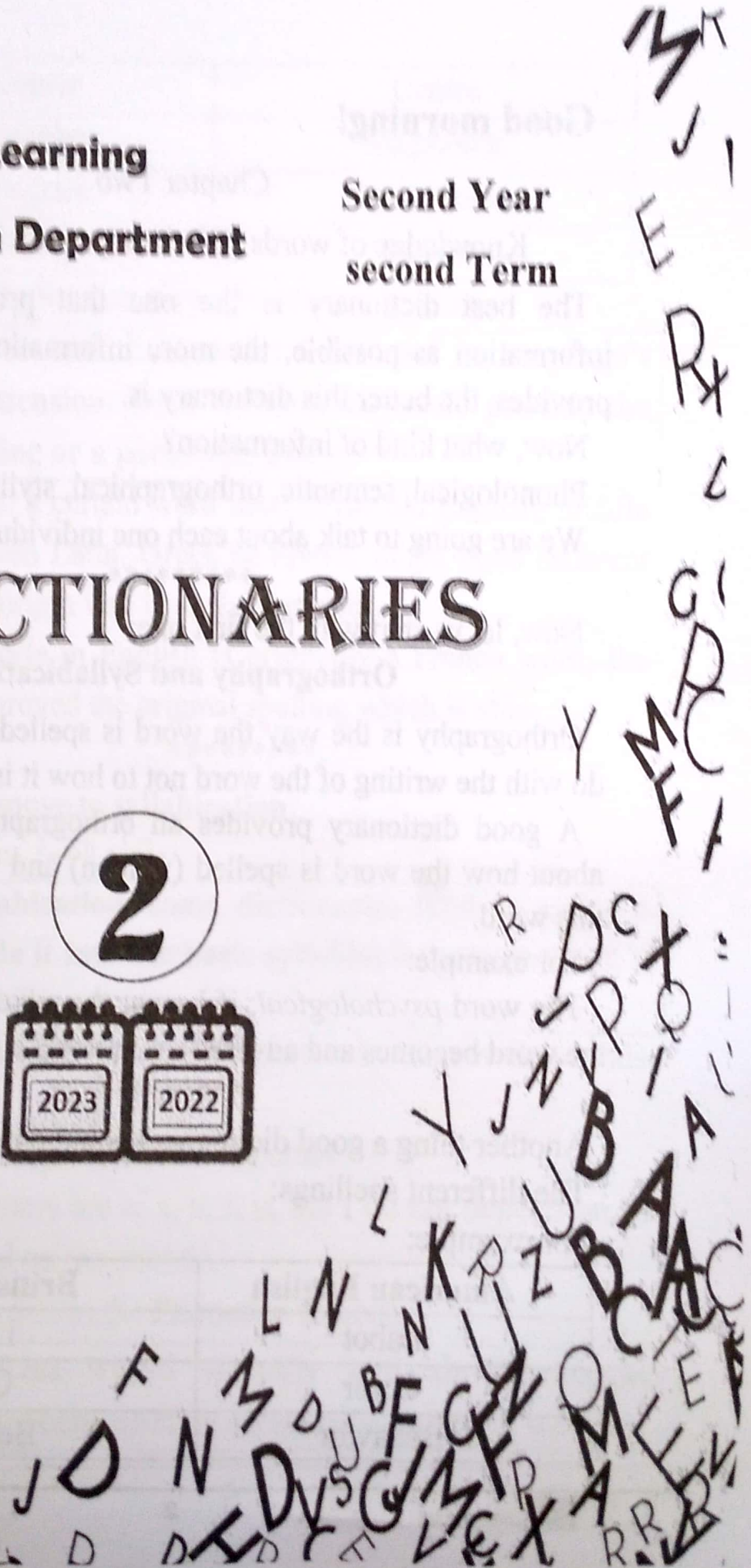
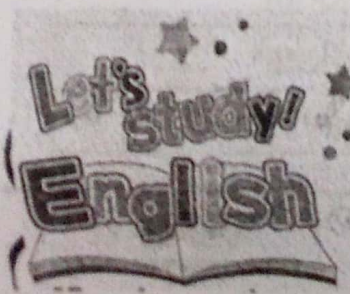
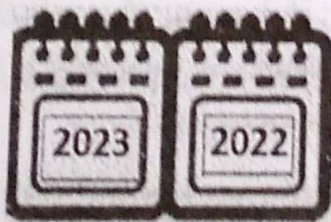


Open Learning
Translation Department

Second Year
second Term

DICTIONARIES

2



Good morning!

Chapter Two

Knowledge of words (Dictionary word information)

The best dictionary is the one that provides as much information as possible; the more information the dictionary provides, the better this dictionary is.

Now, what kind of information?

Phonological, semantic, orthographical, stylistically, etc.

We are going to talk about each one individually.

Now, let us start with the first one:

Orthography and Syllabication

Orthography is the way the word is spelled (Spelling has to do with the writing of the word not to how it is pronounced).

A good dictionary provides an orthographical information about how the word is spelled (written) and the right form of this word.

For example:

The word *psychological*: if I want the adverb, I add (ly) and the word becomes an adverb (*psychologically*).

Another thing a good dictionary should contain:

The different spellings:

For example:

American English	British English
Labor	Labour
Color	Colour
Behavior	Behaviour

Center	Centre
Neighbor	Neighbour
Program	Programme
Honor	Honour

Some dictionaries also gives the original spelling.

There are certain dictionaries interested in language's historical dimension. Such dictionaries would provide the original spelling or a particular entry.

For example: a certain word used in the old English, middle English, or even Latin, Greek or French might have different spelling if its origin was in such languages.

The word **style** in English is originally a French word; the dictionary approved the original spelling which is **stile**.

Now, let us move to **syllabication**:

Syllabication: مقاطع الكلمة

As for syllabication, some dictionaries tend to parse a word or divide it into the basic syllables it is made up of if it is multi-syllabic.

I know how many syllables a word has by the vowels sounds.

For example:

The word *beautiful* has three syllables.

The vowel letters are e, a, u, i, u, but I do not depend on the letters; I depend on the sounds.

You will take this in the Phonetics subject.

Such a process would simplify and clarify another phonological process, namely stress placement on words.

This syllabication can help me find the place of the stress.

Stress: is extra force used when we pronounce a certain syllable.

For example:

The word *Photography* is a four-syllable word, and the stress is on the second syllable.

The word *comment* is a two-syllable word.

Comment (n): the stress on the first syllable.

Comment (v): the stress on the second syllable.

This syllabication verifies and clarifies another phonological process, mainly the stress placement.

Some provide spaces in between the syllables a multi-syllable word is mad up of, and they assign different degrees of stress to each other word.

Some dictionaries put spaces between the syllables.

We have four degrees of stress: primary, tertiary, secondary and weak (no stress).

Most dictionaries just emphasize the primary and the secondary.

In my dictionary, (the oxford dictionary) there is a little line above the syllable; we call that the primary stress, and if there is a secondary stress, then the word would have a little line underneath the stressed syllable.

The symbols used vary from a dictionary to another, but the most common is | | others would use something like a comma |' or |' in the bold type mark the primary stress when they are light the stress is tertiary or secondary.

Phonetic Transcription

How to pronounce a word:

The transcription is usually provided for the base or root of an entry not for the derived items unless a change in spelling or stress placement takes place: appear/ apparent, example/ exemplify.

The transcription is provided only for the root not for the derived words, unless it has a different spelling or a different stress place.

It is well known that there is no one to one relationship between the letters comprising or making up a word and the sound through which it is produced.

لا يوجد تطابق كامل في اللغة الإنكليزية بين اللفظ والكتابة.

The vowel letter (a) may have a number of different vowel sounds:

The "a" of "fat" is pronounced (æ)

The "a" of "fate" is pronounced (ai)

The "a" of "far" is pronounced (ɑ:)

The same letter is pronounced differently in different words.

The opposite is true: i.e., a vowel sound may have a number of vowel letters. The vowel sound (i:) could be orthographically "ea" as in "eat" or "eo" as in "people", "ei" as in "deceive" or "ie" as in "believe", etc.

The rule for the order of i + e in English is:

i before e when the pronunciation is i: except after c. the only exception is the word "seize". Examples: ceiling, receive, conceive, deceit, conceit, field, believe, relieve.

The same sound has multiple vowel letters.

The international phonetic Alphabet (IPA) has an inventory of symbols that can stand for any sound in language.

Morpho-syntactic information

Morphology: علم أجزاء الكلمة

It has to do with the word itself, and how the word is formed.

For example:

The word "like": it is the root form, but if I want to add a prefix, then it becomes "unlike".

"un" is a part of the word, and "like" is the other part.

Morpheme: it is the smallest unit in a word that has a meaning.

A dictionary is expected to provide the necessary morpho-syntactic information about an entry.

Entry: word.

With regard to morphological information, a dictionary user is not expected to be an expert on morphology which is the study of morphemes or words which are the meaning-bearing units in language.

Morphology: it is the study of morphemes.

Morphemes are divided into two types, bound and free.

Bound morpheme: cannot stand alone (dependent).

Free morpheme: can stand alone (independent).

The bound morpheme is dependent element that cannot stand alone and the free morpheme is independent which can also be called a word.

For example:

The word “unlikely”: the part “un” is a morpheme; but it is a bound morpheme; it cannot stand alone; it does not give a meaning on its own.

The morpheme “like” is a free morpheme because it can stand alone.

The bound morphemes are the affixes (prefixes, infixes, and suffixes) added to free morphemes for inflection or derivation.

Prefix: comes at the beginning of the word.

Infix: comes in the middle of the word.

Suffix: comes at the end of the word.

Example:

The word “unlikely”:

“un”: is a prefix.

“ly”: is a suffix.

The free morpheme is “like”.

Inflectional morphemes are the affixes that may or may not change the part of speech of a word.

Part of speech: word class.

There are affixes which if I add to a word, the part of speech would stay the same.

They indicate certain grammatical properties associated with nouns, verbs and adjectives such as gender (hero, heroin), number (boy, boys), case (he, him) and tense (shave, shaves, shaved).

The word “hero”: when we add the suffix “in” to it, it becomes “heroin”, but the word is still a noun. There is no change in the word class.

The word "boy": when we add the suffix "s", it becomes "boys", but the word is still a noun.

Those that do not change the part of speech in English are:

- 3rd person /s/ on verbs: write, write(s).
- /s/ on the plural of nouns: cat, cats.
- ed of the verb past or past participle forms: walk walk(ed).
- Ing, the verb progressive marker: ... is walk(ing).

There are suffixes, however, that changes the part of speech. These are called derivational suffixes:

- tion hesitate (v) hesitation (n).
- dom free (adj) freedom (n)
- ness happy (adj) happiness (n).

This point is important.

Prefixes can also be classified as derivational morphemes:

Ambitious unambitious

Determines predetermines

So, prefixes here did not change the part of speech, but they changed the meaning.

Then, the affixes change either the part of speech, or they change the meaning.

Thank you everyone

Don't Give Up

