**2019. február 15.**

**Simon Eszter/Lipp Veronika: Bevezetés a (számítógépes) lexikográfiába**

**The birth of a dictionary**

During this pre-lexicography stage, the decisionmaking process typically involves a dialogue between publisher and senior editor. The editor may have plenty of ideas about what s/he would like to do, but the final say rests with the publisher, who holds the purse strings.

**1. Developing an editorial plan**

* Space is finite and has to be used intelligently.
* A dictionary is like an eco-system: decisions about content, presentation, and design can’t be made in isolation, because a change to one part of the system impacts on all the other parts of it.

**2. Types of dictionaries**

If you are writing, or planning, a trade dictionary (not a scholarly and/or historical work but one that has to make its way in the hard commercial world) you need to be able to think clearly about the following:

**1. the dictionary’s language(s):** is it . . .

**a.** monolingual

**b.** bilingual: if so, is it . . .

(1) unidirectional (A *unidirectional* bilingual dictionary, as the name implies, goes ’one way’: a bilingual English-French dictionary contains a single text in which the source language (SL) is English and the target language (TL) is French.)

(2) bidirectional (A *bidirectional* bilingual dictionary contains two texts and works ’both ways: in a bilingual English-French dictionary there is one text in which the SL is English and the TL is French, and a second text where the SL is French and the TL is English.)

**c.** multilingual

**2. the dictionary’s coverage:** is it . . .

**a.** general language

**b.** encyclopedic and cultural material

**c.** terminology or sublanguages (e.g. a dictionary of legal terms,

cricket, nursing)

**d.** specific area of language (e.g. a dictionary of collocations, phrasal

verbs, or idioms)

**3. the dictionary’s size:** is it a . . .

**a.** standard edition

**b.** concise edition

**c.** pocket edition

**4. the dictionary’s medium:** is it . . .

**a.** print

**b.** electronic (e.g. DVD)

**c.** web-based

**5. the dictionary’s organization:** is it . . .

**a.** word to meaning (the most common)

**b.** word to meaning to word (where looking up one word leads to

other semantically related words)

**6. the users’ language(s):** is the dictionary meant for…

**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:** are they . . .

**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**: is it for one or both of the following…

**a.** decoding, which is . . .

– understanding the meaning of a word

– translating from a foreign language text into their own language

**b.** encoding, which is . . .

– using a word correctly

– translating a text in their own language into a foreign language

– language teaching

**3. User profiles**

**3.1 Types of dictionary users**

Which of these groups do you expect them to belong to?

* adults, young children, or older children
* native speakers (of the language of the dictionary) or language learners
* if learners, are they beginners, intermediate, or advanced?
* general users or specialists
* if specialists, what field are they working in?

**3.2 Types of use**

Which of these tasks do you expect them to use the dictionary for?

* general reference purposes, such as

– understanding unfamiliar words

– checking spellings or pronunciations

– doing crosswords

* studying a particular subject
* learning a language
* translating text from one language to another
* writing essays or reports
* in their first language
* in a language they are learning
* preparing for a written or oral exam

**3.3 Users’ pre-existing skills**

What skills and knowledge will they have?

In particular, can you rely on…

* their linguistic knowledge:

– How proficient are they in the language(s) used in the dictionary?

– Do they know (or need to know) what is meant by terms like ‘noun’, ‘present participle’, and ‘transitive’?

– Can you assume they know regular morphology, or should you give information on all inflections?

* their familiarity with ‘standard’ dictionary conventions:

– Do they understand abbreviations like adj?

– Do they understand linguistic labels such as informal or derog.?

– Do they understand grammatical codes, or cross-references to other entries?

* Do they know how words are pronounced, or will you need to provide pronunciations? If so, will they know the International Phonetic Alphabet (IPA), or will you need to show pronunciation in some other way?

**4. User research**

**5. Decisions affected by user profiling and user research**

**Content**

* Which headwords (and which meanings) should the dictionary include? Other questions in this area:

– How many headwords does the dictionary need to contain?

– Will users want to look up literary, dated, or obsolete words?

– Should the dictionary include dialect words?

– Should it cover specialist terms, and if so, which domains are most

relevant to users?

* And, for each headword, which information categories are most important? Here, too, other questions arise:

– Do your users know about (or need to know about) how words combine grammatically?

– Do they need information about pronunciation or the stress patterns of phrases?

– Do they already know how regular verbs inflect, or will you need to tell them this?

– Do they need to know about typical contexts of the headword?

**Presentation: metalanguage**

* What linguistic skills can you expect your users to have? Other questions that follow from this one:

– Will definitions need to be written in simplified language?

– Can we use IPA to show pronunciations?

– Are users familiar with terms relating to transitivity, countability, and collocation?

* What reference skills can you assume in your users? Here we ask:

– Will they understand ‘standard’ abbreviations (such as adj, phr vb, or AmE)?

– Can you use ‘codes’ to indicate syntactic behaviour, or should this information be carefully spelled out?

**Presentation: design and layout**

CED-8 (2006): Collins English Dictionary (120,000 headwords)

Collins School Dictionary (2006) (14,500 headwords)

MED-1 (2002): Macmillan English Dictionary for Advanced Learners (46,000 headwords)