Title: Lexical Organization: "Sound Emission" Verbs

Author
Salih Alzahrani

1. **Introduction**

Some verbs behave in the same way by occurring in the same diathesis alternations and expressing almost the same extended senses, but they preserve their idiosyncratic properties. The meaning of these verbs helps to determine the verbs' behaviors. As a result, linguists have organized verbs into various classes on the basis of shared meaning components, and the members of these classes have in common a range of properties concerning the expression and the interpretation of their arguments (Levin, 1991). One of these classes is "sound emission" verb class which includes verbs such as hiss, roar and ring. This paper focuses on this class of verbs according to Levin's works (1991 and 1993).

This paper is divided into five sections. In the first section, the lexical knowledge of native speakers of English regarding some verbs will be discussed showing how complex the nature of this knowledge is. Further, the discussion will include Levin's case study (1991) concerning some syntactic and semantic aspects, focusing on 'sound emission' verbs in which the interference between meaning and syntactic properties are explained. For example, to express a certain sense, one should use a specific syntactic structure. Moreover, there is a discussion of the extended meanings associated with a certain class which leads to the classification of other class of verbs. Section 4 is meant to explain the lexical knowledge base entry: verbs of sounds. Section 5 includes a case study- classification of various verbs (smile, laugh, cough, sneeze, talk, speak, cry, giggle, cackle, yell, shout, whisper and scream) according to two dictionaries. In this section, the discussion will involve nine different possibilities mentioned by Levin (1991) while dealing with the verbs by which general and brief observations about these verbs are provided in section 4.

2. Lexical knowledge

Designing and creating a lexical knowledge base is based primarily on an understanding of what constitutes the lexical competence of a native speaker of a language. When it comes to the nature of lexical knowledge, it is obviously complex. One piece of evidence can prove that this complexity occurs while constructing natural language systems. For example, verbs- the most complex lexical items- can appear syntactically similar but semantically different as in (1) (Levin 1991, p: 207).

(1) a. Speaker 1: Sally ate a peach.
   Speaker 1: Did Sally eat?
   Speaker 2: Yes
  b. Speaker 1: Sally dressed the baby.
   Speaker 1: Did Sally dress the baby?
   Speaker 2: I don't know.

In the above examples, the two verbs eat and dress occur in the same syntactic structure, both in the sentences and the questions, but they have two distinct interpretations by speaker 2 in (1-a) and (1-b). So, the intransitivity, both verbs (eat and dress) receive different interpretations. The relationship between transitive and intransitive uses of verbs is not indicated. This point shows us that verbs should be treated differently and cannot be uniform.

Therefore, native speakers' knowledge about verbs including verbs of sound emission is not limited to their idiosyncratic word-specific properties. It goes further to involve phonological, morphological, syntactic and semantic knowledge. That is, they know how to pronounce the words and they can derive different parts of speech out of a word. However, according to Levin's case study, the focus is mainly on the syntactic and the semantic parts of the lexical knowledge.

3. **Levin's case study**

Levin's (1991) case study attempts to verify the perfection of verb entries in lexical knowledge by investigating lexical organization. The main goal is to come up with a clear picture of the form that the lexical knowledge associated with the subclasses or the members of a given verb class takes. The focus of the study is lexical knowledge of sound emission verbs that a native speaker of English has. Specifically, the semantic and the syntactic features of the verb whistle as a representative of sound emission verbs and some other relevant verbs. Levin's case study is expected to provide a holistic description of how lexical knowledge is linked to the members of a certain class of verbs.

3.1 Syntactic Knowledge

Sound emission verbs denote events which contain productions of a specific sound with an emitter. Because emitting a sound requires only one participant for producing this sound, all the sound verbs are one-argument verbs in their basic sense. That is, they are basically intransitive verbs as in (2).

(2) a. The girl whistled.

 b. "Be quite" he hissed.

However, some of these verbs can take objects which represent different senses of the verbs as in (3).

a. The lorry driver honked his horn at me.

b. *He hissed the baby.

Verbs in (3) act differently in regard to the senses and the syntactic structure. Sentence (3.b) is not grammatical because the verb hissed does not allow the followed noun phrase due to intransitivity.

Verbs of sound can participate in many different alternations which is part of native speakers' lexical knowledge. They can judge what alternations are acceptable

and what are not. Beside that, they know what verbs can occur in what alternations. Some examples which show some of the alternations where sound verbs can appear can be seen in (4) below (Levin, 1993).

    (3) a. **Locative Alternation** (most verbs):
        i.   Birds sang in the trees.
        ii.   The trees sang with birds.
     b. **Locative Inversion** (some verbs):
        i.   A grandfather clock ticked in the hallway.
        ii.   In the hallway ticked a grandfather clock.
           c. **There Insertion** (some verbs):
        i.   A grandfather clock ticked in the hallway.
        ii.   In the hallway there ticked a grandfather clock.

3.2 Semantic Knowledge

It is obvious from the previous section, that "sound emission" verbs share one meaning which is the emitting of sound, but they still differ from each other in many ways. Levin (1991) claims that native speakers know what most obviously distinguishes one sound from another is the physical properties of the sound; the means of producing this sound; what emits the sound (a person, animal or any other entity) and if a person produces the sound, whether or not an instrument is involved. More details will be provided in the following sections.

3.2.1 Meaning with syntax

Another aspect of semantic knowledge is the ability to point out the different meanings associated with different diathesis alternations. For example, native speakers can tell the subtle meaning that results from an intransitive vs. transitive use of sound verbs in the causative alternation and how the subject can be the emitter of a sound or not as in the following examples:

    (4) a. The bell buzzed.

b. The girl buzzed the bell.

It is clear from the above examples that the subject (the bell) in (5.a) is the emitter of the sound whereas it is not the case in (5.b). The subject in (5.b) is causing the emission of the sound to be produced. However, it is the bell (the object of the verb) the emitter of the sound, too.

So, native speakers choose the syntactic structure of sentences according to the meaning they would like to communicate. Regarding sound verbs, it has been proposed that they have one basic sense and that they are basically intransitive verbs. However, it has been shown that they also do have a number of extended senses (related to their basic sense) and they can be transitive verbs. This happens due to syntax and the selectional restrictions on the arguments, as shown in example (3) above.

3.2.2 Selectional restrictions

Native speakers are aware of the selectional restrictions on the choice of possible subject because "the participants (the subject for sound verbs) should be inherently able to produce the sound by having appropriate characteristics" (Levin 1991, p: 211). These tight restrictions impose a certain behavior or meaning on the verb. They even can determine the extended senses a sound verb can have in addition to its basic sense. The subject can be human, animate or inanimate entities, but abstract nouns cannot be as a subject for any verb of sound (* happiness whistled). Moreover, knowing the meaning components of each verb enables native speakers to use a verb of sound with a certain subject but not the other. That is, it is not any subject, but rather certain subjects can be allowed to appear with certain verbs of sound. For example, the verb whistle can be used as a verb of directed motion-"describing an object moving and simultaneously emitting a sound" as a rocket (Levin 1991, p:

212). In this case, the subject of the sound verb must be capable to produce a sound as a result of its movement as in (6.a), but no one can say a sentence as (6.b).

(5) a. The bullet whistled through the door.

　　b. * The dog barked down the street behind the jogger.

Verbs of sound can show a number of additional meanings which are semantically related to their basic sense of sound emission. However, not all verbs can express all those extended senses due to expression of arguments, selectional restrictions on the arguments and other syntactic and semantic properties. The verb whistle will be an example to show these senses- where possible (Levin 1991, p: 211,212):

(6) a. 'emit a sound in a particular way'
　　　　e.g. the boy whistled/hissed/grunted
　　b. 'emit the sound as a reaction'
　　　　e.g. the boy whistled at the dog.
　　c. 'utter by emitting the sound'
　　　　e.g. the boy whistled/ hummed a tune.
　　d. 'signal by emitting the sound'
　　　　e.g. he whistled/hissed a warning
　　e. 'express (an emotion) by emitting the sound'
　　　　e.g. he whistled/grunted his disgust
　　f. 'communicate verbally by emitting the sound'
　　　　e.g. he grunted/hissed the meeting was over
　　g. 'move while causing the sound to be emitted'
　　　　e.g. the rope whistled/ hissed through the air
　　h. 'cause to emit the sound'
　　　　e.g. the boy buzzed/rang the doorbell
　　i. '(of a place) be full of the sound'
　　　　e.g. the air whistled / hum   ed with the bullets

According to Saeed (2003), in his discussion of Katz's semantic theory Katz (1972), the process of amalgamating

individual words meanings into phrases meanings, and then into sentence's meaning, is governed by the compatibility of these single meanings to fit into larger structures. These conditions form 'selection restrictions' which work as constraints on the amalgamating process to limit its final output.

3.2.3 Verb's membership of a class

Verbs in general fall into different classes depending on their semantic components. Also, each class of them may have different subclasses where its verbs share the basic component and differ in the manner or means. Sound emission verbs are not exceptions since they have various subclasses with regard to their syntactic and semantic characteristics. However, these verbs show a wider range of extended senses since they are the only verbs which can have the extended senses associated with communication.

A simplified list of classes of emission verbs is presented by Levin (1993) where the main class is divided into smaller subsets. The subset of sound emission verbs has a number of members which share the basic sense of emitting a sound. However, these verbs are likely to have a variety of meaning components and syntactic properties. As a result, they have different uses and different restrictions on the selection of subjects.

Therefore, it is possible to predict most of the extended senses a verb may manifest as long as the user knows the semantic components of the verb. They can manipulate the verb and use it in different syntactic structures to express what they want. The verb hiss, for instance, knowing its basic meaning (to emit a sound), its meaning components and the selectional restriction on the subject, one can use it to express many other different senses as in (8) below:

(7) a. the snake hissed. = (sense 7a) (basic sense)

b. it hissed at me. = (sense 7b) (using at phrase)

c. he hissed a word. = (sense 7c) (the subject is human)

d. he hissed a warning. = (sense 7d) (transitive verb)

e. he hissed his disgust. = (sense 7e) (transitive verb and the subject is human)

f. he hissed to me that the meeting was over. = (sense 7f) (transitive verb, the subject is human; the verb semantic components allow such a sense)

g. the rope hissed through the air. = (sense 7g) (transitive verb, the subject is human; the verb semantic components allow such a sense)

Thus, by knowing the semantic components of a certain verb and applying some rules, a speaker can predict other senses of the verb. There is further discussion on Levin's further meaning templates in the following section.

1. Lexical knowledge base entry: verbs of sound

Dictionaries, as mentioned earlier, should be a manifestation of a native speakers' linguistics competence. According to Levin (1991), as mentioned earlier in section 2, the design and creation of a lexical knowledge is based on understanding the constituents of the lexical competence of a native speaker. However, even the best dictionaries have their shortcomings. Not all words are given the same appropriate coverage due to time or space or the lexicographer's failure to recognize the pattern of a given verb in specific or word in general. So, most if not all dictionaries give merely hints of what native speakers have as lexical knowledge.

On the other hand, other types of dictionaries such as those dictionaries for language learners depend on the learners' knowledge of the general properties of language. To some extent, they are better than the monolingual dictionaries

since they give fuller information about the syntactic properties as well as giving more example sentence which illustrate word use.

According to Levin (1991), an ideal sound verb entry, which is similar to the one that native speakers have in their lexicon, must give a definition which consists of two parts. The first part is called a genus word- the part of the verb meaning that it shares with other hyponyms. In the case of verbs of sound, it is "emit a sound". Furthermore, the second part is differentiae- what distinguishes the verb from the other hyponyms. The differentiae describes the type of the sound (shrill for whistle and high for bleep); the means of producing the sound (by blowing, vibrating, etc); what emits the sound (a person, an animal, a device, etc); and if a person produces the sound, whether or not an instrument is involved. Levin argues that each sense must give information and examples, when appropriate, about the following:

(8) a. Semantic class, aspect, and arguments
   b. Selection restrictions on the arguments
   c. Syntactic properties and expression of the arguments
   d. Related extended senses
   e. Morphologically-related nouns, adjectives and verbs
   f. Related idiomatic uses
   g. collocates
   h. Pragmatic force

But, in this essay, the focus is only on the first four (8-a)-(8-d). A possible suggested template for the basic sound emission sense of verbs of sound (Levin 1991, p: 218) as follows:

genus	emit sound
diff-1	sound type
diff-2	means

diff-3	instrument
select-restrns subj	- abstract
subcategorization	+ [__]

4.1 Subcategorization

One more essential aspect should be taken into consideration while introducing verbs' entries is concerning their argument-taking properties and the syntactic expression of the arguments, as mentioned in the previous sections. So, since one, by now, knows that verbs of sound emission are basically intransitive verbs; there are various ways by which the syntactic argument-taking properties can be expressed. One of these ways is by a subcategorization frame (Chomsky, 1965). Such way of expressing the syntactic argument-taking properties can also be replaced by the different argument structure representations in recent work on syntax. One of them is achieved by the notion of external and internal arguments or the direct and indirect ones. In the case of the verbs of sound emission, they are known as taking only external arguments in their basic sense (the sound emission sense) as seen before.

2. Case study

The previous sections indicate that semantic class membership of a verb is crucial in order to understand the properties of a given word and to determine its relation to other words. Thus, one knows the properties of one type of verbs; it will be easy to place it in the organizational scheme of English verbs. Then, this will contribute to designing a template lexical knowledge base entry. So, "the properties common to all verbs of sound can be incorporated directly into a template lexical entry generated for such verbs", (Levin 1991, p: 218).

5.1 Classification of verbs: verbs of sound emission senses

This section is an attempt to classify a number of verbs (smile, laugh, cough, sneeze, talk, speak, wink, cry, giggle, cackle, yell, shout, whisper, scream, shiver, faint and blush) in terms of their relation to the nine possibilities mentioned as the senses of sound emission verbs (Levin, 1991). Two well-known monolingual dictionaries are used: The Australian Oxford dictionary and Macquarie dictionary. The definition of each sense of verbs of sound is given. All these verbs are checked first with regard to the nine defined senses. Not all verbs are applicable to these senses. If this is the case, then it is indicated in front of each verb. It is the verbs' semantic components that determine which sense is possible and which one is not.

Table-1 : Classification of verbs: verbs of sound emission senses

The senses	verbs	Dictionaries	
		Oxford	Macquarie
a. 'emit a sound in a particular way	Smile	-	-
b. 'emit the sound as a reaction'	Laugh	-	-
c. ' utter by emitting the sound'	Cough	a (could be by inanimate e.g gun)	a
	Sneeze	A	a(?g)
d. 'signal by emitting the sound'	Talk	c,f	c,f,b
	Speak	c,f	c,f,(?a)
e. 'express (an emotion) by emitting the sound	Cry	a,b, f,e	a,b,c,f
	Giggle	-	-
f. 'communicate verbally by emitting the sound'	Cackle	a,b,(e could be a reaction)	a,b,(e could be a reaction)
	Yell	a,b,c	a,b,c (f:to tell)
g. 'move while causing the sound to be emitted'	Shout	a,f	a,f (?e)
	Whisper	a,f	a,c,f

	Scream	a,b	a,b,f
h. 'cause to emit the sound'	-	-	-
	-	-	-
i. '(of a place) be full of the sound'	-	-	-

In the above table, it is clear that some verbs of sound emission can have more than one basic sense. However, some other verbs are found to have no relation to this class of verbs (sound emission verbs), at least, according to the dictionaries where they are checked.

5.2 Classification of verbs: other verb classes

In the following table, some verbs, which do not fit in sound emission verb class, will be classified according to their properties and subclasses as mentioned in Levin (1993).

Table-2 : Classification of verbs: other verb classes

verbs	Other classes	
	class	Example
laugh		He laughed his excitement.
smile		
cough		
sneeze	Verbs of nonverbal expression	(Similar sentence can be repeated with changing the verb to get a new expression/ meaning by having a new verb)
giggle		
cry		
cackle		
blush		

shiver	Verbs of body-internal states of existence	She shivered from fear.
faint	Verbs of change of bodily state	She fainted from hunger.
wink	Verbs of gesture / sign involving boy parts	John winked.
talk	Verbs of instrument of communication (talk verbs)	Rob talked to his students.
speak		

In the above table, it is clear that there are classes of verbs needed to classify these verbs. Some verbs have no relation to verbs of sound, but some others can appear in both classes such as cry and cackle. Regarding other classes, there are three main classes: verbs of nonverbal expression, verbs of involving body; including other subclasses mentioned in the table and verbs of instrument of communication.

5-3 General observations on the study

It is obvious that the syntactic and the semantic properties of a word or a verb are linked together in some way. That is, semantically, there is a variety of meaning components for all these verbs regardless of their classes or subclasses. Most of these verbs fit in the verb of sound class as seen in Table 1. All of them share one basic sense-emitting a sound. The emitted sound differs in the nature and the ways of production. Nevertheless, other extended senses are available for each verb in different degrees.

On the syntactic level, the composed verbs vary in their transitiveness depending on the meaning that each verb has. With regard to the argument-taking, the selection of the subject is restricted by the meaning the verb has. So, subject

must be controlled by the verb's meaning. For example, one cannot say (* the dog smiled.) because the subject must be human.

3. Conclusion

This paper explores native speakers' knowledge as illustrated by their knowledge of senses associated with verbs of sound emission. Also, the complexity of the nature of that knowledge is proven by the transitiveness of verbs such as eat and dress. Two aspects of that knowledge have been discussed in Levin's case study (Levin 1991): the syntactic and the semantic knowledge. So, semantic knowledge is illustrated by including three parts: meaning with syntax, selectional restrictions and verb's membership of a class, which provides a clear evidence for the inter-dependency between meaning and syntax.

Then, the discussion has been expanded to include lexical knowledge base entry in which verbs of sound class was the representative for other verbs' classes. This section involves a brief discussion of the subcategorization- the argument-taking properties.

The last section has been an attempt to classify verbs (smile, laugh, cough, sneeze, talk, speak, cry, giggle, cackle, yell, shout, whisper and scream). This classification relies on Levin works (1991 and 1993). Two monolingual dictionaries have been used to investigate the meanings and the uses of these verbs in order to identify their class or place. The goal of this case study has been to explore how lexical knowledge is presented and how dictionaries differ from each other in considering the variant semantic component and the syntactic properties of these verbs.

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المحتويات

من أعلى الضغوط النفسية والذي يؤثر على علاقات الفرد المختلفة وعلى تفاعلاته مـــع زملائــه وأصدقائه والحاجة إلى صديقة بالنسبة لفتيات الجامعة.

وفي الدراسات الجغرافية، نجد بحث مشترك لكل من الأستاذة الدكتورة/ مني عبد الرحمن يس الكيامي والدكتور/ طارق كامل فرج خميس والأستاذ صبحي عبد الحميد عبد الجواد وعنوانه: "تقييم المؤشرات الجيومرفولوجية لدرجات خطورة حركة السقوط الصخري دراسة تطبيقية لبعض النماذج بمنحدرات الطريق الساحلي في منطقة العين السخنة" باستخدام نظم المعلومات الجغرافيـــة والاستشعار عن البعد". ويدرس لخطر حركة السقوط الصخري وتحديد مساراتها المحتملـــة علـــى الطريق الساحلي وتفعيل دور نظم المعلومات الجغرافية وتقنية الاستشعار عن بعد في الكشف عـــن طبيعة منحدرات تلك المنطقة.

وفي مجال الإعلام يأتي بحث الدكتورة/ شيماء فتحي عبد الصادق تحـــت عنـــوان: "دور المسرح في علاج ذوي الاحتياجات الخاصة (مسرحية لسه متسماش لعاطف أبو شهبة) نموذجـــاً" ويهدف إلى دراسة نمو المهارات الاجتماعية ومهارات التواصل لدى ذوي الاحتياجـــات الخاصـــة ووضع قوالب مسرحبة تصلح لمسرحة المناهج الخاصة بهم وتقدم نموذج مسرحية "لسه متســـماش لعاطف أبو شهبة".

نائب رئيس مجلس الإدارة

أ.د/ هناء زكريا

وكيل الكلية للدراسات العليا والبحوث

افتتاحية العدد

يسرنا عزيزي القارئ أن نقدم لك العدد ٨٥ ربيع ٢٠١٨ من مجلة كلية الآداب – جامعة الزقازيق التي تعني بنشر البحوث في مجال العلوم الإنسانية والذي يأتي متنوعاً وثرياً. يحتوي هـذا العدد على عشرة أبحاث. فتتوج الدراسات العربية والإسلامية ببحثين أولهما للدكتور/ محمد أحمد نعيم وعنوانه: "الظواهر الدلالية في كتاب إعراب القراءات والشواذ لأبي البقاء العكبري" وهو عبارة عن دراسة في معاني الألفاظ ومضمونها والعلاقات الدلالية بين الكلمات وتبدل المعـاني وطرقهـا وأسباب ومظاهر ذلك، أما البحث الثاني فهو للدكتورة/ سلمى محمد باحشوان تحـت عنـوان: "الاتجاه الإسلامي في شعر حسين فطاني في (١١٣٥هـ – ١٤١٢م) دراسة الرؤية والتشكيل الفني" ويتناول الاتجاه الإسلامي في شعر حسين فطاني ودراسة في الرؤية والتشكيل لهذا الشاعر المكّي.

وفي مجال اللغة الإنجليزية هناك بحثان أولهما للدكتور/ صالح الزهراني وعنوانه: "ترتيـب المفردات: أفعال الصوت في اللغة الإنجليزية" ويهدف إلى تصنيف التشابه بين الأفعال واختلافها على المستوى اللغوي ويلقي البحث الضوء على تصنيف أفعال الصوت وخاصة تصنيف ليفن (١٩٩١– ١٩٩٣)، والبحث الثاني للدكتورة/ أريج علي عطا وعنوانه: "المجموعة الكلامية في اللغة العربية مع إيلاء أهمية خاصة للقرآن الكريم".

ويأتي بحث اللغة الفرنسية تحت عنوان: "نرى، نسمع، ونشعر فيما يتعلق بالكتابة في رواية (ما أسميه النسيان) للكاتب لورد موفينيه"، وتدرس الباحثة للعناصر المرتبة والحسية في هذه الروايــة مع تحليل دورها في التنظيم النصي وتركيز الكاتب على العناصر البصرية والحسية وتعدد الحواس.

وللدراسات الفلسفية نصيب ببحثين، أولهما للدكتور/ علي عبود المحمداوي وعنوانـه: "تأويلات السياسة في المجتمعات المفتوحة والسيالة: دراسة مقارنة لنظريات كارل بوبر وزيجمونت باومان"، ويدرس لإشكالية المقولات والممارسات الملائمة سياسياً لوضع سيّال ومتفتح وأسسـت الدراسة على المنهج التحليلي والمقارن. والتطبيق على نظرية كارل بوبر وزيجمونت باومان في رؤية الأول حول المجتمع المفتوح ومحاولة مراجعتها ورؤية الثاني للوضع البشري السيّال وكشف مخبأهـا وحضورها السياسي والثقافي، والبحث الثاني في مجال الفلسفة للأستاذة/ شريفة أحمـد المـالكي: "وعنوانه موقف حسن المالكي من الفرق الكلامية في قضية التوحيد"، ويتناول لشخصـية حسـن فرحان المالكي وكثرة الحديث عنه والتساؤل عن مذهبه.

أما علم النفس فيتوّج ببحث للدكتورة/ سهام كاظم نمر وعنوانه: "الحاجة إلى صـديقة وعلاقتها بالإنهاك النفسي لدى طالبات الجامعة" والذي يهدف إلى دراسة الإنهاك النفسي الذي يعد

أسماء السادة الأساتذة محكمي هذا العدد وفقا للترتيب الأبجدي

١٢- يرفق ملخصان للبحث باللغتين العربية والإنجليزية على ألا يتجاوز حجم الملخص صفحة واحدة.

١٣- تنشر المجلة ملخصات الرسائل العلمية العربية والأجنبية.

١٤- تنشر المجلة بحوث معاوني هيئة التدريس كمتطلب للحصول على درجتي الماجستير والدكتوراه.

١٥- تنشر المجلة بحوث أعضاء هيئة التدريس بدرجة أستاذ وفق القيمة الفعلية للطباعة.

١٦- توجه جميع المكاتبات أو الاستفسارات الخاصة بالنشر إلى رئيس تحرير المجلة على العنوان التالي.

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مجلة الكلية الآداب: فصلية- علمية- محكمة تعني بنشر الأبحاث العلمية في مجالات الدراسة الإنسانية اللغوية والأدبية والتاريخية والجغرافية والفلسفية والاجتماعية والنفسية والإعلامية وترحب المجلة بالإسهامات العلميـة للسـادة أعضاء هيئة التدريس والباحثين من العالمين العربي والإسلامي لإثراء المجلة.

قواعد النشـر:-

١- تقبل المجلة البحوث باللغات العربية والإنجليزية والفرنسية.

٢- يقر الباحث كتابة أن بحثه لم يسبق نشره ولم يرسل لجهة أخري للنشر.

٣- يخطر الباحث بخطاب رسمي بقبول النشر في حالة إجازة البحث للنشر.

٤- تعد الخرائط والرسوم البيانية وغيرها من الإيضاحات من قبـل الباحـث بطريقة تجعلها قابلة للطبع.

٥- تعبر البحوث المنشورة عن رأي اصحابها فقط.

٦- أصول الأعمال المقدمة للمجلة لا ترد حتى في حالة عدم قبولها للنشر.

٧- يحصل الباحث على نسخة واحدة من عدد المجلة المنشور بها C.D + + عشر مستلات من البحث.

٨- الحجم الأمثل المقبول في حدود (٣٠ صفحة) يسدد الباحث المصري ٦٠٠ جنيها وخمسة عشر جنيهاً عن كل صفحة زائدة، ويسدد الباحث العربـــي والأجنبي ٣٠٠ دولار وثلاثة دولار عن كل صفحة زائدة.

٩- يسلم البحث مطبوعاً من أصل وصورتين C.D + على أن يكون مجموعاً ببنط ١٤، وأن يكون مقاس الصفحة 12x19سم.

١٠- يكتب عنوان البحث واسم الباحث ودرجته العلمية وجهة عملـــه فـــي أول صفحة من البحث.

١١- تكتب المراجع والهوامش في نهاية البحث، مع الالتزام بالأسس العلميـــة للتوثيق.

كلية الآداب

مجلة
كلية الآداب

مجلة علمية محكمة فصلية