



DICTIONARY TYPES AND DICTIONARY USERS

COMPREHENSION QUESTIONS

1. What are the steps that affect the birth of a new dictionary?
2. Which factors have to be regarded when developing the editorial plan?
3. Which properties have to be taken into account when writing a specific dictionary type?
4. How can a user profile be created?
5. Give some information about user research.
6. State the difference between 'encoding' and 'decoding'.



2.1 THE BIRTH OF A DICTIONARY

Some stages occur when a dictionary is written and these stages can be separated like this:

- First, market forces come into play.
- The marketing department specifies the type of dictionary .
- The selling price of the dictionary is determined.
- The schedule is planned.
- The budget and schedule are passed to the editorial department.
- The extent of the dictionary and its content are determined.
- The editorial planners set up a system of text flow.
- The type of presentation is decided.
- The print and the electronic (if needed) versions of the dictionary are prepared.
- The dictionary text is passed to the production department.
- At the end, the launch of the new dictionary takes place.



2.1.1 Developing the editorial plan

In this stage, two general principles have to be kept in mind:

- a.) Space is finite and has to be used intelligently.
- b.) Decisions about content, presentation and design can't be made in isolation, because a change to one part of the system affects all the other parts of it.

2.1.1.1 The intelligent use of space

Over the centuries, dictionaries have evolved strategies to maximize the use of limited space by the use of codes, abbreviations and a 'telegraphic' defining style. The aim of the intelligent use of space is to pack large amounts of information into a small space. But almost anything that is done to make dictionary text easier to process will take up more space, so a reduction in the amount of information can be necessary.

2.1.2 The dictionary as eco-system

When planning a dictionary, it is to be thought as a complete system in which all components are integrated into each other.



2.2 TYPES OF DICTIONARY

2.2.1 Properties of dictionaries

1. The dictionary's language:

- a.) monolingual
- b.) bilingual (unidirectional or bidirectional)
- c.) multilingual

2. The dictionary's coverage:

- a.) general language
- b.) encyclopedic and cultural material
- c.) terminology or sublanguages
- d.) specific area of language

3. The dictionary's size:

- a.) standard edition
- b.) concise edition
- c.) pocket edition

4. The dictionary's medium:

- a.) print
- b.) electronic
- c.) web-based



5. The dictionary's organization:

- a.) word to meaning
- b.) word to meaning to word

6. The users' language:

- a.) a group of users who all speak the same language
- b.) two specific groups of language-speakers
- c.) learners worldwide of the dictionary's language

7. The users' skills:

- a.) linguists and other language professionals
- b.) literate adults
- c.) school students
- d.) young children
- e.) language learners

8. What they use the dictionary for:

- a.) decoding
- b.) encoding



2.2.2 Classifying dictionaries

- a.) A big one-volume collegiate dictionary for home, study and office use such as the AHD-4 (2000), the ODE-2 (2003) and so on.
- b.) A pocket-sized dictionary like Collins School Dictionary (1990).
- c.) A collegiate one-volume English-French and French-English dictionary such as the CRFD-2006 or the OHFD-2001.
- d.) A dictionary such as the Longman Language Activator or the Oxford Wordfinder.



2.3 TYPES OF DICTIONARY USER

Creating a dictionary involves making decisions and many of these decisions entail some form of selection by bringing about variations.

2.3.1 User profiles and how to create them

A user profile seeks to characterize the typical user of the dictionary and the uses to which the dictionary is likely to be put.

2.3.1.1 Types of user

- a.) adults, young children or older children
- b.) native speakers or language learners
- c.) general users or specialists
- d.) using the dictionary in an educational, domestic or professional setting



2.3.1.2 Types of use

- a.) general reference purposes
- b.) studying a particular subject
- c.) learning a language
- d.) translating text from one language to another
- e.) writing essays or reports
- f.) preparing for a written or oral exam

2.3.1.3 Users' pre-existing skills

- a.) their linguistic knowledge
- b.) their familiarity with 'standard' dictionary conventions



2.3.2 User research and its relevance

‘User research’ refers to any method used for finding out what people do when they consult their dictionaries, what they like and dislike about them, and what kinds of problem they look to the dictionary to solve. It can take a variety of forms, such as, questioning users, observing dictionary use, or setting up experiments in which users take part. This field is divided into market research and academic research.

2.3.2.1 Market research

Good market research often has direct and visible consequences for editorial policy.

2.3.2.2 Academic and lexicographic research

Academics tend to focus on dictionary use in educational environments. Lexicographers try to discover how actual users use their actual dictionaries in as near natural settings as possible.



2.3.3 Know your user: conclusions

A 'good dictionary' is defined as one that's got in it what you're looking for. Users typically expect their dictionary to include every word they are ever likely to encounter, but in practice this can't happen, even with the best or biggest dictionary. A realistic goal is to meet the needs of most users most of the time.

2.3.4 Decisions affected by user profiling and user research

With a clear idea of the dictionary's users and their needs editorial and design issues can be decided more easily. Content of the dictionary, presentation style and design influence these decisions.

2.3.4.1 Content

- a.) Which headwords should the dictionary include?
- b.) For each headword, which information categories are most important?

2.3.4.2 Presentation: metalanguage

- a.) What linguistic skills can you expect your users to have?
- b.) What reference skills can you assume in your users?

2.3.4.3 Presentation: design and layout

What is the best way to set out the material so that the dictionary is easy to use but still contains enough information?



2.4 TAILORING THE ENTRY TO THE USER WHO NEEDS IT

2.4.1 Monolingual dictionaries

The examination of three types of monolingual dictionary.

- a.) For adult native speakers, CED-8 (2006)
- b.) For school children, Collins School Dictionary (2006)
- c.) For adult learners, MED-1 (2002)

These dictionaries have been evaluated in terms of their content and presentation.

2.4.1.1 Comparing the content of entries

Different sizes and formats

Amount of information

Type of facts in entry

Wording of the definitions

2.4.1.2 Comparing the layout of entries

Treatment of the word family

Senses of the headword



2.4.2 Bilingual Dictionaries

a.) A unidirectional dictionary

b.) A bidirectional dictionary

Decoding is a process used in understanding the meaning of a word, translating from a foreign language text into the users' own language and a decoding dictionary is a 'passive dictionary'.

Encoding is a process used in using a word correctly, translating a text in the users' own language into a foreign language, language teaching and an encoding dictionary is an 'active dictionary'.

2.4.2.1 For one language group

The dictionary is sold in a single market

The example of a bilingual English and Finnish dictionary

2.4.2.2 For two language groups

The example of CRFD entry as an encoding entry for English speakers and a decoding entry for French speakers.



TURKISH SUMMARY

Bu bölümde bir sözlüğün ilk aşamalarda nasıl oluşturulması gerektiği ve sözlüklerin nasıl sınıflandırılabileceği anlatılmaktadır. Buna göre, bir sözlüğü oluşturmak için önce piyasanın durumu araştırılmalıdır. Daha sonra ise sözlük türüne karar verilmeli, satış fiyatı belirlenmeli, bir program ve bütçe oluşturulmalı, sözlüğün kapsamı ve içeriğine karar verilmeli, bu durumlardan editörler haberdar edilmeli, sözlüğün sunum şekli oluşturulmalı, elektronik uyarlaması düzenlenmeli ve en sonunda da sözlük hazırlandığında üretim bölümüne gönderilmeli ve piyasaya sürülmelidir. Sözlüğün dili, kapsamı, boyutu, düzenlemesi, oluşturulma sürecinde kullanılan araç, sözlük kullanıcılarının dili, becerileri ve amaçları gibi özellikler sözlükleri birbirinden ayırır. Bir kullanıcı profili oluşturmak için kullanıcı türü, kullanım amacı ve kullanıcıların önceden sahip oldukları becerileri gibi unsurlar değerlendirilir. Bu unsurlar belirlendikten sonra sözlüğün içeriği, dili ve sunum şekline karar verilir. Sözlükler madde başlıklarına göre tek dilli veya iki dilli olarak sınıflandırılırlar. İki dilli sözlükler ise tek yönlü ve çift yönlü olmak üzere ikiye ayrılır.



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3. Which properties have to be taken into account when writing a specific dictionary type?



The properties of a dictionary are;

- a. The dictionary's language
- b. The dictionary's coverage:
- c. The dictionary's size:
- d. The dictionary's medium:
- e. The dictionary's organization:
- f. The users' language:
- g. The users' skills
- h. What they use the dictionary for



4. How can a user profile be created?



A user profile seeks to characterize the typical user of the dictionary and the uses to which the dictionary is likely to be put. It can be created by evaluating types of user, types of use and users' pre-existing skills.



5. Give some information about user research.



'User research' refers to any method used for finding out what people do when they consult their dictionaries, what they like and dislike about them, and what kinds of problem they look to the dictionary to solve. It can take a variety of forms, such as, questioning users, observing dictionary use, or setting up experiments in which users take part. This field is divided into market research and academic research.



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