

With highly-inflected languages, complex sound changes, or homographs

Research for learner's dictionaries should be **endorsed** and **funded**

Essential for English-speaking **learners**

Equally useful to **mother-tongue speakers**, who wind up being the teachers of our students

Many existing dictionaries are the product of a certain amount of **linguistic arrogance** when words are entered by root. With complex morphophonemic changes or multiple affixation, even a mother-tongue speaker cannot locate the entry. How can a student fare any better?

1. BACKGROUND INFORMATION

- grateful to find *any* dictionary for many of the less-commonly taught languages
- enormous need for learner's dictionaries of these languages
- many available dictionaries are unusable to beginning students
- these have proven to be helpful to mother-tongue speakers
- lots of words (or word-combinations) are far from clear to even educated native speakers

2. COINAGE

- Philippine INL coined **salumpuwit** to replace the almost universally known **siya** 'seat, chair'
- Xhosa **Umgako-Siseko** 'Constitution' < **umgako** 'policy, method' + **-seka** 'found, establish.'
- Tagalog K.G.B. = **Kon gabi bakla** [lit: if night gay] 'closet homosexual'
- Rwanda – degrees of assimilation for loans: 'alcoholic beverage' **inzoga**, **arukoro**, or **alcool**
- Oromo **saaxil baasuu** 'to expose' only came into widespread usage after 1995.

3. SPECIALIZATION

- Xhosa **umphathiswa** 'authority' => 'government minister'
- Aklanon **eaeawigan** 'width, expanse' => 'province' (Spanish **probinsiya** more common)

4. HOMOGRAPHY

- Xhosa **abafundi** = 'students, pupils; readers (of a publication)' vs. 'they don't study'
- Sotho **semelo** = **embarrassment** < verb **-semela** 'embarrass' vs. **semelo** 'growth, sprout; [ext] nature, character, standing' < verb **-mela** 'grow (of plant), sprout, germinate' [intr]; 'grow' [tr]
- Yorubas & Igbos stumble and err when reading local publications where tone is never marked

5. DIFFICULTY OF FINDING WORDS IN A DICTIONARY ("linguistic arrogance")

Aklanon **ilimnan** 'bar' & **ilimnon** 'beverage' five pages later under the root **inóm** 'drink'
 Sotho **bokamoso** 'tomorrow' root **-s-** or the verb **-sa** 'clear up (of weather), end (of night)' = three
 prefixes: **bo-** [n6-sg], **ka-** [adv], and **mo-** [n2-sg] + noun-forming suffix **-o**.

Sotho **mpho** 'gift' is regularly derived from the verb **-fa** 'give'

Soth nouns of Group 5a are formed from a prefix **N-** > \emptyset but complex morphophonemic
 changes:

f > **ph** (**-feto**ha 'change' > **pheto**ho 'transformation')

h > **kg** (**-hale**fa 'become angry' > **kgale**fo 'wrath')

r > **th** (**-ruta** 'study' > **thuto** 'education')

In a learner's dictionary, while such words should be cross-referenced to each other, they would
 be found in alphabetical order as they are derived.

6. CONCLUDING REMARKS

Although most of this presentation has been anecdotal, the breadth of exemplification
 from a number of less-commonly taught languages of the Philippines and of Africa should justify
 the need for research and funding what must be an essential tool for the American learner. Sadly,
 there are a large number of foreign languages that have no dictionaries whatsoever. Certainly
 these should first be serviced with easy-to-understand user-friendly materials. But even with
 those languages that do have extensive bilingual lexicographic treatments (e.g., Sotho, Yoruba,
 Xhosa), there is the danger of perceiving that "all has been done," while our students founder in a
 sea of roots with nowhere to anchor.

7. REFERENCES

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