

Characteristics of dictionary illustrations
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Характеристика словарных иллюстраций
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Abstract: *the present article examines the main characteristics of illustrations in dictionaries. There were analyzed illustrations and a lexical content of a children's illustrated trilingual dictionary by Angela Wilkes, as furthermore the theoretical materials on this topic were studied.*

Аннотация: *данная статья изучает основные характеристики иллюстраций в словарях. Проанализированы иллюстрации и лексическое содержание детского трехязычного иллюстрированного словаря Анжелы Уилкс, а также теоретические материалы по данной теме.*

Keywords: *illustration, picture dictionary.*

Ключевые слова: *иллюстрация, словарь в картинках.*

The visualization of linguistic units facilitates the semantization of words. The use of visualization in the learning process can become a leading educational element.

Nowadays, the study of English became an obligatory subject at schools and kindergartens in Kazakhstan. As language acquisition is closely related to our senses, especially to visual perception, illustrations play a major role in word apprehension. Therefore, picture dictionaries are one of the main methods in teaching children a language.

There are some general criteria that pictorial illustrations should meet. Al-Kasimi considers that lexicographers must have substantial knowledge about pictorial illustrations as necessary components of the dictionary and namely the lexicographer considers the various criteria listed below as the best for pictorial illustrations [1].

- Illustrations should be **compact** (it is imperative to reduce the pictorial illustration to its fundamentals), **accurate** (accuracy of illustrations is strongly linked to how realistic they will be); **relevant** (it is obvious that pictures should be related to the past environmental and realistic experience of the user, which are important factors that allow the user to succeed in the process of picture interpretation), **simple** (the pictorial illustrations should not be open to dual interpretation), **precise, complete** (whilst the title should identify the picture, the caption that accompanies this picture should add the information that is impossible to depict), **clear** (any illustration must be easily distinguished and understood by users of the dictionary, otherwise the dictionary user may not be able to decipher the meaning).

Further we would like to analyze the “English-Russian-Kazakh Picture Dictionary” (“Ағылшынша-Орысша-Қазақша Сүретгі Сөздік” / “Англо-Русско-Казахский Словарь в Картинках”) by Angela Wilkes, published in Almaty in 2006 [2]. “English-Russian-Kazakh Picture Dictionary” is worked out for Kazakh and Russian-speaking users due to topicality of these three languages in Kazakhstan.

I would like to note that my analysis is based on the analogic analysis of children’s picture dictionaries by Germanova O. A. [3].

The target readers are children and schoolers without sufficient language proficiency and background knowledge, i.e. beginners.

The type of “English-Russian-Kazakh Picture Dictionary” can be defined as linguistic, trilingual, alphabetical, illustrated, small in volume (1200 units), printed dictionary for general educational purposes.

The dictionary contains a number of applications. “Fundamentals of pronunciation and writing” (“Сөзді қалай айту және жазу керек” / “Как произносить и писать слова”) and “Basic rules of reading” (“Основные правила чтения” / “Оқудың негізгі ережелері”) is a detailed description of the transcription signs in Kazakh and Russian and a list of basic letter combinations with their correct pronunciation. Such data are essential for children that learn a foreign language, as they allow learners to remember and reproduce the complex sounds.

However, there is a considerable misprint the section on page 82: the title “Грамматика негіздері” (which means “Basics of Grammar”) is not translated in Russian, a previous title “Основные правила чтения” is written instead.

<h2>Основные правила чтения</h2> <p>В каждом языке есть правила, которые помогают людям правильно составлять предложения и говорить. Эти правила называются грамматикой. На этих страницах ты найдешь несколько правил английской грамматики.</p> <h3>Артикль</h3> <p>В английском языке перед именами существительными ставится артикль. Он бывает определенным the и неопределенным a (an). Неопределенный артикль ставится перед исчисляемыми существительными (эти предметы можно посчитать) в единственном числе: a tree, a boy, a pen, a house. Если существительное начинается с гласного, то перед ним ставится an: an apple, an egg, an octopus, an accident. Определенный артикль ставится перед исчисляемыми и неисчисляемыми существительными в единственном и множественном числе: the trees, the milk, the car.</p> <h3>Некоторые правила употребления артиклей</h3> <ol style="list-style-type: none"> 1. Упомянув предмет впервые, мы употребляем перед ним неопределенный артикль a (an). Упомянув этот же предмет во второй раз, мы ставим перед ним определенный артикль the: Henry has an accident. The accident is very serious. 2. Часто, даже упомянув предмет впервые, мы употребляем перед ним определенный артикль: <ol style="list-style-type: none"> a) если этот предмет является единственным в мире: The sky is blue and the sun is shining; б) если все знают, о каком предмете идет речь: 	<h2>Грамматика негіздері</h2> <p>Қай тілде болмасын, дұрыс сөйлем құрастырып, дұрыс сөйлеуге көмектесетін ережелер болады. Бұл ережелер грамматика деп аталады. Сен енді осы жерде ағылшын грамматикасының бірнеше ережесімен танысасың.</p> <h3>Артикль</h3> <p>Ағылшын тілінде зат есімдердің алдына артикль қойылады. Олар белгілі the және белгісіз a (an). Белгісіз артикль саны бар (есептеуге болатын) жекеше формада тұрған зат есімдердің алдына қойылады. Олар: a tree, a boy, a pen, a house. Егер зат есімдер дауысты дыбыстан басталса, олардың алдына an қойылады: an apple, an egg, an octopus, an accident. Белгілі артикль саны бар және саны жоқ көпше түріндегі зат есімдердің алдына қойылады: the trees, the milk, the car.</p> <h3>Артикльдерді пайдаланудың бірер ережесі</h3> <ol style="list-style-type: none"> 1. Заттың атын бірінші рет еске саларда біз оның алдына a (an) белгілі артикльді қоямыз. Ал енді сол сөзді екінші мәрте айтар болсақ, оның алдына the белгілі артикльді пайдаланамыз: 2. Затты, нәрсені бірінші рет еске сала тұра да кейде белгілі артикльді пайдаланатын кез болады: <ol style="list-style-type: none"> a) егер ол зат дүниеде біреу-ақ болса:
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Fig. 1. The misprint in the title of section

This section briefly covers several topics: Article, Plural Number of Nouns, Pronouns and Verb. The authors took into account the fact that it is impossible to communicate effectively and build elementary statements without knowing the basics of grammar.

The section “Numerals, words and phrases that will help you” (“Числительные, слова и выражения, которые вам помогут” / “Сан есімдер және басқа керекті сөздер мен тіркестер” is an additional language material (days of the week, months, time, politeness forms, etc.), which was designed to help in the process of oral communication. There are also two lists of all lexical units studied in dictionary in alphabetical with translation to other two languages and with the number of page where this unit was used.

The dictionary contains 1200 units, the selection of which was based on the frequency of their use. So, all the words have the common use character. Formation of basic language level of the child is the main task of “English-Russian-Kazakh Picture Dictionary”.

The dictionary contains the following units: common nouns, verbs, adjectives, prepositions, pronouns, adverbs, conjunctions, collocations, attributive constructions and phrasal verbs.

A significant drawback is a lack of vocabulary with a cultural component, as its study makes it easier to navigate the culture of the country of studied language.

Each capital letter is accompanied by a graphic illustration of the item the name of which starts with this letter:



Fig. 2. Letter “W” is accompanied with pictures of witch and wasp

In order to separate the information in the dictionary entry, the semiotics means of printing were applied, namely the different font types (regular and bold), which visually pick out the necessary information.

Almost every dictionary entry contains the following components: a lexical unit in the initial form, its transcription, translation, graphic illustration and example of the verbal translation.

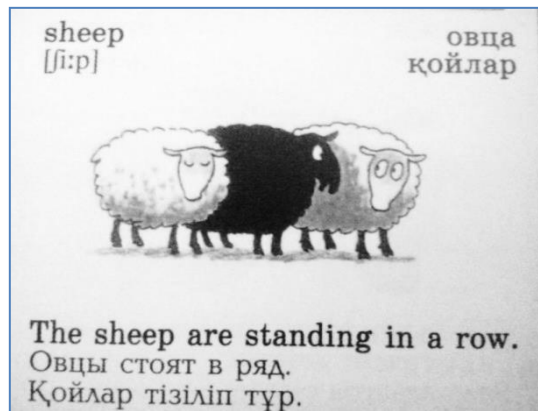


Fig. 3. Sample of the dictionary entry

The advantage of this dictionary is the presence of a significant number of examples; it greatly improves the information content as the user sees the application of words in speech and can avoid mistakes in difficult cases of their practice. In most cases the examples of the use of the word represent the complete sentence.

However, not all the lexical units are accompanied with illustration:

This situation is explained by the complexity of graphic images of some concepts (like verbs of mental and sensory perception, prepositions, conjunctions, pronouns, abstract nouns, etc.).

As there is a lack of graphic illustrations of a number of units, therefore we can say that the “English-Russian-Kazakh Picture Dictionary” is not illustrative, but illustrated dictionary.

As to the illustrative politics of the dictionary, all images are colour, their size is medium. Illustrations serve as a part of the dictionary entry and mainly perform the nominative function.

According to their complexity all illustrations are single images (separate concepts or parts of objects).

The representation of graphic material in the dictionary meets the age interests of its potential users (children and younger schoolers). It is assumed that the presence of graphic illustrations should create a meaningful basis for the process of formation of lexical skills and provide the student’s internal willingness to accept and use the new words.

“The English-Russian-Kazakh Picture Dictionary” is an illustrated dictionary with Kazakh and Russian speaking target users, namely children. Examples of word usage, translation, pronunciation and illustrations demonstrate the willingness of the authors to provide students with all the necessary information. Methodical focus is expressed in the presence of applications, simple and clear presentation of grammatical and other materials, which make the dictionary a good language studying manual. However, due to modern education program in a foreign language teaching, which includes a competence-based approach, a significant drawback is the absence of explanation about the strategy of searching the necessary information, and a lack of exercises.

It is necessary to note that it is the only existing trilingual picture dictionary in Kazakhstan for nowadays.

Taking into consideration all the information analyzed above, it is obvious that not all concepts can be explained through the pictures and images. There are the following concepts that are difficult, namely impossible to depict: concepts of sensory perception (like smell, sound, pleasant, disgusting, etc.) and concepts of mental perception (duty, right, thought, etc.).

References

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