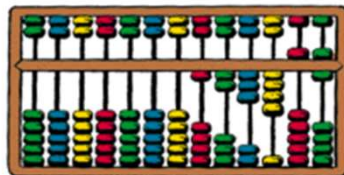


*amfibia*



Illustration of ABACUS



*baobab*



Which vocabulary thematic fields  
should be illustrated?  
Dictionary tradition versus  
pictorial corpora

Monika Biesaga

Institute of the Polish Language (Polish Academy of Sciences)

Cracow

- Maybe we should include pictures in our dictionary?
- I totally agree with you. It`s a brilliant idea! That would make some of our definitions more comprehensible (always have a problem with those strange animals and plants...) and people will love it.



*After a few weeks...*

- I propose we withdraw the idea of graphical illustrations. It`s too risky. We do not know where to get pictures from, we have no idea which meanings ought to be illustrated. Not to mention the methodology... They will criticize us during any respectable conference.
- I agree. So what conferences were you talking about? Maybe I should submit a paper...

## Problems and their solutions

- only a few European academic dictionaries, among over one hundred and fifty, use pictorial illustration (de Jong 2014)
- visual content makes a dictionary more attractive for the user (Klosa 2016: 516)
- semantic relationship between verbal information and pictorial illustration seems to be one of the crucial issues
- basic distinction in the theoretical papers is based on mutual correspondence or the one-sided redundancy of knowledge given (Gangla 2001, Kemmer 2014, Liu 2015) – **this statement seems too vague**
- **language meaning system is never perceived as a whole** (random meanings analyzed in general way, groups of senses indicated by dictionary editors or intuitionally perceived by the author)
- language semantic structure should be divided into the meaning groups that will approximately cover the whole lexical system

# Thematic division of meanings (Barbara Batko-Tokarz 2008)



- classification created for the Great Dictionary of Polish in 2007, revised in 2013
- Thematic words and discontinuous units are divided into seven general groups (each group has its own subgroups):
  - a. Human as a Physical Being
  - b. Human as a Psychological Being
  - c. Everyday Life
  - d. Human in Society
  - e. Human and Technology
  - f. Human and Nature
  - g. Physical Categories

Thematic division of meanings will be applied to the authentic multimodal explanations taken from two dictionaries

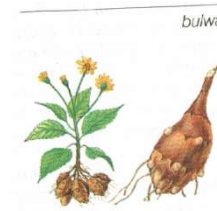
- printed *Ilustrowany słownik języka polskiego* (The Illustrated Dictionary of Polish), ed. E. Sobol (1999)
- letters **A** and **B**
- Internet *Merriam-Webster Dictionary* (based on MW Collegiate Dictionary. Eleventh Edition, 2003)
- letter **A**



# Overrepresentation of two semantic fields

## A. Plants

- akacja (acacia), arbuz (watermelon), baobab (baobab), brokuł (broccoli), bluszcz (ivy), bonsai (bonsai), bodziszek (geranium); bulwa (bulb), e.g.:



- abelia, acorn, agave, almond, ash, asparagus, aster, e.g.:

Illustration of ABELIA



Illustration of AGAVE



Illustration of ASH



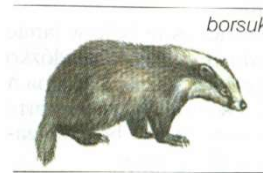
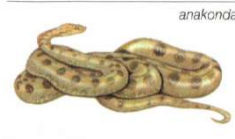
Illustration of ASPARAGUS



# Overrepresentation of two semantic fields

## A. Animals

- alpaka (alpaca), amazonka (amazon parrot), anakonda (anaconda), biedronka (ladybird), bocian (stork), borsuk (badger), buldog (bulldog); akwarium (aquarium), barć (beehive)



- aardvark, aardwolf, addax, adder, agouti, amoeba, anaconda, angora goat, arctic fox, armadillo, e.g.

Illustration of AARDWOLF



Illustration of ADDER



Illustration of AMOEBIA

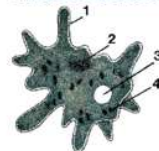



Illustration of ANGORA GOAT



# Medium or small level of presence

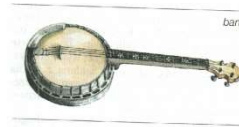
- Artistic activity



 akant (acanthus), arabeska (arabesque); akordeon (accordion), altówka (viola), bałabajka (balalaika), banjo (banjo); baletnica (ballerina)

 accordion, alpenhorn


- Army and War



 armata (cannon), bagniet (bayonet), broń palna (firearm), buzdygan (mace)

 armor, arrow

- Tradition and Religion


 aureola (aureole), bombka (bauble)

 amphora, ankh

Illustration of ANKH



- Architecture

 absyda (apse), akwedukt (aqueduct), arkada (arcade), bazylika (basilica)

 alcazar, anta, arbor

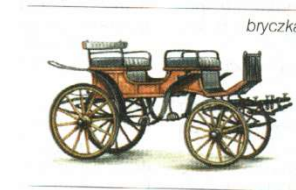
Illustration of ALCAZAR





# Medium or small level of presence

- Transport



 amfibia (amphibian), autobus (bus), balon (balloon), bryczka (chaise)

 anchor, airplane


- Machines and Devices

 brona (harrow)


 abacus, anvil

Illustration of ANVIL



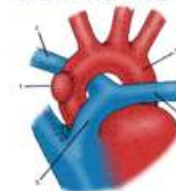
- 
- Closest Environment: abażur (lampshade), baryłka (barrel), budzik (alarm clock)
  - Clothing: beret (beret), biret (biretta), bransoleta (bracelet), burnus (burnous)
  - Sport and Leisure Time: akrobacja (acrobatics), as (ace), atleta (athlete), bobslej (bobsleigh)



 • Body Parts and Body Functioning: acrosome, antibody, antigen, anus, aorta, artery, arteriole

- Diseases and Treatment: amniocentesis, aneurysm

Illustration of ANEURYSM



# “Orphan” thematic groups (no illustration or only one illustration)

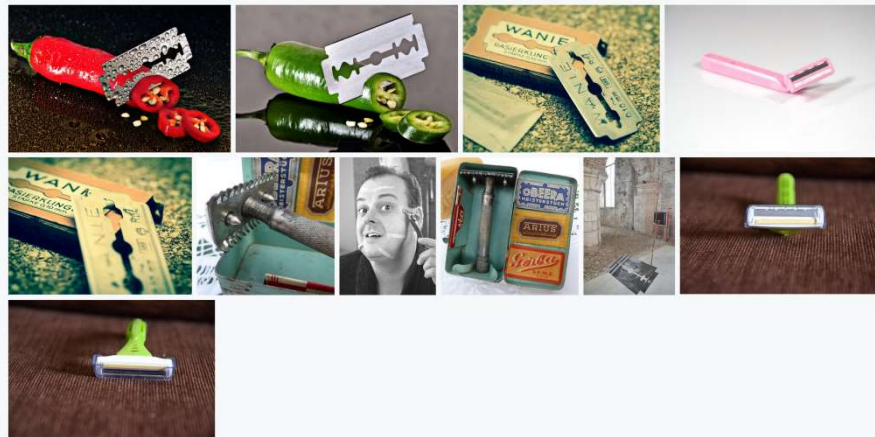
- Two highly diverse noun meanings from each group
- Displaying results from the multimodal corpora (Pixabay, Wikimedia Commons)

Most of the items from the “orphan” thematic fields were more or less difficult to illustrate!



# Pictorially underestimated thematic groups

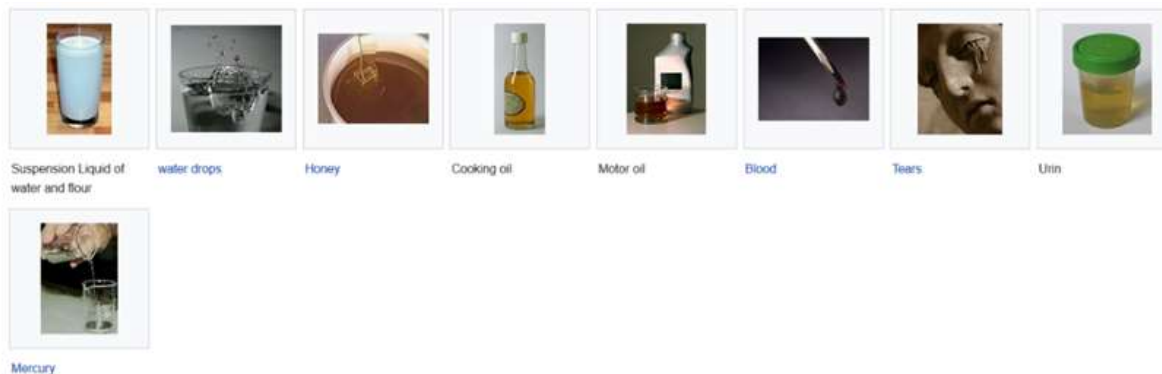
- Food (e.g. *tortilla*)
- Personal Care, esp. concrete items (e.g. *razor*)



# Reasons for the lack of illustration

## Denotation content

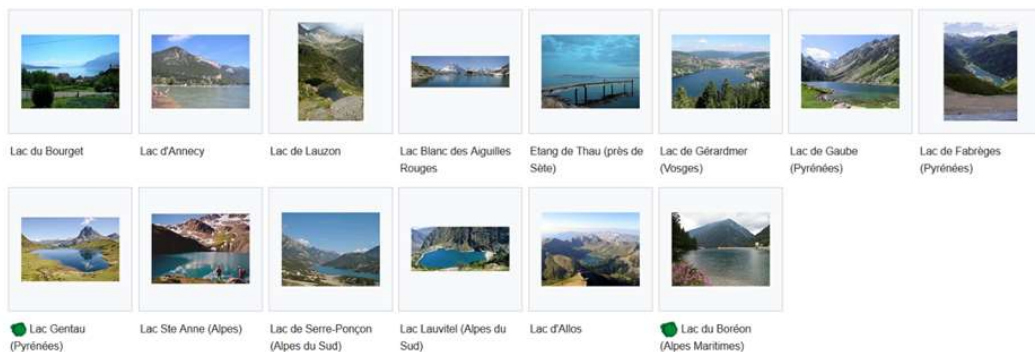
1. The lack of one particular prototypical image (one needs to choose different pictorial representatives), e.g. *child* (Course of life), *liquid* (Matter), *rain* (Weather), *flag* (State Functions and Administrative Division), *confectionery* (Industry)



# Reasons for the lack of illustration

## Denotation content

2. There is no prototype, lexicographer has to choose an illustration containing elements from the context (beyond the definition), e.g. *barber* (Personal Care), *teacher* (Education), *star* (Sky and Universe), *lake* (Earth).

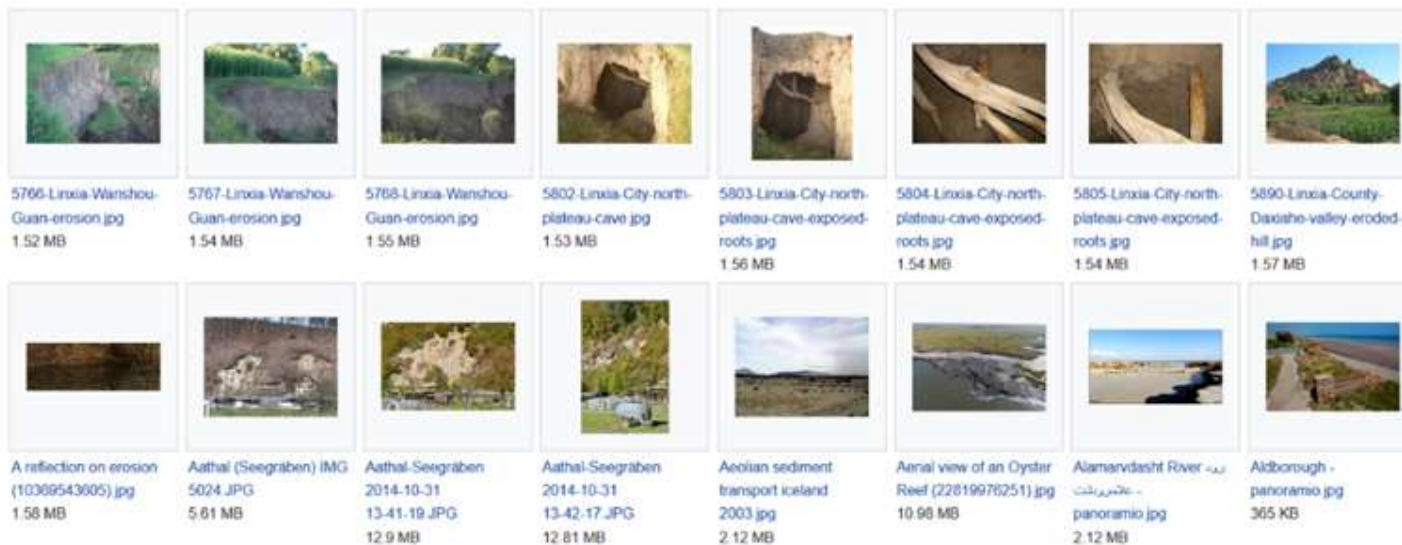




# Reasons for the lack of illustration

## Denotation content

3. Meanings connected with phases (it is not sufficient to use one image), e.g. *erosion* (Earth), *liposuction* (Personal Care).

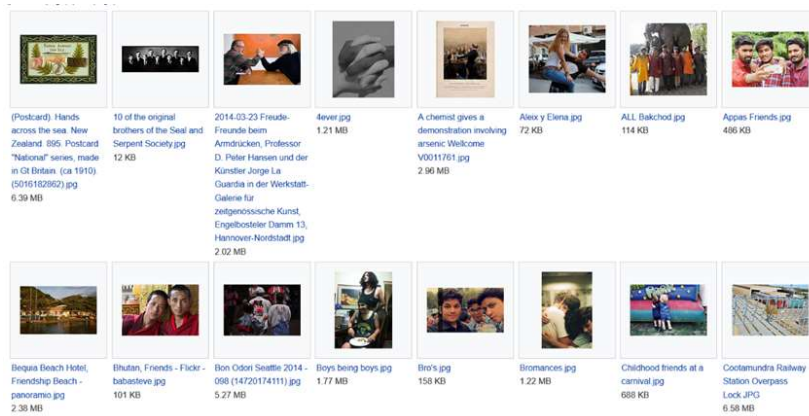


Meaning groups mentioned  
above should be illustrated  
(slightly pictorial-resistant)

# Reasons for the lack of illustration

## Connotation content

1. Abstract senses (we will receive typical context: environment, doers, symptoms, results), e.g. *school* (Education), *factory* (Industry), *crime* (Law and Rules of Social Life), *friendship* (Human Relations), euphoria (Mental States), *daydream* (Mental States), kitsch (Judgement and Valuation).

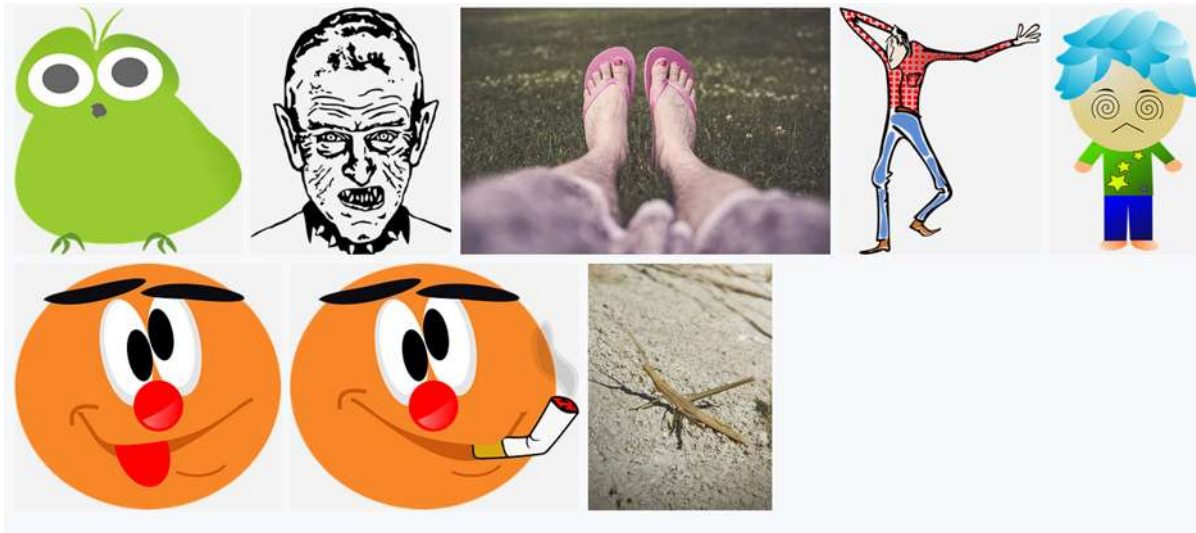




# Reasons for the lack of illustration

## Connotation content

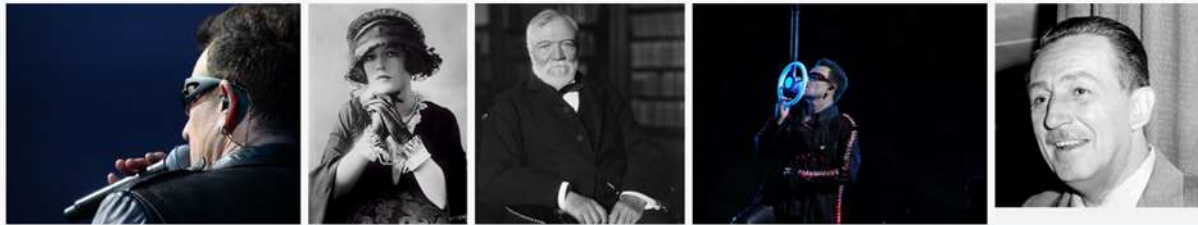
2. Meanings connected with valuation (subjectivity), e.g. *angel* (Character), *weirdo* (Character), *absurd* (Valuation and Judgement)



# Reasons for the lack of illustration

## Connotation content

3. Meaning leads to definite descriptions (graphics prone to changing times and cultural environment), e.g. *president* (State Functions and Administrative Division), *philantropist* (Human Relations), *celebrity* (Mass Media).



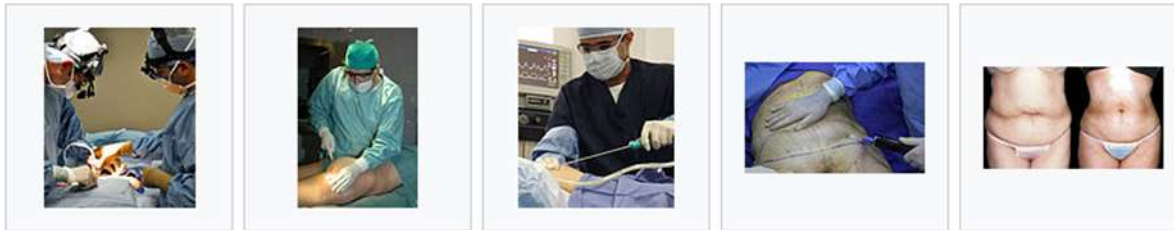
4. Meaning leads to symbolic images, e.g. *death* (Course of Life), *anarchy* (Law and Rules of Social Life).



# Reasons for the lack of illustration

## **Meaning taboo** (denotative- and connotative- problematic groups)

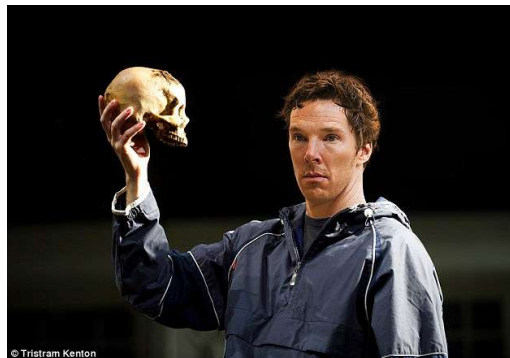
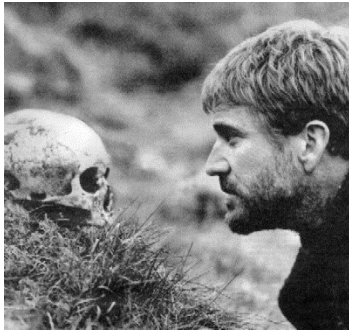
Human perceived as a Physical Being (Diseases and Their Symptoms, Medical Treatments, Death, Sexual Life) – senses easy to illustrate but..., e.g. *liposuction*



# Connotation content&Taboo

## To illustrate or not to illustrate?

- Hybrids, encyclopedical dictionaries ...
- Social networks
- Project promotion



# Conclusions

- The problem of including images in dictionaries is partially-related to the thematic division of vocab
- Common lexicographical practice has been shaped not without a reason
- Some thematic fields are highly underestimated (*Food, Personal Care, Artistic Activity, Closest Environment, Clothing, Sport and Leisure Time, Work, Machines and Devices...*)
- Existing graphical practice lacks a sense of consequence
- What is the purpose of presented illustrations? Make reference work more attractive? Teach common or advanced vocab? Help in meaning recognition and retention process?
- What to do next? **Dig deeper!** (ontologies ..., experiments with meaning retention)



# Thank you very much for your attention!

