Certificate in Translation (CIT)

CIT-02
Functional Translation

Block

2

Functional Translation in Practice

Unit-08:

Using Dictionaries and Thesauri in Translation

Unit-09:

Translation of Registers and Technical Terms

ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର, ଓଡ଼ିଶା
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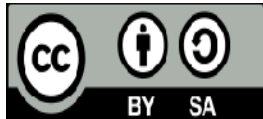**Shri Das Benhur**
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CERTIFICATE IN TRANSLATION

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Material Production

Unit-8
Using Dictionaries and Thesaurus in Translation

Structure of the Unit

8.0   Objectives

This unit is about the use of dictionaries and thesaurus in translation. After going through the Unit the learners will be able to:

- Know specifically what does a dictionary or thesaurus mean
- Understand various other terms associated with different types of dictionary and thesaurus
- Have an idea of the salient features of dictionary and thesaurus and the difference between the two
- Know the method of using dictionaries and thesaurus, its utility, pitfalls and disadvantages
- Learn how to use them effectively in translation as writing tools.

8.1 Introduction

Writing original texts at our own is easy, but translation is cumbersome. A translator has to carry the theme, message and ideas with precision from one language to another with the same beauty and charm as the original text. It often becomes difficult to understand a given expression in the source language or find the exact synonym of a word, phrase or idiom in the target language. When we use other resources like friends and learned people or other people speaking the target language, the information that we get may be erroneous if that particular person is misinformed or unable to perceive correctly what we say. At such a juncture, standard dictionaries and thesaurus extend their immense help to the translator.

Every dictionary or thesaurus cannot be deemed reliable. A lot of trash is available in the market and in the web in the name of dictionary or thesaurus. Such compilations are prepared by misinformed people without adequate knowledge of the language. Greedy publishers get the compilations prepared at a low cost from such people who even do not have the necessary dedication and patience to ponder into various sources of knowledge to find out the actual meaning or etymology of a word. Be whatsoever, a dictionary or thesaurus obtained from a reliable source or compiled by learned authors no doubt serve us a lot.

Dictionaries and thesauruses are available in various forms, viz., printed volumes, CDs and DVDs and even in the form of software in the web that can be downloaded and used even in the mobile phone. This has no doubt solved the problem of carrying big volumes with us to our work place, but they need to be further developed a lot in terms of quality. We have to apply our mind, knowledge and wisdom even after referring any dictionary or thesaurus during translation. Moreover, different types of dictionaries and thesauruses are also available for various subjects and methods of compilation; and therefore it is very important to have the knowledge of all such types so that we can pick-up the most appropriated one for our specific use.

In this unit we will discuss various aspects of a dictionary and a thesaurus and learn how we can use them in translation.

8.2 Terms Related to Dictionary and Thesaurus

Before we proceed to use a dictionary or a thesaurus, let us go through some of the technical terms that are intimately associated with such compilations, without which it may be difficult for us to use and take full advantage of such compilations:

1. **Collation:** Collation is the assembly of written information into a standard order. Many systems of collation are based on numerical order or alphabetical order, or extensions and combinations thereof. Collation is a fundamental element of most office filing systems, library catalogues, and reference books.

   Collation is different from classification. Classification is concerned with arranging information into logical categories, while collation is concerned with the ordering of the items thereof, usually based on the form of their identifiers. Formally speaking, a collation method typically defines a total order on a set of possible identifiers called **sort keys** (differentiating or selecting key or formula), which consequently produces a total pre-order on the set of the given items.

A collation algorithm (method) is the process of comparing two given character strings (elements) and deciding which should come before the other. When an order has been defined in this way, a sorting algorithm (method) can be used to put a list of any number of items into that order.

The main advantage of collation is that it makes it fast and easy for a user to find an element in the list, or to confirm that it is absent from the list. Other advantages are that one can easily find the first or last elements on the list or elements in a given range; useful for alphabetically ordered data when one may be sure of only the first few letters of the sought item.

2. **Alphabetical order:** As we know a dictionary is a list of words of a particular language with their meanings in the same or other language(s). A language has millions of words out of which the reader wants to find out the meaning or usage of only one. It is therefore necessary that all these of words have to be listed in such a scientific manner that one can easily locate his search consuming least time.

Collation is listing of things. There are various ways of listing things. We list numbers in the numerical order and historical events in the chronological order. In numerical order, the listed numbers go on increasing or decreasing according to its value. In chronological order various events are arranged in the increasing order of the dates of their incidence. However, in the case of words, it has to be listed alphabetically.

Alphabetical order is a system whereby words are placed on the basis of the position of its initial letters in the conventional order of the alphabet. It is one of the methods of **collation**. To determine which word comes first in alphabetical order, their first letters are compared. If they differ, then the word whose first letter comes earlier in the alphabet is the one which comes first. If the first letters are the same, then the second letters are compared, and so on. In this sequence, if a position is reached where a word has no more letters to compare while the other does, then the first (shorter) word is deemed to come first; for example, 'cart' comes before 'carthorse', 'woods' comes after 'wood', 'a' comes before 'add' which in turn comes before 'addition' and 'an'. The initial letters of words are compared serially from the beginning to determine the place of a word in comparison to others.

Capital letters (upper case) are generally considered to be identical to their corresponding lower case letters for the purposes of alphabetical ordering, though conventions may be adopted to handle situations where two words differ only in capitalization.

Certain limitations, complications, and special conventions are common in the alphabetical order; some of them are:

 (a) When there are spaces or other word dividers, the decision must be taken whether to ignore these dividers or to treat them as symbols preceding other letters of the alphabet. For example, if the first approach is taken, i.e., ignore the space or word divider, then 'car park' will come after 'carbon' and 'carp' as in case of 'carpark', whereas in the second approach 'car park' will come before those two words 'carbon' and 'carp'. The first rule is used in many dictionaries (but not all), the second in telephone directories.

(b) Abbreviations may be treated as if they were spelt out in full. For example, names containing 'St.' (short for the English word *Saint*) are often ordered as if they were written out as 'Saint'. There is also a traditional convention in English that surnames beginning *Mc* and *M'* are listed as if those prefixes were written *Mac*.

(c) Expressions that represent personal names will often be listed by alphabetical order of surname, even if the given name comes first. For example, 'Madhusudan Das' and 'Gangadhar Meher' should be sorted as 'Das Madhusudan' and 'Meher Gangadhar' even if they are not written this way.

(d) Very common initial words, such as *The* in English, are often ignored for sorting purposes. So *The Shining* would be sorted as just 'Shining' or 'Shining, The'.

3. **Diacritics:** A '**diacritic**' is a sign, such as an accent or cedilla, which when written above or below a letter indicates a difference in pronunciation from the same letter when unmarked or differently marked. A **cedilla** is a diacritical mark placed below 'c' to indicate that it is pronounced as an 's'.

4. **Radical-and-stroke sorting**: Another form of collation is radical-and-stroke sorting, used for non-alphabetic writing systems such as the 'hanzi' of Chinese and the 'kanji' of Japanese, whose thousands of symbols defy ordering by convention. In this system, common components of characters are identified; these are called radicals in Chinese and logographic systems derived from Chinese. Characters are then grouped by their primary radical, and then ordered by number of pen strokes within radicals. When there is no obvious radical or more than one radical, convention governs which is used for collation. For example, the Chinese character 妈 (meaning 'mother') is sorted as a six-stroke character under the three-stroke primary radical 女. Here the strokes or structure of the lines has to be taken into consideration.

The radical-and-stroke system is cumbersome (ଜଟିଳ) as compared to an alphabetical system in which there are a few characters, all unambiguous. The choice of which components of a logograph comprise separate radicals and which radical (ମୌଳିକ ଚିହ୍ନ) is primary is not clear-cut. As a result, logographic languages often supplement radical-and-stroke ordering with alphabetic sorting of the logographs. For example, the kanji word 'Tōkyō' (東京) can be sorted as if it were spelled out in the Japanese characters of the hiragana syllabary as 'to-u-ki-yo-u' (とうきょう), using the conventional sorting order for these characters. '**Syllabary**' is a writing system whose characters represent syllables (letters).

5. **Ideogram**: This is about the type of graphic symbol. An ideogram or ideograph (from Greek 'idéa' and 'gráphō' (to write) is a graphic symbol that represents an idea or concept, independent of any particular language, and specific words or phrases. Some ideograms are comprehensible only by familiarity with prior convention; others convey their meaning through pictorial resemblance to a physical object, and thus may also be referred to as **pictograms**.

6. Definition: A definition is a statement of the meaning of a term; a word, phrase, or other set of symbols. Definitions can be classified into two large categories, viz., intentional definitions also called a *connotative* definition, that try to give the essence of a term and extensional definitions that proceed by listing the objects that a term describes. Another important category of definitions is the class of ostensive definitions, which convey the meaning of a term by pointing out examples. A term may have many different senses and multiple meanings, and thus require multiple definitions.

In modern usage, a *definition* is something, typically expressed in words that attach a meaning to a word or group of words. The word or group of words that is to be defined is called the ***definiendum***, and the word, group of words, or action that defines it is called the ***definiens***.

For example, let's consider the definition of 'elephant'. Elephant is defined as: *"An elephant is a large gray animal native to Asia and Africa."* Here the word 'elephant' is the *definiendum*, and everything after the word is the *definiens* that is not the meaning of the word defined, but is instead something that conveys the same meaning as that word.

There are many sub-types of definitions, these include, among many others:

(a) Lexical definitions or the common dictionary definitions of words already available in a language;

(b) Demonstrative definitions, which define something by pointing to an example of it. For example, *"This," he said while pointing to a large grey animal, "is an Asian elephant."*

(c) Précising definitions, which reduce the vagueness (ambiguity, unclearness) of a word, typically in some special sense, e.g., '*Large, among female Asian elephants, is any individual weighing over 5,500 pounds.* That means an Asian female elephant is such a large animal that its weight is over 5,500 pounds.

7. Lexicon: The word 'lexicon' derives from the Greek 'lexikos' meaning 'of or for words'. In linguistics, a lexicon is a language's inventory (record, catalogue, list) of lexemes. A **'lexeme'** is the minimal unit (as a word or stem) in the lexicon of a language. For example, go, went, gone and going are all members of the English lexeme 'go'. It means that a lexeme refers to the root of a word. A lexicon is the vocabulary of a person, language, or branch of knowledge, e.g., nautical (marine) or medical etc.

Linguistic theories generally regard human languages as consisting of two parts: a lexicon, essentially a catalogue of a language's words (its word-stock); and a grammar, a system of rules which allow for the combination of those words into meaningful sentences. The lexicon is also thought to include bound-morphemes, which cannot stand alone as words such as most prefixes (ଉପସର୍ଗ) and affixes or suffixes (ପ୍ରତ୍ୟୟ). For example, the morphemes of 'discount' are 'dis' and 'count'. Here 'count' is a lexeme (root word) and 'dis' is a bound-morpheme, which cannot stand alone as a word. **Morpheme** means part of a word. In this sense, the vowels are the morphemes of the alphabet of a language.

In some analyses, compound words and certain classes of idiomatic expressions and other collocations are also considered to be part of the lexicon. Dictionaries represent attempts at listing, in alphabetical order, the lexicon of a given language.

8. **Etymology:** Etymology should not be confused with Entomology or Etiology (aetiology). It is the study of the history of words, their origins, and how their form and meaning have changed over time. By extension, the term 'the change' (of the word) means the origin (root) of a particular word.

The word etymology is derived from the Greek word etymologia, itself from etymon, meaning 'true sense', and the suffix -logia, denoting 'the study of.'

In linguistics, the term '**etymon**' is used to refer to a word or morpheme (e.g. stem or root) from which a later word is derived. For example, the Latin word candidus, which means 'white', is the etymon of English candid.

Etymologists make use of texts in these languages and texts about the languages to gather knowledge about how words were used during earlier periods of their history and when they entered the particular language(s). Etymologists also apply the methods of comparative linguistics to reconstruct information about languages that are too old for any direct information to be available.

By analyzing related languages with a technique known as the comparative method, linguists can make inferences about their shared parent language and its vocabulary. In this way, word roots have been found that can be traced all the way back to the origin of, for instance, the Indo-European language family. Even though etymological research originally grew from the philological tradition, currently much etymological research is done on language families where little or no early documentation is available, such as Uralic and Austronesian.

9. **Phonetics:** Phonetics pronounced /fəˈnɛtɪks/, from the Greek phōnē, (sound, voice), is a branch of linguistics that comprises the study of the sounds of human speech; or, in the case of sign languages, the equivalent aspects of sign. It is concerned with the physical properties of speech sounds or signs (phones), their physiological production, acoustic (related to sound and hearing) properties and auditory perception. Phonology, on the other hand, is concerned with the abstract, grammatical characterization of systems of sounds or signs.

The field of phonetics is a multilayered subject of linguistics that focuses on speech. In the case of oral languages there are three basic areas of study, viz.,

   (a) **Articulatory phonetics:** It is the study of the production of speech sounds by the vocal tract by the speaker.

   (b) **Acoustic phonetics:** It is the study of the physical transmission of speech sounds from the speaker to the listener.

   (c) **Auditory phonetics:** It is the study of the reception and perception of speech sounds by the listener.

10. **Pronunciation**: Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have 'correct pronunciation', then it refers to both within a particular dialect.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, and their education. The essential elements of pronunciation are (a) Nose (b) Lips (c) Teeth (d) Palate and (e) Linguistic terminology.

In some languages, such as the English language, a dictionary has more than 5,000 words. The pronunciation of words is not apparent from their spelling. In these languages, dictionaries usually provide the pronunciation. For example, the definition for the word dictionary might be followed by the IPA (International Phonetic Alphabet) spelling /ˈdɪkʃənɛri/. American English dictionaries often use their own pronunciation spelling systems, for example dictionary dĭkʹ·shə·nār·ē. The IPA is more commonly used within the British Commonwealth countries. Yet others use a pronunciation respelling system; for example, dictionary may respell 'DIK-shə-nair-ee'. Some online or electronic dictionaries provide audio recordings of words being spoken.

11. **Semasiology or Semantics:** (ଶବ୍ଦାର୍ଥ ବିଜ୍ଞାନ) It is a branch of lexicology, the study of words. Semasiology from Greek 'semasia' meaning 'signification, meaning' is a discipline within linguistics concerned with the question "what does the word *X* mean?" It studies the meaning of words regardless of their phonetic expression. Semasiology departs from a word or lexical expression and asks for its meaning, its different senses, i.e. polysemy. The opposite approach is known as onomasiology.

12. **Onomasiology:** Onomasiology from Greek 'onomāzo' (to name), which in turn is from 'onomā' (name) is a branch of linguistics concerned with the question "how do you express X?" It is in fact most commonly understood as a branch of lexicology, the study of words, although some apply the term also to grammar and conversation. The majority of linguists seem to link onomasiology to diachronic (historical) questions, i.e. questions on how and why things change their names.

Onomasiology, as a part of lexicology, starts from a concept which is taken to be prior (i.e. an idea, an object, a quality, an activity etc. and asks for its names. The opposite approach is known as 'semasiology' where one starts with a word and asks what it means, or what concepts the word refers to.

For example, "What are the names for long, narrow pieces of potato that have been deep-fried?" is an onomasiological question. The answers for this question are: *french fries* in the US, and *chips* in the UK, etc.

If we ask just the reverse question, "What is the meaning of the term *chips*?" it will be a semasiological question; and its answers will be: 'long, narrow pieces of potato that have been deep-fried' in the UK, 'slim slices of potatoes deep fried or baked until crisp' in the US.

13. **Linguistic prescription:** Linguistic prescription (or prescriptivism) is the practice of elevating one variety or manner of language use over another. It may imply that some forms are incorrect, improper, or illogical, or lack communicative effect, or are of low aesthetic value. Sometimes informed by linguistic purism, these practices may address such linguistic aspects as spelling, grammar, semantics, pronunciation, and syntax (ବାକ୍ୟ-ରଚନା). They may also include judgments on socially proper and politically correct language use.

Linguistic prescriptivism may aim to establish a standard language, teach what a particular society perceives as a correct form, or advise on effective communication. If usage preferences are conservative, prescription might appear resistant to language change; if radical (progressive, revolutionary), it may produce neologisms (newly coined words or phrases).

Prescriptive approaches to language are often contrasted with descriptive linguistics '**descriptivism**', which observes and records how language is actually used. The basis of linguistic research is '**text corpus**' analysis and field study, both of which are descriptive activities. Description, however, may include researchers' observations of their own language usage.

Despite being apparent opposites, prescription and description may inform each other, as comprehensive descriptive accounts must take speaker preferences into account, and an understanding of how language is actually used is necessary for prescription to be effective.

14. **Text corpus:** In linguistics, a 'corpus' (plural- *corpora*) or 'text corpus' is *a large and structured set of texts*, that are nowadays usually electronically stored and processed. They are used to do statistical analysis and hypothesis testing, checking occurrences or validating linguistic rules within a specific language territory.

A corpus may contain texts in a single language (*monolingual corpus*) or text data in multiple languages (*multilingual corpus*).

Corpora that have been specially formatted for side-by-side comparison are called *aligned parallel corpora*. There are two main types of parallel corpora which contain texts in two languages. In a *translation corpus*, the texts in one language are translations of texts in the other language. In a *comparable corpus*, the texts are of the same kind and cover the same content, but they are not translations of each other. To exploit a parallel text, some kind of text alignment identifying equivalent text segments (phrases or sentences) is a prerequisite for analysis. Machine translation algorithms (a precise set of rules, formula used in machine translation) for translating between two languages are often trained using parallel fragments comprising a first language corpus and a second language corpus which is an element-for-element translation of the first language corpus.

In order to make the corpora more useful for doing linguistic research, they are often subjected to a process known as annotation (ଟିପ୍ପଣୀ). An example of annotating a corpus is part-of-speech tagging, (*POS-tagging)*, in which information about each word's part of speech (verb, noun, adjective, etc.) is added to the corpus in the form of *tags*. Another example is indicating the lemma (base) form of each word. When the language of the corpus is not a working language of the researchers who use it, interlinear glossing is used to make the annotation bilingual.

Some corpora have further *structured* levels of analysis applied. In particular, a number of smaller corpora may be fully parsed (ପଦବ୍ୟାଖ୍ୟା). Such corpora are usually called 'Treebanks' or 'Parsed Corpora'. The difficulty of ensuring that the entire corpus is completely and consistently annotated means that these corpora are usually smaller, containing around one to three million words. Other levels of linguistic structured analysis are possible, including annotations for morphology (ଶଦ୍ଗଠନ), semantics (ଶବ୍ଦାର୍ଥ ବିଜ୍ଞାନ) and pragmatics (ସଙ୍କେତ ପ୍ରୟୋଗ ବିଜ୍ଞାନ, study of language-use).

Corpora are the main knowledge base in corpus linguistics. The analysis and processing of various types of corpora are also the subject of much work in computational linguistics, speech recognition and machine translation, where

they are often used to create hidden Markov models for part of speech tagging and other purposes. Corpora and frequency lists derived from them are useful for language teaching. Corpora can be considered as a type of foreign language writing-aid as the contextualized grammatical knowledge acquired by non-native language users through exposure to authentic texts in corpora allows learners to grasp the manner of sentence formation in the target language, enabling effective writing.

Self-Check Exercise-1

Fill in the blanks:

1. The assembly of written information into a standard order is known as _____.

2. Arranging information into logical categories is called _____.

3. The system whereby words are placed on the basis of the position of its initial letters in the conventional order of the alphabet is _____.

4. A 'diacritic' is a sign which when written above or below a letter indicates a difference in _____ from the same letter when unmarked or differently marked.

5. A _____is the minimal unit (as a word or stem) in the lexicon of a language. For example, go, went, gone and going are all members of the English lexeme_____.

8.3   Dictionary

Although the first recorded dictionaries date back to Sumerian times (these were bilingual dictionaries), the systematic study of dictionaries as objects of scientific interest themselves is a 20th-century enterprise, called lexicography.

A dictionary is a collection of words in one or more specific languages, often alphabetically or by radical and stroke for ideographic languages, with usage of information, definitions, etymologies, phonetics, pronunciations, translation, and other information; or a book of words in one language with their equivalents in another, also known as a **lexicon**. It is a lexicographical product designed for utility and function, curetted with selected data, presented in a way that shows inter-relationship among the data.

8.3.1   Salient features of a dictionary

A standard dictionary exhibits the following salient features:

1. It contains words and phrases arranged in the alphabetical order;

2. Words that a particular page begins and ends with, are given on the left and right side top corners respectively, that helps the reader compare alphabetically his word with them and determine whether it may be found in that particular page or on a prior or subsequent page;

3. In digital dictionaries, it displays related word suggestions with the letters used as we go on typing a word in the search engine. In case we type a wrong spelling, we can find the correct word among the suggested words on the screen;

4. We get information as to the correct spelling of the word and also if it is alternatively spelt; e.g., organization (UK) and organization (American), honour (UK) and honor (American)… and so on;

5. English dictionaries give us an idea of the typical pronunciation of the word written with diacritical marks over and below roman letters. However, most of the Indian languages don't require such information to be given in a dictionary as their letters are specifically designed according to the pronunciation and accent;

6. It also indicates which part of speech does the word belong in its given form;

7. It gives us the information about its various forms in other parts of speech, plural and comparative-superlative degrees etcetera;

8. We come to know the meaning and definition of the word in a very simple language;

9. Sometimes sketch diagrams and illustrations are also given to make the idea of its meaning clear;

10. Good dictionaries also give information of the synonyms and antonyms of the word;

11. We can also know about the meaning and usage of the phrases or idioms containing the given word;

12. It also gives information of its different meanings when the word is used in various other senses;

13. A good dictionary gives us information about the idiomatic usage of a word;

14. We also get the knowledge about the syntax when the word is used in different types of sentences;

15. It gives information about the etymology of the word and genesis of its evolution to the present form;

16. Various types of bilingual and multilingual dictionaries covering different subjects like literature, specific fields of science and technology, administrative terminology etcetera are available that give us up-to-date knowledge of the works done in that field;

17. Standard dictionaries include separate chapters incorporating into it the calques or loan words that are in common use in the language taken as the source language of the dictionary;

18. Information about weights and measures, festivals, instruments, plants and flowers, animals and birds etc with their synonyms in the target language are also given in good dictionaries with pictographs;

19. Separate chapters for phrases and idioms of the source language may also be found with their identical idioms in the target language.

20. Separate chapters on the various conventional word-phrases used in the royal families, courts and ancient classical words are sometimes given in a good dictionary that helps us understand classical and religious literature in that language.

The important issue is that you use a dictionary of some kind and that you understand what it can provide for you. Whether you use a print or online

dictionary, the entries offer a wealth of information. The following figure includes some of the most common dictionary entry components. Following the list is a color-coded entry for 'elementary' from Dictionary.com, based on the *Random House Unabridged Dictionary,* showing where various parts of the entry can be found:

- **Spelling:** The correct arrangements of letters for the word.
- **Pronunciation:** Phonetic pronunciation
- Syllabication: Division of the word into syllables.
- **Part of Speech:** Explanation of how a word is used within a sentence.
  Plural formation: Spelling for the plural form of a word (e.g., 'babies' for the word entry 'baby').
- **Word Origin:** History of the word.
- **Meaning(s):** At least one, but usually more than one, explanation of the sense of a word.
- **Examples in context:** The word used in phrase or sentence.
- **Synonyms and antonyms**: Words with similar and opposite meanings. In the case of the 'elementary' entry, only synonyms (similar meanings) are given.
- **Common usage situations:** Specific circumstances where a word is used or misused.
- **Other forms:** Examples of related versions of the word.
- **Alternate Spellings:**
  Some words have more than one acceptable spelling (e.g., "grey" and "gray").
  The word 'elementary' has no alternate spelling.

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el-e-men-ta-ry [el-uh-**men**-tuh-ree, -tree]
--Adjective
1.   Pertaining to or dealing with elements, rudiments, or first principles: an elementary grammar.
2.   of or pertaining to an elementary school:elementary teachers.
3.   of the nature of an ultimate constituent; simple or uncompounded.
4.   Pertaining to the four elements, earth, water, air, and fire, or to the great forces of nature; elemental.
5.   Chemistry, of or noting one or more elements.

Origin:
1400-50; late ME elementare (<MF elementaire) < L elementarius.
See elemt,-ary

--Related forms
el-e-men-tar-i-ly [el-uh-men-**ter**-uh-lee], adverb
el-e-men-ta-ri-ness, noun
non- el-e-men-ta-ry, adjective
post- el-e-men-ta-ry, adjective
pre-el-e-men-ta-ry, adjective
qua-si-el-e-men-ta-ry, adjective
su-per-el-e-men-ta-ry, adjective
trans-el-e-men-ta-ry, adjective
un- el-e-men-ta-ry, adjective

---can be confused: 1.eleemosynary, elementary (see synonym note at this entry);
2. elemental, elementary.

--Synonyms
1. Elementary, primary, rudimentary refer to what is basic and fundamental. Elementary refers to the introductory, simple, easy facts or parts of a subject that must necessarily be learned first in order to understand succeeding ones: *elementary arithmetic*. Primary may mean much the same as elementary; however, it usually emphasizes the idea of what comes first even more than that of simplicity: *primary steps*. Rudimentary applies to what is undeveloped or imperfect: *a rudimentary form of government.*

Self-Check Exercise-2

Fill in the blanks:

A standard dictionary exhibits the following salient features:

1. It contains words and phrases arranged in the _____ order;

2. Words that a particular page begins and ends with, are given on the _____ and _____ side _____ respectively.

3. In digital dictionaries, it displays _____word suggestions with the letters used as we go on typing a word in the search engine. In case we type a _____, we can find the correct word among the _____words on the screen;

4. Most of the Indian languages don't require _____ information to be given in a dictionary as their letters are specifically designed according to the pronunciation and _____;

5. It also indicates which _____ speech does the word belong in its given form and also gives us the information about its various _____ in other parts of speech, plural and comparative-superlative degrees etcetera;

8.3.2 Types of dictionaries

A broad distinction is made between general and specialized dictionaries. Specialized dictionaries do not contain information about words that are used in language for general purposes, i.e., the words used by ordinary people in everyday situations. Lexical items that describe concepts in specific fields are usually called '*terms'* instead of words, although there is no consensus whether lexicology and terminology are two different fields of study. In theory, general dictionaries are supposed to be semasiological, mapping word to definition, while specialized dictionaries are supposed to be onomasiological, first identifying concepts and then establishing the terms used to designate them. In practice, the two approaches are used for both types.

There are other types of dictionaries that don't fit neatly in the above distinction, for instance bilingual (translation) dictionaries, dictionaries of synonyms (thesauri), or rhyming dictionaries. The word dictionary (unqualified) is usually understood to refer to a monolingual dictionary of general-purpose.

A different dimension on which dictionaries (usually just general-purpose ones) are sometimes distinguished is whether they are prescriptive or descriptive, the latter being in theory largely based on linguistic corpus studies; and this is the case of most modern dictionaries. However, this distinction cannot be upheld in the strictest sense. The choice of headwords is considered itself of prescriptive nature; for instance, dictionaries avoid having too many taboo words in that position. Stylistic indications viz., 'informal' or 'vulgar' etcetera present in many modern dictionaries is considered less than objectively descriptive as well.

Dictionaries are available in many types; some of them are: 1. General linguistic Dictionary 2. Thesaurus 3. Medical Dictionary 4. Legal Dictionary 5. Financial Dictionary 6. Acronyms 7. Idioms 8. Encyclopaedia and many other types as well. All such dictionaries can be unilingual, bilingual or multilingual and the reader has to choose the specific one as per her/his need. However, the general dictionaries and encyclopaedia generally overlap all other dictionaries and contain words and expressions pertaining to other specific fields as well.

Self-Check Exercise-3

1. What are the various types of dictionaries available in the market?
   _____
   _____
   _____

2. *Use a dictionary to answer these questions:*

   (a) What are the various usage of the of the word 'margin'?
   _____
   _____
   _____
   _____

   (b) How many different meanings does your dictionary have for the word 'fine'?
   _____
   _____
   _____

   (c) What, if any, related forms of the word 'subject' are provided in your dictionary?
   _____
   _____
   _____

   (d) What parts of speech are listed in your dictionary for 'close'?
   _____
   _____
   _____

   (e) What, if any, common usage situations are given in your dictionary for the word 'scale'?
   _____
   _____
   _____

   (f) What does a dictionary generally give you?
   _____
   _____
   _____

8.4   Thesaurus

The word 'thesaurus' is derived from 16th-century Latin *thēsaurus*, which in turn is the Latinisation of the Greek '*thēsauros*', meaning 'treasure, treasury or storehouse'. The etymology of this word is uncertain. The term 'thesaurus' was applied to every dictionary or encyclopedia during the period from 16th to the 19th centuries. In antiquity, Philo of Byblos authored the first text that could now be called a thesaurus.

The *Amarakosha* is a thesaurus in verses in Sanskrit language written in the 4th century. The first modern thesaurus was *Roget's Thesaurus*, first compiled in 1805 by Peter Mark Roget, and published in 1852. It was in this historical work that the meaning 'collection of words arranged according to sense' was first attested in Roget's title and *thesaurer* in Middle English for 'treasurer'. Entries in *Roget's Thesaurus* are listed conceptually rather than alphabetically.

*A **thesaurus** is a reference work that lists words grouped together according to similarity of meaning, containing synonyms and sometimes antonyms as well,* whereas a dictionary provides definitions for words, and generally lists them in alphabetical order.

Although a thesaurus includes synonyms, it should not be taken as a complete list of all the synonyms for a particular word. The entries are also designed for drawing distinctions between similar words and assisting in choosing exactly the right word. Unlike a dictionary, *a thesaurus entry does not give the definition of words.*

ISO 25964, the international standard for information retrieval thesauri, defines a thesaurus as a *"controlled and structured vocabulary in which concepts are represented by terms, organized so that relationships between concepts are made explicit, and preferred terms are accompanied by lead-in entries for synonyms or quasi-synonyms."*

8.4.1 Salient features of a thesaurus

Whether you use an online or hard-copy thesaurus, you will encounter the following features.

- **Identified word:** The word you enter will typically be shown at the top of the page.
- Number of thesaurus entries: In online thesauruses, all entries related to your identified word will be included. Sometimes, as in the case of the fifty entries that go with the sample 'walk' entry, you will have to click to subsequent pages to see all the entries.
- One whole entry: A thesaurus page has running entries (one after the other). Each entry follows the same format, so you can easily see where one entry ends and another begins.
- The identified word as the main word in an entry.
- **The part of speech** of the word as the word is used in the different entries. As is the case with 'walk' words often can be used as more than one part of speech. 'walk' has both noun and verb entries.
- **The definition of the identified word as used in each entry.**
- **Synonyms** for each of the main words.
- **Antonyms** for the main word. Due to the nature of the word 'walk', only one of the first seven entries shows an antonym.
- The identified word as a synonym for a related main word.

The following figure shows four color-coded entries for the word 'walk' (out of fifty) at Thesaurus.com (based on *Roget's Thesaurus*).

Main Entry:	Walk
Part of Speech:	noun
Definition:	brief travel on foot
Synonyms:	airing, carriage, circuit, constitutional, gait, hike, jaunt, march, pace, parade, perambulation, peregrination, promenade, ramble, saunter, schlepp, step, stretch, stride, stroll, tour, traipse, tramp, tread, turn
Main Entry:	Walk
Part of Speech:	noun
Definition:	pathway
Synonyms:	aisle, alley, avenue, boardwalk, boulevard, bricks, bypath, byway, catwalk, cloister, course, court, crossing, esplanade, footpath, gangway, lane, mall, passage, path, pavement, pier, platform, promenade, road, sidewalk, street, track, trail
Main Entry:	Walk
Part of Speech:	noun
Definition:	discipline
Synonyms:	area, arena, bailiwick, calling, career, course, domain, dominion, field, line, metier, profession, province, sphere, terrain, territory, trade, vocation
Main Entry:	Walk
Part of Speech:	verb
Definition:	move along on foot
Synonyms:	advance, amble, ambulate, canter, escort, exercise, file, foot, go, go on foot, hike, hit the road, hoof it, knock about, lead, leg (informal or non-formal usage), locomote, lumber, march, meander, pace, pad, parade, patrol, perambulate, plod, prance, promenade, race, roam, rove, run, saunter, scuff, shamble, shuffle, slog, stalk, step, stride, stroll, strut, stump, take a walk, toddle, tour, traipse, tramp, travel on foot, traverse, tread, trek, troop, trudge, wander, wend one's way
Antonyms:	advance

8.4.2 Types of Thesaurus
1. Thesaurus 2. Medical Thesaurus 3. Legal Thesaurus 4. Financial Thesaurus 5. Acronyms 6. Idioms

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8.5   Dictionary and Thesaurus compared

A **dictionary** is a collection of words along with their meaning, definition and description of usage. A **thesaurus** presents words as word families, listing their synonyms without explaining their meanings or usage. **Thesauri** may list words alphabetically or conceptually.

DICTIONARY VERSUS THESAURUS COMPARISON CHART		
	Dictionary	**Thesaurus**
Description	Collection of words in one or more specific languages listed alphabetically, which provides the meanings, definitions, etymologies and pronunciations of words.	A book that lists words grouped together according to similarity of meanings or synonyms and sometimes antonyms.
World's first	Much debate over the world's first dictionary. 2300 BCE in modern Syria or 3rd century BCE from China. Most trusted dictionary; Oxford English Dictionary published in full in 1884 as small books and in full after 50 years in 1928.	The first modern English thesaurus created by Peter Mark Roget published in 1852. In Sanskrit, the Amarakosha is a thesaurus in verse form, written in the 4th century.
Word Order	A dictionary lists words alphabetically.	A thesaurus may list words alphabetically or conceptually.
Word numbers	Oxford English Dictionary lists about 500,000 words and a further half a million technical and scientific terms.	Largest thesaurus contains more than 920,000 words.
Categories	There are specialized dictionaries such as for science or business.	Special thesauri are developed for information retrieval in information and science systems: a controlled vocabulary for indexing or tagging purposes.

Self-Check Exercise-5

1. Find out 5 synonyms of the word 'domain' using a thesaurus.

   _____

   _____

2. Write 5 synonyms and two antonyms of the word 'retrieve'.

3. Fill in the blanks:

   (a) The word 'Thesaurus' is derived from Greek '*thēsauros'*, meaning_____.

   (b) Entries in Roget's Thesaurus are listed _____rather than alphabetically.

   (c) A thesaurus is a reference work that lists words grouped together according to_____.

   (d) Thesaurus contains synonyms and sometimes _____as well.

   (e) A thesaurus entry does not give the _____ of words.

8.6 Using Dictionary and Thesaurus in Translation

Dictionaries and thesauruses provide writing assistance for writers of all levels of experience and ability. These are the tools that help you to do your very best writing. A dictionary can help you determine the precise denotations of words, while a thesaurus, used responsibly, can help you to capture subtle differences in the connotations of words.

While considering the ways and means how to make use of a dictionary easily in less time and effectively we have to take into account the various forms of the dictionaries available in our times.

Technology is changing the face of dictionaries and thesauri. Dictionaries and thesauruses are available in both print and online media. Just twenty or thirty years ago, a good graduation gift for a college-bound student was a hard-cover dictionary. Today very few college students even own one because online dictionaries are readily available for free. By using an online dictionary, you can look up a word in the time it takes to type it, as opposed to taking the time to flip pages and scan through a page of words in a print dictionary. Therefore, the convenience of modern technology dictates that online dictionaries and thesauruses are the preferred choice of most students these days.

On the other hand, a hard-copy dictionary is still a great backup if you're unable to get online, and it can lead to some surprising discoveries of other words on the same page, just as browsing through a shelf of library books can put you in contact with books you might not have otherwise encountered.

8.6.1 How to use dictionaries and thesauri:

A. Step- One: Find out the word in a dictionary

1. **Digital Dictionaries**:

(a) **Online Dictionaries and Offline Dictionary Software:** The digital online dictionaries are now-a-days very popular as these are easily available on the net for free and incorporated inside the mobile itself and can be referred to within a

click's time. The selected dictionary software is downloaded from net and installed in the pc or the mobile. On opening the selected dictionary software, we see the search engine open with a round lens mark in it. On touching the space, the key board opens with an option for selecting the source language of the word we want to find in it. While typing a word, many related words with the initial spelling tags appear on the screen. If we find the intended word in this list, we can select it before we complete typing of the whole word. Immediately various meanings (Synonyms) of the word in the target language appear with a menu bar atop with options to find further information like definition or similar words etcetera and + signs on the right of the meaning words. We can get sentence structures of the concerned words by clicking on + sign and definition etcetera by clicking the relevant options on the menu-bar.

(b) **Digital dictionaries on CDs/DVDs**: Since carrying voluminous printed dictionaries to the workplace is difficult; it has now-a-days become conventional that the publishers of hard-bound printed dictionaries also provide a digital copy in the form of a CD/DVD. These instruments can be put in the CD/DVD driver of the PC and the difficult words can be searched easily for all the information that we get from a printed dictionary.

2. **Printed Dictionaries:** The conventional printed dictionaries are still all the more relevant as compared to the digital ones. One has to look for the chapter that starts with the first letter of the word that we want to find in it. On getting the relevant chapter, we have to search for the initial two or three letters by comparing it with the pair of words printed on the top margin of the book. Since the dictionary is compiled in the ascending order of the letters in the alphabet, this comparison gives us an intuition whether we have to turn on pages forward or backward to locate the page that may contain our word.

After reaching the relevant page, we have to again go on searching in the spell-comparison method and find out the exact position of our word, where it should be. If we get it, we get all the information and if it is not there, then we have to move for another resource to solve our problem.

B. **Step- Two: Search for the meaning or definition or usage relevant to the context in hand**

We generally get many diversified meanings and usage of a word in a dictionary; and all of them don't suit to the context in our hand. We have to try all these meanings in place of the original word and ponder if it matches perfectly to the context. This entirely depends upon the user's wit and knowledge of the language to find out the right choice relevant to the situation in the text. The original word may have been used idiomatically and if we don't understand the context correctly, we cannot correlate and find the correct meaning or synonym in the target language.

Examples:

1. His style, like that of the older logographers, is dry and bald.

   Its ideal translation in Odia will be : ତାଙ୍କ ଶୈଳୀ ପୁରୁଣା ଭାଷଣ–ଲେଖକଙ୍କ ଭଳି ଶୁଷ୍କ ଓ ନୀରସ ।

   Here 'bald' is used idiomatically with the implied meaning of 'lacking charm.' This meaning is not available in a dictionary or thesaurus.

2. Now-a-days aetiology is in craze.

Its ideal translation in Odia will be : ଆଜିକାଲି ବ୍ୟାଧ୍ନିଦାନ ବିଜ୍ଞାନ ବହୁତ ପ୍ରସିଦ୍ଧ ।

Here 'craze' is used idiomatically with the implied meaning of 'famous.' This meaning is not available in a dictionary or thesaurus.

However, we can translate it in another way, viz., ଆଜିକାଲି ବ୍ୟାଧ୍ନିଦାନ ବିଜ୍ଞାନ ପ୍ରତି ଲୋକଙ୍କର ବଡ଼ ଆଗ୍ରହ ।

Self Check Exercise-6

Translate into Odia using dictionary and thesaurus:

1. The surplus rain water exceeds the embankment of the river.
   _____
   _____

2. Tall flowering trees make the hill slopes beautiful.
   _____
   _____

3. Decent behavior makes you popular.
   _____
   _____

4. Why did not you perform your duty properly?
   _____
   _____

5. My daughter-in-law is a great scholar and genius.
   _____
   _____

8.6.2 Risk involved in using a dictionary or thesaurus

1. Though we are gradually becoming dependent upon the online dictionaries and thesauri and off-line dictionary-softwares, these forms of the digital dictionaries and thesauri are in the developing stage and will take a long time to attain the perfection-stage that the conventional printed books on the subject have reached. We therefore may get incorrect and wrong information about a word or phrase in the net-provided softwares.

2. The findings in a dictionary or thesaurus may not match our context; and in that case we have to go for other resources of information about the word.

3. Some times the soft or hard copies of the dictionaries and thesauruses faill to provide any information about our word and we are disappointed to see our word missing in it.

4. Online dictionaries and thesauri may be overused or used out of context. You might be tempted to use a fancier synonym or antonym for a word when a simple and direct approach might be best.

5. A dictionary is rather easy to refer as it contains explanations about the given meaning by way of suitable examples; whereas a thesaurus lacks this aspect of the dictionary and simply lists the synonyms and antonyms that the user may not be familiar to. So in this case we have to again ponder into a dictionary and understand them to find out our choice best suited to our need.

6. Thesaurus lacks many features of a dictionary that makes it difficult for the user to follow.

Self-Check Exercise-7

Fill in the blanks:

1. A dictionary is rather easy to refer than the thesaurus because a thesaurus neither gives the _____ of the word, nor tries to explain its concept with suitable _____.

2. You might be tempted to use a fancier synonym or antonym for a word when a _____ approach might be the best.

3. _____ and _____ are good _____ tools for the writers and translators if used judiciously.

Answer the following:

4. Find three similar words for 'subtle' using a thesaurus.
   _____

5. Find out the meaning and 5 synonyms of the word 'subtle' in Odia using a dictionary.

   _____
   _____

8.7   Summing Up

- Dictionary entries include much information in addition to the correct spelling of the words viz., pronunciation, part of speech, various forms in other parts of speech, singular-plural, comparative-superlative degrees, definition, usage in sentences, its syntax, synonyms and sometimes sketch illustrations too.

- Thesauruses provide synonyms and antonyms for different parts of speech and different meanings of an identified word and for words related to the identified word.

- Dictionaries and thesauruses when used judiciously are helpful tools for all writers and translators.

- After finding the synonyms or various meanings of a word from the dictionary or thesaurus, we have to match each of them to the context in hand before proceeding ahead in translation, lest we should commit blunders.

8.8   Model Answers to Self-Check Exercises

Self-Check Exercise-1:

1. The assembly of written information into a standard order is known as Collation.

2. Arranging information into logical categories is called Classification

3. The system whereby words are placed on the basis of the position of its initial letters in the conventional order of the alphabet is Alphabetical order.

4. A 'diacritic' is a sign which when written above or below a letter indicates a difference in Pronunciation from the same letter when unmarked or differently marked.

5. A lexeme is the minimal unit (as a word or stem) in the lexicon of a language. For example, go, went, gone and going are all members of the English lexeme go.

Self-Check Exercise-2:

1. It contains words and phrases arranged in the alphabetical order;

2. Words that a particular page begins and ends with, are given on the left and right side top corners respectively.

3. In digital dictionaries, it displays related word suggestions with the letters used as we go on typing a word in the search engine. In case we type a wrong spelling, we can find the correct word among the suggested words on the screen;

4. Most of the Indian languages don't require pronunciation information to be given in a dictionary as their letters are specifically designed according to the pronunciation and accent;

5. It also indicates which part of speech does the word belong in its given form and also gives us the information about its various forms in other parts of speech, plural and comparative-superlative degrees etcetera;

Self-Check Exercise-3:

1. Dictionaries are available in many types; some of them are: 1. General linguistic Dictionary 2. Thesaurus 3. Medical Dictionary 4. Legal Dictionary 5. Financial Dictionary 6. Acronyms 7. Idioms 8. Encyclopaedia and many other types as well. All such dictionaries can be unilingual, bilingual or multilingual and the reader has to choose the specific one as per her/his need. However, the general dictionaries and encyclopaedia generally overlap all other dictionaries and contain words and expressions pertaining to other specific fields as well.

2. (a) Blank space around the written area on a paper, edge, border, perimeter, gross profit, security deposit.

    (b) All right, Okay, very well, money paid as a punitive measure for delay or mistake, delicate etc.

    (c) Subjugate, subjective, subjugation

    (d) Verb: close something; adjective: closed something, close to some body or something; adverb: near with little space between; noun: (esp. in street names viz., Brookside Close. (One private house street closed at one end.)

    (e) Surmount, scale of measurement, scale leaf, series, exfoliation, scurf, graduated table, musical scale, shell etc.

    (f) A dictionary provides meanings, pronunciation, and definitions and synonyms for words.

Self-Check Exercise-4:

Fill in the blanks:

1. Amarakosha is a <u>thesaurus</u> in verses in <u>Sanskrit</u> laguage, written in the 4th century.

2. A book that lists words grouped together according to similarity of meanings or synonyms and sometimes antonyms is called a <u>thesaurus</u>.

3. A dictionary lists words <u>alphabetically</u>.

4. A thesaurus may list words alphabetically or <u>conceptually</u>.

5. The book or digital compilation that provides the meanings, definitions, etymologies and pronunciations of words is known as <u>dictionary</u>.

Self-Check Exercise-5:

1. Synonyms of the word 'domain' are: Realm, region, land, field, sphere, orbit, area, arena etc.

2. **Synonyms** of the word 'retrieve' are: recollect, regain, call back, recall, recover, remember, find etcetera;   **Antonyms** of the word 'retrieve' are: forget, block, black out, draw a blank etc.

3. *Fill in the blanks:*

    (a) The word 'Thesaurus' is derived from Greek '*thēsauros*', meaning <u>treasure, treasury or storehouse</u>.

    (b) Entries in Roget's Thesaurus are listed <u>conceptually</u> rather than alphabetically.

    (c) A thesaurus is a reference work that lists words grouped together according to <u>similarity of meaning</u>.

    (d) Thesaurus contains synonyms and sometimes <u>antonyms</u> as well.

    (e) A thesaurus entry does not give the <u>definition</u> of words.

Self-Check Exercise-6:

Translate into Odia using dictionary and thesaurus:

1. The surplus rain water exceeds the embankment of the river.

   ଉଦ୍‌ବୃତ ବର୍ଷାଜଳ ନଦୀବନ୍ଧ ଡେଙ୍ଗ ଚାଲିଯାଏ। (କିମ୍ବା ସରଳ ଭାଷାରେ) ବଳକା ବର୍ଷାଜଳ ନଦୀର କୂଳ ଲଙ୍ଘିଯାଏ।

2. Tall flowering trees make the hill slopes beautiful.

   ଡେଙ୍ଗା ଫୁଲଗଛଗୁଡ଼ିକ ପାହାଡ଼ ଢାଲୁକୁ ସୁନ୍ଦର କରେ। (କିମ୍ବା) ଫୁଲ ଧରୁଥିବା ଡେଙ୍ଗା ବୃକ୍ଷରାଜିରେ ପର୍ବତଗୁଡ଼ିକ ସୁଶୋଭିତ।

3. Decent behavior makes you popular.

   ସୁନ୍ଦର ବ୍ୟବହାର ପ୍ରଦର୍ଶନ କଲେ ସମସ୍ତେ ତୁମକୁ ଭଲପାଇବେ। (କିମ୍ବା) ବ୍ୟବହାର କୁଶଳତା ତୁମକୁ ଲୋକପ୍ରିୟ କରିବ।

4. Why did not you perform your duty properly?

   ତୁମେ ନିଜର କର୍ତ୍ତବ୍ୟ ସୁଚାରୁରୂପେ କାହିଁକି ସମ୍ପାଦନ କଲନାହିଁ ? (କିମ୍ବା) ତୁମେ ନିଜର କର୍ତ୍ତବ୍ୟ ପାଳନ ଠିକ୍ ଭାବେ କାହିଁକି କଲନି ?

5. My daughter-in-law is a great scholar and genius.

   ମୋ ବୋହୂ ମେଧାବୀ ଓ ଜ୍ଞାନୀ (ପ୍ରତିଭାବାନ୍)।

Self-Check Exercise-7:

Fill in the blanks:

1. A dictionary is rather easy to refer than the thesaurus because a thesaurus neither gives the <u>definition</u> of the word, nor tries to explain its concept with suitable <u>examples</u>.

2. You might be tempted to use a fancier synonym or antonym for a word when a <u>simple and direct</u> approach might be best.

3. <u>Dictionary</u> and <u>thesaurus</u> are good <u>writing</u> tools for the writers and translators if used judiciously.

Answer the following:

4. Three similar words for 'subtle' are: Insidious, pernicious, elusive

5. Five synonyms of the word 'subtle' in Odia are:ଜଟିଳ, ସୂକ୍ଷ୍ମ, ଗୂଢ଼, ତୀକ୍ଷ୍ଣ, ପରିଷ୍କୃତ

Unit-09: Translation of Registers and Technical Terms

Structure of the Unit

9.0   Objectives

9.1   Introduction

9.2   Meaning and Definition of 'Register'

    9.2.1   Concept of Registers of a Language

    9.2.2   Definition

9.3   Types of Register

    9.3.1   Classification of Registers as the Formality Scale

    9.3.2   Classification as per ISO Standard

    9.3.3   Diatype Registers

    9.3.4   Other Types of Registers prevalent in sociolinguistics

9.4   Summing Up

9.5   Model Answers to Self-Check Exercises

9.6   Model Questions

9.0   Objectives

This Unit is based on various registers in language and technical terms. It gives you an idea about various types of registers or forms of the words or phrases that are used differently in different situations and how to translate them into a different language. After going through the Unit the learners will be able to:

- Have an idea about the concept of 'Registers' in a language and their correct usage

- To identify the different types of speech style

- To be able to know the different kinds of approach in social interaction

- To be able to easily adapt and approach your subject as well as to his or her audience

- Know how to find out a register in a given situation according to status, position and level of   knowledge of the people present

- Have an idea how to translate such registers into another language in the given situation

- Use dictionary, thesaurus and other resources for appropriate synonyms of registers in the target language

- Use correct forms of the registers to make their writing and translation work more effective.

9.1 Introduction

Language is the means of communication among people of a specific locality, origin or culture that changes from place to place. It takes various forms even in the same community and at the same place according to the level of education and work-culture of the livelihood that the people adopt for sustenance. The words, phrases and structure of the sentences also change according to the age, status and personal character of the speaker and those of the person to whom s/he speaks. For example, an uneducated labourer or masons' expressions on a particular subject are different from those of a doctor or a bureaucrat. We use different language registers for different types of writings, just as we speak differently to different people.

A speaker speaks differently in a religious meeting than a political gathering. It is also related to the formal and non-formal character of the situation where we speak. For example,

'Would you mind passing the salt?'   ଲୁଣ ଟିକେ ଦେବେକି ?

'Pass me the salt'   ଲୁଣ ବଢ଼ାଅ

The first one is appropriate for a formal situation with strangers, whereas the second expression would be used for a situation where friends are talking, or possibly when being rude.

The idea can be clear with another example. When a group of babies make a noise in a classroom, the teacher says 'no noise', 'keep quiet' or 'no talking' in a loud voice with her forefinger put on her own lips; and in case of higher classes, the teacher would say, "Very bad, please don't gossip, let's concentrate on our studies." This expression would have been something like 'let's keep silent' or 'attention please' in case of adults. If there were educated adults of similar status or elite people, we would say, "I think we should keep silence." The same idea would rather be expressed in a rude manner as, "Shut up!"

We can cite yet another example when an educated well behaved person repeatedly urging for justice is easily silenced by an ill mannered person using verbal or sign expressions that are considered as 'slang.' Such different usage of a language is known as registers. A translator ought to have a clear idea of such usage in both the source and target languages that he works in and has to translate the 'mood' factor of the source language expressions into the target language along with the text.

Self-check exercise-1

Fill in the blanks:

1. _____ is the means of communication among people in the society.

2. Language changes from ____to_____ and also takes various forms even in the same community according to the level of _____, _____and _____of the people.

3. The words, phrases and structure of the sentences change according to the ____, _____, personal _____of the speaker and those of the_____ s/he speaks.

9.2   Meaning and Definition of 'Register'

The way you speak to a young child is probably not the same way you speak to a close friend; or, for that matter, the way you would speak to a judge in a courtroom.

The different ways of speaking to different people in different contexts are what we call register.

(Thanasis Zovoilis/Getty Images)
[http://www.about.com/education/Language]

9.2.1   Concept of Registers of language

In our day to day life, we use a variety of language each appropriate to a specific situation, a specific purpose and a specific audience. The words, phrases and structure of the sentences differ according to the situation, purpose and the audience to whom we speak. Every such use of a language comes under a certain 'register'.

A very highly educated and well mannered person feels embarrassed and refrains from even listening to slang and vulgar utterances made by someone and tries to leave the place as soon as possible. Savage people are more used to derogatory statements showing a critical or disrespectful attitude that a civilized person cannot digest even in its slightest form. A baby cannot understand its mother if she uses uncommon words and expressions that are termed to be 'classical.' We have to pronounce even incorrect words with baby like sounds and accent. Similarly a learned person sometimes cannot make out even normal day to day expressions in old age, depending upon the level of insanity s/he might have reached. So we have to come down to his level of mind and speak accordingly. Thus the nature of the registers that one uses depends upon the situation, educational and social status of the people involved and the personal relations among them.

It is not surprising, therefore, to see that the language of advertisements is different from the language of sermons, or the language of medical science is different from the language of poetry.

Look at this example:

> *"Coming to see us soon, Ramu?" Mom called over to me, "Dolly's missing you."*

Here in the first sentence, the words 'Are you' are missing. In spoken English 'I will' is pronounced as I'll, 'Dolly is' is pronounced as Dolly's eliminating a few letters from the words. Any such change in the language or shifting from the grammatical usage, gives rise to a different type of language or a 'register'.

One may utter any of the following three sentences, depending on the circumstances:

> *I should be grateful if you would make less noise.*
> *Please be quiet.*
> *Shut up!*

Here the utterances range from a *high* or formal style, down to a *low* or informal one; and the choice of a high or low style is partly a matter of politeness.

Harriet Joseph Ottenheimer says, "A **register** is a variety of a language that is appropriate in specific situations. For example, a language may have a formal register, to be used in making speeches, and an informal register, to be used in ordinary conversation. A language might also have a scientific register, to be used in discussing laboratory experiments, or a joking register, to be used in teasing and taunting. Some registers may enjoy more prestige than others, and some may be looked down on. Some people may be able to shift registers easily, and others may have difficulty understanding registers used by groups that they don't belong to."

Read the following sentences, and discuss the different uses of language:

1. *Remember Mr. Rajesh Behera, our senior at school? He's going to be our new Principal. I guess he will be here next month.*
2. *Mr. Rajesh Behera, a former student of Unit-8 Boys High School, Bhubaneswar, will join the school as Principal in August.*

In the above example, the first one is a 'Consultative Register' where as the second belongs to the 'Formal Register' group.

The focus is on the way language is used in particular situations, such as *legalese* or mother tongue, the language of a biology research lab, of a news report or of love etcetera. Hence, it is clear that the translation of language of *registers* has to be informed with the distinctive features of the *Source Language* (SL) as well as the *Target Language* (TL) that are appropriate to a particular language use. The basic distinction between informal and formal language further gives rise to various distinct language of registers such as the registers of law, medicine, science and technology, literature, journalism etcetera. Therefore, translation of *registers* of language should recognize the informal and formal characteristics of both languages.

The different registers or language styles that we use are sometimes called *'codes'*

Self-check exercise-2

Answer the following in 1-2 sentences:

1. What do you mean by 'Register of Language'?
2. Why is it necessary to speak the same thing to different people in different styles?
3. Write down three different sentences how you will ask your teacher, book seller and your friend to lend you a book only for a few days.

What are the other words used as synonyms to 'Register' of language.

9.2.2 Definition of Register

The Oxford English-Odia Dictionary gives the meaning of this word as 'the form or type of language (colloquial, literary etc.,) used for particular purposes: ବିଶେଷ କ୍ଷେତ୍ରରେ ବ୍ୟବହୃତ ବିଶେଷ ଢଙ୍ଗର ଭାଷା;

As a verb, this dictionary also defines 'register' as: ମୁଖଭଙ୍ଗୀ ବା ଭାବଭଙ୍ଗୀରେ ଆବେଗ ପ୍ରକାଶ କରିବା; e.g., her face registered terror.'

'Register' often refers to the degree of formality of language, but in a more general sense it means the language used by a group of people who share similar work or interests, such as doctors, lawyers, technicians, bureaucrats, labourers or say prostitutes and savage people etcetera. While speaking to small babies or pets, we deliberately mispronounce the words differently using a typical accent; while dealing with somebody whom we dislike we use satirical words and the old and respected in a highly formal way. A register thus is not confined to a particular single word or phrase; it may extend to a full or broken sentence. However, it is always associated with a strong feeling towards the listener to whom we speak. Register not only concerns verbal speech but also engulfs the entire literary world as well.

Thus we can define the word 'register' as:

'Register' is the form of language, using specific types of words, phrases or sentences, used in a particular situation by or for various types of people on a specific type of subject and occasion.

Self-check exercise-3

Answer the following in 1-2 sentences:

1. How do you define 'Register of Language'

Fill in the blanks:

2. The Oxford English-Odia Dictionary gives the meaning of 'Register' as 'the _____or _____of language (_____,_____ etc.,) used for particular _____: ବିଶେଷ _____ ବ୍ୟବହୃତ ବିଶେଷ _____ଭାଷା;

3. 'Register' often refers to the _____of _____of language.

4. A register is not confined to a particular single _____ or _____; it may extend to a full or broken _____.

9.3   Types of Registers

Scholars have variously classified 'Register' of a language. Let us have an overall idea of such classifications in this section of the unit.

9.3.1 Classification of Registers as the Formality Scale

In language teaching, the term 'register' is often referred to as formal or informal style. Linguistics people sometimes use the term '***tenor***'; but increasingly prefer the term '***style***'. Although register is a complex area, the most common aspect looked at in language learning is the degree of formality.

Teachers often divide functional language into three working categories, **formal, neutral and informal.**

The adjacent table gives an idea how we use different words for the same purpose in the formal and informal situations.

In another prominent model, Martin Joos (1961) describes five styles in spoken English: **1. Frozen, 2. Formal, 3. Consultative, 4. Casual, 5. Intimate**

We can group the former three types as 'formal' while Casual and Intimate registers fall under the informal category. The Neutral Register pertains to scientific, technical and other informative texts only that does not correspond to the 'formal' or 'informal' categories due to

INFORMAL	FORMAL
Ask	Enquire
Ask for	Request
Book	Reserve
Check	Verify
From (company)	On the behalf of
Get	Receive
Give	Provide
Help	Assist
Need	Request
Say sorry	Aplogise
Say hello to	Give my regards to
Tell	Inform

absence of the 'emotion' factor. This language is purely mechanical in nature. It has been discussed under sub-section 9.3.2 (7) below under ISO classification.

In fact, the difference between informal and formal language is both the most simple and the most important distinction that applies to different *registers* of language.

The **informal register** (also called casual or intimate) is conversational and appropriate when writing to friends and people you know very well. Informal writing is written in the way we talk to our friends and family. We use informal writing when we are writing to someone we know very well. It includes personal e-mails, phone texts, short notes, friendly letters, most blogs, diaries and journals. There are no major rules to informal writing.

Let us study the most widely accepted Martin Joos model of classification. We can have some idea of the five types of registers from this comparative table:

Requests in different registers	
Frozen	Please submit the information at your earliest convenience
Formal	Could you possibly type this up for me by tomorrow?
Consultative	Can you finish this after lunch?
Casual	Watch the door for me, OK?
Intimate	Hey, darlin! Pour me a cuppa joe.

Out of the five language registers or styles; each level has an appropriate use suited to different situations. It is inappropriate to use the language and vocabulary used for a boyfriend or girlfriend in the classroom. Thus the language register depends upon the audience **(who)**, the topic **(what)**, purpose **(why)** and location **(where).** We may refer to them as the four 'W's that determine the category of the style used in a given conversation. We must control the use of language registers in order to enjoy success in every aspect and situation that we encounter.

(1) **Frozen or Static Register:** This style of communications rarely or never changes. It is 'frozen' in time and content; also known as *fixed speech*. It corresponds to the printed unchanging language and often contains archaisms (very old or old-fashioned), traditional texts in which the language does not change. e.g. The epics like the *Ramayana, Mahabharata*, Bible, Quran, the Pledge of Allegiance, the Lord's prayers, Indian Constitution, the Alma Mater, laws, Shakespeare's plays, weddings, and other static expressions etcetera. The wording is exactly the same every time it is spoken or written.

REGISTERS OF LANGUAGE ACCORDING TO FORMALITY SCALE			
Register	**Definition**	**Explanation**	**Use: Situation, Speaker, Audience etc.**
Frozen	Language that never changes, The words are always the same	Wedding Vows, Miranda rights, Oath of Allegiance, Hippocratic Oath, Constitution of India, Verses etc.	Used by monks or about monks, Court Manuals, School prayer classes, devotees while worshipping deities, religious ceremonies etc.
Formal	Standard English	Speeches, School lessons, the standard sentence syntax and word choice of work and school, Complete sentences and specific word choices.	Used by or about royalty, obsolete words not used at all, poetic, literary, used for art, or when you want to sound eloquent, technical, unusually precise, used by scientists and experts, used in settings where those of higher social rank are present, formal, respectful, differential
Consultative	Less formal standard English	Formal register when used in conversation. Discourse pattern not quite as direct as formal register. No special connotation of formality or informality	News casting, Employee to Employer, Group discussions, student-teacher talk, class-rooms,
Casual	Language between friends	Loose sentence structure, vernacular speech, Word choice general and not specific. Conversation dependent upon non-verbal assists; Sentence syntax often incomplete.	Spoken, slang, informal, colloquial, used among friends or informal settings, impolite; used among friends but still not vulgar
Intimate	Language between lovers, twins or other close family and friends; sexual harassment.	Pet names, inside jokes; Obscene, taboo and forbidden, we warned you!	People who share top secrets among themselves, Prostitutes, savage uncivilized people; Lovers and close family members and friends.

Self-check exercise-4

Answer the following in 1-2 sentences:

1. Give the classification of 'register' as given by Martin Joos.
2. How can you place the five types of registers under the formal and informal category?

Fill in the blanks:

3. The term 'register' is often referred to as _____ or _____ style.
4. Scholars sometimes use the term _____ or _____ to denote a 'language register'.
5. Functional language is often divided into three working categories, viz., _____, _____ and _____.

Let us take a few examples of frozen register from the translation point of view:

National Pledge of India

The Indian National Pledge was originally composed in Telugu language by Pydimarri Venkata Subba Rao in 1962 and subsequently translated into various regional languages. Once translated and adopted by the government, the translation text also becomes static and cannot change. It is recited in schools during assemblies, Independence and Republic Day Observance Ceremonies. It should be rendered by standing at attention facing the flag, the right hand stretched forward with a closed fist. It is a traditional and lawful ceremony and should be respected and followed by all Indians.

The Pledge:
India is my country.
All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall respect my parents, teachers and all elders and treat everyone with courtesy.
To my country and my people, I pledge my devotion.
In their well being and prosperity alone lies my happiness.

Translation in Odia:

The Odia translation is also static in nature and cannot be changed.

ଭାରତ ମୋର ଦେଶ ।

ଆମେ ସବୁ ଭାରତୀୟ ଭାଇ ଓ ଭଉଣୀ ।

ମୁଁ ମୋ ଦେଶକୁ ଭଲ ପାଏ ।

ଏହାର ସମୃଦ୍ଧି ଏବଂ ବିବିଧ ସଂସ୍କୃତି ପାଇଁ ମୋତେ ଗର୍ବ ଲାଗେ ।

ମୁଁ ସବୁବେଳେ ଏହାର ସୁଯୋଗ୍ୟ ଅଧୀକାରୀ ରହିବାକୁ ଚେଷ୍ଟା କରିବି ।

ମୁଁ ମୋର ମାତା ପିତା, ଶିକ୍ଷକ ଏବଂ ଗୁରୁଜନ ମାନଙ୍କୁ ସମ୍ମାନ ଜଣାଇବି ଓ ସମସ୍ତଙ୍କ ସହିତ ସୌଜନ୍ୟଶୀଳ ରହିବି ।

ମୁଁ ମୋର ଦେଶ ଓ ଦେଶବାସୀଙ୍କ ପ୍ରତି ସତ୍ୟନିଷ୍ଠ ରହିବାକୁ ପ୍ରତିଜ୍ଞା କରୁଛି।

ସେମାନଙ୍କ କଲ୍ୟାଣ ଓ ସମୃଦ୍ଧିରେ ମୋର ସୁଖ ନିହିତ ।

The United States Flag Code: Just like the Indian National Pledge, the 'Pledge of Allegiance' to the Flag of United Nations of America too has to be uttered in a ritualistic manner by every American citizen.

The Pledge of Allegiance:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Let us translate it into Odia:

_____
_____
_____

The Hippocratic Oath

Hippocrates (c.466-377 BC)
The father of western medicine

The Hippocratic Oath is one of the most widely known of Greek medical texts. In its original form, it requires a new physician to swear, by a number of healing gods, to uphold specific ethical standards. Of historic and traditional value, the oath is considered a rite of passage for practitioners of medicine in many countries, although nowadays various modernized versions are often used; the message delivered is still the same: '**do no harm.**'

Modern version: It was written in 1964 by Louis Lasagna, Academic Dean of the School of Medicine at Tufts University and used in many medical schools today.

While going through this example, let us translate it into Odia

I swear to fulfill, to the best of my ability and judgment, this covenant:

_____
_____

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

_____
_____
_____
_____

I will apply, for the benefit of the sick, all measures which are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

_____
_____
_____
_____

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

_____
_____
_____
_____

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

_____
_____
_____
_____

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. Above all, I must not play at God.

_____
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I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

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I will prevent disease whenever I can but I will always look for a path to a cure for all diseases.

_____
_____
_____

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

_____
_____
_____
_____

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

_____
_____
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(2) Formal Register:

This language is used in formal settings and is one-way in nature. This use of language usually follows a commonly accepted format. It is usually impersonal and formal. Speeches are a common example of this register. Other examples of formal register are sermons, rhetorical statements and questions, speeches, pronouncements made by judges, announcements. In formal register, speech is expected to be presented in complete sentences with specific word usage. It is the standard language for work, school and business; and most often seen in writing than in speaking.

It is a one-way participation; no interruption; technical vocabulary or exact definitions are important; it corresponds to one-way communication; use of technical vocabulary; exact semantics and important definitions. It includes presentations or introductions between strangers.

Formal Register of language includes business letters, letters of complaint, some essays, reports, official speeches, announcements, professional emails, job interviews, business trips, dinner party, prestigious ceremony, meetings, academic papers etc.

Let us translate into Odia a few paragraphs corresponding to the Formal Register:

Translation is a unifying tool

Language and culture are interdisciplinary and complimentary to each other. We live in 21st century that emphasizes shrinking the world into a small global village that thrusts the crucial role of language as a medium of expression and communication. Though translation is as old as human civilization, it has become a necessity in every sphere of life especially literature. Besides, internationally and nationally, the role of translation is immense in creating a ripple in every walk of life.

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To substantiate my argument I have chosen a very few writers from a crowd of translators and authors. To be precise, the Brazilian writer, Paulo Coelho, the French author, Victor Hugo, Columbian writer, Gabriel Garcia Marquez, Indian Nobel laureate Rabindranath Tagore and author translator like O. V Vijayan, renowned Malayalam writer like Basheer who have created their own space in literature through translation globally.

_____
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Thus my attempt is to explore if translation is still a secondary activity? Or has it become a tool for promoting cultural integrity and in enriching literature disseminating ideas worldwide? Or has it got a vital role in postcolonial scenario?

_____
_____
_____
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_____

The role of translator is very significant as he brings the writers and readers of one nation into contact with those of others in all fields like literature, law, science, medicine, philosophy, political science etc. This intermingling, in turn, leads to nation- building and is pertinent for developing countries whose contributions remained disregarded due to the lack of opportunities for wide distribution of translated works.

[Sabina K Musthafa Assistant Professor (Ad-hoc) MES Keveeyam College, Valanchery, Malappuram Dist., Kerala]

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(3) Consultative Register:

Consultative register is known as the **third level of language**. **It is the formal register used in conversations.** This is a standard form of communication. Users engage in a mutually accepted structure of communications. It is formal and societal expectations accompany the users of this speech. It is a professional discourse. E.g., the discussion that takes place when strangers meet, communications between a superior and a subordinate, doctor & patient, lawyer & client, lawyer & judge, teacher & student, expert-apprentice, counsellor & client and so on.

It is a two-way participation; background information is provided; prior knowledge is not assumed. 'Back-channel behaviour' such as 'uh huh', 'I see' etc. is common. Interruptions are allowed. It is less appropriate for writing. Students often use it in their interactions in the classroom.

Let us tanslate this example of consultative register into Odia:

Ramesh: Sir, Sarita has thrashed away a lot of leaves from the tree that is   growing up in front of their house.

_____
_____
_____

Teacher: What does he say Sarita? Is it so? Did you thrash away leaves from a tree?
_____
_____

Sarita: No Sir, he is a liar.
_____

Ramesh: She is lying Sir, I saw her doing so. They are my neighbours. If someone beats us, we get a lot of pain. Plants too have lives; no Sir?
_____
_____
_____

Teacher: Yes. You should not do such things Sarita. If you someone thrashing a tree or breaking its branches, you should prevent him doing so.
_____
_____
_____

Sarita: Sorry Sir. I will not do so in future.
_____

Teacher: That is like a nice girl. Leaves cook food for the tree just as your mother does for you. It also gives us oxygen to breathe.
_____
_____
_____

Ramesh: We should plant new trees instead, no Sir?
_____

Teacher: Yes, we should. We will plant a lot of saplings the ensuing Word Environment Day.
_____
_____
_____

Sarita: But Sir, we can plant tree any day; no Sir?
_____

Teacher: Why not? Say thanks to Ramesh. Don't quarrel with him because he made a complaint about you. It's for your good.
_____
_____
_____

(4)   Casual Register:

This is the **informal language** used by friends and acquaintances, viz., buddies (close friends), teammates, chats and emails, and blogs, and letters to friends. We may call it as a group-language. It is common in social settings. Slang, vulgarities

and colloquialisms are normal. Word choice is general and conversation is dependent upon nonverbal assists, significant background knowledge, and shared information. **ellipsis, slang** and interruptions are common in this register.

Examples of casual register: Use of contractions, slang words, simplified grammar etcetera.

(i) **Slang***: It is an extremely informal register of a word, term, or text that is used in spoken and everyday language and less commonly in documents. Slang terms are often known only within a clique or in-group (an exclusive group of people with a shared interest or identity). In its earliest attested use (1756), the word *slang* referred to the vocabulary of '*low or disreputable' people*. By the early nineteenth century, it was no longer exclusively associated with disreputable people, but continued to be *applied to language use below the level of standard educated speech.*

   Examples:

(a) Foxy: although clearly a denominal adjective (derived from a noun) from its -y suffix, does not make sense semantically, as it is a synonym with *'sexy'* and has nothing to do with foxes.

(b) 'friending' on Facebook: is a verbification of 'friend' used to describe the process of adding a new person to one's list of friends on the website, despite the existence of an analogous term 'befriend'. This term is much older than Facebook, but has only recently entered the popular lexicon (vocabulary).

(c) '#tag trendding' in twitter handle means a current topic in trend (in general public platform).

(d) It includes SMS language used on mobile phones., and 'chatspeak', (e.g., 'LOL', an acronym meaning 'laughing out loud' or 'laugh out loud' or ROFL, 'rolling on the floor laughing'), which are widely used in instant messaging on the Internet. ROFL can be translated into Odia as ହସି ହସି ଗଡ଼ିଗଲା ।

(e) In the State of Odisha, students for the purpose of humour use such expressions in certain areas: MABF= Matric appeared but failed.

(f) In Odia, we can cite a few phrases and idioms that may be considered as slang register: ରାଣ୍ଡିପୁଅ ଅନନ୍ତ, ବାପପୁଅ ରାତି ଅନିଦ୍ରା ମୂଗୁରା ପଛ ମେଳା । In the second idiom, the original word that is used in colloquial language has been changed as 'ପଛ', as the original one is considered as vulgar.

(ii) **Ellipsis**: *Ellipsis corresponds to omission of words from speech or writing.*

   In linguistics, ellipsis refers to the omission from a clause of one or more words that are nevertheless understood in the context of the remaining elements. There are numerous distinct types of ellipsis acknowledged in theoretical syntax.

Look at these sentences:

1. *Ramesh will help, and Sita <u>will help</u>, too.*

ରମେଶ ସାହାଯ୍ୟ କରିବ, ଆଉ ସୀତା ବି ସାହାଯ୍ୟ କରିବ।

Instead, we can say: *Ramesh will help and Sita too.*

ରମେଶ ସାହାଯ୍ୟ କରିବ, ଆଉ ସୀତା ବି।

2. *More girls were there today than <u>girls were there</u> yesterday.*

ଗତକାଲି ଯେତିକି ଝିଅ ଥିଲେ ଆଜି ତା' ଅପେକ୍ଷା ଅଧିକ ଝିଅ ଥିଲେ।

We can say: *More girls were there today than yesterday.*

ଗତକାଲି ଅପେକ୍ଷା ଆଜି ଅଧିକ ଝିଅ ଥିଲେ।

There are numerous widely acknowledged types of ellipsis. However, we will not go into details, rather see how we can translate such usage into Odia.

In the examples given below the elided (omitted while speaking but understood, ଉହ୍ୟ ଶବ୍ଦ) words are indicated with subscripts and smaller font size to help you understand the sentence correctly. Think that these words are not there and translate the sentence into Odia: Need not translate the subscripts

1. John can play the guitar, and Mary $_{can\ play}$ the violin.

    _____

2. John can play the guitar, and Mary $_{can\ play\ the\ guitar}$, too.

    _____

3. Fred took a picture of you, and Susan $_{took\ a\ picture}$ of me.

    _____

4. She persuaded him to do the homework, and he $_{persuaded}$ her $_{to\ do\ the\ homework}$.

    _____

5. Should I call you, or $_{should}$ you $_{call}$ me?

    _____

Answer ellipsis

Examples: 1. Question: *Who has been hiding the truth?*

   Answer: Billy $_{has\ been\ hiding\ the\ truth}$.

   ପ୍ରଶ୍ନ :   କିଏ ଲୁଚାଉଛି ସତ ? or ସତ କିଏ ଲୁଚାଉଛି ?

   ଉତ୍ତର :   ବିଲ୍ଲୀ। (ଏଠାରେ 'ସତ ଲୁଚାଉଛି' ଉହ୍ୟ ରହିଛି।)

2. Q: What have you been trying to accomplish?

   A: $_{I\ have\ been\ trying\ to\ accomplish}$ This task, given by the teacher.

   ପ୍ରଶ୍ନ : ତୁମେ କେଉଁ କାମରେ ଲାଗିଛ ?

   ଉତ୍ତର: ଶିକ୍ଷକ ଦେଇଥିବା ଏହି ପାଠରେ। (ଏଠାରେ 'ମୁଁ ଲାଗିଛି' ଉହ୍ୟ ରହିଛି।)

Let us translate these expressions into Odia: Need not translate the subscripts

1.   Q: When does the circus start?

         A: $_{\text{The circus starts}}$ Tomorrow.

_____

1.   Q: Why has the campaign been so crazy?

         A: $_{\text{The campaign has been so crazy}}$ Due to the personalities.

_____
_____

2.   Q: Do you know what happened?

         A: No, I don't $_{\text{know what happened}}$.

_____

3.   Q: Do you approve of the plan?

         A: No, I don't $_{\text{approve of the plan}}$.

_____

Conversation Ellipsis:

Examples: 1. Cavin : *Something unusual happened.*

                 Ahmed: *What* $_{\text{happened}}$?

                 କେଭିନ୍ : କିଛି ଗୋଟାଏ ଅଘଟଣ ଘଟିଛି ।

                 ଉତ୍ତର :   କ'ଣ ? (ଏଠାରେ 'ଅଘଟଣ ଘଟିଛି' ଉହ୍ୟ ରହିଛି ।)

Let us translate these expressions into Odia: Need not translate the subscripts

2. Akankshya :   He has been working on the problem.

   Anita   :   When $_{\text{has he been working on the problem}}$?

_____

3. Avinash   :   The cat likes Bill.

   Vijay   :   Why $_{\text{does the cat like}}$ Bill?

_____

(5)   Intimate Register:

This register belongs to the **informal group**. This communication is non-public and private. It is reserved for close family members or intimate people; viz., husband & wife, lovers, siblings, parent & children. It often requires significant amount of shared history, knowledge and experience of the subject under discussion. It even includes non-verbal messages. Intonation (rise and fall of the voice) is more important than words or grammar in this register.

Examples: Telling your boy/girl friend that you love them, telling your best friend about your secrets and darkest problems, asking your family for advice about serious matters.

9.3.2 Classification as per ISO standard

ISO standard: ISO is the acronym for '*International Organisation for Standardization.*' Founded on 23 February 1947, the organization promotes worldwide proprietary, industrial and commercial standards. It is headquartered in Geneva, Switzerland.

Let us have some idea about these ISO registers:

(1) **Bench-Level Register:** Register of terms used in applications-oriented as opposed to theoretical or academic levels of language.

(2) **Dialect Register:** Register that is specific to a dialect.

(3) **Facetious Register:** Register related to an expression that is intended to be clever and funny but that is really silly and annoying.

(4) **Formal Register:** Formality is concerned with rules of convention or etiquette, language having a conventionally recognized structure or set of rules. It corresponds and denotes a style of writing or public speaking characterized by more elaborate grammatical structures and more conservative and technical vocabulary. This register is more appropriate for professional writing and letters to a boss or a stranger.

(5) **In House Register:** Register of terms that are company-specific and not readily recognized outside this environment. In-house terminology is not necessarily equivalent to bench-level terminology. In-house terminology is a source of new technical terminology that eventually gains widespread acceptance on a broader scale.

(6) **Ironic Register:** Register for irony. Irony is the expression of meaning through the use of language signifying the opposite, typically for humorous effect. It is a state of affairs that appears perversely contrary to what one expects. It also corresponds to dramatic or tragic irony which is a literary technique.
['*Perverse' means: showing a deliberate and obstinate desire to behave unacceptably; contrary to that which is accepted or expected.*]

(7) **Neutral Register:** This register is related to general texts or discourse and technical writings. We use the neutral language register with non-emotional topics and information. Neutral writing is not necessarily formal or informal; i.e., it is not specifically formal or informal. It is not usually positive or negative. A neutral register is used to deliver facts. Writing in the neutral language register includes reviews, articles, science, technical writing, official dealings, rules and regulations etc.

(8) **Slang Register:** It is the informal language that is more common in speech than in writing and is typically restricted to a particular context or group. It may be abusive too. This register has been discussed above under sub-section 9.3.1 (4) 'Casual Register'.

(9) **Taboo Register:** Register that expresses a situation that people avoid because it is extremely offensive or embarrassing.

(10) Technical Register: The register appropriate to scientific texts or special languages like legal, official, banking etcetera. One of the main differences between technical translation and literary translation is that the former is apparently non-cultural. Technical translation is different from other forms of translation in terms of the terminology which are very specific to its field of knowledge. Technical language involves specific grammatical features such as passives, third persons, empty verbs, and present tense.

There are codes, symbols and certain technical terms that cannot be translated but only transliterated. On the other hand, there are concepts and terms for which the translator needs to coin new terms. As compared with the Source Language (SL), there might be inadequate corresponding equivalents in the Target Language (TL). These words are to be transliterated as they are universally accepted terms such as watt, volt, metre, ampere etc. Abbreviations and symbols are common in technical literature and it is important to put them exactly in the translated text.

Technical disciplines often develop a terminology that is unique to their subject area. Technical dictionaries define words used exclusively in a discipline, or common words that have a special meaning within a discipline. Technical or scientific words, unique to a particular discipline, may not be found in a regular translation dictionary. Specialized discipline related translation dictionaries are available to translate these terms. A large number of translation dictionaries are available online.

We have dealt with this topic in details in Unit-12 and up to some extent in Unit-10.

(11) Vulgar Register: Register of a term or text type that can be characterized as profane or socially unacceptable. Although vulgar register is avoided in formal technical terminology, languages with broad distribution such as English or Spanish can require the documentation of problematic terms that vary in register from region to region.

9.3.3 Diatype Registers

M.A.K. Halliday drew a primary distinction between two types of language variety, viz., *dialect,* which they defined as variety according to the user, and **register**, which they defined as variety according to the use. The dialect is what a person speaks, determined by who he is; the register is what a person is speaking, determined by what he is doing at the time.

What we mean by the term 'register' is otherwise known as 'diatype.'

The term *diatype* is sometimes used to describe language variation which is determined by its social purpose (Gregory 1967). In this formulation, language variation can be divided into **two categories: dialect**, for variation according to the *user*, **and diatype** for variation according to *use* (e.g. the specialised language

of an academic journal). This definition of diatype is very similar to those of *register*.

The distinction between dialect and diatype is not always clear; in some cases a language variety may be understood as both a dialect and a diatype.

Diatype

Diatype (or 'register') is usually analysed in terms of (a) **field**, the subject matter or setting; (b) **tenor**, the participants and their relationships; and (c) **mode**, the channel of communication, such as spoken, written or signed.

(a) **Field:** Every writing or speech is concerned with a particular subject or issue. All subjects or issues cannot be expressed in the same register or we cannot use any register of language for any subject or issue at hand. The subject or issue that makes it possible for the use of a particular register is what is called the field or subject matter of discourse influencing the use of a distinct register.

(b) **Tenor:** A register is determined by the tenor of the discourse in the sense that the participants involved in a particular act of writing or speech and the relationships that exist between them determine the difference between the various registers of language.

(c) **Mode** or channel of communication, whether in spoken or written language, is a major marker of the characteristics of a register as informal or formal. Technical or business registers of language, for instance, wouldn't use the spoken variety of language.

Dialect *(Adjective: dialectal)*

We can co-relate this variety of register to the 'Prestige' register that has been discussed under 'Other types of Registers' 9.3.4 (7) in this unit. All these variations in a single language are called 'dialects'; whereas the one that enjoys more prestige among all these ethnic groups is considered to be the 'standard language'.

A *dialect* is a regional or social variety of a language. It is the variety of a language that a group of people speak, separated either by geography, class, or ethnicity. Dialect is most often applied to the different speech patterns of people from different regions that differ from the standard variety of the language.

Dialects can be distinguished one from another by way of grammar, pronunciation, syntax and vocabulary. If there's only a difference in pronunciation, this is just an example of different accents. Note also that dialect refers to a group of people; the specific speech patterns of an individual are called an **idiolect**.

In addition to geographical variation, the social background of a speaker too has a decisive influence over the variety of language that a person speaks. Two children may grow up in the same village, but if one is born into a wealthy family and attends an expensive private school, while the other is born into a less well-off family and attends the local state school, the two are likely to end up speaking

rather different varieties of that language; this combination of regional and social variation is collectively referred to as 'dialect.'

A few examples of dialects in the Indian context are: ଓଡ଼ିଶାର ସମ୍ବଲପୁରୀ ଭାଷା, ବିଚ୍ଛିନ୍ନାଞ୍ଚଳ ଭାଷା, ସିଂହଭୂମ ଭାଷା, ବାଲେଶ୍ୱର, ଢେଙ୍କାନାଳ, କଟକୀ, ଦକ୍ଷିଣିଆ ଭାଷା, *In Hindi belt we can notice Awadhi, Bhojpuri, Brijbhasha*; and *'Silhati'* in Bengali etcetera.

Difference between a Language and a Dialect

David Crystal has truly said, "Some people think of dialects as sub-standard varieties of a language, spoken only by low-status groups, illustrated by such comments as 'He speaks correct English, without a trace of dialect.' Comments of this kind fail to recognize that Standard English is as much a dialect as any other variety; though a dialect of a rather special kind, because it is one to which society has given extra prestige. Everyone speaks a dialect, whether urban or rural, standard or non-standard, upper class or lower class."

As a matter of fact, no clear-cut distinction can be drawn between a language and a dialect. Any such distinction is relevant to a particular time period and the status of such languages changes from time to time. It all depends upon the quantity of literature that any language has and also its status in the universities and administration.

For example: In India, *khadiboli* (boli= dialect) was limited only to Delhi-Agra belt upto the first or 2ⁿᵈ decade of twentieth century. Until that, *brijbhasha* and *Awadhi* were the most prestigious languages as they contained voluminous texts of poetry and religious literature. With the dawn of the nationalist movement, the revolutionary people used *khadiboli* as Delhi and adjacent area were the epicenter of this movement. Besides, volumes of literature and newspapers began to be published in this dialect that gradually elevated the prestige of *khadiboli* as the standard language and *brij-awadhi* faded into the cradle of the dialect category.

Difference between Dialect, Colloquialism and Slang

Dialect, colloquialisms, and slang have much in common in that they all refer to variations in speech patterns in a given language. Dialect refers to an entire set of linguistic norms that a group of people use. Colloquialism is also generally geographical in nature, but refers to specific words or phrases that people of that region use. Thus, colloquialisms are an important part of distinguishing between dialects. Slang refers to terms that are used in specific social groups, such as for teenagers.

> *Important Note: While translating a dialect, we have to choose a suitable dialect in the target language, whichever we are comfortable; and if not, then we should use our resources. Translating it in the standard target language will not be appreciated and should be the last option. Try to use the most impressive dialect you know.*

Now let us see a few examples and translate them into Odia as well.

1. **Jim**: "We's safe, Huck, we's safe! Jump up and crack yo' heels. Dat's de good ole (old) Cairo (a native or inhabitant of Cairo) at las', I jis knows it."

   Huck: "I'll take the canoe (ଆହୁଲା ଚାଳିତ ନାଆ) and go see, Jim. It mightn't be, you know."

   [Mark Twain's '*Huckleberry Finn*']

   > *Tips :*
   > **Crack:** (**informal**)- an attempt to do something, (**crack on**) informal- proceed or progress quickly. (**get cracking**) informal- act quickly and energetically.
   > Jump up and crack yo' heels: Act swiftly

   ଜିମ୍– ଆମେ ସୁରକ୍ଷିତ ଅଛୁ ହକ୍, ଆମେ ସୁରକ୍ଷିତ ଅଛୁ । ତୁ ବେଗେ କ'ଣ ଗୋଟେ କର, ମୁଁ ଠିକ୍ ଜାଣିଚି, ସିଏ କାଇରୋର ଜଣେ ଭଲ ବୁଢ଼ା ।

   ହକ୍– ମୁଁ ଡଙ୍ଗା ନେଇକି ଯାଉଚି ଜିମ୍, ଦେଖିଆଇବି । ହେଇଥିବ, ତୁ ଠିକ୍ କହୁଚୁ ।

   (We can translate it in Sambalpuri or any other dialect of Odisha)

2. Lula: I wants to know why you bringing' white chillum to nigger church.

   [To Kill a Mockingbird by Harper Lee]

   Translation in Standard English: I want to know why you are bringing white children to a church for Negroes.

   _____
   _____

3. Walter: Reckon I have. Almost died first year I come to school and et them pecans- folks say he pizened 'em and put 'em over the school side of the fence.

   [To Kill a Mockingbird by Harper Lee]

   Translation in Standard English: I suppose I have. The first year I came to school and ate those pecans (a smooth pinkish-brown nut resembling a walnut କୋଳି), I almost died. Some people accuse him (Mr. Radley) of poisoning them and keeping them over on the school side of the fence.

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

9.3.4 Other Types of Registers prevalent in sociolinguistics

There can also be some more types of registers: viz., 1. Child-Directed Speech or Baby Talk, 2. Diglossia, 3. Elderspeak, 4. Honorific Speech, 5. Speech Levels, 6. Literary Language, 7. Prestige or Sociolinguistics, 8. Tone (Literature), 9. Vernacular and 10. Code-Switching

9.3.4(1) Child-directed speech (Baby talk)

Baby talk is intended mostly for easy perception on the part of the babies. It is also referred to as *caretaker speech, infant-directed speech (IDS), Caregiver language, motherese or parentese.* Psychologists, Child development professionals and researchers prefer to call it as *Child-directed speech* or *CDS.*

Baby talk, language regardless, usually consists of a muddle of words, including names for family members, names for animals, eating and meals, bodily functions such as urination and defecation, genitals, sleeping, pain, possibly including important objects such as diaper (a baby's nappy ଚଡ଼ି,କଛା), blanket, pacifier (baby's dummy, କଡ଼େଇ), bottle, etc., and may be sprinkled with non-verbal utterances, such as *goo goo ga ga*; a vocabulary of made-up words. Most words invented by parents have a logical meaning, although the nonverbal sounds are usually meaningless and just fit the speech together.

Such words reduce adults' discomfort with the subject matter, and make it possible for children to discuss such things without breaking adult taboos. However, some, such as *pee-pee* and *poo-poo* have been very widely used in reference to bodily functions to the point that they are considered to be standard words.

Let's see a few examples and translate them into Odia:

>   *I need go potty* : **ପୋଟି କରିବି**
>
>   ***I wanna blanket.* :** କମ୍ବଲ ନେବି
>
>   *Daddy wants Susie to eat her cereal*   ଡାଡି କହୁଛି ସୁସି ଖାଇବ।
>   (I want you to eat your cereal)
>   *That's a car, Susie. It's a car.* ଏଇଟା ଗୋଟେ କାର ସୁସି, ଏଇଟା ଗୋଟେ କାର, କାର।
>
>   *Will go choo-choo* (train) *:* ଆମେ ଛୁ-ଛୁ ଯିବା, ଛୁ-ଛୁ।

Most standard baby talk words consist of a single syllable duplicated, such as *mama*, *dada*, *poo-poo*, *pee-pee*, *baba*, *boo-boo*, *bot-bot*, *num-num*, *dum-dum* and *wee-wee.* Such words may be just transliterated in the translation or any other suitable form may also be coined anew.

- *ba-ba (bottle):* ବୁତୁ (ବୋତଲ)
- *mama (mother):* ମା-ମା,
- *dada (daddy):* ଦା-ଦା, ପା-ପା, ବା-ବା

- *moo-moo (cow)*: ହମ୍ମା
- *neigh-neigh* or *horsey* (horse): ଘୋ-ଘୋ
- *baa-baa*, sometimes written as *ba-ba* (sheep) : ମେଁ-ମେଁ
- *kitty* (*cat* or *kitten*): ମ୍ୟାଉଁ
- *potty* (from *pot* now equivalent to modern *toilet*): ପୋଟି, ଟୁଟି
- doggy (from *dog*) କୁକୁ, ଭୋ-ଭୋ
- *ducky* (from *duck*): ବତ, କ୍ୱା-କ୍ୱା
- pup is a shortening of *puppy*, (French *popi* or *poupée* means 'doll').
- 'Doll' (shortening for 'dolly') ଏ-ତା, କେଳନା (baby talk for ଖେଳଣା)
- 'Ma-ma' (for 'Maa' or mother) ମା-ମା

Pa-pa (for father); 'Cha-cha' for paternal uncle in Hindi; and 'Kaa-Kaa' in Odia seem to have been evolved with the natural process of baby talk.

'*Wawa*' for water, '*num-num*' for a meal, '*ba-ba*' for bottle, or '*beddy-bye*' for bedtime, and are considered *standard* or *traditional* words, possibly differing in meaning from place to place. In Odisha, '2t' is used for defecation 'su-su' or 'si-si' for urination for the babies.

Baby talk words like *mama*, *pee-pee*, *potty*, *yucky*, *no-no* and *tummy* are sometimes used after infancy as colloquial or informal terms. However, reduplication is not practiced. For example, *pee-pee* becomes *pee*.

Sometimes baby talk words escape from the nursery and get into adult vocabulary, e.g., nanny' for 'children's nurse' or 'nursery governess'.

Other uses of Baby talk:

(a) **Patronizing / derogatory baby talk:** Baby talk and imitations of it may be used by one non-infant to another as a form of verbal abuse, in which the talk is intended to infantilize the victim. This can occur during bullying (PòùWÿAaû), when the bully uses baby talk to assert that the victim is weak, cowardly, overemotional, or otherwise inferior.
[bully: a person who deliberately intimidates or persecutes those who are weaker; also a term of endearment]

(b) **Flirtatious baby talk:** Baby talk may be used as a form of flirtation between sexual or romantic partners. It may be an expression of tender intimacy, and may perhaps form part of affectionate sexual role-playing in which one partner speaks and behaves childishly. Terms of endearment, such as poppet or baby may be used in communication between the partners.
[Flirt: behave playfully in a sexually enticing manner.]

(c) **Baby talk with pets:** People speak to their dogs as if they were a child or another human being. Most people greet their dog when they come home and farewell them when they leave, or compliment them by telling them that they are pretty or clever. Many people admitted to often telling their dog about some sort of behavior and that it was stupid, naughty, helpful or fun. The language people use when talking to dogs is referred to as Doggerel.

Examples: 'walkie' for walk and 'bathie' for bath. Words and phrases may be modified to make them less formal, using words such as 'wanna' and 'gonna'.

"Do ya wanna have a snackie?" ସ୍ନାକୀ ଦରକାର ? ସ୍ନାକୀ ନବୁ ?

"Do not cross the road' becomes 'No cross road'. ନାଇଁ, ରୋଡ୍ ପାର ନାଇଁ !

9.3.4 (2) Diglossia

The adjacent picture is a road sign in India.

Hindi-Urdu is an example of triglossia, with a common colloquial dialect and two formal registers. Furthermore, digraphia is also present between the two formal registers.

Diglossia is a situation in which two languages or two forms of a language are used under different conditions in a community.

At the social level, each of the two dialects has certain spheres of social interaction assigned to it and in the assigned spheres it is the only socially acceptable dialect with minor exceptions. At the grammatical level, differences may involve pronunciation, inflection or syntax (sentence structure). Differences can range from minor (although conspicuous) to extreme. In many cases of diglossia, the two dialects are so divergent that they are distinct languages that are not mutually intelligible (ବୋଧଗମ୍ୟ)

[**inflection:** a change in the form of a word, typically the ending, to express a grammatical function or attribute such as tense, mood, person, number, case, and gender. **2** the modulation of intonation or pitch.]

The dialect that is the original mother tongue is mostly of low prestige (importance given to a language by the concerned community). Its spheres of use involve informal, interpersonal communication; viz., conversation at the home, among friends, in marketplaces. In some diglossias, this vernacular dialect is virtually unwritten. The other dialect is held in high esteem and is used for written and formal spoken communication, such as university instruction, primary education, sermons, and speeches by government officials etcetera. It is usually not possible to acquire proficiency in the formal, 'high' dialect without formal study of it. Such diglossic societies are characterized by extreme inequality of social classes, most people are not proficient in speaking the high dialect. The high prestige dialect (or language) tends to be the more formalized, and its forms and vocabulary often percolate (filter down) into the vernacular though often in a changed form.

In India, Many people (uneducated or such likes) consider their own mother tongue inferior in prestige to English, yet cannot master that language except the knowledge of a few English terms. With an intention to hide this shortcoming and to show that they know English, they use English terms while speaking their own dialect. Such poseurs (ଫୁଟାଣିଆ, ଛଳନାକାରୀ) and wannabes (ଅନ୍ୟ କାହା ଭଳି ହେବାକୁ ଚାହୁଁଥିବା

ଲୋକ) prefix, interfix or suffix certain English terms while speaking. Even educated people sometimes do so probably because during the process of learning English they repeatedly used those words instead of their own vernacular in order to remember them. Such words become native to the speaker of that *'lifestyle diglossia.'*

[**Wannabe: informal, derogatory** a person who tries to be like someone else or to fit in with a particular group of people. **Poseur:** a person who behaves affectedly in order to impress.]

When two languages with an asymmetrical power relationship come into contact, such as through colonization or in a refugee situation, the creole (ମିଶ୍ରିତ ଭାଷା, ବର୍ଣ୍ଣସଙ୍କର) that results is typically largely based on the prestige language; as noted above, linguists have observed that the low-prestige language usually provides the phonology while the high-prestige language provides the lexicon and grammatical structure. Over time, continued contact between the creole and the prestige language, the creole begins to more closely resemble the prestige language. Thus it creates a creole continuum, ranging from an acrolect (the most prestigious dialect, a version of the creole that is very similar to the prestige language), to mesolects (decreasingly similar versions), to the basilect (the most conservative creole).

[**continu:** a continuous sequence in which adjacent elements are not perceptibly different from each other, but the extremes are quite distinct]

In diglossic societies, the prestigious language tends to be very conservative and resist change over time while the low-prestige language, the local vernacular, undergoes normal language change. The prestige language may also change under the influence of specific regional dialects in a process known as regionalization.

We can understand this phenomenon in the development of Odia language within the last 50-60 years. During the 5th or 6th decades of the twentieth century, literature written in standard Odia language was laden with Sanskrit words. However, under the influence of the ever changing and popularizing media, writers and poets too started using vernacular dialectical words in literature making it easier to understand. The vernacular Odia and its dialects too have shunned many of their words and verb forms under the influence of the standard Odia language taught in educational institutions.

9.3.4 (3) Elderspeak

Elderspeak is a specialized speech style used by younger adults when addressing older adults. The speaker makes accommodations that include producing shorter, less complex sentences, using simpler vocabulary, filler words, fragmented sentences and repetition. Elderspeak also includes using terms that are endearing, asking closed questions that prompt an answer, and using the collective 'we'. Young people tend to speak at a slower rate and include more pauses when communicating with elders. This speech style is often patronizing in nature and resembles baby talk. Elderspeak is attributed to the cognitive abilities (mental action to understand or perceive) of older persons.

Its use may be a result of ageism, a form of discrimination based on age differences. Young people tend to believe that aging is associated with cognitive declines, including declines in language processing and production. When conversing with older persons, younger people often accommodate their speech based on their personal evaluation of their conversation partner's ability, rather than their actual ability.

Not only health care, elderspeak is quite prevalent at the workplace too. People use elderspeak towards elderly people in the community, such as in the grocery store or the coffee shop, or in an institute such as a nursing home. People in closer relationships will be more likely to know the cognitive function of the individual, acquaintances or strangers would be less likely to make accurate judgements in this regard.

9.3.4(4)   Honorific Speech

The word is derived from Latin '*honorificus' or 'honor.*' This type of language pertains to the titles or words expressing respect; spoken or written as a mark of respect for someone.

An **honorific** is a title that conveys esteem or respect when used in addressing or referring to a person. Sometimes, the term 'honorific' is used in a more specific sense to refer to an honorary academic title.

Typically, honorifics are used as a style in the grammatical third person, and as a form of address in the second person. Use in the first person, by the honored dignitary, is uncommon or considered very rude and egotistical (ଅହଂକାରୀ). Some languages have anti-honorific (despective or humilific) first person forms; expressions such as '*your most humble servant*' or '*this unworthy person*') whose effect is to enhance the relative honor accorded to the person addressed.

Middle English honorifics, viz., *thou* (second person singular & plural) ଭବାନ୍, ଆପଣ; *ye*: 2nd person plural; you, ତୁମେମାନେ, ଆପଣମାନେ. *Thou* and its associated forms have fallen into disuse and are considered archaic.

Present day honorifics: viz., Titles like *Miss*, *Ms*, *Mr*, *Sir*, *Mrs*, *Dr*, *Lady* or *Lord* etcetera are prefixed to a person's name;

Some titles or positions may appear as a form of address without the person's name, as in *Mr President*, *Madam President*, *General*, *Captain*, *Father*, *Doctor* or *Earl*.

There are many forms of honorifics that are used when one addresses the members of the nobility, clergy, or royalty, mostly in countries that are monarchies; e.g., 'Your Majesty', 'Your Royal Highness' or simply 'Your Highness' to address certain members of royalty; or 'My lord/lady' to address a peer other than a Duke, who is referred to as 'Your Grace'.

Common titles viz.,

- Master: for young boy. Also used as a professional title e.g. for the master of a college or the master of a merchant ship;

- Mr: for men, regardless of marital status;

- Miss: for girls, unmarried women. In schools to address female teachers, regardless of marital status; also used to address female shop assistants and wait staff.

- Mrs: for married women who do not have another professional or academic title.

- Ms: for women, regardless of marital status or when marital status is unknown.

- Mx: (/ˈmɪks/ or /məks/) a recent (1970s) innovation, used as a gender-neutral honorific or for those who do not identify as male or female.

Formal titles:

- Sir: as a term of general respect or flattery, equivalent to 'Madam' for women. Also used in secondary schools; not to call male teachers 'Mr__ ', but rather 'Sir'.

- Gentleman: to any man of good, courteous conduct. as an honorific form of address in the plural 'gentlemen' or as part of 'ladies and gentlemen.'

- Sire: address for a male monarch, a person in a position of authority or a lord.

- Mistress: address for the female head of a household. Such titles like Mrs, Miss and Ms are abbreviations derived from Mistress.

- Madam or Ma'am: for women, for general respect or flattery.

- Lord: for male members of British nobility and their children; judges, of higher rank, are referred to as 'lords', 'ladies' or 'lordship'/'ladyship'. Style: Lordship or My Lord.

- Lady: for female peers members of British nobility, or the wives of men who hold the equivalent titles. By courtesy the title is often also used for wives of Knights.. (Style: Your Ladyship or My Lady); or as part of 'ladies and gentlemen.'

- Excellency, also Excellence: a title of honor for certain high officials, as governors, ambassadors, royalty, nobility, and Roman Catholic bishops and archbishops; preceded by 'his', 'your', etc..

- Her/His Honour: for judges, mayors and magistrates; Style: Your Honour

- The Honourable abbreviated to The Hon., Hon. or formerly The Hon'ble, used for certain officials, members of congress, parliament, presidents, and judges.   Style: My Lord/Lady or Your Lordship/Your Ladyship, Mr./Madam Ambassador, Your Honor.

Academic and professional titles

- Dr: abbreviation for Doctor, holder of a doctoral degree (e.g. PhD, or MD) and for medical practitioners; in some countries it is normal to address surgeons as 'Mr', 'Ms', etc.

- Professor: informally abbreviated to 'prof.' for a person who holds the academic rank of professor in a university or other institution.
- Vice-Chancellor: for the vice-chancellor of a university, as: 'The Right Worshipful the Vice-Chancellor' at the University of Cambridge; as 'The Reverend the Vice-Chancellor' at the University of Oxford. The salutation is 'Dear Mr Vice-Chancellor' rather than 'Dear Vice-Chancellor'.
- Principal, President, Master, Warden, Dean, Regent, Rector, Provost, Director, or Chief Executive: as appropriate for heads of colleges.

Religious titles

Christianity

- His Holiness (abbreviation HH), oral address *Your Holiness*, or Holy Father the Pope; and 'His All Holiness' (abbreviation *HAH*), oral address '*Your All Holiness'* is honorific used for the Ecumenical Patriarch of Constantinople;

Besides, honorifics like His Beatitude *or* The Most Blessed, (oral address *Your Beatitude),* His Excellency (abbreviation '*HE*", salutation *Most Reverend Excellency* or *Your Excellency),* His Most Eminent Highness (abbreviation *HMEH,* oral address *Your Most Eminent Highness*), His Eminence (abbreviation '*HE'* oral address *Your Eminence),* Most Reverend Eminence, The Most Reverend (abbreviation *The Most Rev* or *The Most Revd*), His Grace, (oral address *Your Grace),* His Grace *or* The Right Reverend (abbreviation *The Rt Rev* or *The Rt Revd*, oral address *Your Grace),*His Lordship *or* The Right Reverend (abbreviation *The Rt Rev* oral address *My Lord*), The Reverend (abbreviation 'The Rev' or 'The Revd'), Fr: (Father), Pr: (Pastor), Br: (Brother), Sr: (Sister), 'Elder' etcetera are generally used for various ranks or members of the Christian clergy of different Christian religious denominations like the Catholic, Protestant, Orthodox, Lutheran, Baptist, Eastern Christianity, Anglican, Episcopalian, The Church of Jesus Christ of Latter-day Saints (LDS Church) , and so on.

Islam

- Imam: for Islamic clergymen,
- Sheikh: to signify the leadership role of a clergyman in the community in addition to their religious ceremony tasks.
- Sayyid: males accepted as descendants of the Islamic prophet Muhammad;
- Sharif: descendants of Hasan; '
- Haji or Hajji: Muslims who have completed the hajj pilgrimage.

Indian honorifics:

(a) *Prefix type***:**

Honorific used for any male adult is *Sri*, an acronym for *Sriman*, (ଶ୍ରୀ). The title is derived from the Sanskrit '*śrīman*' *(ଶ୍ରୀମାନ୍)*; and is akin to the English term 'Mister'. Unmarried women bear the title *Sushree* or *Kum*, read as *kumārī*(କୁମାରୀ), as the English 'Miss'. Married women employ *Smt* read as *śrīmatī* (ଶ୍ରୀମତୀ), the equivalent of 'Mrs'. *Pt.* (Pundit) is used for priests in Hindu Temples or the Maestro (a distinguished figure) of some skills like music, a scholar or teacher, particularly one skilled in Sanskrit and Hindu law, religion, philosophy, music, art and literature . It carries a connotation of learnedness. *Janab* is used for the word 'Mister' in Hindi.

In Odia we use prefix type honorifics viz., ଶ୍ରୀ, ଶ୍ରୀମାନ୍, ଶ୍ରୀଯୁକ୍ତ, ଶ୍ରୀମତୀ, କୁମାରୀ, କୁମାର, ଚିରଞ୍ଜିବୀ, ଦେବୀ, ମହାମନା, ମାନନୀୟ, ମହାମହିମ, ପୂଜ୍ୟ, ପୂଜ୍ୟସ୍ପଦ, ସର୍ବଶ୍ରୀ (plural of 'ଶ୍ରୀ') etcetera.

Some other commonly used prefix type honorifics in Indian languages like Hindi, Odia, Bengali, Assamese, Urdu etcetera are: *Acharya, Amma, Ayya. Baba, Babaji, Babu, Begum, Chhatrapati, Chakraborty, Dastur / Dastoor, Gain / Gayen, Garu, Guru, Hazrat or Hadrat / Hadhrat, Khan, Maharaj, Mahātmā, Maharishi, Maharshi, Mankari* (or *Mānkari*), *Mirza, Pandit, Prabhupāda, Rai* (Indian), *Raj, Rishi, Sahib, Sardar, Satguru, Sadguru, Seth* (following a man's name, indicative of power/wealth), *Ustad* and *Thakur.*

(b) *Replacement type***:**

Some honorifics, like *Bhavān* or *Bhavatī, Babuji, Seth, Sethji, Sethaani* (fem.) etc. act as complete replacements for a name. *Baba* and *Babaji* mean 'Father', and denote very great respect, usually also indicating the bearer's spiritual mastery. *Swami* and *Goswami* are titles for monks and nuns, i.e. those who have entered the path of *sannyasa* or renunciation.

A male friend or brother will often earn the suffix honorific of *bhai*. Servants call their masters as *Maalik* or *Saahab*, the children of the master call the male servants as *bhaiya* and maids as *bai* or *didi* etc. Every relation in India has a replacement honorific viz., tau (ବଡ଼ବାପା), tai (ବଡ଼ମା'), chaachaa (କକା, ଦାଦା), dewar (ଦିଅର), dewarani (ସାନଯା'), jeth (ବଡ଼ଭାଇ), jethani (ବଡ଼ଯା'), daadaa (ଜେଜେବାପା), daadi (ଜେଜିମା'), naanaa (ଅଜା), nanaa (ବଡ଼ଭାଇ, ବାପା), naani (ଆଇ,ବଡ଼ ଭଉଣୀ), *maama* (ମାମୁ) *maami* (ମାଇଁ).

(c)   *Suffix type***:**

The traditional Hindi honorific is the suffix -*ji*. For example, M.K. Gandhi (the Mahatma) is often referred to as *Gandhi-ji and* and *Bapu-ji.* (Hindi, like many languages, distinguishes between pronouns for persons older in age or status. Such a person is referred as *aap* (ଆପଣ); a person of same status is called *tum* (ତୁମେ); both translating as 'you' in English. ମହୋଦୟ is a suffix

honorific used after the name or designation of an honourable person. When honorifics are attached in Hindi or Odia, the verb matches the plural case.

9.3.4(5) Speech levels

Unlike honorifics, which are used to show respect towards someone mentioned in a sentence, speech levels are used to show respect towards a speaker's or writer's audience, or reflect the formality or informality of the situation. This has three levels:

Higher levels: Traditionally used when addressing a king, queen, or high official; now used only in historical dramas and religious text such as the Bible, the Quran, Buddhist scriptures, etc. This conversational style is generally called either the 'formal' or the 'formal polite'. This is a common style of speaking. A conversation with a stranger will generally start out in this style and gradually fade into more and more frequent.

Middle levels: The middle levels are used when there is some conflict or uncertainty about the social status of one or both participants in a conversation. This speech may be 'polite' or 'familiar' style in English.

Lower levels: This corresponds to Questions, Proposition (e.g., let's), Casual statement ('I suppose'), Casual question ('I wonder if'), and Exclamation.

9.3.4 (6) Literary Language

A **literary language** is a register or dialect of a language that is used in literary writing. This may also include liturgical writing (related to public worship). The difference between literary and non-literary forms is more marked in some languages than in others. Where there is a strong divergence, the language is said to exhibit diglossia.

For example, Standard Odia and Bengali have two forms:

- **Chalubhasha or Chôlitôbhasha**, the vernacular standard based on the elite speech of Odisha or West Bengal.

- **Sadhubhasha**, the literary standard, which employs more Sanskritized vocabulary and longer prefix-suffixes.

Grammatically, both are identical and differing forms, such as verb conjugations, are easily converted from one form to another. However, the vocabulary is quite different from one form to the other and must be learnt separately. Among the works of Rabindranath Tagore are examples of both sadhubhasha (especially among his earlier works) and chôlitôbhasha (especially among his later works). The national anthem of India was originally written in the shadhubhasha form of Bengali. In Odia the language of 'Tapaswini,' composed by Gangadhar Meher and Upendre Bhanja's 'Baidehish Bilash' are examples of Sadhubhasha whereas that of Bhima Bhoi comes under Chalubhasha.

9.3.4 (7) Prestige

Prestige is the level of regard normally accorded to a specific language or dialect within a speech community, relative to other languages or dialects. They are the language varieties of the prestigious social classes. The notion of a standard language in a speech community is related to the prestige of the languages spoken in the community. In general, greater prestige tends to be attached to the notion of the standard, since it can function in higher domains, and has a written form. Out of various language varieties of a community, the most prestigious one is regarded as the 'standard language' (ଭାଷା) and the remaining ones are called 'dialects' (ଉପଭାଷା).

Prestige influences whether a language variety is considered a language or a dialect. Generally, the speakers of some language variety with political and social power are viewed as having a distinct language, while a 'dialect' is a term that suggests lower-class or rural speech.

Prestige varieties are those varieties which are generally considered, by a society, to be the most correct or otherwise superior variety. The prestige variety, in many cases, is the standard form of the language. Sociolinguistic prestige is especially visible in situations where two or more distinct languages are in use, and in diverse, socially stratified urban areas, in which there are likely to be speakers of different languages and/or dialects interacting frequently.

Different languages and dialects are accorded prestige based upon factors which include rich literary heritage, high degree of language modernization or the prestige of its speakers.

9.3.4 (8) Tone (literature)

In literature, the tone of a literary work expresses the writer's attitude toward or feelings about the subject matter and audience. Depending upon the personality of the writer and the effect the writer wants to create, the work can be formal or informal, sober or whimsical, assertive or pleading, straightforward or sly (cunning and deceitful nature, in a surreptitious fashion). In determining the attitude, mood, or tone of an author, examine the specific diction (ଢଙ୍ଗ, ସ୍ୱର) used. Is the author using adjectives to describe the subject? If so, are they words like fragrant, tranquil, magnanimous etcetera, words with positive connotations (ଭାବ, ସ୍ୱଭାବ), or are they words like fetid, ruffled, stingy etcetera, words with negative connotations?

When we speak, our tone of voice conveys our mood viz., frustrated, cheerful, critical, gloomy, or angry. When we write, our images and descriptive phrases get our feelings across; guarded optimism, unqualified enthusiasm, objective indifference, resignation, or dissatisfaction. Other examples of literary tone are: airy, comic, condescending, facetious, funny, heavy, intimate, ironic, light, playful, sad, serious, sinister, solemn, somber, and threatening.

Authors set a tone in literature by conveying emotions or feelings through words. The way a person feels about an idea/concept, event, or another person can be quickly determined through facial expressions, gestures and in the tone of voice used. In literature an author sets the tone through words. The possible tones are bounded only by the number of possible emotions a human being can have.

Diction (ଶବ୍ଦଚୟନ) and syntax often dictate what the author's (or character's) attitude toward his subject is at the time. In addition, using imagery in a poem is helpful to develop a poem's tone. Official and technical documentation tends to employ a formal tone throughout the piece.

9.3.4 (9) Vernacular

A vernacular or vernacular language is the native language or native dialect (usually colloquial or informal) of a specific population, especially as distinguished from a literary, national or standard variety of the language, or **a lingua franca** (vehicular language) used in the region or state inhabited by that population. Some linguists use 'vernacular' and 'nonstandard dialect' as synonyms.

In general linguistics, a vernacular is contrasted with a lingua franca, a third-party language in which persons speaking different vernaculars not understood by each other may communicate. For instance, in Western Europe until the 17th century, most scholarly works had been written in Latin, which was serving as a lingua franca. Works written in Romance languages are said to be in the vernacular. The Divina Commedia, the Cantar de Mio Cid, and The Song of Roland are examples of early vernacular literature in Italian, Spanish, and French, respectively.

In India, the State of Nagaland is inhabited by more than 40 Nagaa tribes, each of them speaking dialects completely different from each other. They communicate through a mixed language called 'Nagamese', which is a mixed up form of Assamese as the dominating factor mixed with English, Hindi and Bengali words. Hence, 'Nagamese' or 'Assamese' is the lingua franca and the respective tribal languages are the vernaculars in Nagaland.

In India, the 12th century Bhakti movement led to the translation of Sanskrit texts to the vernacular.

In science, an early user of the vernacular was Galileo, writing in Italian c. 1600, though some of his works remained in Latin. A later example is Isaac Newton, whose 1687 Principia was in Latin, but whose 1704 Opticks was in English. Latin continues to be used in certain fields of science, notably binomial nomenclature in biology, while other fields such as mathematics use vernacular.

Certain languages have both a classical form and various vernacular forms; we can quote Arabic, Chinese and Odia as examples. In the 1920s, due to the May Fourth Movement, Classical Chinese was replaced by written vernacular Chinese. In Odia if we compare the language of 'Tapaswini' and poetry of Bhima Bhoi, it will be

evident that Tapaswini is written in classical Odia where as the latter in vernacular. Popular Sambalpuri songs have been composed in the dialect or vernacular of the western region of Odisha.

In Hindu culture, traditionally religious or scholarly works were written in Sanskrit. Sanskrit was a lingua franca among the languages of the Indian subcontinent and became more of one as the spoken language, or *prakrits*, began to diverge from Sanskrit in different regions. With the rise of the *bhakti* movement from the 12th century onwards, religious works were created in other languages: Hindi, Kannada, Telugu and many others. For example, the *Ramayana*, one of Hinduism's sacred epics in Sanskrit, had vernacular versions such as *Ranganadha Ramayanam* composed in Telugu by Gona Buddha Reddy in the 15th century; and *Ramacharitamanasa,* a Hindi version of the Ramayana by the 16th-century poet Tulsidas.

9.3.4 (10) Code-switching

This is about alternating between more than one language in speech. Noteworthy is that 'register' is also known as 'code' and 'switching' means 'changing.'

Code-switching relates to bilingual and multilingual communities. Some sociolinguists describe the relationships between code-switching behaviours and class, ethnicity, and other social positions. Code-switching is a means of structuring speech in interaction. When there is no clear, unmarked language choice, speakers practice code-switching to explore possible language choices.

The question of why code-switching occurs cannot be answered without first addressing the question of how it occurs. Whatever language a speaker chooses to use for a conversational turn, or part of a turn, impacts the subsequent choices of language by the speaker as well as the hearer.

Communication accommodation: A person either emphasizes or minimizes the social differences between himself and the other person(s) in conversation. When speakers seek approval in a social situation they are likely to converge their speech with that of the other speaker. In contrast to convergence, speakers might also engage in divergent speech, in which an individual person emphasizes the social distance between himself and other speakers by using speech with linguistic features characteristic of his own group.

In a diglossic situation, some topics and situations are better suited to the use of one language over another. We have a domain-specific code-switching model wherein bilingual speakers choose which code to speak depending on where they are and what they are discussing. For example, a child who is a bilingual Odia-English speaker might speak Odia at home and English in class, but Odia at recess.

Types of Switching

Scholars use different names for various types of code-switching.

- Inter-sentence switching occurs outside the sentence or at the clause level, i.e. at sentence or clause boundaries. It is sometimes called 'extra-sentential' switching.   *For example*, "Very sorry. ଭୁଲ ହେଇଗଲା?"

- Intra-sentential switching occurs within a sentence or a clause.

    Example: "ତମେ ଭୁଲିଯାଅନି ଯେ after all, he is your father."

- Tag-switching is the switching of either a tag phrase or a word, or both, from one language to another, that is common in intra-sentential switches.

    Example: " ତୁମେ ଭଲଭାବରେ ଜାଣ, he's from South, and marrying the maternal uncles's daughter is a custom there."

- Intra-word switching occurs within a word itself, such as at a morpheme (ମୂଳଶବ୍ଦ, ଧାତୁ) boundary.

    Example: In Odia words like ଗ୍ୟାରେଣ୍ଟିତ, ଟେବୁଲଗୁଡ଼ିକ etcetera, the 'guarantee' and 'table' have been modified in the Odia language system, as if they are originally odia words.

Let us consider a few examples of code switching:

I like you କାହିଁକିନା, ତୁମେ ଭା'ରି ସୁନ୍ଦର.

The students had visited that ତୀର୍ଥ.

Ramesh gave the book ସେଇ ଝିଅକୁ.

Life କୁ face କର, with ହିମ୍ମତ and faith in अपने आप.
(Code-switching in Odia, English and Hindi)
Face life with courage and faith in self. (Translation)

Even others ମୁଁ ଶୁଣିଲି, were put in cells. (Code-switching)

Even others I heard were put in cells. (Translation)

I didn't see, ତୁମର ଯେଉଁ ଚିଠି ହଜିଛି, କେଉଁଠି ପକାଇଲ ?

I didn't see your letter which you lost, where did you drop it?" (Translation)

In order to mock or create humour, sometimes people say sentences like:

ତମେ ଗାଇଙ୍ଗ, ମୁଁ ବଜାଇଙ୍ଗ। i.e., You sing and I will play music.

ତମେ ଅଧରାତି ପର୍ଯ୍ୟନ୍ତ ତାସ୍ ବାଡ଼ାଏଗା, ଏଠି ଗହଳି କରେଗା ତୋ ଆମେ କେମିତି ସୋଏଗା ?
(Code-switching, Odia and Hindi)

Look at this conversation:

Three people are speaking to each other outside an apartment.

Sarita:	Oh, I could stay with Ana?
Ana:	But you could ask *papi* and *mami* to see if you could come down.
Sarita:	OK.
Sumitra:	Ana, if I leave her here, ତମେ ତାକୁ ଉପରକୁ ପଠେଇଦେବ ତ,

when you leave?

Ana:	I'll tell you exactly when I have to leave, at ten o'clock. ଏବେ ନଅଟା ପନ୍ଦର ହେଇଚି। (And it's nine fifteen.)
Sumitra:	Sarita, ମୁଁ ତୋତେ ଆନା ପାଖରେ ଛାଡ଼ିକି ଯାଉଚି।
	(I'm going to leave you with Ana.) Thank you, Ana.

Most code-switching studies primarily focus on intra-sentential switching, as it creates many hybrid grammar structures that require explanation. The other types involve utterances that simply follow the grammar of one language or the other. Intra-sentential switching can be alternational or insertional. In alternational code-switching, a new grammar emerges that is a combination of the grammars of the two languages involved. Insertional code-switching involves the insertion of elements from one language into the morpho-syntactic frame of the other.

9.4   Summing Up

We speak differently to different people on different subjects at different situations. Our language, choice of words, syntax of sentences, accent and everything related to the language that we speak keeps on varying according to the above factors. Every such variation is called a 'register' in linguistics. The concept is so wide that it engulfs the entire spoken and written forms of language in its fold. Hence, the classification of registers is a very difficult task to accomplish; any such classification seems to have left out some types in its arena.

However, there are 4 types of classifications: A. Formality scale. This is divided into two types: (a) Formal, Informal and Neutral. (b) Frozen, Formal, Consultative, Casual, Intimate. Casual register consists of ellipsis and slang.

B. ISO classification: (1) Bench-Level Register (2) Dialect Register (3) Facetious Register (4) Formal Register (5) In House Register (6) Ironic Register (7) Neutral Register (8) Slang Register (9) Taboo Register (10) Technical Register (11) Vulgar Register

C. Diatype: Dialect and Diatype

D. Other types: 1. Child-Directed Speech or Baby Talk, 2. Diglossia, 3. Elderspeak, 4. Honorific Speech, 5. Speech Levels, 6. Literary Language, 7. Prestige or Sociolinguistics, 8. Tone (Literature), 9. Vernacular and 10. Code-Switching .

A translator will encounter every type of register during his career, since s/he may have to translate novels, stories, poetry, travelogues, memoirs, legal and commercial texts, culture, advertisements, news, science and what not. Unless s/he has a clear knowledge about the utility of all these registers, s/he may stumble during the process of translation and fail to give a good product. A translator has to understand the theme of the text and tone of the register and try to keep it intact in

the translated text; and by doing so, s/he can give a good translation while enjoying the job.

9.5   Model Answers to Self-Check Exercises

Self-check exercise-1

Fill in the blanks:

1. <u>Language</u> is the means of communication among people in the society.
2. Language changes from <u>place to place</u> and also takes various forms even in the same community according to the level of <u>education</u>, <u>work-culture</u> and <u>livelihood</u> of the people.
3. The words, phrases and structure of the sentences change according to the <u>age</u>, <u>status</u>, personal <u>character</u> of the speaker and those of the <u>person to whom s/he speaks</u>.

Self-check exercise-2

Answer the following in 1-2 sentences:

1. *What do you mean by 'Register of Language'?*

   The different styles of language that we speak to different types of people in different situations are called 'Registers of Language.'

2. *Why is it necessary to speak the same thing to different people in different styles?*

   If we speak to a baby or an uneducated person in the same way as we speak to a learned person, they may not be able to understand what we say. It is therefore necessary that we speak the same thing to different people in different styles using different types of words and sentences.

3. *Write down three different sentences how you will ask your teacher, book seller and your friend to lend you a book only for a few days.*

   To the teacher: Sir, May I have your book for a few days to read?

   To the book-seller: Uncle, I can't purchase; would you please lend me this book for just for some days? I'll give it back to you soon, I promise.

   To the friend: I'll take this book to read. Promise, I'll return it back to you, don't worry. Ok?

4. *What are the other words used as synonyms to 'Register' of language.*

   The different registers or language styles that we use are sometimes called '**codes**'

Self-check exercise-3

Answer the following in 1-2 sentences:

1. *How do you define 'Register of Language'?*

   'Register' is the form of language, using specific types of words, phrases or sentences, used in a particular situation by or for various types of people on a specific type of subject and occasion.

Fill in the blanks:

2. The Oxford English-Odia Dictionary gives the meaning of 'Register' as 'the <u>form</u> or <u>type</u> of language (<u>colloquial</u>, <u>literary</u> etc.,) used for particular <u>purposes</u>: ବିଶେଷ କ୍ଷେତ୍ରରେ ବ୍ୟବହୃତ ବିଶେଷ ଢଙ୍ଗର ଭାଷା;

3. 'Register' often refers to the <u>degree</u> of <u>formality</u> of language.

4. A register is not confined to a particular single <u>word</u> or <u>phrase</u>; it may extend to a full or broken <u>sentence</u>.

Self-check exercise-4

Answer the following in 1-2 sentences:

1. *Give the classification of 'register' as given by Martin Joos.*

   Martin Joos describes five styles in spoken English: 1. Frozen, 2. Formal, 3. Consultative, 4. Casual, 5. Intimate.

2. *How can you place the five types of registers under the formal and informal category?*

   Formal Register: 1. Frozen, 2. Formal, 3. Consultative. Informal Register: Casual & Intimate.

Fill in the blanks:

3. The term 'register' is often referred to as <u>formal</u> or <u>informal</u> style.

4. Scholars sometimes use the term *<u>tenor</u>* or *<u>style</u>* to denote a 'language register'.

5. Functional language is often divided into three working categories, viz.*,* <u>formal</u>, <u>neutral</u> and <u>informal</u>.

Tools and Resources

1. ପ୍ରଶାସନ ଶବ୍ଦକୋଶ, Law department, Government of Odisha

2. ସରକାରୀ ଭାଷା ସହଚର, Law department, Government of Odisha

3. ପ୍ରଶାସନ ଶବ୍ଦକୋଶ, ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ସଂସ୍କୃତି ଭବନ, ରାଜ୍ୟ ସଂଗ୍ରହାଳୟ ପରିସର, ଭୁବନେଶ୍ୱର–୭୫୧୦୧୪

4. Glossary of Administrative Terms, (English-Hindi) Commission for Scientific & Tech.Terminology

5. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ପ୍ରୋ. ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ମାଲ୍ୟବନ୍ତ ପ୍ରକାଶନ, ଭୁବନେଶ୍ୱର

6. Oxford English Odia Dictionary, by BK Tripathy & KM Patnaik, Oxford University Press.

7. CAT softwares, digital dictionaries, thesauri and apps etcetera may also be used with caution.

9.6   Model Questions (To be given at the end of the block comprising Unit-8 & 9)

Dear Student,

This set of model questions is not exhaustive. While preparing these questions, you are also advised to go through all the examples and Self-Check Exercises again and again.

Unit-8

A. Answer the following within 300-350 words:

1. Describe in brief the salient features of a dictionary.

2. Give a brief account of various risks involved in using a dictionary or thesaurus for translation.

3. What are the limitations and inconveniences associated with the alphabetical order?

B. Answer the following within 100-150 words:

1. How does collation differ from classification?

2. Give a brief comparison between a dictionary and thesaurus.

3. Can you rely on each and every dictionary or thesaurus that is available in the market or web? Give reasons to your answer.

C. Answer the following within 30-50 words:

1. What do you know about 'definiendum' and 'definiens'? Give an example.

2. What is collation?

3. What do you mean by a 'pictogram'?

4. Why do the publishers of printed dictionaries and thesaurus now-a-days give a digital dictionary on a CD/DVD along with the book?

5. What is a diacritic? What is its utility?

6. Differentiate between a 'lexeme' and 'morpheme'.

7. How briefly can you differentiate between a dictionary and a thesaurus?

D. Answer these questions:

1. Arrange the following words in the alphabetical order: Accent, Accustomed, Accuse, Acquire, A, An, Adamant, Adhere, Amendment, Aspire, Answer.

2. Arrange in alphabetical order: Ask, Eager, Diary, Diary, Diagram, Revolution, Rumbler, Assemble, demarcation, Dilute, Double.

3. Find out various Odia synonyms of the word 'interest'.

4. In what various meanings can you use the word 'term'? Write some of their Odia synonyms.

5. Find out various meanings of the word 'apply' and frame sentences using those conceptual synonyms.

6. Enumerate various types of thesaurus?

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7. What is a cedilla? A cedilla is a diacritical mark placed below 'c' to indicate that it is pronounced as an 's'.

E. Translate the following sentences into Odia using dictionaries and thesauri:

1. I am content with what God has given me.

2. The contents of this book will add to your wisdom.

3. The contents of the unclaimed and abandoned bag may be dangerous and fatal.

4. The surplus rain water exceeds the embankment of the river.

5. Goutam Budhha was an atheist. He believed and preached non-violence.

6. Spiritual and astrological knowledge spread all over the world from India.

F. Fill in the blanks:

1. Part of a word that cannot stand alone as words such as most prefixes and affixes or suffixes is called a _____.

2. In linguistics, the study of the history of words, their origins, and how their form and meaning have changed over time is known as _____.

3. _____ is a large and structured set of texts that are nowadays usually electronically stored and processed for comparison of texts and machine translation.

4. A standard dictionary gives us the _____ and _____ of the word in a very simple language;

5. A dictionary sometimes contains sketch _____ and _____ to make the idea of the meaning of a word clear;

6. Good dictionaries also give information of the synonyms and _____ of the word;

7. We can also know about the meaning and usage of the phrases or _____ containing the given word in a standard dictionary;

8. Dictionary also gives information of its different meanings when the word is used in various other _____;

9. A good dictionary gives us information about the_____ usage of a word;

10. Various types of bilingual and multilingual dictionaries covering different subjects like literature, specific fields of _____, _____ terminology etcetera are available that give us up-to-date knowledge of the works done in that field.

Unit-9

A. *Answer these questions within 300-350 words:*

1. Describe the various styles of language available for writing or speaking.

2. Give an account of classification of register in the formality scale of language with salient features of each type.

3. What is 'Baby-talk'? Describe its various uses.

4. What do you know about 'Honorifics'? Give an account of honorifics with suitable examples.

B. *Answer these questions within 110-150 words:*

1. What do you mean by a dialect? Explain with suitable examples.

2. What is 'informal register'? Give examples.

3. Narrate the functions of diglossia. Give examples.

4. How do you differentiate between a language and dialect? Give certain examples in the Indian context.

5. Describe code-switching with suitable examples.

6. Give a brief account of 'Prestige' register.

7. What do you know about Ellipsis? Give a few examples with their Odia translation.

8. What is 'field', tenor' and mode'?

9. What do you know about 'tone' of a language or register? Cite a few examples.

10. How do you differentiate between a standard language and a dialect?

11. What is a vernacular? Support your answer with suitable examples.

C. *Answer these questions within 30-50 words:*

1. What are the characteristics of a Neutral Register?

2. What do you know about the 'four Ws' to determine the category of a register?

3. Give 10 examples of words used in the formal register alongwith their informal forms.

4. What effect does prestige have on languages and dialects?

D. *Write short notes on:*

1. Consultative Register, 2. Neutral Register 3. Technical Register.

E. *Fill in the blanks:*

1. The informal register is appropriate while writing or speaking to _____ and people _____.

2. Register of a term or text type that can be characterized as profane or socially unacceptable is called _____ register.

3. A vernacular is the native language or dialect.

4. _____ is the lingua franca in Nagaland, though more that 40 tribes dwell in the state, each one of them having their own vernaculars.

5. The way we speak to the pets is a specific use of _____ register.

F. *Translate into Odia:*

1. John can play something, but I don't know what. (he can play)

2. When he will call I don't know, but John will. (definitely call)

3. Sam has attempted problem 1 twice, and _{he has attempted} problem 2 also.

4. Sam did it, not Fred _{did it}.

5. Sally is working on Monday, _{she is working} not on Tuesday.

6. The man who wanted to order the salmon did _{order the salmon}.

7. They have been eating the apples more than _{they have been eating} the oranges.

8. I will feed the chickens today if you will _{feed the chickens} tomorrow.

9. Would you want to say that to me, or would I _{want to say that} to you?

10. They could read this book more easily than they could _{read} that book.

11. Fred did three onerous tasks because Susan had done two _{onerous tasks}.

12. The first train and the second _{train} have arrived.

13. I heard Mary's dog, and you heard Bill's _{dog}.

14. If Doris tries my chili, I will try hers _(her chili).

15. More people arrived than we expected _{people} would arrive.

16. She ordered more beer than we could drink _{beer}.

17. Doris looks more satisfied than Doreen looks_{satisfied}.

18. William has friends in more countries than you have friends in _{countries}.

19. They told Bill to help, but he refused _{to help}.

20. They offered two ways to spend the day, but I couldn't decide _{between them}.

21. They told Bill to help, but he refused _{to help}.

22. They offered two ways to spend the day, but I couldn't decide _{between them}.

23. What _{will happen} if I miss the deadline?

G. *Translate these paragraphs into Odia*

1. Thick black smoke curling out of smokestacks, horrible–tasting chemicals in your drinking water, pesticides in your food — these are examples of pollution. Pollution is any contamination of the environment which causes harm to the environment or the inhabitants of the environment. There are many kinds of pollution, and there are many pollutants. Some obvious kinds of pollution are pollution of the air, soil, and water. Some less obvious, or less salient, kinds of pollution are radioactive, noise, light pollution, and green-house gasses.

2. Soil pollution can be caused by pesticides, leakage from chemical tanks, oil spills, and other chemicals which get into the soil by dumping or accidental

contamination. Soil pollution can also cause water pollution when underground water becomes contaminated by coming into contact with the polluted soil.

3. Water pollution can be caused by waste products, sewage, oil spills, and litter in streams, rivers, lakes, and oceans. Some scientists believe that water pollution is the largest cause of death and disease in the world, causing about 14,000 deaths in the world each day.

4. Noise pollution can be caused by vehicle, aircraft, and industrial noise. Noise has health effects on people and animals. In people, it can cause high blood pressure, heart problems, sleep disturbances, and hearing problems.

5. Will no one say hush! to thee,

   Poor lass, poor bit of a wench?

   Will never a man say: Come, my pigeon,

   Come an' be still wi' me, my own bit of a wench!   [Poor Bit of a Wench by DH Lawrence]

   Tips :
   Hush: make or become quiet. **Wench** (**archaic or humorous**) a girl or young woman, a prostitute; **Pigeon**: ପାରା

6. National Pledge of India

India is my country.
All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall respect my parents, teachers and all elders and treat everyone with courtesy.
To my country and my people, I pledge my devotion.
In their well being and prosperity alone lies my happiness.

7. I, the man with the red scarf,

   Will give thee what I have, this last week's earnings.

   Take them and buy thee a silver ring

   And wed me, to ease my yearnings;

   For the rest when thou art wedded

   I'll wet my brow for thee

   With sweat, I'll enter a house for thy sake,

   Thou shalt shut doors on me.   [Gipsy by DH Lawrence]

   Tips : **Yearn:** have an intense feeling of loss and longing for something.

8. Bess, you is my woman now

   You is, you is

   And you must laugh and sing and dance

   For two instead of one

Want no wrinkle on yo' brow

Nohow

Because the sorrow of the past is all done, done,

Oh, Bess, my Bess   [George Gershwin's opera *Pory and Bess*]

Tips : **Nohow: adv. Informal; 1. chiefly US** used to emphasize a negative; **2. archaic** not attractive, well, or in good order.

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