on pasture which is green year on end’.

In the example above, the noun phulo ‘pasture’ is described in terms of its colour as

-talafalago ‘becoming greener’.

Talafalago in this context refers to green only as it combines logically with the noun phulo ‘pasture’.

40. A phamphetša, a tsepeletše dithabeng tse tala tše telele tša kgole.

‘He is looking intensely and attentively far off at the high distant blue mountains’.

In the example above, the noun thaba ‘mountain’ is described in terms of its colour as tala which could mean ‘blue’ or ‘green’ in this context. However, when mountains are far off in the distance, they are usually described as being ‘blue’.

41. Legapu le letala.

‘A green watermelon’.

In the example above, the noun legapu ‘watermelon’ is described in terms of its colour as ‘tala’. In this example ‘tala’ refers to ‘green’ only.

42. UNISA ya re phulo go nna ke mohlakamotala.

‘UNISA says: “she has evergreen pastures”.

In the example above, the noun phulo ‘pasture’ is described in terms of its colour as mohlaka ‘swamp/reed’ + tala ‘green’.

Mohlakamotala means ‘evergreen’, this is associated with plants which grow on the banks of rivers, they are always green because of the proximity of water.

43. O be a sa apere pitšama ya gagwe ye talamorogo, yeo a e ratago kudu.

‘He was still in his favourite green pyjamas’.

In the example above, the noun ‘pyjamas’ pitšama is described in terms of its colour as talamorogo ‘green’. Whereas tala ‘green’ + ‘blue’ can be used to refer to both ‘green’ and ‘blue’ in Sepedi, morogo ‘vegetables’ which is green in colour, combines logically with the colour term ‘tala’ to refer to green only.

2.4 CORPUS SEARCH

The next step for the researcher was to do a corpus search for each of the terms in 2.3.4 listed earlier and count how many times each term appears. When counting one would have to read the sentences (i.e. the KWIC lines) that come up in order to find out whether the term (e.g. tala) refers to ‘blue’ or ‘green’. In cases where –tala didn’t refer to the colour but to, for instance, the concept ‘raw/uncooked’, those items were discounted. This was done to ascertain which terms are used in Sepedi to signify the concepts ‘blue’ and ‘green’. The numbers on the right hand side indicate the saliency of each of the identified terms in the PSC i.e. how frequently they occur in the corpus to signify ‘blue’ and/or ‘green’.

Blue

	frequency
tala ‘blue’	: 0



botala bja lewatele ‘blue of the ocean’	: 2
botala bja lerata ‘blue of the sky’	: 1
talafala ‘becoming blue’	: 1
talana ‘blue’	: 1
botala bja legodimo ‘the blue of the sky i.e. sky-blue’	: 3
mmala wa leratadima ‘the colour of the sky i.e. ‘blue’	: 3
talatala ‘dark blue’	: 4
polousela ‘blue (< Afr. ‘blousel’) ‘blue water’	: 1 (e.g. meetse a polousela)
talapolousela ‘blue’	: 1
letsika ‘blue’	: 0
madibamatala ‘blue water’	: 2
putswa ‘blue’	: 0
lousela ‘blue (lit. sky-blue)’	: 1
lerata ‘blue (lit. sky)’	: 3 (e.g. lerata la legodimo ‘blue of the sky’)
talalerata ‘blue (lit. sky blue)’	: 41
mmala wa legodimo	: 3
bulu	: 0
botalalerata	: 41
mmala wa lerata	: 3
tatalegodimo	: 3
bodiba-botala	: 2
 <u>Green</u>	
tala ‘green’	: 91
talamorogo ‘plant green’	: 20



talatala ‘dark green’	: 14
talana ‘green’	: 61
botala bja mabjang ‘the green of grass’	: 2
botala bja morogo ‘the green of vegetables’	: 2
botala bja letlakala ‘the green of a leaf’	: 1
mohlakamotala ‘evergreen’	: 2
talee ‘ideophone for green’	: 1

Blue/green – not possible to tell for certain

tala ‘blue/green’	: 19
talana ‘blue/green’ shows appreciation	: 7

2.5 CONCLUSION

Based on the searches as described in this chapter, it becomes clear that the concept ‘blue’ can be expressed by using the following strategies:

Strategies:

Use of adjectives and relatives

- letsika ‘blue’
- tala ‘blue’
- polousela ‘blue’
- talana ‘blue’
- lerata ‘blue’
- putswa ‘blue’
- talatala ‘blue’

Use of paraphrase

botala bja legodimo ‘blue of the sky’

botala bja lewatle ‘blue of the ocean’
mmala wo motala ‘blue colour’
botala bja lerata ‘blue of the sky’
mmala wa legodimo ‘blue of the sky’
mmala wa leratadima ‘blue of the sky’
mmala wo motala legodimo ‘the colour of the blue sky’
lerateng la legodimo ‘blueness (i.e.in the blueness) of the sky’
motala legodimo ‘blue of the sky’

Use of a verb

talafala ‘becoming blue’

Use of compounds

talalerata i.e. ‘tala’ ‘blue’ + lerata ‘sky’
talatala ‘dark blue’ (=emphasis) tala ‘blue’ + tala ‘blue’
madibamatala ‘madiba (i.e. plural form of ‘pool’) + matala ‘blue/green’
talapolousela tala ‘blue’ + polousela (loanword from Afrikaans for ‘blue’)
bodibabotala bodiba (i.e. singular form of ‘pool’) + botala ‘blue/green’

The concept ‘green’ on the other hand is expressed by using the following strategies:

Use of paraphrase

botala bja mabjang ‘the green of grass’
botala bja morogo ‘the green of vegetables’
botala bja letlakala ‘the green of a leaf’
bjang botala ‘green grass’

Use of verbs

- talafalago ‘becoming green’

Use of adjectives

- tala ‘green’
- talana ‘green’
- talatala ‘dark green’

Use of compounds

- talamorogo tala ‘green’ + morogo ‘vegetables’
- talatala ‘dark green’ (=emphasis) tala ‘green’ + tala ‘green’
- madibamatala madiba (i.e. plural form of ‘pool’) + matala ‘green’
- bodibabotala ‘bodiba’ (i.e. singular form of ‘pool’) + ‘green’
- talanatalana ‘light green’ talana ‘green’ + talana ‘green’ (sign of appreciation)
- mohlakamotala ‘evergreen’ mohlaka ‘swamp’ + motala ‘green’

Use of ideophone

talee ‘green’

Not all terms used to express the concepts ‘green’ and ‘blue’ are Sepedi terms, as there are instances of loanwords that have been found in the corpus such as : polousela ‘blue (<Afr. ‘blousel’)

talapolousela ‘blue’

lousela ‘blue’ (lit. sky-blue)

The terms that are used most frequently to express (1) ‘blue’ and (2) ‘green’ based on the search of the corpus are as follows:

<u>‘blue’</u>	<u>frequency</u>	<u>‘green’</u>	<u>frequency</u>
talalerata ‘blue (lit. sky blue)’	: 41	tala ‘green’	: 91

Blue/green – not possible to tell for certain

tala : 19

talana : 7

Based on a search of the 5.8 million word written Sepedi Corpus (PSC), it would therefore seem that when tala is used, it more often than not will refer to the concept ‘green’. When writers (and probably also speakers) want to signify the concept ‘blue’, the term talalerata would be the preferred term.

The next chapter will focus on fieldwork undertaken amongst mother-tongue speakers of Sepedi in order to determine which the preferred terms are for the concepts ‘blue’ and ‘green’ amongst such speakers.

CHAPTER 3: FIELDWORK UNDERTAKEN TO IDENTIFY THE TERMS UTILISED BY MOTHER-TONGUE SPEAKERS OF SEPEDI TO EXPRESS THE CONCEPTS ‘BLUE’ AND ‘GREEN’

3.0 FIELDWORK: QUESTIONNAIRES AND INTERVIEWS

3.1 INTRODUCTION

The purpose of this research was to investigate mother-tongue speakers’ suggestions for the colour concepts ‘blue’ and ‘green’ in Sepedi.

As is indicated in the previous chapter, Sepedi employs various terms in order to designate these concepts. The questionnaires and interviews were constructed to attempt to get an idea of how this encoding takes place, which terms are utilised in which contexts and how frequently and widely they are used.

3.2 THE STRUCTURE OF THE QUESTIONNAIRES / INTERVIEW SCHEDULES

The questionnaires/interview schedules consist of two parts:

- Part 1 of the questionnaires comprises twenty words/terms which the respondents were asked to describe - each with the colour that best suits the particular concept.
- Part 2 consists of 16 colour coded papers which the respondents were also asked to describe – each with the colour that best fits.

The questionnaire/interview schedule can be found in the Appendix.

3.3 THE RESEARCH METHOD

The respondents for this study were drawn from 10 schools, 5 of them based in Gauteng and 5 from Limpopo. A sample of school learners in grades 10 to 12 with ages ranging between 16 and 30, of which 63 were female and 37 were male, filled in the questionnaires.

In total, exactly 100 opinions were collected in a formal way to avoid respondents influencing each other; they were made to provide answers by way of writing. All instructions were given in Sepedi.

Before the filling in of questionnaires began, respondents were put at ease by the supervisor, by explaining to them what the purpose was of the research, that formal approval had been obtained from all the relevant authorities to conduct the research, what the terms and conditions of this approval are and obtaining the respondents' informed consent.

3.4 WHY QUESTIONNAIRES/INTERVIEW SCHEDULES WERE USED FOR THIS PROJECT

Although questionnaires are relatively difficult to construct and administer, they can nevertheless have positive results.

- They are reliable and provide valid answers.
- They are the most convenient method of collecting information.
- The confidentiality and anonymity of the respondents promote frank and reliable responses.

3.5 PROBLEMS EXPERIENCED

The researcher experienced the following problems during the conducting of fieldwork which were nevertheless surmountable. They were among others:

- Schools were reluctant to allow the survey to be conducted during normal school hours.
- There was the problem of distribution of questionnaires and interview schedules as schools were stationed far apart.
- Some respondents seemed to be at a complete loss or overwhelmed when faced with the array of variants of blue and green as depicted by the colour coded papers. This is evident when they gave extreme options, for instance confusing ‘red’ and ‘green’ and so forth.
- To scale down the ambiguities, statements were rephrased to attain reliability and validity of the sample, for example, some of the learners in Gauteng did not have an idea of what boloko ‘cow dung’ is, they also did not know the English translation ‘cow dung’, but when one explained this term as meaning ‘the droppings of a cow’ they then understood.

3.6 PART 1 OF THE QUESTIONNAIRES: RESULTS AND ANALYSIS

Part 1 of the questionnaire deals with the identification of the Sepedi terms used to express the concepts ‘blue’ or ‘green’. In Part 1 the respondents were asked to describe the colour that best fits/suits the particular concept.

Note that the research deals with the concepts ‘blue’ or ‘green’, all terms/concepts that do not express either ‘blue’ or ‘green’ were discounted when analysing the results in the following paragraphs.

1. The noun bjang ‘grass’ was characterised by the respondents in terms of its colour as indicated in the table below.

Table 1

bjang (grass)	translation	frequency	% of total responses
tala	green	81	81%
talamorogo	green of vegetables	16	16%
talaphulo	green of pasture	1	1%
no answer		2	2%
Total no. of responses		100	100%

Whereas tala can be used to refer to both ‘green’ and ‘blue’ in Sepedi, talamorogo only refers to ‘green’ when describing the noun bjang ‘grass’ as is clear from Table 1 above.

81% of respondents preferred tala ‘green’ and 16% preferred talamorogo ‘green of vegetables’ and 1% talaphulo ‘green of pasture’ to describe the noun bjang ‘grass’ in terms of its colour, making the first two terms, the most frequently used by the respondents in describing this noun (bjang ‘grass’).

2. The noun lewatile ‘ocean/sea’ was described by the respondents in terms of its colour as indicated in the table below.

Table 2

lewatile (sea/ocean)	translation	frequency	% of total responses
talalerata	blue of the sky	19	19%
botala bja	blue of the sky	5	5%
legodimo			
talalewatile	green/blue of the ocean	13	13%
puluu/bolou	blue i.e. colour of Afr. ‘blousel’	3	3%
sehla	fawn/grey	3	3%
boreledi	soft/smooth	1	1%
letalabolou	blue i.e. colour of Afr. ‘blousel’	1	1%
šweu	white	3	3%

lewatile (sea/ocean)	translation	frequency	% of total responses
letala la / botala bja leratadima	blue of the sky	14	14%
tala	green/blue	21	21%
momalane	?	1	1%
talamorogo	green of vegetables	1	1%
talaletsika	blue colour	2	2%
serolwana	yellow	2	2%
ga le na mmala	colourless	5	5%
no answer		6	6%
Total no. of responses		100	100%

As is clear from Table 2 above, the terms talalerata ‘blue of the sky’, talalewatle ‘blue/green of the ocean’, botala bja/letala la leratadima ‘blue of the sky’ and tala ‘green/blue’ are most frequently used by the respondents to describe the noun lewatile ‘sea/ocean’ in Sepedi.

Most of the above-mentioned terms are formed by way of compounding and phrases i.e. coined by combining existing words when describing the colour concept ‘blue/green’. e.g. tala ‘blue’ + lerata ‘sky’ > talalerata; tala ‘green/blue’ + lewatile ‘ocean or sea’ > talalewatle; or a phrase such as: letala la/botala bja leratadima ‘blue of the sky’.

19% of respondents preferred talalerata ‘blue of the sky’, 13% preferred talalewatle ‘blue/green of the ocean’, 14% preferred letala la/botala bja leratadima ‘blue of the sky’ and 21% preferred tala ‘green/blue’. The most frequently used terms by the respondents are:

21% tala ‘green/blue’

19% talalerata ‘blue of the sky’

14% letala la/botala bja leratadima ‘blue of the sky’

13% talalewatle ‘blue/green of the ocean’

3. The noun legodimo ‘sky’ was described by the respondents in terms of its colour as follows.

Table 3

legodimo (sky)	translation	frequency	% of total responses
ga le na mmala	colourless	1	1%
sekaebolou	skyblue	2	2%
leratadima	colour of the sky	15	15%
talalerata	blue of the sky	29	29%
talaleratadima	blue of the sky	13	13%
lerata	blue	4	4%
bolu o mo sehla	blue i.e. light colour of Afr. ‘blousel’	2	2%
serolwana	yellow	1	1%
letala lewatle	blue of the	3	3%
botala bja	ocean	5	5%
legodimo	blue of the sky		
tala	blue	14	14%

legodimo (sky)	translation	frequency	% of total responses
botalabolou	blue i.e. colour of Afr. 'blousel'	1	1%
bluu	blue i.e. colour of Afr. 'blousel'	4	4%
boreletšana	smooth	1	1%
no answer		5	5%
Total no. of responses		100	100%

As is evident from Table 3 above, the noun legodimo 'sky' is described most frequently using the following colour terms: talalerata 'blue of the sky' sky' in 29% of cases, leratadima 'sky' or 'colour of the sky' in 15% of cases, tala 'blue' in 14% of cases and talaleratadima 'blue of the sky' in 13% of cases. These are the most preferred terms by the respondents: 29% talalerata 'blue of the sky', 15% leratadima 'colour of the sky', 14% tala 'blue', 13% talaleratadima 'blue of the sky'.

4. The phrase leihlo la lekgowa 'white man's eye' was characterised by the respondents in terms of its colour as follows:

Table 4

leihlo la lekgowa (white man's eye)	translation	frequency	% of total responses

leihlo la lekgowa (white man's eye)	translation	frequency	% of total responses
porawene	brown	5	5%
talalerata	blue of the sky	15	15%
tala	blue/green	22	22%
šweu	white	20	20%
talalewatle	green/blue of the sea	2	2%
talaleratadima	blue of the sky	10	10%
botala bja legodimo	blue of the sky	2	2%
sehla	fawn/grey	8	8%
tsothwa	brown	7	7%
serolwana	yellow	1	1%
lehubedu	red	2	2%
pulu	blue	1	1%
talamorogo	green of vegetables	1	1%
no answer		4	4%
Total no. of responses		100	100%

The respondents opted to describe the phrase leihlo la lekgowa 'white man's eye' in terms of the concepts 'blue'/'green' as follows:

15% talalerata 'blue of the sky', 22% tala 'blue/green' and 10% talaleratadima 'blue of the sky'. The other frequently used terms were discounted as they do not express either blue or green. The most frequently used terms for the concepts 'blue'/'green' by the respondents are:

22% tala 'blue/green'

15% talalerata ‘blue of the sky’

10% talaleratadima ‘blue of the sky’

5. The noun ntshwe ‘sugar cane’ was characterised by the respondents regarding its colour as indicated in the table below:

Table 5

ntshwe (sugar cane)	translation	frequency	% of total responses
phepholo	purple	1	1%
tala	green	27	27%
tšhweu	white	11	11%
sehla	fawn/grey	30	30%
merune	maroon	2	2%
tsothwa	brown	4	4%
botala bjo bosehla	light green	3	3%
khulong	red	3	3%
leratadima	blue	3	3%
talamohloko	green of plants	1	1%
talamorogo	green of vegetables	7	7%
no answer		8	8%
Total no. of responses		100	100%

As is clear from Table 5 above, to describe the noun ntshwe ‘sugar cane’ according to its colour, 27% preferred tala ‘green’ and only 7% preferred talamorogo ‘green of vegetables’. These are the most preferred terms for the concept ‘green’ by the respondents:

27% tala ‘green’

7% talamorogo ‘green of vegetables’

6. The noun phulo ‘pasture’ was characterised by the respondents in terms of its colour as follows:

Table 6

phulo (pasture)	translation	frequency	% of total responses
kerei	grey	1	1%
talamorogo	green of vegetables	11	11%
tala	green	65	65%
mmala wo	grey colour	11	11%
mosehla			
talaphulo	green of pasture	1	1%
šweu	white	2	2%
hubedu	red	1	1%
no answer		8	8%
Total no. of responses		100	100%

As is evident from Table 6 above, the trend is that the noun phulo ‘pasture’ is overwhelmingly described by the colour tala ‘green’. Whereas tala can be used to refer to both ‘green’ and ‘blue’, when describing the noun phulo ‘pasture’, it refers to ‘green’ only, therefore to describe the noun phulo ‘pasture’, 65% of the respondents opted for tala ‘green’ and 11% opted for talamorogo ‘green of vegetables’. These are the most preferred terms by the respondents for the concept ‘green’:

65% tala ‘green’

11% talamorogo ‘green of vegetables’

7. The noun thaba ‘mountain’ was described by the respondents regarding its colour as indicated in the table below.

Table 7

thaba (mountain)	translation	frequency	% of total responses
boluu	blue	1	1%
brawene	brown	8	8%
talalerata	blue of the sky	1	1%
talamorogo	green of vegetables	2	2%
tshehla	grey/fawn	38	38%
ntsho	black	7	7%
ntsho-tsothwa	dark brown	2	2%
tala	blue/green	19	19%
khulong	red	3	3%
serolwana	yellow	1	1%
leratadima	blue i.e. blue of the sky	4	4%
talalerata	blue of the sky	4	4%
šweu	white	3	3%
ga e na mmala	colourless	1	1%
no answer		6	6%
Total no. of responses		100	100%

As is clear from Table 7 above, in describing the noun thaba ‘mountain’ in terms of its colour 19% preferred tala ‘green/blue’, 4% preferred

leratadima ‘blue colour of sky’ and 4% preferred talalerata ‘blue of the sky’.

The most frequently used terms for the concepts ‘blue’/‘green’ by the respondents are:

19% tala ‘blue/green’

4% leratadima ‘blue i.e. colour of the sky’

4% talalerata ‘blue of the sky’

8. The noun letsha ‘lake’ was characterised by the respondents in terms of its colour as follows.

Table 8

letsha (lake)	Translation	frequency	% of total responses
šweu	white	8	8%
talalerata	blue of the sky	16	16%
khulong	red	1	1%
leso	black	2	2%
boreledi	soft	1	1%
tsothwa	brown	1	1%
ga le na mmala	colourless	3	3%
talalewatle	green/blue of sea	5	5%
talaleratadima	blue of sky	8	8%
letsikatala	blue colour	1	1%
talamorogo	green of vegetables	1	1%
talalegodimo	blue of sky	4	4%

letsha (lake)	Translation	frequency	% of total responses
sehla	grey/fawn	14	14%
tala	green/blue	21	21%
porawene	brown	3	3%
no answer		7	7%
Total no. of responses		100	100%

As is clear from Table 8 above in describing the noun letsha ‘lake’ in terms of its colour, 16% of the respondents opted for talalerata ‘blue of sky’, 21% opted for tala ‘green/blue’, 5% opted for talalewatle ‘blue/green of the ocean’ and 8% opted for talaleratadima ‘blue of the sky’. These are the most preferred terms by the respondents for the concepts ‘blue’/’green’:

21% tala ‘green/blue’

16% talalerata ‘blue of the sky’

8% talaleratadima ‘blue of the sky’

5% talalewatle ‘blue/green of the sea’

9. The noun boloko ‘cow dung’ was described by the respondents regarding its colour as indicated in the table below.

Table 9

Boloko (cow dung)	translation	frequency	% of total responses
boraono	brown	2	2%
tala	green	50	50%
boso	black	21	21%

Boloko (cow dung)	translation	frequency	% of total responses
šweu	white	1	1%
sehla	fawn/grey	6	6%
serolwana	yellow	2	2%
talalerata	blue of the sky	1	1%
pududu	fawn/grey	1	1%
talamorogo	green of vegetables	11	11%
no answer		5	5%
Total no. of responses		100	100%

As is clear from Table 9 above, in describing the noun boloko ‘cow dung’ in terms of its colour, 50% of the respondents preferred tala ‘green’. Whereas tala can refer to both blue and green, it is clear that in this case it refers to green only. 11% of the respondents preferred talamorogo ‘green of vegetables’. These are the most preferred terms by the respondents for the concept ‘green’:

50% tala ‘green’

11% talamorogo ‘green of vegetables’

10. The noun bolele ‘algae’ was characterised by the respondents in terms of its colour as follows.

Table 10

Bolele (algae)	translation	frequency	% of total responses
talamorogo	green of	16	16%

Bolele (algae)	translation	frequency	% of total responses
tala	vegetables green	78	78%
khubedu	red	1	1%
no answer		5	5%
Total no. of responses		100	100%

As is evident from Table 10 above, in describing the noun bolele ‘algae’ in terms of its colour, 78% of the respondents opted for the colour tala which is green in this case, and 16% preferred talamorogo ‘green of vegetables’.

These are the most preferred terms by the respondents:

78% tala ‘green’

16% talamorogo ‘green of vegetables’

11. The noun tšhika ‘vein’ was described by the respondents regarding its colour as indicated in the table below.

Table 11

tšhika (vein)	translation	frequency	% of total responses
tala	blue/green	53	53%
šweu	white	4	4%
bohubedu	red	20	20%
talamorogo	green of vegetables	6	6%
ntsho	black	1	1%
talaleratadima	blue of sky	4	4%

tšhika (vein)	translation	frequency	% of total responses
serolwana	yellow	1	1%
sehla	grey/fawn	6	6%
tsothwa	brown	1	1%
ga e na mmala	colourless	1	1%
no answer		3	3%
Total no. of responses		100	100%

The respondents opted to describe the noun tšhika ‘vein as follows:

53% tala ‘blue/green’; 6% talamorogo ‘green of vegetables’ and 4% talaleratadima ‘blue of sky’. These are the most frequently used terms by the respondents for the concepts ‘blue’/’green:

53% tala ‘blue/green’:

6% talamorogo ‘green of vegetables’

4% talaleratadima ‘blue of sky’

12. The noun tšie ‘grasshopper’ was characterised by the respondents in terms of its colour as follows:

Table 12

tšie (grasshopper)	translation	frequency	% of total responses
tsothwa	brown	4	4%
sehla	fawn/grey	32	32%
tala	green	46	46%
talamorogo	green of vegetables	4	4%
talaboserolwana	yellowish green	4	4%

tšie (grasshopper)	translation	frequency	% of total responses
šweu	white	1	1%
moso	black	3	3%
hubedu	red	2	2%
no answer		4	4%
Total no. of responses		100	100%

As is clear from Table 12 above, in describing the noun tšie ‘grasshopper’ in terms of its colour, 46% of the respondents preferred tala ‘green’. Whereas tala can refer to both ‘blue’ and ‘green’, in this case it would obviously refer to green only. 4% of the respondents preferred talamorogo ‘green of vegetables’ and 4% also preferred talaboserolwana ‘yellowish green’. These are the most frequently used terms by the respondents for the concept ‘green’:

46% tala ‘green’

4% talamorogo ‘green of vegetables’

13. The noun mogodu ‘rumen’ was described by the respondents regarding its colour as indicated in the table below.

Table 13

mogodu (paunch/rumen)	translation	frequency	% of total responses
moso	black	52	52%
sehla	grey/fawn	19	19%
tsothwa	brown	4	4%
hubedu	red	2	2%

mogodu (paunch/rumen)	translation	frequency	% of total responses
tala	green	14	14%
šweu	white	1	1%
hubedu	red	1	1%
talamorogo	green of vegetables	1	1%
no answer		6	6%
Total no. of responses		100	100%

As is evident from Table 13 above, in describing the noun mogodu ‘rumen’ according to its colour, 14% of the respondents preferred tala which in this case refers to ‘green’ and only 1% preferred talamorogo ‘green of vegetables’. These are the most frequently used terms by the respondents for the concept ‘green’:

14% tala ‘green’

1% talamorogo ‘green of vegetables’

14. The noun sehlwa ‘lawn’ was characterised by the respondents in terms of its colour as follows.

Table 14

sehlwa (lawn)	translation	frequency	% of total responses
tala	green	67	67%
green	green	1	1%
šweu	white	2	2%
talamorogo	green of vegetables	10	10%

sehlwa (lawn)	translation	frequency	% of total responses
tsothwa	brown	1	1%
sehla	grey/fawn	12	12%
ntsho	black	1	1%
no answer		6	6%
Total no. of responses		100	100%

As is clear from Table 14 above, in describing the noun sehlwa ‘lawn’ according to its colour, 67% of the respondents preferred tala ‘green’. Whereas tala can be used to refer to both blue and green, it obviously refers to green when used with the noun sehlwa ‘lawn’. 10% of the respondents preferred talamorogo ‘green of vegetables’. 1 Respondent made use of a borrowing from English, namely ‘green’. These are the most frequently used terms by the respondents for the concept ‘green’:

67% tala ‘green’

10% talamorogo ‘green of vegetables’

15. The noun santlhoko ‘bile’ was described by the respondents regarding its colour as indicated below.

Table 15

santlhoko (bile)	translation	frequency	% of total responses
tala	blue/green	57	57%
sehla	grey/fawn	6	6%
serolwana	yellowish	3	3%
šweu	white	2	2%
hubedu	red	5	5%

santlhoko (bile)	translation	frequency	% of total responses
talalerata	blue of the sky	3	3%
moso	black	1	1%
talamorogo	green of vegetables	8	8%
pink	pink	1	1%
no answer		14	14%
Total no. of responses		100	100%

As is clear from Table 15 above, to describe the noun santlhoko ‘bile’ according to its colour, 57% of respondents preferred tala ‘blue/green’ and 8% preferred talamorogo ‘green of vegetables’, 3% talalerata ‘blue of the sky’. These are the most preferred terms used by the respondents for the concepts ‘blue’/’green’:

57% tala ‘blue’/’green’

8% talamorogo ‘green of vegetables’

3% talalerata ‘blue of the sky’

16. The noun lehlakanoka ‘reed’ was characterised by the respondents in terms of its colour as follows:

Table 16

lehlakanoka (reed)	translation	frequency	% of total responses
sehla	grey/fawn	30	30%
tala	green	37	37%
talasehla	light green + grey/fawn	3	3%

lehlakanoka (reed)	translation	frequency	% of total responses
šweu	white	1	1%
serolwana	yellowish	4	4%
boluu	blue	2	2%
boso	black	2	2%
talamorogo	green of vegetables	8	8%
talana	green	2	2%
hubedu	red	1	1%
talalerata	blue of sky	2	2%
poraono	brown	1	1%
no answer		7	7%
Total no. of responses		100	100%

It is clear from Table 16 above that to describe the noun lehlakanoka ‘reed’ according to its colour, 37% preferred tala which in this case refers to green only and 8% preferred talamorogo ‘green of vegetables’. 2% preferred talalerata ‘blue of the sky’ and 2% preferred talana ‘green’. These are the most frequently used terms by the respondents for the concepts ‘blue’/’green’:

37% tala ‘green’

8% talamorogo ‘green of vegetables’

2% talana ‘green’

2% talalerata ‘blue of the sky’

17. The noun mamilana ‘mucus’ was described by the respondents regarding its colour as indicated in the table below.

Table 17

mamilana (mucus)	translation	frequency	% of total responses
šweu	white	13	13%
sehla	grey/fawn	15	15%
talamorogo	green of vegetables	3	3%
tala	green	43	43%
ga o na mmala	colourless	5	5%
talaboserolwana	yellowish green	1	1%
serolwana	yellow	4	4%
mosilver	silver	1	1%
borawn	brown	1	1%
talalerata	blue of sky	1	1%
no answer		12	12%
Total no. responses		100	100%

It is evident from Table 17 above that to describe the noun mamilana ‘mucus’, with regard to its colour, 43% of the respondents preferred tala which in this case would refer to ‘green’, 3% of the respondents preferred talamorogo ‘green of vegetables’ and only one preferred talaboserolwana ‘yellowish green’. These are the most frequently used terms by the respondents for the concept ‘green’:

43% tala ‘green’

3% talamorogo ‘green of vegetables’

1% talaboserolwana ‘yellowish green’

The other figures were discounted as they do not refer to either ‘blue’ or ‘green’.

18. The noun merogo ‘vegetables’ was characterised by the respondents in terms of its colour as follows:

Table 18

merogo (vegetables)	translation	frequency	% of total responses
talamorogo	green of vegetables	16	16%
tala/talatala	green	81	81%
no answer		3	3%
Total no. responses		100	100%

As is clear from Table 18 above, to describe the noun merogo ‘vegetables’ in terms of its colour, 81% preferred tala or talatala which in this regard indicate green only and 16% preferred talamorogo which refers to ‘green’, lit. ‘green of vegetables’. These are the most frequently used terms by the respondents for the concept ‘green’:

81% tala ‘green’

16% talamorogo ‘lit. green of vegetables’

19. The noun kgopa ‘aloe’ was described by the respondents regarding its colour as indicated in the table below.

Table 19

kgopa (aloe)	translation	frequency	% of total responses
tala	green	45	45%
talamorogo	green of vegetables	8	8%

kgopa (aloe)	translation	frequency	% of total responses
sehla	grey/fawn	18	18%
šweu	white	16	16%
porawene	brown	1	1%
ntsho	black	1	1%
hubedu	red	1	1%
talaboserolwana	yellowish green	1	1%
no answer		9	9%
Total no. of responses		100	100%

As is clear from Table 19 above, to describe the noun kgopa ‘aloe’ with regard to its colour, 45% of the respondents preferred tala which in this case would refer to ‘green’, 8% of the respondents preferred talamorogo ‘green of vegetables’ and one respondent talaboserolwana ‘yellowish green’. These are the most frequently used terms by the respondents for the concept ‘green’:

45% tala ‘green’

8% talamorogo ‘lit green of vegetable’

20. The noun legapu ‘watermelon’ was characterised by the respondents in terms of its colour as follows:

Table 20

legapu (watermelon)	Translation	frequency	% of total responses
talamorogo	green of vegetables	9	9%

legapu (watermelon)	Translation	frequency	% of total responses
hubedu	red	39	39%
tala	green	44	44%
šweu	white	2	2%
pinku	pink	1	1%
no answer		5	5%
Total no. responses		100	100%

It is shown from Table 20 above that to describe the noun legapu ‘watermelon’ in terms of its colour, 44% of respondents preferred tala which in this case refers to ‘green’ only and 9% of the respondents preferred talamorogo which also refers to ‘green’, lit. ‘green of vegetables’.

3.7 OVERALL SUMMARY OF RESULTS OF PART 1 OF THE QUESTIONNAIRE

‘Blue’ is expressed by the following terms:

Sepedi Colour Term	Meaning	% Used	Average % Used
tala	blue	21	
		14	
			18
talalerata	blue sky	19	
		29	
		15	
		1	
		16	
		5	
		1	
		3	



Sepedi Colour Term	Meaning	% Used	Average % Used
		1	
			10
talaleratadima	blue of the sky	14	
		13	
		10	
		8	
		4	
		2	
			9
talalegodimo/botala bja legodimo	blue of the sky	5	
		5	
		2	
		4	
			4
leratadima	sky i.e. blue colour	15	
		4	
		3	
			7
letsikatala	anything blueish	1	
		2	
			2
botalabolou	blue (fom Afr. 'blousel')	1	
		1	
			1
puluu/bolou/bluu	blue	3	
		4	
		1	
		1	
		1	
			2
sekaebolou	sky blue	2	
			2
lerata	blue i.e. blue of the sky	4	
			4
bolu o mosehla	blue i.e. light colour	2	
			2



Sepedi Colour Term	Meaning	% Used	Average % Used
talalewatle	blue of the sea	2	
		3	
		13	
		5	
			6

‘Green’ is expressed by the following terms:

Sepedi Colour Term	Meaning	% Used	Average % Used
tala	green	81	
		27	
		65	
		50	
		78	
		46	
		14	
		67	
		37	
		43	
		81	
		45	
		44	
			52
talamorogo	green of vegetables	16	
		1	
		7	
		11	
		2	
		1	
		11	
		16	
		6	
		4	
		1	
		10	
		8	
		3	
		16	
		8	
		9	

Sepedi Colour Term	Meaning	% Used	Average % Used
		9	
			8
talaphulo	green of pasture	1	
		1	
			1
talaboserolwana	yellowish green	4	
		1	
		1	
		1	
			2
talabosehla/botala bjo bosehla	light and green	3	
		3	
			3
talamohloko	green of indigenous tree	1	
			1
talana	green	2	
			2

'Blue/green; green/blue is expressed by the following terms

Sepedi Colour Term	Meaning	% Used	Average % Used
tala	blue/green' green/blue	22	
		19	
		21	
		53	
		57	
			34

3.8 PART 2 OF THE QUESTIONNAIRE: RESULTS AND ANALYSIS

Part 2 of the questionnaire/interview schedule consists of a colour naming task. This colour naming task was used to measure which terms are used in Sepedi by mother-tongue speakers to express the concepts 'blue' and

‘green’ and also to determine what the frequency of use of these terms are.

In this second part of the questionnaire, 16 variants of blue and green coloured coded papers were cut and pasted inside blocks of 20mm in length and 10mm in width. The colours were juggled around and repeated – as can be seen in the Appendix - as follows:

- dark green in (a), (e) and (l);
- light green in (b), (f) and (m);
- dark blue in (c), (g) and (n);
- light blue in (d), (h), (o) and (k);
- brownish green in (i) and (p)

The colours were repeated and juggled around to determine whether respondents are consistent in their colour naming or not.

The same respondents that participated in part 1 of this questionnaire were requested to take part in Part 2. They were asked to write down the Sepedi colour term (next to the corresponding colour coded paper) that best describes the given colour in their opinion.

The rationale behind this second part of the study is to find the Sepedi terms with which the respondents describe the colour coded paper, i.e. the terms that they use to distinguish between various shades of ‘green’ and ‘blue’.

3.8.1 Respondents' results: dark green colour coded paper

The colour coded paper below was characterised by the respondents with the following colour terms in (a), (e) and (l):

(a)	talamorogo 'green of vegetables'	: 40
	tala 'green'	: 47
	talatala 'dark green'	: 6
	tala ya morogo 'green of vegetables'	: 2
	tala ya dihlare 'green of plants'	: 1
	tala ya morogo ya go taga 'colour of light green vegetables'	: 1
	talana 'green'	: 1
	tala-tala-šweu 'green and white'	: 1
	no answer	: 1
	total no. of respondents	: 100
(e)	botala bja bjang 'green of grass'	: 1
	tala 'green'	: 42
	talatala 'dark green'	: 4
	tala morogo yeo e tagilego 'colour of light green vegetables'	: 1
	talana 'green'	: 1
	talamorogo 'green of vegetables'	: 43
	talašweu 'white green'	: 1
	talamorogošweu 'white green of vegetables'	: 1
	talamorogo ya go taga 'light green of vegetables'	: 2

talamohloko ‘green of an indigenous tree’	: 1
no answer	: 3
Total no. of respondents	: 100
(1) tala ‘green’	: 33
talatala ‘dark green colour’	: 4
tala ya kgopa ‘green of an aloe’	: 1
mmala o mo daka tala ‘dark green colour’	: 1
lerata ‘blue sky i.e. blue of the sky’	: 4
talamorogo yeo e tagilego ‘green of vegetables which are light in colour’	: 1
talamorogo ‘green of vegetables’	: 45
tala ya go tsenelela ‘dark deep green’	: 1
botala bjo bo tseneletšego ‘dark deep green’	: 1
mmala o mo talana ‘greenish colour’	: 2
talalerata ‘sky blue’	: 1
talabolele ‘green of algae’	: 1
tala ya dibjalo ‘green of plants’	: 1
mmala o talatagi ‘green colour which is light in colour’	: 2
no. answer	: 2
Total no. of respondents	: 100

As is evident from the above results, in describing the colour coded paper in 21, most respondents described it as talamorogo ‘green of vegetables’ and tala ‘green’ respectively.

3.8.2 Respondents' results: light green colour coded paper

When working with the sample that appears in (b), (f) and (m) the results appear as follows:

(b) mmala o moyelo 'yellowish colour'	: 3
kheri ya go taga 'light yellowish colour'	: 3
suru 'sour (green)'	: 1
talana 'greenish'	: 6
tala 'green'	: 23
botala bja hlaga 'green of veld'	: 2
talaserolwana 'yellowish green'	: 6
talamorogo ya go se tage 'green vegetables which are not bright in colour'	: 2
kheri 'yellowish'	: 3
talamorogo 'green of vegetables'	: 2
talabolele 'green of algae'	: 1
serolwana 'yellowish'	: 23
khulwana 'red'	: 1
talabjang 'grass green'	: 2
tala ya dihlare 'green of trees'	: 2
talatšie 'green of a grasshopper'	: 1
mmala o motalanyana 'greenish colour'	: 2
mmala o mo phepholo 'colour purple'	: 1
mmala o mo sehlana 'grey/fawn colour'	: 1
talatshehla 'fawnish green'	: 5

talamohloko ‘green of an indigenous plant’	: 1
mmala o phaswa ‘black and white’	: 1
mastete’ mustard’	: 1
no. answer	: 1
Total no. of responses	: 100
(f) talatšie ‘green of grasshopper’	: 2
phefadi serolwana ‘ yellowish green colour’	: 2
kheri ya go taga ‘bright yellow green’	: 2
putswa ‘grey/blue’ (from Tsw. for ‘blue’)	: 1
talana ‘greenish’	: 9
tala ‘green’	: 24
botala bja hlaga ‘green of the veld’	: 2
tala serolwana ‘yellowish green’	: 6
talamorogo ya go se tage ‘green of vegetables which are not bright in colour’	: 2
kheri ‘yellowish’	: 2
mmala o mo serolwana ‘yellowish colour’	: 18
serolwana sa go taga ‘bright yellowish colour’	: 1
talabjang ‘grass-green’	: 2
tala ya dihlare ‘green of trees’	: 2
talamorogo ‘green of vegetables’	: 1
mmala o mo phepholo ‘purple colour’	: 1
bosehla bjo botala ‘fawn green colour’	: 2
mmala o mo sehlana ‘fawnish colour’	: 1
talatshehla ‘fawn and green’	: 4
phaswa ‘mixture of white and black’	: 1
talamohloko ‘green of an indigenous tree’	: 1
talabolele ‘green of algae’	: 1

violet ‘violet’	: 1
khulwana ‘red’	: 1
no. answer	: 9
Total no. of responses	: 98
(m) kheri ya go taga ‘ yellow which is light in colour’	: 2
serolwana ‘yellow’	: 13
talana ‘greenish’	: 9
putswa ‘grey/blue’ (from Tsw. for ‘blue’)	: 1
talasantlhoko ‘green as of/like bile’	: 1
talaserolwana ‘yellow green’	: 7
phefadi-serolwana ‘dark brown and yellowish colour’	: 2
talamorogo ‘green of vegetables’	: 2
kheri ‘yellow’	: 2
talamorogo ya go se tage ‘green of vegetables which are not light in colour’	: 1
talabolele ‘green of algae’	: 1
tala ‘green’	: 24
talatšie ‘green of a grasshopper’	: 1
talanyana ‘greenish’	: 1
mmala o mo phepholo ‘purple colour’	: 1
tala ya bjang ‘green of grass’	: 2
bosehla bjo botala ‘fawnish green colour’	: 2
suru ‘sour (green)’	: 1
talanyana ‘greenish’	: 1
yellow ‘yellow’	: 1
mmala o mo sehlang ‘grey/fawn colour’	: 1
mmala wa dihlare ‘green of trees’	: 2

talatshehla ‘fawnish and green’	: 3
talabjang ‘grass green’	: 1
talamohloko ‘green of an indigenous tree’	: 1
serolwana sa go taga ‘light yellowish colour’	: 1
botala bja hlaga ‘green of the veld’	: 2
khulwana ‘red’	: 1
mathobe ‘mixture of red and white colours’	: 1
mmala o phaswa ‘colour that is a mixture of black and white’	: 1
talalerata ‘sky-blue’	: 1
no answer	: 10
no. of responses	: 100

As is clear from the results above, most respondents describe the colour coded paper in 22 as tala ‘green’ or serolwana ‘yellow’.

3.8.3 Respondents’ results: dark blue colour coded paper

When working with the sample that appears in (c), (g) and (n) the results appear as follows:

(c) talameetse ‘blue of water’	: 3
pulu/blou/bolu ‘blue’	: 9
leratadima le tagilego ‘sky i.e. bright blue colour of the sky’	: 2
tala ye e tseneletšego ‘darkened blue colour’	

i.e. deep blue’	: 2
tala ye e tibilego ‘blue which is not bright’	: 2
letsikatala ‘the colour of blue’	: 2
talalerata ‘sky blue’	: 22
putswa ‘grey/blue’ (from Tsw. for ‘blue’)	: 2
leratadima ‘sky i.e. the blue of the sky’	: 2
talalewatle ‘blue of the sea’	: 7
tala ‘blue’	: 11
talaleratadima ‘blue of the sky’	: 7
serolwana ‘yellow’	: 1
talabolou = tala + bolou (from Afr. colour of ‘blousel’)	: 1
talatala ‘dark blue’	: 3
talalegodimo ‘sky blue’	: 4
mmala wa legodimo ‘colour of the sky’	: 1
lerata ‘sky i.e. blue colour of the sky’	: 5
mmala wa meetse ‘colour of water’	: 1
letsika ‘blue’	: 2
pudutšwana ‘fawn/grey’	: 1
no answer	: 10
no. of responses	: 100
(g) pudutšwana ‘fawn/grey’	: 1
phaswa ‘mixture of black and white’	: 1
lousela ‘blue’ (from Afr. ‘blousel’)	: 1
pulu/blou/bolu ‘blue’	: 7
leratadima le tagilego ‘bright sky-blue’	: 5
letsikatala ‘the colour of blue’	: 6
botalalerata ‘sky blue’	: 18

lerata ‘lit. sky i.e. sky blue’	: 5
talaletsha ‘blue of a lake’	: 1
talaleratadima ‘blue of the sky’	: 9
talalewatle ‘blue of the sea’	: 14
tala ‘blue’	: 12
talameetse ‘blue of water’	: 6
legodimo ‘lit. ‘sky i.e. blue of the sky’	: 1
leratadimatala ‘blue of the sky’	: 1
talabolou ‘blue’ (from Afr. ‘blousel’)	: 1
talalegodimo ‘blue of the sky’	: 1
mmala wa legodimo wo o tseneletšego ‘darkened colour of the sky’	: 1
talatala ‘dark blue’	: 3
no answer	: 9
no. of responses	: 100
(n) phaswa ‘mixture of black and white’	: 1
pudutšwana ‘grey/fawn’	: 1
lousela ‘blue’ (i.e. from the Afr. ‘blousel’)	: 1
dake bolu ‘lit. dark blue’	: 1
leratadima le tagilego ‘bright blue sky’	: 5
tala ye e tseneletšego ‘darkened blue’	: 1
letsikatala ‘anything blueish in colour’	: 4
tala ye e tibilego ‘darkened blue colour’	: 1
blue/pulu/blou ‘blue’	: 7
talalerata ‘blue of sky’	: 18
talatala ‘dark blue’	: 2
lerata ‘lit. sky i.e. blue of sky’	: 4
mmala wa legodimo wo tseneletšego	

‘darkened colour of the sky’	: 1
botala bja lewatle ‘blue of the sea’	: 12
tala legodimo ‘blue of the sky’	: 1
talatshehla ‘fawnish blue’	: 1
mmala wa meetse ‘colour of water’	: 1
tala ‘blue’	: 13
talaleratadima ‘blue of the sky’	: 8
talameetse ‘blue of water’	: 4
talabolou ‘blue’ (i.e. blue from Afr. ‘blousel’)	: 2
no answer	: 11
no. of responses	: 100

As is shown from the preceding results, the colour coded paper in 23 is described by most respondents as talalerata ‘blue of the sky’, tala ‘blue’ and talalewatle ‘blue of the sea’

3.8.4 Respondents’ results: light blue colour coded paper

When working with the sample that appears in (d), (h) and (o) the results appear as follow:

(d) tala ‘blue’	: 12
talana ‘blueish’	: 3
tala ya legodimo ‘blue of the sky’	: 5
talalewatle ‘blue of the sea’	: 7
tala ya go se tage ‘blue which is not bright’	: 2

talaleratadima ‘blue of the sky’	: 15
mmala o mo talalerata ‘colour of sky blue’	: 22
talalerata ya go se tage ‘sky blue which is not bright’	: 2
tala ya maru ‘blue of clouds’	: 1
leratadima ‘lit. sky i.e. blue of the sky’	: 13
lerata ‘sky i.e. blue’	: 3
talabosehla ‘fawnish blue’	: 1
blou/bolwu ‘blue’ (from Afr. ‘blou’)	: 3
serolwana ‘yellow’	: 1
pudutšwana ya legodimo ‘greyish sky’	: 2
no answer	: 8
no. of responses	: 100
(h) talamorogo ‘green of vegetables’	: 1
tala ya maru ‘blue of the clouds’	: 1
tala ‘blue’	: 14
tala-lehube ‘blue-red’	: 1
talana ‘blueish’	: 2
tala ya legodimo ‘blue of the sky’	: 9
talalewatle ‘blue of the sea’	: 6
tala ya go se tage ‘blue which is not light’	: 3
lefaufau/talaleratadima ‘sky’ i.e. ‘blue of the sky’	: 13
mmala o motalalerata ‘colour of the sky’	: 22
leratadima ‘sky i.e. blue’	: 1
lerata ‘sky i.e. blue colour’	: 1
talabosehla ‘fawnish blue’	: 2
phaswana ‘mixture of white and black’	: 1
blou/bolwu ‘blue’ (from Afr. ‘blou’)	: 4

putswa ‘grey/blue’ (from Tsw. for ‘blue’)	: 1
no answer	: 8
no. of responses	: 100
(o) tala ya maru ‘blue of clouds’	: 1
tala ‘blue’	: 12
talana ‘blueish’	: 2
tala ya legodimo ‘blue of the sky’	: 8
talalewatle ‘blue of the sea’	: 7
talabolou ‘blue’ (i.e. from Afr. ‘blouse!’)	: 1
lefaufau/talaleratadima ‘sky’ i.e. ‘blue of the sky’	: 15
mmala o motalalerata ‘colour of the blue sky’	: 23
leratadima ‘sky i.e. blue’	: 12
leratatshehla ‘light not bright sky blue’	: 3
leratadi la go se tage ‘the sky which is not bright’	: 1
tala e tshese ‘blue which is not bright’	: 1
talabosehla ‘fawn and green’	: 1
phaswana ‘mixture of white and black’	: 1
pulu/boluu ‘blue’ (from Afr. ‘blou’)	: 5
no answer	: 7
no. of responses	: 100

As is shown from the preceding results, the colour coded paper in 24 is described by most respondents as talalerata ‘blue of the sky’, talaleratadima ‘blue of the sky’, leratadima ‘sky i.e. blue of the sky’ and tala ‘blue’.

3.8.5 Respondents' results: brownish green (appears brown) colour coded paper

When working with the sample that appears in (i) and (p) the results appear as follow:

(i)	phifadi 'dark colour'	: 2
	mmala o mo boraone/porawene 'brown colour'	: 21
	tsothwa 'brown'	: 19
	pududu 'grey/fawn'	: 1
	talaboloko 'green of cow-dung'	: 1
	seloko 'clay'	: 1
	bosehla 'fawn/grey'	: 37
	khakhi 'fawn'	: 4
	khulong/hubedu 'red'	: 8
	serolwana 'yellowish'	: 2
	talatshehla 'fawnish and green'	: 1
	no answers	: 3
	no. of responses	: 100
(p)	phifadi 'dark colour'	: 2
	pududu 'grey/fawn'	: 1
	mmala o mo mastete 'mustard colour'	: 1
	porawene/brawene 'brown'	: 21
	tsothwa 'brown'	: 19
	bosehla 'grey/fawn'	: 37

khulwana/hubedu/khulong ‘red’	: 10
khakhi ‘fawn’	: 2
serolwana ‘yellowish’	: 2
talatshehla ‘fawn and green’	: 1
talakudu ‘very green’	: 1
no answer	: 3
no. of responses	: 100

As is shown from the preceding results, the colour coded paper in 25 is described by most respondents as bosehla ‘grey/fawn’, (mmala o mo) boraone/porawene/brawene ‘brown (colour)’ and tsothwa ‘brown’. The reason for this is because the colour coded paper in the questionnaire in (i) and (p)) did indeed appear brown (when duplicated).

3.9 CONCLUSION

After analysing the preceding questionnaire, one can draw the conclusions as set out below. The blue colour coded papers have been described using the following terms:

mmala wa legodimo ‘the colour of the sky i.e. blue’

leratadimatala ‘sky blue’

talalerata ‘blue of the sky’

talalegodimo ‘blue of the sky’

mmala wa legodimo wo o tseneletšego ‘the darkened colour of the sky’

botalalerata ‘sky blue’

talalegodimo ‘blue of the sky’

tala ‘blue’

lerata ‘sky i.e. blue’

talabolou ‘blue’ (i.e. from Afr. ‘blousel’)
talalewatle ‘blue of the sea’
mmala wa leratadima ‘colour of the sky i.e. blue’
leratadima le tagilego ‘bright blue colour of the sky’
leratadima ‘sky i.e. blue of the sky’
talatala ‘dark blue’
talaleratadima ‘blue of the sky’
botala bja legodimo ‘the blue colour of the sky’
letsikatala ‘anything blueish’

The analysis showed that the most frequently used terms for the blue colour coded papers in order to describe the concept ‘blue’ were talalerata ‘blue of the sky’, leratadima ‘sky i.e. blue’, tala ‘blue’, talalewatle ‘blue of the sea’ and talaleratadima ‘blue of the sky’.

The ‘green’ colour coded papers have been described using the following terms:

tala ‘green’
talabjang ‘grass green’
talana ‘greenish’
talatšie ‘green of a grasshopper’
serolwana ‘yellow’
kheri ‘yellow’
talatala ‘dark green’
tala ya morogo ‘green of vegetables’
tala ya dihlare ‘green of trees’
botala bja bjang ‘green of grass’
talamohloko ‘green of a plant’
tala ya kgopa ‘green of aloe’

talamorogo ye e tagilego ‘bright green of vegetables’

tala ya go tsenelela ‘dark green’

talabolele ‘green of algae’

tala ya dibjalo ‘green of plants’

mmala o talatagi ‘bright green colour’

botala bja hlaga ‘green of the veld’

talaserolwana ‘yellow green’

tala ya go se tage ‘green which is not light in colour’

talamorogo ‘green of vegetables’

The analysis showed that the most frequently used terms for the green colour coded papers in order to describe the concept ‘green’ were tala ‘green’ and talamorogo ‘green of vegetables’.

3.10 OVERALL SUMMARY OF RESULTS OF PART 2 OF THE QUESTIONNAIRE

‘Dark green’ (as in 3.8.1) is expressed by the following terms:

Sepedi Colour Term	Meaning	% Used	Average % Used
tala	green	47	
		33	
		42	
			41
talamorogo	green of vegetables	40	
		43	
		45	
			43
talatala	dark green	6	
		4	
		4	
			5



Sepedi Colour Term	Meaning	% Used	Average % Used
tala ya morogo	green of vegetables	2	
			2

Sepedi Colour Term	Meaning	% Used	Average % Used
tala ya go tsenelela	darkened green colour	1	
		1	
			2
tala ya kgopa	green of an aloe	1	
			1
mmala o mo talana	green colour	2	
			1
talabolele	green of algae	1	
			1
botala bja bjang	green of grass	1	
			1
tala-tala-šweu/tala šweu/talamorogo-mošweu/tala-šweu	dark green and white colour / green and white colour / green of vegetables and white colour	3	
			1
talamorogo ya go taga	light green of vegetables	4	
			1

Each of the following terms were used only once in the description of the dark green colour coded paper:

tala ya dihlare ‘green of plants’; tala ya kgopa ‘green of an aloe’; talamohloko ‘green of an indigenous tree’; tala ya go tsenelela ‘dark green colour’; tala ya morogo ya go taga ‘light green colour of

vegetables’; talabolele ‘green of algae’; talana ‘greenish’; mmala o mo talana ‘greenish colour’; talalerata ‘sky blue’; tala ya dibjalo ‘green of a plantation’; mmala o talatagi ‘light green colour’; lerata ‘sky i.e. blue of the sky’; tala-talašweu ‘dark green and white’; talamorogomošweu, ‘white green of vegetables’; botala bja bjang ‘green of grass’.

‘Light green’ (as in 3.8.2) is expressed by the following terms:

Sepedi Colour Term	Meaning	% Used	Average % Used
talana	green	6	
		9	
		9	
			8
tala	green	23	
		24	
		24	
			24
botala bja hlaga	green of veld	2	
		2	
		2	
talaserolwana	yellowish green	6	
		6	
		7	
			6
talamorogo ya go se tage	green of vegetables which are not bright in colour	2	
		2	
		1	
			2
talamorogo	green of vegetables	2	
		1	
		2	
			2
talabolele	green of algae	1	
		1	
		1	
			1



Sepedi Colour Term	Meaning	% Used	Average % Used
talabjang	grass green	1	
		2	
		2	
			2
tala ya dihlare	green of trees	2	
			2
talatšie	green of grasshopper	1	
		2	
		1	
			1
mmala o mo talanyana	greenish colour	2	
			2
talatshehla	light green	5	
		4	
		3	
			4
talamohloko	green of an indigenous tree	1	
		1	
		1	
			1
mmala o moyelo	yellowish colour	3	
			1
kheri ya go taga	light yellowish colour	3	
		2	
			3
suru	sour (green)	1	
			1
kheri	yellowish	3	
		2	
		2	
			2
putswa	grey/blue (from Tsw. for 'blue')	1	
			1

Sepedi Colour Term	Meaning	% Used	Average % Used
phefadi serolwana	yellowish green	2	
			1

Each of the following terms were used only once in the description of the light green colour coded paper:

mmala o moyelo ‘yellowish colour’; suru ‘sour (green)’; putswa ‘grey/blue’ (from Tsw. for ‘blue’); mmala o mophepholo ‘purple colour’; mmala o mo sehlana ‘grey/fawnish colour’; mmala o phaswa ‘black and white’; serolwana sa go taga ‘light yellowish colour’; khulwana ‘red/violet.’

‘Brownish green’ (appears brown as in 3.8.5) is expressed by the following terms:

Sepedi colour term	meaning	% used	Average % used
phifadi	dark colour	2	
		2	
			1
mmala o mo boraone	brown colour	21	
		21	
			21
tsothwa	brown	19	
		19	
			19
pududu	grey/fawn	1	
		1	
			1
talaboloko	green of cow dung	1	
			1
seloko	clay (coloured)	1	
			1
bosehla	fawn	37	
		37	
			37
khakhi	fawn	4	
		2	

Sepedi colour term	meaning	% used	Average % used
			3
khulong	red	8	
		10	
			9
serolwana	yellowish	2	
		2	
			1

Each of the following terms were used only once in the description of the brownish-green colour coded paper:

puudu ‘grey’; talaboloko ‘green of cow dung’; seloko ‘clay coloured’; talakudu ‘very green’ and talatshehla ‘light green’.

‘Dark blue’ (as in 3.8.3) is expressed by the following terms:

Sepedi Colour Term	Meaning	% Used	Average % Used
talameetse	blue of the water	3	
		3	
		4	
			3
pulu/blou/bolu	blue (from Afr. ‘blou’)	9	
		7	
		7	
			8
leratadima le tagilego	bright sky-blue	2	
		5	
		5	
			4
tala ye e tseneletšego	blue which is very deep	2	
		1	
			2
tala ye e tibilego	blue which is not bright	2	
			2
letsikatala	something blueish in colour	2	
		6	



Sepedi Colour Term	Meaning	% Used	Average % Used
		4	
			4
talalerata	sky blue	22	
		18	
		18	
			19
tala	blue	11	
		12	
		13	
			12
leratadima	lit. sky i.e. blue of the sky	13	
		12	
		11	
			12
talaleratadima		15	
		13	
		12	
			14
mmala o mo talalerata	colour of sky blue	22	
		22	
		23	
			22
tala ya lewatle	blue of the sea	7	
		14	
			7
tala ya letsha	blue of a lake	1	
		1	
			1
lousela	blue (from Afr. 'blousel')	1	
		1	
			1
			1
talatala	dark blue	3	
		3	
		2	
			3

Sepedi Colour Term	Meaning	% Used	Average % Used
talalegodimo	sky blue	4	
		1	
		1	
			2
mmala wa legodimo	colour of the sky	1	
			1
lerata	'sky i.e. blue of the sky'	5	
		5	
		4	
			5
letsika	something blueish in colour	2	
			2
talalewatle	blue of sea	7	
		14	
		12	
		4	
		5	
			4
putswa	blue	2	
			1
mmala wa meetse	colour of water	1	
			1
pudutšwana	fawn/grey	1	
			1
phaswana	mixture of black and white	1	
			1

Each of the following terms were used only once in the description of the dark blue coded paper.

mmala wa meetse 'colour of water'; tala ye e tibilego 'blue which is very deep'; pudutšwana 'fawn/grey'; phaswa 'mixture of black and white'; legodimo 'lit.'sky' i.e. blue of the sky'; leratadimatala 'blue of the sky'; talabolou 'blue' (from Afr. 'blousel'); talalegodimo 'blue of the sky';

mmala wa legodimo wo o tseneletšego ‘darkened colour of the sky’; lousel ‘blue’ (from Afr. ‘(b)lousel’); dake bolu ‘lit. dark blue’; letsikatala ‘something blueish in colour’.

‘Light blue’ (as in 3.8.4) is expressed by the following terms:

Sepedi colour Term	Meaning	% Used	Average used %
tala	blue	11	
		14	
		12	
			12
talana	blueish	3	
		2	
		2	
			2
tala ya go se tage	blue which is light	2	
		3	
			3
talaleratadima/lefaufau	sky i.e. blue of the sky	15	
		15	
		13	
			14
mmala o mo talalerata	blue of the sky	22	
		22	
		23	
			22
talalerata ya go se tage	blue which is not bright	2	
			1
leratadima	lit. sky i.e. blue of the sky	13	
		1	
		12	
			9
lerata	sky i.e. blue	3	

Sepedi colour Term	Meaning	% Used	Average used %
		1	
			2
talabolou	blue (from. Afr. 'blousel')	1	
			1
talabosehla	light blue	1	
		2	
		1	
			1
blou/bolwu	blue (from Afr. 'blou')	3	
		4	
		5	
			4
Putswa	grey/blue (from Tsw. for 'blue')	2	
			1

Each of the following terms were used only once in the description of the light blue coded paper:

tala ya maru 'colour of the clouds'; pudutšwana 'fawn/grey'; phaswa 'mixture of black and white'; talaletsha 'blue of the lake'; talalehube 'blue-red'.

3.11 CONSOLIDATED RESULTS FROM PARTS 1 AND 2 OF THE QUESTIONNAIRES TO EXPRESS THE COLOUR CONCEPTS 'BLUE' AND 'GREEN'

The consolidated results from parts 1 and 2 of the questionnaires to express the colour concepts 'blue' and 'green' (as based on the field

work) are given below, indicating the average frequencies of the terms.

This was done by adding together all the percentages of the frequency of use for a specific term in both parts 1 and 2 of the questionnaires and then rounding off the averages.

Green	Average % used
tala 'green'	: 46
talamorogo 'green of vegetables'	: 23
talaphulo 'green of a pasture'	: 1
talaboserolwana 'yellowish green'	: 3
talabosehla 'light green'	: 2
talamohloko 'green of indigenous tree'	: 1
talana 'greenish'	: 1
talatala 'dark green'	: 4
tala ya dihlare 'green of trees'	: 1
tala ya kgopa 'green of an aloe'	: 1
tala ya dibjalo 'green of plants'	: 1
talabolele 'green of algae'	: 1
talabjang 'grass green'	: 1
talaboloko 'green of cow dung'	: 1
Blue	Average % used
tala 'blue'	: 14
talalerata 'blue of the sky'	: 12
talaleratadima 'blue of the sky'	: 10
talalegodimo 'blue of the sky'	: 3
leratadima 'sky i.e. blue colour of the sky'	: 9



letsikatala ‘something blueish’	: 3
botalabolou ‘blue’ (from Afr. ‘blousel’)	: 1
puluu/bolou/blou’blue’	: 2
sekaeblolou ‘sky blue’	: 1
lerata ‘ blue i.e. blue of the sky’	: 2
bolu o mosehla ‘ blue i.e. ‘light blue’	: 2
talalewatle ‘blue of the sea’	: 5
mmala o mo talalerata ‘colour of the sky blue’	: 22
tala ya legodimo ‘ blue of the sky’	: 2
mmala wa meetse ‘colour of water’	: 1
putswa ‘grey/blue’ (from Tsw. For ‘blue’)	: 2
talana’blueish’	: 2
lousela ‘blue’ (from Afr. ‘blousel’)	: 1
mmala wa legodimo ‘colour of the sky i.e. blue’	: 1
letsika ‘something blueish’	: 2
leratadimatala ‘blue of the sky’	: 1
legodimo ‘sky i.e. blue blue of the sky’	: 1
talaletsha ‘ blue of the lake’	: 1
talameetse ‘ blue of the water’	: 3

CHAPTER 4: IDENTIFYING BASIC AND NON-BASIC TERMS USED TO EXPRESS THE CONCEPTS ‘BLUE’ AND ‘GREEN’ IN SEPEDI

4.0 INTRODUCTION

In this chapter, the researcher will attempt to briefly determine and identify basic and non-basic terms used to express the concepts ‘blue’ and ‘green’ based on Berlin & Kay’s (1969) concept of the universality of basic colour terms.

4.1 UNIVERSALITY OF BASIC COLOUR TERMS

Berlin & Kay (1969: 2-3) point out that although different languages encode in their vocabularies, different numbers of basic colour categories, a total universal inventory of exactly eleven basic colour categories exists from which the eleven or fewer basic colour terms of any given language are always drawn.

They furthermore indicate that if a language encodes fewer than eleven basic colour categories, then there are strict limitations on which categories it may encode.

The distributional restrictions of colour terms across languages are:

1. All languages contain terms for white and black.
2. If a language contains three terms, then it contains a term for red.
3. If a language contains four terms, then it contains a term for either green or yellow (but not both).
4. If a language contains five terms, then it contains terms for both green and yellow.

5. If a language contains six terms, then it contains a term for blue.
6. If a language contains seven terms, then it contains a term for brown.
7. If a language contains eight or more terms, then it contains a term for purple, pink, orange, grey or some combination of these.

4.2 BASIC AND NON-BASIC TERMS

Before dealing with basic and non-basic terms, Berlin & Kay's (1969: 6-7) developmental theory of basic terms were looked into. This theory sets out the following strict requirements which a colour term must comply with, in order to qualify as basic:

- (a) It must be monolexemic, i.e. its meaning must not be predictable from the meaning of its parts.
- (b) Its signification must not be included in that of another colour term.
- (c) Its application must not be restricted to a narrow class of objects.
- (d) It must not at the same time be the name of an object, which characteristically has that particular colour.
- (e) It must not be a loanword, since loanwords are likely to be more recent additions to the vocabulary and are therefore suspect.
- (f) It must be psychologically salient for informants, i.e. it must be stable in its reference across informants and occasions for use.
- (g) It should not be morphologically complex.

4.3 IDENTIFYING BASIC AND NON-BASIC TERMS WITH REGARD TO THE COLOUR CONCEPT 'GREEN'

According to Berlin & Kay (1969: 6-7), the meaning of a basic term must not be included in that of any other colour term. The fact that tala refers

to both ‘green’ and ‘blue’ raised questions regarding the basicness of the term for ‘green’ in this language.

Louwrens (1993: 126) points out that tala (green and blue) in Sepedi meet the requirements of saliency even if it is used to denote two different colours. This implies that tala is used frequently and there is a good agreement across speakers as to what the term denotes. Consequently, tala (blue and green) can be regarded as a basic term.

With regard to the term talamorogo, ‘green of vegetables’, as to whether it meets the requirements set out by Berlin & Kay (1969), the following arguments can be advanced in this regard. One of the requirements is that a basic term must be monolexemic, i.e. its meaning must not be predictable from the meaning of its parts. Another requirement is that a basic term should not be morphologically complex.

When one analyses talamorogo (green of vegetables) above, one discovers that talamorogo (green of vegetables) does not meet the requirements of being regarded as a basic term because its meaning is predictable from its parts.

Tala in this case refers to ‘green’ and morogo to ‘vegetables’ and as such the meaning of this term is predictable from its parts. Another factor is that a basic term should not be morphologically complex. In this case as can be observed above, the word talamorogo is made up of two words, that is, tala ‘green’ and morogo ‘vegetables’ (to become talamorogo i.e. ‘green of vegetables’).

The same applies to the compound word talatala ‘dark green’. It has morphological complexity and as a result it does not meet the requirements of being regarded as a basic term. The term talana ‘greenish’ denotes the diminutive form of tala ‘green’ and despite its morphological complexity, it therefore still qualifies as a basic term. Talee ‘ideophone for green’ also meets the requirements for being a basic colour term because, amongst others, it is frequently used.

The rest of the terms identified in chapters 2 and 3 of this study will not be discussed here in more detail because they are not used frequently and there is no good agreement across speakers as to what these terms denote as revealed from the analysis. Some are loanwords, some are compounds, while others are phrases and paraphrases such as :

talasehla ‘light green’
botalanyana ‘greenish’
kheri ya go taga ‘bright yellow’
bjang botala ‘green grass’
botala bja bjang ‘the green of grass’
botala bja merogo ‘the green of vegetables’
botala bja letlakala ‘the green of a leaf’
mmala o motalanyana ‘greenish colour’
botala bja merogo ‘the green of vegetables’
talaphulo ‘green pasture’
talaboserolwana ‘yellowish green’
botala bja hlaga ‘green of the veld’
talatšie ‘green of a grasshopper’
talaboloko ‘green of cow-dung’
mmala o mo talana ‘green colour’

talamohloko 'green of an indigenous tree'

talamorogo ya go se tage 'green of vegetables which are not bright in colour'

tala ya kgopa 'green of algae'

talabjang 'grass green'

talamorogo ya go se tage 'green of vegetables which are not bright in colour'

kheri 'yellow'

serolwana 'yellowish'

4.4 IDENTIFYING BASIC AND NON-BASIC TERMS WITH REGARD TO THE COLOUR CONCEPT 'BLUE'

Tala 'blue' as explained earlier in this chapter meets all of the requirements to be regarded as a basic term. Louwrens (1993: 127) furthermore explained that blue remains unencoded in the lexicons of many languages, simply because the speakers do not regard it as important to express themselves in this regard. Furthermore, Berlin & Kay (1969: 41) state that the term for blue occurs as an adoptive in many languages in Africa.

In the case of leratadima 'sky i.e. blue of the sky', despite the fact that this term is frequently used, it does not meet the requirements set out by Berlin & Kay's hypothesis of what constitutes basic terms. A basic term is monolexic, its application must not be predictable from its parts and it must have an unrestricted referent, so in the case of leratadima, it derives its meaning from its parts and its application is restricted to a narrow class of objects.

Talalerata ‘blue of the sky’ is highly frequently used and there is a good agreement across speakers as to what this term denotes. Nevertheless, it cannot be regarded as a basic term as it derives its meaning from the meaning of its parts and it is also morphologically complex, being a compound word.

The above analysis applies to other compound words such as talaleratadima ‘blue of the sky’ and talalewatle ‘blue of the sea’.

The rest of the terms identified in chapters 2 and 3 of this study will not be discussed here in more detail as some of them are compound words, phrases and loanwords.

e.g. Paraphrases

botala bja legodimo ‘blue of the sky’

tala ya legodimo ‘blue of the sky’

tala ya lewatle ‘blue of the sea’

mmala wa leratadima ‘colour of the sky’

tala ya go se tage ‘blue which is not light’

e.g. Loanwords

putswa ‘grey/blue’ (from Tsw. for ‘blue’)

talabolou ‘blue’ (from Afr. ‘blousel’)

boluu o mo sehla ‘fawnish blue’

puluu ‘blue’

sekaebolou ‘sky blue’

lousela ‘blue’ (from Afr. ‘blousel’)

polousela ‘blue’ (from Afr. ‘blousel’)

e.g. Compounds

talaletsika ‘something blueish in colour’

talalewatle ‘blue sea’

talatala ‘dark blue’

talameetse ‘blue water’

talabosehla ‘light blue’

talalegodimo ‘blue of the sky’

talaletsha ‘blue of the lake’

4.5 CONCLUSION

After analysing the various terms as indicated in the preceding discussions, one can draw the following conclusion:

In determining and identifying basic and non-basic terms used to express the concepts ‘blue’ and ‘green’ in Sepedi (according to Berlin & Kay’s (1969) hypothesis of what constitutes basic colour terms); tala i.e. ‘green and blue’, talana ‘greenish’, and talee ‘ideophone for green’, seem to meet the requirements of being regarded as basic terms.

CHAPTER 5: SUMMARY OF RESULTS AND CONCLUSIONS

5.1 SUMMARY OF THE FINDINGS

Since the primary aim in this chapter is to give a summary of the researcher's findings in chapters 2, 3 and 4, the researcher will mainly reflect on the main issue of these chapters without going into finer details.

Chapter 2

In this chapter, the researcher looked at various strategies for expressing the concepts 'green' and 'blue' in Sepedi by querying the 5.8 million word written Sepedi Corpus (PSC). It was found that the terms that are used most frequently to express (1) 'blue' and (2) 'green' (based on a search of the corpus) are as follows:

<u>'blue'</u>	<u>frequency</u>	<u>'green'</u>	<u>frequency</u>
talalerata 'blue (lit. sky blue)'	: 41	tala 'green'	: 91
<u>Blue/green – not possible to tell for certain</u>			
tala	: 19		
talana	: 7		

It would therefore seem that when tala is used, it more often than not will refer to the concept 'green'. When writers (and probably also speakers) want to signify the concept 'blue', the term talalerata would be the preferred term. In addition, the terms tala and talana are sometimes used to express 'blue/green', and in cases such as these, it is not possible to tell for certain which of the colours 'blue' or 'green' is being signified.

Chapter 3

Fieldwork was conducted in Gauteng and Limpopo to retrieve mother tongue speakers' suggestions for the colour concepts 'blue' and 'green' in Sepedi. The results indicated that the most frequently used terms for the concept 'blue' are mmala o mo talalerata 'colour of the blue sky', talalerata 'sky, i.e. blue of the sky', tala 'blue', talaleratadima 'blue of the sky' and leratadima 'sky, i.e. blue colour of the sky'. With regard to 'green' there is an indication that the most frequently used terms are tala 'green' and talamorogo 'green of vegetables'

Chapter 4

In this chapter, the researcher used Berlin & Kay's (1969) concept of the universality of basic colour terms to identify basic and non-basic terms used to express the concepts 'blue' and 'green' in Sepedi. From the list of words identified, the results reveal that tala 'green', tala 'blue', talana 'greenish' and talee 'ideophone for 'green' meet the requirements for being regarded as basic terms .

It is now appropriate to bring all data together, i.e. results from the fieldwork, the information one can find in existing dictionaries and other relevant sources, the occurrence in the corpus, and the introspection one has as a Sepedi first language speaker.

Finally, the researcher cross-compared the various data sources for the concepts 'blue' and 'green' in Sepedi. The (√) shows the inclusion and (-) exclusion of the particular term in the relevant source.



Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
Green								
tala 'green'	√	√	√	√	√	√	√	√
talamorogo 'green of vegetables'	√	√	√	√	-	-	-	-
talana 'greenish'	√	√	√	-	-	-	-	-
talafala 'becoming green'	√	√	-	-	-	-	-	-
talasehla 'light green'	√	√	-	-	-	-	-	-
botalanyana 'greenish'	√	√	-	-	-	-	-	-
talee 'green'	√		√	-	-	-	-	-
bjang botala 'green grass'	√	-	√	-	-	-	-	-
botala bja	√	-	√	-	-	-	-	-



Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
bjang 'green of grass'								
botala bja merogo 'the green of vegetables'	√	-	√	-	-	-	-	-
botala bja letlakala 'the green of a leaf'	√	-	√	-	-	-	-	-
talatala 'dark green'	√	√	√	-	-	-	-	-
mohlakamotala 'evergreen'	√	-	√	-	-	-	-	-
talaphulo 'green pastures'	√	√	√	-	-	-	-	-
talaserolwana 'yellowish green'	√	√	-	-	-	-	-	-
talabosehla 'fawnish and green'	√	√	-	-	-	-	-	-



Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
talamohloko green of an indigenous tree'	-	√	-	-	-	-	-	-
tala ya morogo 'green of vegetables'	√	√	-	-	-	-	-	-
talana ya morogo ya go taga 'colour of light green vegetables'	√	√	-	-	-	-	-	-
tala ya go tsenelela 'green which is deep'	√	√	-	-	-	-	-	-
tala ya kgopa 'green of aloe'	√	√	-	-	-	-	-	-
mmala o motalana 'green colour'	√	√	-	-	-	-	-	-
talabolele 'green of algae'	√	√	-	-	-	-	-	-



Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
botala bja hlaga 'green of veld'	√	√	-	-	-	-	-	-
tala ya go se tage 'green which is not bright'	√	√	-	-	-	-	-	-
talabjang grass green'	√	√	-	-	-	-	-	-
tala ya dihlare 'green of trees'	√	√	-	-	-	-	-	-
talatšie 'green of grasshopper'	√	√	-	-	-	-	-	-
mmala o mo talanyana 'greenish colour'	√	√	-	-	-	-	-	-
talaboloko 'green of cow dung'	√	√	-	-	-	-	-	-
Blue								
tala								



Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
‘blue’	√	√	√	√	√	√	√	√
lerata ‘sky’ blue of the sky’	√	√	√	√	√	√	√	√
mmala wa legodimo ‘colour of the sky’	√	√	√	-	-	-	-	-
leratadima ‘sky’ i.e. blue of the sky’	√	√	√	-	-	-	-	-
bulu/blu/pulu ‘blue’ (from Afrk.’blousel’)	√	√	√	-	-	-	-	-
talalewatle ‘blue of the sea’	√	√	√	-	-	-	-	-
putswa ‘grey/blue’ (from Tsw. for ‘blue’)	-	√	-	-	-	-	-	-
polousel								



Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
'blue' (from Afr. 'blousel')	√	√	√	-	-	-	-	-
lousel 'blue' (from Afr. 'blousel')	√		√	-	-	-	-	-
botala bja lerata 'the blue of the sky'	√	√	√	-	-	-	-	-
botala bja lewatile 'blue of the ocean'	√	√	-	-	-	-	-	-
letsikatala 'something blueish'	-	√	-	-	-	-	-	-
botalabolou 'blue' (from Afr. 'blousel')	√	√	-	-	-	-	-	-
bolu o mosehla 'light blue'	√	√	-	-	-	-	-	-
talameetse								



Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
‘colour of water’	√	√	-	-	-	-	-	-
leratadima le tagilego ‘blue which is bright’	√	√	-	-	-	-	-	-
tala ye e tseneletšego ‘blue which is deep’	√	√	-	-	-	-	-	-
tala ye tibilego ‘blue which is not bright’	√	√	-	-	-	-	-	-
leratadima ‘sky’ ‘blue of the sky’	√	√	-	-	-	-	-	-
tala ya go se tage ‘light blue’	√	√	-	-	-	-	-	-
mmala o mo talalerata ‘colour of sky blue’	√	√	-	-	-	-	-	-



Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
tala ya legodimo 'blue of the sky'	√	√	-	-	-	-	-	-
tala ya lewatle 'blue of the sea'	√	√	-	-	-	-	-	-
tala ya letsha 'blue of the lake'	√	√	-	-	-	-	-	-
legodimi 'sky' blue of the sky'	√	√	-	-	-	-	-	-
leratadimatala 'blue of the sky'	√	√	-	-	-	-	-	-
mmala wa legodimo woo tseneletšego 'darkened colour of the sky'	√	√	-	-	-	-	-	-
talalegodimo 'sky blue'	√	√						

Concept	Mother-tongue speaker	Field 2003	PSC	V.Wyk	Z. & M 1975	Kriel 1993	Gerber 2000	Kotzé 1956
letsika 'something blueish'	√	√	-	-	-	-	-	-
talabolou 'blue' (from Afr. 'blousel')	√	√	-	-	-	-	-	-
talabosehla 'light blue'	√	√	-	-	-	-	-	-
talatala 'dark blue'	√	√	-	-	-	-	-	-
talana 'blueish'	√	√	-	-	-	-	-	-

5.2 CONCLUSION

Based on the search of the corpus the terms that are used most frequently to express 'blue' and 'green' are as follows: talalerata 'blue (lit. sky blue)' for the concept 'blue' and tala 'green' in the case of the concept 'green'. The results of the fieldwork / interviews indicated that the most frequently used terms expressing the colour 'blue' are mmala o mo talalerata 'colour of the blue sky', talalerata 'sky i.e. blue of the sky', tala 'blue', talaleratadima 'blue of the sky' and leratadima 'sky, i.e. blue colour of the sky'. With regard to the expression of the colour concept 'green' there is an indication that the most frequently used terms are tala 'green' and talamorogo 'green of vegetables'.

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Keywords

- ❖ Colour terms
- ❖ Traditional approaches towards determining Sepedi terms denoting 'blue' and 'green'
- ❖ Corpus search
- ❖ PSC (Pretoria Sepedi Corpus)
- ❖ Fieldwork questionnaires and interviews
- ❖ The expression of the concept 'blue' in Sepedi
- ❖ The expression of the concept 'green' in Sepedi
- ❖ Universality of basic colour terms
- ❖ Basic and non-basic terms



APPENDIXES



Limpopo
PROVINCIAL GOVERNMENT

Private Bag X03
CHUENESPOORT
0745
Tel.: (015) 633 9500
Fax.: (015) 633 6177

ENQ: Masemola S.T
TEL : (015) 633 9500

04/06/2003

Mr. L. T Shai
P. O. Box 1541
LEBOWAKGOMO
0737

Sir

PERMISSION TO CONDUCT RESEARCH : M.A., UNIVERSITY OF PRETORIA

1. Receipt of your letter dated 15/05/2003 in connection with the matter above is hereby acknowledged.
2. The Department of Education in Limpopo Province, hereby grants you permission to conduct research, for purposes of completion of your studies. The following conditions apply:-
 - Your research must not disrupt the smooth running of lessons in the schools.
 - If you come across sensitive information during the research, you shall not divulge that to the media without prior approval from the Head of the Department of Education in the Limpopo Province.
 - A copy of the report on your findings should be deposited with the Department of Education (Limpopo Province) upon completion of your studies.

Thanking you


DISTRICT SENIOR MANAGER

DEPARTMENT OF EDUCATION
CENTRAL REGION



18.06.10/10/10

Fax: (015) 633 5143
(015) 633 5469

Ref. No: 11/1
Enquiries: Phaahla M.S.
Tel. No: 015 6339630/67
Fax No: 015 6335143/5469

2003.06.10

TO: CIRCUIT CO-ORDINATORS: Magakala Area
Principals of Makgamathu and Nakgwadi

PERMISSION TO CONDUCT RESEARCH IN THE DISTRICT

NAME OF RESEARCHER: Mr L.T. Shai
RESEARCHER TOPIC: THE EXPRESSION OF THE COLOUR CONCEPTS
'BLUE' AND 'GREEN' IN SEPEDI

INSTITUTION: UNIVERSITY OF PRETORIA
DEGREE: MA

1. This is to inform you that the District Office has approved of the above researcher's application to conduct research in our District.
2. Kindly, when contacted by this researcher, give the necessary assistance and co-operation.
3. The nature of assistance required from you is as follows:
 - 3.1 Allow him to conduct interviews (**NOT DURING WORKING HOURS**)
 - 3.2 Distribute questionnaires (**NOT DURING WORKING HOURS**)



DISTRICT SENIOR MANAGER
/msp

**DEPARTMENT OF EDUCATION
SOUTHERN REGION**



Limpopo

PROVINCIAL GOVERNMENT

Private Bag X70
LEBOWAKGOMO
0737
Tel. No.: (015) 633 9700
Fax.: (015) 633 5143
(015) 633 5469

SEKHUKHUNE DISTRICT OFFICE

Ref. No: 11/1
Enq.: Phaahla M.S.
Tel. No: 015 6339630/67
Fax No: 015 6335143/5469

2003.06.10

Mr L.T. Shai
Dept. of African Languages
P.O. Box 1541
LEBOWAKGOMO
0737

APPLICATION TO CONDUCT RESEARCH IN THE DISTRICT

1. Your application dated 15.05.2003 for conducting research in the District has been approved.
2. The following have been informed to assist you accordingly:
 - 2.1 Circuit Co-ordinator: Magakala
 - 2.2 Circuit Managers: Magakala
3. Kindly submit a copy of the research report/dissertation/thesis on completion of the project.

DISTRICT SENIOR MANAGER

/msp

DEPARTMENT OF EDUCATION
SOUTHERN REGION



Date:	12 August 2003
Name of Researcher:	Shai L.T.
Address of Researcher:	Lebowakgomo Zone 10
	P.O. Box 1541
	Lebowakgomo
Telephone Number:	(015) 6337486
Fax Number:	(015) 6335865
Research Topic:	The Expression of Colour Concepts "Blue" and "Green" in Sepedi
Number and type of schools:	5 Secondary Schools
District/s	Tshwane North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*




4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards,

Sally Rowney: Senior Manager

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	2003 - 08 - 15

N.B. Kindly sign and fax copy to Ntombi Maswanganyi @ 011 355 0512



NB: Dipotšišo tše di swanetše go arabja ke morutwana wa Kreiti ya 11 goba 12 ka fase ga tlhokomelo ya morutiši

Thobela Morutwana

O kgopelwa go araba dipotšišo tše mo karolong ye ka bowena ka bolokologi ntle le go huwetšwa ke ba bangwe.

Go araba dipotšišo ka botshepegi ntle le go kgopela dikeletšo thoko go tla ba mohola kudu mo projekeng ye.

Ga go na ditaba tše di tla botšwago ba bangwe, se se ngwalwago fà, ke sephiri seo se tlo go šomišwa fela mo go resetšhe ye.

Ka botshepegi

Shai L.T. (Mr)



N.B: This questionnaire should be completed by Grade 11 or 12 learners under the guidance of the teacher.

Dear learner

Kindly answer the questions in this section by giving your opinions without the influence of others.

Your sincere opinion will be appreciated and will be of value to this survey.

The information you give will be treated confidentially and will be used for the purpose of this research only.

Yours faithfully

Shai L.T. (Mr)



QUESTIONNAIRE

MEHUTA YA MEBALA SEPEDING

Bong (Monna/Mosadi) : _____

Leina le sefane : _____

Mengwaga :

Lengwalo la dithuto leo o nago lona mohl. Matriki:

Swaya moo o dulago gona ka [✓]

Polaseng Naga legae Lokheiseneng Toropong

Polelo ya ka gae Mohl. Setswana

Ke polelo efe yeo o e šomišago ka gae, mošomong le ge o na le bagwera?

Ka gae

Mošomong

Le bagwera

Phorobentshe moo o dulago (Mohl. Gauteng)

O KGOPELWA GO FA MMALA WO O BONAGO O HLALOSA DIŁO TŠE DI FILWEGO MO KA TSHWANELO KA LELEME LA SEPEDI. (Describe each of the following with the colour that best fits/suits the particular concept)

Mohlala:

Ka sepedi re re:

Mohl.

Madi

a mahubedu

	Mmala
bjang (grass)	
lewatle (sea)	
Legodimo (sky)	
leihlo la lekgowa (white man's eye)	





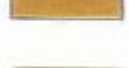








ntshwe (sugar-cane)	
phulo (pasture)	
Thaba (mountain)	
letsha (lake)	
holoko (cow-dung)	
bolele (algae)	
tšhika (vein)	
tšie (grasshopper)	
Mogođu (rumen)	
sehlwa (lawn)	
santihoko (bile)	
lehlakanoka (reed)	
mamilana (mucus)	
merogo (vegetables)	
kgopa (aloe)	
legapu (water melon)	

2. Efa mmala wa nnete wo o bonago o hlalosa mebala ye e filwego ka tlase ka tshwanelo ka leleme la Sepedi: Mohl. šweu (Mmala) / Mmala o mo šweu

- (a) 
- (b) 
- (c) 
- (d) 



(e)		.....
(f)		.....
(g)		.....
(h)		.....
(i)		.....
(j)		.....
(k)		.....
(l)		.....
(m)		.....
(n)		.....
(o)		.....
(p)		.....