

Assignment 2 Script

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Title: The effect of OED on the educational process of the English language

Slide 1: Hi everyone and welcome to a short presentation on the Oxford English Dictionary, its history, and how it is helping learners in learning English

Slide 2: The different attempts to build an English dictionary started as early as the 16th century. In 1604 Robert Tawdry gathered a 2500 word dictionary titled "Table Alphabeticall". Later came Samuel Johnson's Dictionary in 1755 titled "A Dictionary of the English Language" which took 9 years of work and was considered one of the greatest single achievements of scholarship. Then came the Oxford English Dictionary

Slide 3: The Philological Society which is a London group proposed the idea of a New English Dictionary as it was originally called in 1857

Richard Chenevix Trench, Herbert Coleridge and Frederick Furnivall led the project. Coleridge who became the first editor of the Dictionary managing a group of volunteer readers who read English literature and extract quotations to illustrate the usage of words. After Coleridge's death in 1861 he was succeeded as editor by Furnivall. Furnivall was known to be enthusiastic about the project, yet Furnivall lacked the necessary discipline and tolerance necessary for the work. This resulted in a delay and the project weakened during the next 20 years.

Slide 4: In 1884 the first part of the Dictionary was published and for the next 44 years instalments of the Dictionary were issued at regular intervals. The Oxford English Dictionary final part was published in 1928, made of ten volumes. Afterwards the editorial work on the Dictionary started by Murray and three co-editors - Henry Bradley, William Craigie and Charles Onions. Unfortunately neither Murray nor Bradley lived to see the completion of the First Edition of the Dictionary.

In 1933 a re-issue of the First Edition was released in twelve volumes, with a one volume Supplement published later on to bring the OED up to date. Later on in the 1970s-80s the Oxford English Dictionary was followed by a four volume Supplement edited by Robert Burchfield. The First Edition and Supplements were combined in 1989 to produce the 20-volume Second Edition of the Oxford English Dictionary, edited by John Simpson and Edmund Weiner. A CD Rom was issued in 1992 and the OED Online was launched in 2000. A third edition of the OED is currently in production and is published online quarterly.

Slide 5: This picture is shared on the OED online website. It is a slip that illustrates the proofing process of collecting words. Sir James Murray himself details the etymology, pronunciation, and the first part of the definition of sense 1, of addendum. The tramlines to the left of the headword indicate that at the time of writing, Murray felt that addendum should be regarded as a loanword and that it had not yet been fully assimilated into English. This word is more than a 1000 year old

The number 456 is the slip number in case the editor dropped a bundle, the slips could be reorganized easily.

Slide 6: So how did OED help learners?

Slide 7: The fact that the dictionary can be used by different types of people for different purposes was only noted in 1960's by Householder. Later in 1980s and 1990s learner's dictionaries have evolved. Those are dictionaries used by learners of English as a foreign language. Learner's dictionaries are very important pedagogical tools for use by both teacher and learner on lexical information and vocabulary problem solving. Oxford advanced learner's dictionary is the first learner's dictionary that was published by Oxford University Press. After 1978 a group of learner's dictionaries emerged such as; Longman Dictionary of Contemporary English, and the Collins COBUILD English Language Dictionary.

Slide 8: When you visit the OED.com website you will find many interesting stories about the use of OED in education. For example Jessica Stevens concluded in a news letter that OED Online is very important for A level English students. The OED Online service is full of tools that can help both teachers and students learn more about the English language and its origin. The resources can be as simple as the word-of-the-day post (Leyland n.d.), the interactive maps, historical treasures and the English-in-use page. Those all help linking the language to the culture and keeps it within context.

Slide 9: So why is it important to use the Learner's Oxford English dictionary? Simply because it relates the sentences learnt to their context, origin, and culture. This delivers learning as a social activity within a context which proves to increase the number of learnt words per semester.

Slide 10: It is very difficult to research dictionary use and its effect on the learner. This is due to the complexity of the operation which involves many unstructured factors. Yet it is very important as a source of contextual instruction helping teachers create a constructivism learning environment by

teaching English within context. The origin of the word and how it evolved is crucial to make learning both relevant and exciting to learners.

Thank you for listening and I hope this video was useful to you...good bye