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The Principles and Elements of School Dictionaries with an Evaluation of Some Kurdish School Dictionaries

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Abstract: The present study tackles the lexicographical standards, criteria and properties that are required for the compilation of school dictionaries. The school dictionaries refer to these dictionaries used in the successive stages of schools to assist the students in language learning. This pedagogical tool is overused by the school students side by side with the other pedagogical subjects; the school dictionary is used not only for looking up the meaning of vocabularies, but also for pronunciation, spelling, grammar, synonymy, antonym, use of words, and etymology. These dictionaries should be provided with a simple language, clear definitions, explanations, illustrative examples, and fascinating colorful pictures. The advancement of technology has extremely influenced the school dictionaries because various types of newly invented and ornamental tools have made these dictionaries more interesting and attractive; this increases the students' favor for using and reading. This study aims to provide a comprehensive account for the school dictionaries and it probes into the scientific standards of lexicography existing in these

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Article history:	sorts of dictionaries. It also scrutinizes whether the three Kurdish dictionaries <i>Qutabi Dictionary</i> (Students' Dictionary) (1985), <i>Qutabi Dictionary</i> (Students' Dictionary) (2001), and <i>Trife Dictionary</i> (2008) meet the academic standards of lexicography.
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مباديء القواميس المدرسية وعناصرها: تقويم لبعض القواميس المدرسية الكردية

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<p>الخلاصة: تتناول هذه الدراسة معايير وضوابط وأسس تأليف القواميس المدرسية. والقواميس المدرسية هي القواميس التي يتم تأليفها لمساعدة الطلاب في تعلم اللغة في المراحل الدراسية المختلفة. فالقاموس المدرسي كوسيلة تعليمية يستخدم جنباً لجنب مع المواد التعليمية الأخرى ولا ينحصر استخدامه في معرفة معاني الكلمات فقط وإنما يشمل معرفة اللفظ والإملاء والنحو والمرادفات والأضداد وأصل الكلمات أيضاً. وينبغي أن تكون هذه القواميس بلغة سهلة، وتزود بتعاريف واضحة، وأمثلة توضيحية وصور ملونة جذابة. وقد أثر التقدم التكنولوجي كثيراً في القواميس المدرسية لأن الوسائل المبتكرة الحديثة الكثيرة قد جعلت القواميس أكثر جاذبية وفائدة مما زاد في رغبة الطلبة في استعمالها. تهدف هذه الدراسة إلى تقديم عرض شامل للقواميس المدرسية والمعايير العلمية لتأليفها. الضوء كما تلقي الضوء على مدى تطبيق القواميس المدرسية الكردية الثلاثة: القاموس المدرسي (1985) والقاموس المدرسي (2001) وقاموس ترايف (2008) لهذه المعايير. وتنتهي الدراسة بخاتمة تلخص نتائج البحث.</p>	<p>الكلمات الدالة:-</p> <ul style="list-style-type: none">- القاموس المدرسي- أنواع القواميس- المداخل- المعنى- عملية الطباعة <p>معلومات البحث تاريخ البحث:</p> <p>الاستلام: 20/12/2020 القبول: 30/1/2020 التوفر على النت</p>
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An Introduction to the Concept of School Dictionaries

1.1 The concept of school dictionary

It is worth mentioning that school dictionary prevailed in Europe in the nineteenth century, this is because of the spread of education in Europe and the second was the emergence of new linguistic trends that specified the lexicographers' observation toward the languages through which school dictionary has been compiled (Milla, 2010: 14).

The school dictionaries are defined in a rather different way than the general dictionaries. General dictionary is a kind of dictionary used by learners to explain and specify the linguistic meaning of words whose entries have been arranged orderly and enriched with various types of information. However, school dictionaries consist of a number of entries and lexicographical units found in the school curriculum of various stages of studying (Zgusta, 1971: 197).

This can be apparently seen that school dictionary is made up of two parts; dictionary and school, which means a dictionary used by the students in the successive stages of studying. It is better to compose dictionaries for every stage of school rather than a dictionary for all the stages of studying. Tarp and Gouws (2012: 340) believe that school dictionary is different from the other books of a school in size, form, and content, this is not only because it contains the words and terms of the text books, but because of the nature of information and its strategic role. Thus, the purpose behind composing school dictionary is to have a kind of dictionary confined to be used in schools including (nursery, kindergarten, primary, basic, secondary, preparatory, etc.) to explain the meaning of ambiguous terms existing in course books. This is also an educational and pedagogical factor that students need and makes a great contribution in teaching process. Atkins (1985: 15-16) shows that it can be divided into monolingual and bilingual dictionaries:

1.1.1 Monolingual dictionaries

This is an illustrative and easy-to-use dictionary including vocabularies of one language that explains the meaning of vocabularies in the same language. This type of dictionary can be expanded by affixes from the perspective of quantity, and it is expanded by eligible examples from the perspective of quality (Othman, 2016: 36).

These dictionaries are composed either for the students speaking with identical language of the dictionary or the students speaking with a different language rather than the language of dictionary. These two forms are different in word choice, the type of

entries, ease of analytical language, the number of illustrative examples, giving information to the foreigners, and the concern with the patterns of writing.

1.1.2 Bilingual dictionaries (or Polylingual)

This sort of dictionary gives the meaning of entries in another language, most of which are illustrated in sentences so that the students will know how to use the words in a context. These dictionaries have a great benefit for students since the students can use them for translation. They use a simple language for explanation which is easy to understand and resort to colorful pictures; this can easily put the meaning of vocabularies into the students' mind (Jackson 2002: 31).

A Good example of bilingual dictionary which is used in schools of Kurdistan and specified to the students is Qutabi Dictionary (1985); it is a bilingual English-Kurdish dictionary. Tarp and Gouws (2012: 342) state that these school dictionaries are not abridged forms of the other types of dictionaries, but they are organized in a special pattern and have their own characteristic features. Each dictionary is composed for a different stage considering the features of that stage, such as the language use, the illustration required for the words, students' ability, the type of vocabulary, and the subjects included in the course book.

1.2 The classification of school dictionaries

Tarp and Gouws (2012: 342) believe that the school dictionaries are classified according to the students' age and their school grade

1.2.1 The students' age

The purpose behind their age is to consider the age of the students and the necessities of that age while compiling these dictionaries. This type of dictionary should be appropriate with the nature of the students' language because "when a child grows up, his inclination and mental ability develop as well; their learning ability, articulatory ability, and their ability for investigating things around them also develop" (Rangel 2012: 100).

The experts and educational people are consulted to compose dictionaries for the successive stages of studying according to a pedagogical program. Possibly, each subject can be provided with a specific type of dictionary to disambiguate the ambiguous and complex terms and words. Thus, the students should be given a dictionary to be suitable with their age, language, mind, and educational level. This dictionary sets a number of words according to their age starting from few words and move to more so that the vocabularies will fit their age (Isa 2005: 220).

In some places, France as an example, the generation is specified to which the dictionary is composed. For example, Larousse press house which is a well-known one in France specified the students' age. Conversely, the generation has not been specified in almost all Kurdish dictionaries, it is unknown whether the dictionary is compiled for kindergarten, basic or secondary stage, or high school.

1.2. 2 The school grade

Here the subjects of dictionary are selected in such a way that they suit the students' pedagogical level. Thus, each educational stage should be provided with a specific dictionary and this leads to have a large number of dictionaries which depend on the students' language needs.

According to the idea of (Omer 1998: 97), while compiling dictionaries, it is better to regard the students' school grade rather than their age. A student passing from one stage to another needs another dictionary to use regardless of his age. Most of the lexicographers write the educational stage or pedagogical level of the dictionary either on the cover or in the introduction. However, it is better not to compile dictionaries applicable to all the educational stages.

1.3 The stages of school dictionary

Since the topic is about school dictionary as an educational device, Rangel (2012: 96) states that it is classified into four parts according to the educational stages:

1. 3. 1 The elementary stage dictionary

This type is a small dictionary which contains a group of elementary words (or entries), usually about 1000 words. It is called an 'elementary dictionary' because it is suitable for the (elementary) stage, which is one of the education stages. This dictionary is also known as 'photo dictionary' as it depends on photos and illustrations. The dictionary of this stage suits and behaves with the feelings of children (Hill, 1985: 118).

In such dictionaries, the word is written next to a photo. Sometimes, sentences or simple expressions are written, as illustrative examples. In the elementary stage dictionaries, the words (or entries) and photos consider four styles:

1. **Descriptions:** The examples of descriptions will be body parts, megamalls (big markets), transportations, hospital, garden, professional sports, etc.
2. **Associations:** The examples of associations may be food and drinking, sharp objects, flying objects, floating objects, flammable objects, etc.
3. **Actions:** Actions are illustrated with photos in order that children can express their actions. Examples of actions include fear, music, sports, photography, painting, smile, laughter, etc.

4. **Chronologies:** The following are examples of chronologies, such as day and its parts, after raining and when it becomes clear, rebuilding and life, the seasons of the year. (See also Jackson 2002: 156-57)

Elementary dictionaries help starters learn language without having prior information about how to use these dictionaries and read the definitions. This is why it has been called elementary dictionaries. These dictionaries do not mean having dictionary word meaning of the language, they rather tend to be an elementary entity.

1.3.2 The primary stage dictionary

In this stage, children learn many new words daily. Rangel (2012: 98) thinks that they also come into contact with more written or spoken texts. Accordingly, the children's needs increase much more than the subsequent stages. Their comprehension ability in this stage will be much more than the younger children. Accordingly, these dictionaries should have some prerequisites:

- 1- A specific linguistic background in the scope of the children needs in that stage.
- 2- The definitions should be lucid because it is hard for children to comprehend difficult and complicated definitions.
- 3- The information should be elementary.
- 4- The linguistic development should be considered which is related to the semantic development of the words.
- 5- Avoiding providing morphological, syntactic, etc. information because children are not interested in such information.
- 6- Providing ample examples for the illustration and comprehension of the things.
- 7- The font size in such dictionaries should be large, clear and nice.

(See Omar 1998: 43)

1.3.3 The secondary stage dictionaries

In this stage, the linguistic knowledge of learners has already developed and crossed an important academic stage which is the primary stage. Here, students can use another dictionary since they come into contact with larger texts such as literary and scientific texts (Varantola 2003: 232). Thus, they use scientific terms in their expressions and research.

1.3.4 High school dictionaries

In this stage, students should have acquired the command to perceive and use language adequately. They should also be legitimate to use a dictionary suitable to the level of what they have studied and help them arrive at their cognition. The entries of these dictionaries should be richer than those of other dictionaries (Hawel 2007: 28).

It can be said that Kurdish language lacks schools dictionaries according to the education levels of the students from the kindergarten level to the university level.

Information, design and techniques of compiling these dictionaries should be taken into good consideration.

1.4 Conditions of compiling school dictionaries

Compiling dictionaries for children, i.e., primary or secondary school students, is more challenging than general dictionaries or dictionaries for senior people. Thus, it requires special conditions because the age of the targeted users, the level and quantity of the entries should be taken into consideration. Additionally, the linguistic and cognitive developments of these communities should be considered.

Some people postulate that compiling school dictionaries is an easy task and not time consuming or irksome, just because it is compiled for a junior community. An evidence for this misconception is that we see qualified and unqualified people engaged in compiling such dictionaries. Thus, such dictionaries should be more observed and working in this regard should become a competition between lexicographers and publishing houses on compiling dictionaries according to the levels (Rangel 2012: 95-6).

The designation of these levels should be based on scientific, practical, linguistic, and cognitive research. Notwithstanding, in Kurdish such dictionaries are compiled generally. That is, they are written for all the pupils. The reason is that no modern observation is given to these aspects. For instance, *Trife Dictionary* (2008), which has been published by the General Directorate of Kurdish and the Minorities Studies in the Ministry of Education in the Iraqi Republic, is provided for all the students (in the elementary as well as other stages). This institution concentrated on compiling such a trilingual (Kurdish-Arabic-English) dictionary, which is very crucial for the schools. This dictionary embraces more than 6000 original Kurdish words, in addition to their meanings in Arabic and English.

1.5 Factors of compiling school dictionaries

1.5.1 Level of creativity and quantity of professionalism in lexicography

Basically, the issue of school dictionaries is pertained to their compilers:

- Are the compilers adequately qualified and well-read to be lexicographers?
- Are they specialized in lexicography?
- Are they fully aware of those for whom they write the dictionary?

Klein (2015: 938-39) states that the lexicographers are required to have many linguistic and artistic skills including:

1- There are some skills and qualifications that should be found in the lexicographers so that they can help them to fulfill the tasks of the dictionary. The compilers should also be able to trigger the interest of the pupils to use them.

2- The lexicographers should have adequate information about those for whom they write the dictionary. They should question themselves, 'Who do I write this dictionary for? What is their level of education? What are their linguistic, educational, and cognitive needs? They need to know the answer to these questions, according to which they set their dictionary.

3- The age and level of the learners should be considered in the selection of dictionary tools. This is an important aspect for all of those who deal with children since the studies about children's linguistic development explained that children develop according to levels and each level has its own features. Additionally, children dictionary in this stage is different from other stages.

4- Authors should know that learners have special learning stages, thus, various dictionaries should be written for them because their educational needs vary from one stage to another, and their perception, comprehension, and cognitive levels differ from other stages.

5- Authors should recognize the typicality of the learners' development in the stage for which the dictionary written.

6- The authors should have good knowledge about lexicography. They should also be familiar with all the types of dictionaries, and their authoring positive and negative aspects.

7- The authors should be well-read (see also Omar 1998: 193)

All of these conditions might not exist in one person. Thus, it is preferable that school dictionaries are co-authored by a group of experts. Cooperation and group work make the work more beneficial than preparation by one author.

1.5.2 Having various resources that help the lexicographer in the topic

The content of the dictionary will be evaluated according to the topic or material that has been chosen. It is also necessary that it matches or suits the level of the students. This depends on several various sources that help the lexicographers to fulfill their task. The lexicographers are quite responsible for the quality of the content including accuracy, currency, usability, and appropriateness of the data (Hawel 2007: 48).

1.5.3 Enriching the dictionary and printing it in a pretty print

Any given source in any subject or field requires money or funds. The much money is provided for it, the better and prettier its print will be. Furthermore, the books and other publications which are for children cost a lot of money. School dictionary is one of those sources which is aimed at children. Thus, the first question that encounters the lexicographer is how to finish the writing process and how much he should spend in it. Of course, the price of a dictionary in which much money is spent is more expensive.

This leads to the fact that the majority of the people cannot purchase it (Chiu and Liu 2013: 619-20).

1.6 The steps of compiling school dictionaries

The following are the composing steps:

1.6.1 The pre-start processes

1.6.1.1 Working method

Before collecting the sources and composing the dictionary, the lexicographer should ponder and meditate on his objectives and see for whom s/he is compiling the dictionary, and ask ‘what is the important function of this task?’ S/he should ask what benefits the users will get from the dictionary, and how s/he can make the dictionary interesting to the user. This can be achieved via the following:

- The quality of the information that the dictionary offers and the functions that it should fulfill
- The educational level of the dictionary users and their age
- The objectives of the dictionary. (Halliday and Yallop, 2007: 5-6)

1.6.1.2 Costs and funding

In the process of composing a dictionary, money and funding should be taken into consideration. This money, as in writing any book, is needed for printing the dictionary and eventually passing it to its users. Some other people compose dictionaries for commercial purposes. This speeds up the printing and publishing process in a way that the dictionary will be filled up with mistakes, and eventually the dictionary’s scientific level will decline. Thus, cooperatively with academic researchers and experts from various fields, the publishing houses should work on such dictionaries, and regardless to the time needed, they should rather care about the quality and the scientific level of the work (Honselaar 2003:332).

1.6.1.3 A Temporary or prior planning

The lexicographer should have a prior plan in his mind. S/he should also have an estimate, even if it is 30%, for the time needed for finishing the dictionary.

1.6.1.4 Preparing the teamwork

The teamwork is prepared and each of the members is preferred to have an expertise different from the rest of the team. A team of experts with highly experienced lexicographers will be ready to start working (Halliday and Yallop, 2007: 25-6)

1.6.2 Material collection and source selection

Material collection and source selection are challenging, especially for a dictionary which aims at children or primary, secondary or high school learners. The topics of a school dictionary vary according to the information needs of the researchers or readers since they choose the type of the information, in the quality, quantity, cultural, educational, scientific aspects, which should be put forward (Dash 2007: 240).

In composing such a dictionary, the selection of the vocabulary requires special care. This should fit the educational environment and scientific desire of the students. Haji-Marif (1987: 109) thinks that the best way is to collect vocabulary from the books and among the school communities and then select the suitable ones. The unnecessary words should be removed or those which are important should be added. This is because the most dangerous thing that we face during the preparation of children dictionary includes the selection of the dictionary tools, having an accurate scale for adapting the tools or the entries by preferring one entry to another which one to choose and which one is to be ignored.

The material and tools of a dictionary can be collected in two ways. The first one is via school books. This is not very authentic. This is why it has not been put forward on academic, educational and psychological bases. The second way is via the needs of children or learners according to their ages and classes (Omar 1998: 75). Nevertheless, the best way for writing such dictionaries is to have a thorough inspection of all what this community uses in their different stages. Thanks to the present day technological developments which can simplify the lexicography and only regard those words and vocabularies that the learners need in their stages.

1.6.3 The type of words used in school dictionaries

The dictionary users expect the dictionary to contain the information about words classes, **Jackson (1985: 55-6) states these word classes include the following:**

1.6.3.1 Nouns

The nouns should be selected in the entries and identified according to their gender (i.e. whether they are masculine or feminine), specificity (i.e. specific or general), concreteness (i.e. concrete or abstract), plurality (plural or singular), etc.

1.6.3.2 Verbs

Identifying verbs is very essential. Verbs are described according to their tenses (present or past), modality (declarative, imperative, etc.), and transitivity (transitive or intransitive). Each of these features should be referred to with a different font and color.

1.6.3.3 Adjectives

The information about adjectives is intrinsically useful because it enables the learners to know whether the adjective is gradable (e.g. big, cold, beautiful) or non-gradable

(e.g. dead, beastly, monthly). If gradable, are they monosyllabic (e.g. hot, large) to add **-er** for comparative and **-est** for superlative, or polysyllabic (e.g. attractive, fertile) to add **more** for comparative and **most** for superlative?

1.6.3.4 Prepositions, interjections, conjunctions and articles

It is important to identify the prepositions, interjections, conjunctions, articles, question marks, and vocative case markers, etc. in the dictionary entries.

1.6.3.5 Foreign words

Foreign words are those words which are originally from another language. The foreign words should be identified in a dictionary. These are foreign originated words, they should be written as non-English originated words that result from the contact with other nations and cultures.

1.6.3.6 Scientific terminologies

With the scientific and technological developments, a large number of words or terminologies emerge. Language develops side by side with the scientific development (Lamy 1985: 30).

At any stage, students need these terminologies. For example, they may come into contact with words like 'دابهش' division, 'دابهشكراو' dividend, 'دابهشليكراو' divisor, 'گهردان و گهردان و شيتة تکراري' decomposition. This is why at any given level they may be in need of some words which are needed at other lower levels. Thus, the necessary words should be chosen for each student at a particular level. There must be a wide array of such vocabulary in the mind of children according to their age and educational level.

1.6.3.7 Cultural words

In addition to knowing the various words that children and students should know, simultaneously they need to know a wide range of the inevitable cultural words in order not to lose the link between the past of their nation and the future of their culture with the innovations and development (Burkhanov 2003: 103). For instance, in the Kurdish language, there are words like 'داس' (=sickle), 'خهتجهر' (=dagger), 'شقهنة' (=hayfork), 'کيوه مالا' (=snow-shovel), 'تهگه' (=he-goat or billy) and 'بروش بهشير' (=milky or creamy grits) and many other Kurdish vocabularies that students should know and recognize and get themselves familiarize with them just to save them from extinction,

1.6.4 Selecting dictionary elements and number of entries

1.6.4.1 Entry

The linguistic elements or dictionary materials that constitute the dictionary are chosen according to the language text and the objectives of the dictionary. Entries deal

with the phonological, morphological, syntactic and semantic aspects of the linguistic elements (Jackson 2002: 86).

Entry is also known as a dictionary unit which is either simple or compound. Entries also comprise communicative and analytic information as well as explanatory examples, synonyms, and antonyms. A different font color is used for writing the entries from the rest of the dictionary content. Entries are also written with bold type and large fonts.

1.6.4.2 Lexical relations

In dictionaries, the synonymous, antonymous, homonymous, and polysemous words should be identified and separated from each other. For example, the synonyms are not very problematic; the synonymous words are juxtaposed (Hawel 2007: 28). For instance, in Kurdish language 'خاویڤن/پاک' (=clean), 'دەلدارى/خۆشەتۆیستى' (=love), 'نەتۆین/سۆز' (=sympathy), etc. are written next to each other. The same holds true for the antonyms. For example, the counterparts of the antonymous words are put together as in 'بچوک x گەتۆرە' (=big x small), 'شیرین x تال' (=bitter x sweet), etc. The homonymous and polysemous words are rather problematic. However, they can be separated from each other according to some criteria. For instance, the homographs are provided with different entries. In the dictionary the homonymous word 'شیر', for instance, is written as follows:

۱- شیر: شیرى داىك بۆ منداڵ باشە.

= 1- milk: Mother's milk is good for children.

۲- شیر: شیرەكەم كرد بەزگیاو بریندارم كرد.

= 2- sword: I stabbed the sword into his/her belly and injured him/her.

The polysemous words have only one entry; however, a number or a symbol is used for the different meaning as in:

كۆبوونەتۆ: كۆبوونەتۆ وەك (ئىجتىماع)ى زمانى عەترەبى

1- Meeting, just like the Arabic word 'ئىجتىماع' (=meeting) ئىجتىماع
كۆبوونەتۆ

2-They met. *The simple past form of meet with 2nd and 3rd persons plural subjective (pronouns)*

1.6.4.3 Non-referential words

The non-referential words are those words having no special meaning. Superficially, the non-referential words are free, in the sense that they are classified under the functional words such as pronouns, prepositions, interjections, vocative words, particle, etc. (Jackson 1985: 56).

1.6.4.4 Compound and complex words

In the entries, the compound and complex words should be treated as one unit, but they should be shown with a symbol or a short form in order that the simple, compound and complex words will be separated from each other.

1.7 Setting the entries

Each entry in the dictionary is treated separately and all the information that enriches the entry is known as definition. An array of definitions makes up a dictionary inventory.

1.7.1 Structuring definitions in dictionaries

In dictionaries, Dash (2007: 239) posits that definitions explain all words and exemplify them, whether, literary or non-literary, they also give explanations about the following too:

- The way how the words are pronounced
- The syntactic categorization of the words (i.e., their parts of speech)
- Derivation of the verbs (if the entry is a verb)
- Identifying the synonyms, antonyms, homonyms and polysemy

School dictionaries do not embrace information about the etymology or register of the words. These explanations are part of the functions of the dictionary. The compound words and expressions are put at the end of the list. In setting the entries, we rely on symbols, signs, brackets, and numbers (Omar 1998: 95-96).

1.7.2 Meaning explanation

Meaning explanation is the process of explaining the meaning of an entry. The more illustrative the definition is, the more understandable the meaning will be.

1.8 Methods of meaning explanation

The meaning of a lexical item can be expressed in a variety of ways; different types of tools are used to illustrate the meaning of these items (Jackson 1988: 132), they include the following:

1.8.1 Meaning explanation via definition

Meaning explanation via definition is to explain the meaning of a word through another word. The well-defined words may incorporate a better explanation; definitions are extremely useful to illustrate the meaning of words.

1.8.2 Meaning explanation via context and illustrative examples

The utilization of words in context enables the dictionary user to understand ‘the meaning of the words that are ambiguous, only through context, the use of the word is clarified and then its meaning is disambiguated’ (Omar 1998: 132). However, meaning

explanation via illustrative examples gives sentences and expressions which accord the words and provide further information on the word's phonology, morphology, and syntax. Even a small context is quite enough to understand the meaning of a word.

1.8.3 Meaning explanation through synonyms or antonyms

Though its clarification in dictionaries is important, we cannot just depend on synonyms or antonyms for meaning explanation because:

- It only helps the comprehension of its function.
- It separates the word from the other contexts.
- The existence of the phenomenon of synonymy and putting one word in the place of another is dubious. (Jackson 2002: 17)

Some linguists equate the use of antonyms for meaning explanation with the use of synonyms because naming one word can invoke the meaning of its counterpart (synonym or antonym) in the mind.

1.8.4 Secondary methods of meaning explanation

Dictionaries do not only depend on the major methods mentioned for meaning explanation; there are other secondary means on which they depend for the explanation of the meaning of the words (Omer 1998: 144). Among these secondary means are the following:

1.8.4.1 External definition

When the major or secondary methods of meaning explanation fail to explain the meaning of a word; the lexicographer resorts to an external or superficial definition. At that time, the lexicographer gives examples about the external world of the object or the word. For instance, when the lexicographer wants to define the meaning of the color or the concept of *white*, s/he says it is something looking like *snow* or *salt* (Jackson 2002: 177).

1.8.4.2 Illustrative pictures

Illustrative pictures include many things. They are sometimes used for explaining the meaning the actual picture of the word. Examples are the picture of numbers, geometric shapes, maps, images, etc. The pictures help the children or students recognize and understand the meaning of the words which he experiences via seeing the picture of their referents.

There are two ways of putting illustrative pictures in dictionaries. The first way is according to the sections, that is, they are put into a special part of the dictionary in the form of an appendix, and their sizes are big. The second way is that the pictures are put underneath or in front of the entry in question for illustrative purposes and their size is

small in order that it cannot occupy much space and not to be mixed with other words (Al-Hummash 1984: 129).

1.8.5 Selecting the alphabetic orthography

It is important that children or learners know how to use dictionaries, how the letters are ordered, and which criterion is used for finding the words. For instance, in a Kurdish dictionary provided for this purpose, the only way for finding a word is according to the arrangement of the alphabets used in the orthography of the Kurdish language. In this way, the reader or the learner will not face any difficulty and easily finds the meaning of the words that s/he looks for (Hawel 2007: 26).

1.8.6 Morphological and syntactic information

In dictionaries, the task of enriching the entries with morphological and syntactic information is very significant. However, what is more significant is to provide those pieces of information that are crucial and suitable with their age and scientific level. Among these pieces of information are the parts of speech, derivative verb forms, structure of words (whether they are simple or non-simple), and some syntactic information which is important for clarifying the meaning of ambiguous words (Klein 2015: 937).

1.8.7 Selecting and identifying the pronunciation

Kurdish language is one of the languages whose words are pronounced in the way they are written; unlike those languages (English language, for instance) whose words are written in phonetic symbols, representing the pronunciation of the Kurdish words has no marked problem.

1.9 Entry order

By the entry order, we mean the way or method the lexicographer adopts in ordering the dictionary entries. Order of entries is one of the important elements of dictionary. Jackson (2002: 176-77) states that there are two types of entry order: external order, which is main order, and internal order, which is minor or secondary order.

1.9.1 External entry order

Because dictionaries embrace many words, there must be a particular method for ordering the words in order that they are easily found and accessed with the least period and effort. Lacking this method, dictionaries will be useless. Thus, the past and present dictionaries of any nation have not neglected this type of entry order (Omar, 1998: 98). Thus, the external order is different from the internal order. When the words are ordered in a dictionary, they are ordered according their pronunciation in an external order.

1.9.2 Internal entry order

By this, we mean the order of the information in the entries; this considers the alphabetical arrangement of the entries in question. The entry is written in bold black typeface, and then other elements of the entry are written in a normal typeface.

1.10 The importance of school dictionary

Each dictionary has its own educational objective and value which is to help the learners know and use a term they lack knowledge or it is unclear to them. School dictionary is one of the educational tools that the students use in the course of their study and research. It also participates in the process of the students' success. Thus, the teacher of language should attempt to introduce students to dictionary and teach them what a dictionary is and what it is used for and how to use it. Neglecting this lively aspect of language teaching will not only cause the students' inability, but it also causes the emergence of misconception about the nature of dictionaries and their functions (Tarp and Gouws 2012: 338-39).

In the course of education and information taking, students need supplementary books in addition to the textbooks. One of the supplementary books with information is the dictionary participating in the process of education and information absorption. The main functions of school dictionary can be shown as follows (Isa 2002: 84-85 and Tarp and Gouws 2012: 339):

- 1- It is a means a student can take benefit from to understand words, difficult and ambiguous terms and explain the meanings. As well, it is used to illustrate hidden and complex words that students encounter whether at home or school.
- 2- It is a means of attracting students to have enjoyment in mind to search and find things.
- 3- It is a means making a student be accustomed to search the origin of words or history of words (etymology). As a result, it makes students to have complete knowledge of the words in terms of construction, plurality, singularity and gender.
- 4- It is a means a student depends on without depending on teachers or school books. Additionally, s/he will be rich by having word meaning and enriching mind storages by various types of knowledge. This is called self-study. When s/he sees a word and does not know its meaning, the student will look it up on a dictionary to understand it.
- 5- School dictionary enlarges knowledge, and scientific experiences.
- 6- School dictionary enriches students' linguistic knowledge so that they can use it in different contexts. However, there are other sources of enriching linguistic knowledge such as: social relations, school experience, school books, etc.
- 7- Students can obtain explanation of some difficult words in book reading, but they cannot have complete knowledge about them; however, school dictionaries

- give various and good knowledge about the words especially if they are based on and backed by illustrative means.
- 8- Students can get knowledge of linguistic fields by dictionary such as: synonym, antonym, subject, object, parts of speech, etc.
 - 9- With the passage of time, school dictionaries lessen students' mistakes because when students use the dictionaries very often, they learn spelling.
 - 10- Using dictionaries and moving and reading from one page into another give the students enjoyment especially if the printing is pretty and colorful with beautiful covers.
 - 11- It allows students to have information about history and school subject names.
 - 12- It makes students be connected to learning.
 - 13- It allows learners to obtain knowledge about phonology, morphology, syntax, and semantics.
 - 14- It makes students learn criticizing and acquire knowledge via investigation.

2. Elements of School Dictionary

2.1 Printing and releasing (publishing)

Those working on school dictionaries pay a great attention to the dictionary releasing. They form and prepare the dictionaries according to the learner's age, they write it in big fonts; they use good papers and make them colorful and draw various pictures, maps, etc. All these make the learners, especially the children, understand soon (Hawel 2007: 44). If we look at Trife Dictionary (2008), we see that it was printed in a good quality in terms of cover, paper, color usage, pictures and design and the entries were written in various colors. But, regarding Qutabi Dictionary (1985 & 2001), they were not good in terms of printing and releasing if compared to Trife Dictionary (2008). High-quality properties of modern dictionaries rely on scientific and linguistic aspects including content. They also depend on technical and artificial traits which indicate the dictionary forms in printing, cover, color, pictures, and so on (Varantola 2003: 235).

Therefore, it is significant that the school dictionary should have a high quality in printing and attractive publication. Certainly when all qualities and properties are met in such a dictionary, it can obtain affective trust towards students. Similarly, the dictionary publication trait has the same impact, like design, paper, picture, font size and other aspects. It is undeniable that content is more important than form, but this cannot allow to neglect importance of form. This is because, if we look, children look at the shape and form before the content. Therefore, if the dictionary has an attractive cover, color and form, this will certainly encourage the child to read and become a friend to the dictionary (Tarp and Gouws 2012: 348).

Now such dictionaries should be set up with a good quality paper, beautiful print, attractive shape and pictures according to nowadays technology and its development, and it is also necessary to care the child's age and psychology that is why such dictionaries can be set up according to the following properties:

2.1.1 Cover design

In cover processing, it indicates that the cover creates a great impact on learning scale processing. To children, it is important when the cover is attractive because this makes the children have interests in reading and creates enjoyable environments; this motivates them to buy such dictionaries. Undoubtedly cover beauty increases 25% in book selling, what attracts the readers to buy books include cover and its content. If the cover is not created in a good manner and not prepared in an attractive way, the book is not sold as expected (Jackson 2002: 30).

As it is clear, a dictionary is a means of education; therefore, it constantly requires working for it, it is not like school books as they are annually changed that is why it necessitates to have a qualitative and strong cover so that it cannot easily be torn or damaged. The reasons that have brought about qualitative and strong cover are technology development, increasing publishing and printing establishments. It is said that the cover of the book attracts reading and contributes in its marketing (Underhill 1985: 109).

It is not appropriate to exaggerate and only pay attention to the dictionary cover without caring some important principles and basics. For instance, so many colors and pictures are not necessarily used in the dictionary cover. But it is important to follow some abstract properties and the dictionary cover should be intellectually presented to the dictionary readers (Ahmed 1991: 240). Thus, the school dictionary should contain the following:

- 1- The author's name
- 2- The Publishing house
- 3- Edition number
- 4- Learning levels
- 5- Serial number
- 6- Simple design (suited the age of the children)
- 7- Appropriate color
- 8- The cover should be strong, not thin

As there is no a fixed principle to cover preparing, the lexicographer does not care about the cover and its color; therefore, s/he gives options to the publishing establishment in cover forming and writing way and using colors. As a result, the cover will soon be muddy and torn. Based on the above mentioned terms, the three Kurdish school dictionaries, as examples, have depended on some of them. The three Kurdish school dictionaries have not met all above terms, but some of these terms have been met in them, for instance Trife Dictionary (2008) has thick covers while both Qutabi Dictionaries (1985, and 2001) have plain and thin covers.

2.1.2 Paper and its color

In paper selection for the dictionary, the paper quality should not be very thin, while reading time, it must not hurt eyes—the paper should not be very white making people having no interest in reading it. People choose yellowish paper for some dictionaries by which eyes are not hurt (Jackson 2002: 24). There is another paper type resembling sugar color like. It is white, but not bright, thus this type will not hurt eyes in reading time. Thick and thin paper has important role—it is better if the paper is in the thick type. Another point is that the dictionary papers should be affixed well so that they will not be separated during reading. As a result, a paper or some will be lost and this makes the reader be annoyed on the one hand, and it affects meaning, picture places and illustration on the other.

Larous Al-Mu'jam Al-Arebi Al- Hadith is probably considered a very good school dictionary in terms of printing and publishing. In this dictionary, there are publishing accurateness, beauty printing, tableau decoration, different colorful pictures for scientific tableaus and colorless pictures for artistic tableaus. All this indicates that the dictionary beauty value is not less than scientific and linguistic values (Al-Jar, 1987).

In terms of qualitative paper, *Trife Dictionary* (2008) has thick papers to good extent and its color is not in such white color to hurt eyes and its papers have been affixed together well while papers of *Qutabi Dictionary* (2001) are whiter than the other two dictionaries and papers of *Qutabi Dictionary* (1985) are not very white, but thirty papers of the dictionary are green.

2.1.3 Writing

Writing is one of the important elements of dictionary publication including letter shape, size, line length, column number, lines and words distance. Thus, the one who wants to print a dictionary should know that letter size choice plays a vital role and creates suitable environment to the reader in using the dictionary. This helps the readers read the dictionary easily without hurting their eyes even if they use it for long span of time (Halliday and Yallop 2007: 21).

The letters should not be written in a very small size lest it should harm the eyes. But they must be written in a big size so that they can appear clearly. This is because if they are written in small size, maybe the child reads it once, s/he will no longer read it. For example, *Qutabi Dictionary* (1985) was written in small size font especially the English words while *Trife Dictionary* (2008) and *Qutabi Dictionary* (2001) were written in big size. Regarding the color, black is the best color for writing as it is easily seen and read. But if the entries are separated by red or green, it will be better; however, *Trife Dictionary* (2008) used pink color for the entries and for the opposites, it used black color. Writing size selection is one of the points should be cared of; there are some points that must be taken into consideration by the lexicographers:

2.1.3.1 Age

During letter size selection or writing the words of the dictionary, it is necessary to care and take into consideration the reader or learner's age as those, who are at the beginning of age, are different from the older. This is because the little children like big fonts as the power of the children's eyes nerves is weaker than the old (Tarp and Gouws, 2002: 342). In such dictionaries, age should be given priority as this becomes a factor to accurate implementation and correct choice of dictionary subjects which suit the learner's level, psychological interest and social aspects of the learners. In the three Kurdish dictionaries, *Qutabi Dictionary* (1985), *Qutabi Dictionary* (2001) and *Trife Dictionary* (2008), these aspects have been disregarded because these dictionaries have been set up generally not for any special learning stage.

2.1.3.2 Financial factor

Sometimes the financial factor plays its role in font size which affects selling. If the word size is bigger, the dictionary size will be bigger and increase its price. The Kurdish dictionaries did not take this point into consideration and it is not much important to them. Their objective was only setting this field they wanted that is why these dictionaries were issued by Ministry of Education through a committee and distributed on schools (Jackson 2002: 162).

2.1.3.3 Size of writing is directly related to size of dictionary

When a dictionary is written in a small size font, size of the dictionary will be small or if the dictionary is written in big size font, the size of the dictionary will be big. But this instruction is not a fixed guide so that it can be constantly generalized and fully implemented. There are some dictionaries written in a big size font, but the size of the dictionaries are small because the number of entries is low; the number of words is low (Kirkpatrick 1985: 163). In terms of size, the three Kurdish dictionaries did not exaggerate; they have a normal size.

2.1.3.4 Rate of whiteness, space between words, lines, and footnotes

The amount of white space on the page has never been regarded as priority. However, that rate should not be high because, if so, the size of the dictionary appears bigger and its shape may appear more unattractive (Varantola, 2003: 235). All the three dictionaries followed this point to a good extent because they can be well read, and the above mentioned properties are moderate.

2.1.3.5 Method of entries

In most school dictionaries, there are two types of writing; one writing is for explanation and the other type is for the entries. The entries are written in thick fonts. The purpose of this is to attract the reader to the beginning of every new entry. The number of the entries is less in a page as compared to the explanations (Khateeb 1986: 624). In these

three dictionaries, Trife (2008) and both Qutabi Dictionaries (1985, and 2001), one word is written and translated to another language and explanation was less given. As these dictionaries are bilingual or multilingual that is why they did not make attempts to enrich the entries with various types of information.

2.1.4 Pictures

Most people, especially children, would like to read these books incorporating beautiful pictures. Due to the development of printing and the technological aspects of photography, the placement of pictures has changed. In ancient times, these affairs were done by hands, but nowadays by highly developed instruments.

Hill (1985: 115) believes that pictures in general play a great role in analyzing and illustrating the meaning of vocabularies and they are regarded as the most striking means of illustrating their meaning in dictionaries. Here, the students recognize the object before they read about it. For example, while illustrating the meaning of (squirrel), the lexicographer writes the word (squirrel), illustrates its meaning and puts the picture of squirrel beside the word or somewhere else. The students make a connection between the word (squirrel) and the picture of (squirrel).

Pictures can stabilize the meaning of vocabularies in the students' mind if used in an appropriate and academic way. Justifiably, the function of pictures is not only the illustration, but it works as a vital tool to make the students get the meaning of these vocabularies that cannot be understood by describing through words and sentences, that is why the lexicographers resort to using pictures in dictionary (Dash 2007: 249). For example, if the name of a bird is mentioned in dictionary and followed by description, the students may not be able to know the type of the bird. But the picture of the bird enables the students to recognize the type of the bird easily.

Pictures, whether photographic or drawn, have an active role in attracting the students' attention depending on their desire for pictures. The colorful pictures are more influential and more interminable than the other types of pictures because they are more useful for recognizing the realistic meaning of words. The selection of a suitable picture and putting it in a suitable place has a great impact on motivating the students to use and make them not to worry about the meaning of vocabulary while checking (Al-Hammash 1984: 129).

The above mentioned roles made many the lexicographers of school dictionaries include pictures. The lexicographers must specify the type and quality of the picture used in the dictionary in advance because the value of pictures is not less than the value of the description; they may depict many things about the word. However, pictures illustrate words referring to a tangible quality. It is also necessary to specify a right position for the picture (Ahmed 1991: 188). The picture should be placed beside the word, but sometimes at somewhere else and it can be referred to by a number or symbol. Due to the lack of space, they may be positioned at the end of dictionary, but the

lexicographer must already decide the location and the size of the picture because sometimes the picture should have a large size, but sometimes a small one.

There are either few or no pictures in many Kurdish school dictionaries, such as *Trife Dictionary* (2008) containing no pictures, *Qutabi Dictionary* (1985) containing some pictures, and *Qutabi Dictionary* (2001) containing no pictures. However, most of English dictionaries incorporate pictures, such as *Oxford Learners' Dictionary* (2010) including pictures in the content and at the end.

The placement of pictures in dictionary is not an easy task, thus, some press houses either do not put pictures or put pictures covering a little space, because of these reasons:

1-Commercial reason: In some cases, the press houses do not want to spend too much money by inserting colorful pictures. Thus, they wait for a huge profit.

2-The lack of the value of pictures: Some lexicographers pay no concern to pictures in dictionaries because they are oblivious of the value of pictures in lexicography.

3-Pictures need too much space: Whether large or small, pictures require some spaces, some lexicographers believe that illustration of the vocabularies is better than pictures. (Khateeb 1986: 621)

Nowadays, many lexicographers resort to various types of pictures, charts, symbols, tables, etc. to attract the users' attention specially children. The other reasons include the development of technology and the invention of various instruments capturing not only children's attention, but almost everyone.

2.1.5 Colors

Color is a great tool to make connection between the picture and reality. Colorful pictures are different from the other types because eye sight network can get the colorful pictures rapidly and they give the pictures some sort of animation. The main function of colors in lexicography is to assist the users understand the pictures, charts, figures, etc. more clearly; they emphasize the parts of a picture, and they also help the users find the exact meaning of vocabularies. In general, the color captures everyone's attention specially children. However, it should be used properly because it cannot be used haphazardly to paint the pictures (Chiu and Liu 2013: 628). It should be used according to the pictures since it is an inextricable part of the picture's meaning. That's why a natural color must be used to paint a suitable part of the picture.

As an example, it is not possible to paint (sheep) by pink, red or orange because white is a real color to recognize the animal. The use of colors can be apparently seen in dictionary; black color has been used to write the illustration of vocabularies to show contrast with the white color of the page. However, the entries have often been written in blue or red so as to be seen clearly, that's why Oxford dictionary used blue or red to

the entries. Unfortunately, many Kurdish dictionaries have paid no attention to the effect of colors and they have not stimulated the readers' desire for reading. These dictionaries Qutabi Dictionary (1985) and Qutabi Dictionary (2001) have just used black color whereas Trife Dictionary (2008) has used pink color for the entries. Generally, the use of colors on the cover of dictionary is for these things:

1-Symbols:

There should be an agreement between the color used in the cover with the age and psychological status of the users because each color has a specific reference.

2-Illustrative tools:

This one includes the pictures, drawings, maps, tables, charts, diagrams, etc. that are painted with their real colors. Consequently, they will capture the students' more attention.

3-Emphatic tools:

There should be an agreement between the color and the educational level of the dictionary. The picture dictionaries specified for the children need a variety of colors and each type of color has many meanings and features. For example, yellow color makes nervous system more active, blue color gives the meaning of clarity and tranquility, and red color gives the meaning of energy and activity, that's why these colors are used in many dictionaries. The color effects also rely on the approximation of the readers' eyes from the color, it also depends on the area taken up by a color on the cover of the dictionary. (Isa 2005: 210)

2.1.6 Size

The size of dictionary incorporates two main dimensions; they are the number of entries and the amount of information provided for each entry. The size also includes length and width of pages as well as the thickness of the pages (Stevenson 1993: 35-37). The size depends on these factors:

- 1-The number of entries and their illustration
- 2-The number of letters in the language
- 3-The space between the columns and lines
- 4-The thickness of paper used in the dictionary

The dictionaries have a variety of sizes; the selection of one does not have a scientific basis, but it refers to the idea of the lexicographer or press house. The school dictionaries had better have a small size and light weight so as to be more easily used in comparison with the other types of dictionaries. This is a great facilitation to the children and makes them get used to use dictionaries at school, library, or home. The small sized dictionaries have a limited number of vocabularies and their meanings, that's why they contain a little information which may not be so accurate (Klein 2015: 946).

In many dictionaries, there is restriction in the number of vocabularies because each stage requires a specific number of vocabularies. However, there are well-composed dictionaries paying a great attention to the age, features and needs of childhood at school. They also regard the psychological status and desire of students because they contain a beautiful and fascinating color, colorful pictures, a good paper and restricted entries. The entries have been arranged in such a way that they capture the users' attention. As an example, Qutabi Dictionary (2001) has a few entries, light weight and a large size; it is easy-to-use.

2.2 Title

It is necessary to have an appropriate title to the dictionary or any other kind of a source because it is the first part that is seen by the users before looking at the content. Not only in lexicography, but the title is given top priority in all the sorts of writings such as essays, researches, and books. The title which may consist of a word, two words, or a phrase looks like a key to open the door of a room; it increases the readers' appetite of reading (Tarp and Gouws 2012: 336).

Many authors try to think of a suitable title at the beginning of their work or at the end. Sometimes, the title captures the readers' attention, but does not reflect the content. That's why the lexicographer should put the age and stage of the users into consideration. The title of the dictionary attracts the users' attention to:

1-Appearance: It should be written in a clear and attractive style that can be painted by suitable and fascinating colors.

2-Meaning: The meaning of the title of lexicography is interpreted in two ways: it may be either related to a simple free word in a dictionary or related to the author having some interpretations. (See also Jackson, 2002: 33)

2.3 Introduction

There must be an introduction for any book or source of any kind of subject, Omer (1998: 105) states that it should encompass some necessary and crucially important information, including:

- The aim of the dictionary
- The method of classification used in the dictionary including its features
- The generation to which the dictionary has been written
- The list of abbreviation, symbols, pictures, charts, and tables that assist the reader while reading

Additionally, the introduction of any dictionary may incorporate some information about language and its features, language levels, the phonemes of that language, and the way of arranging the entries (Haji Marif 1987: 98).

The introduction of *Qutabi Dictionary* (1985) includes these subsections, such as the classification of English sounds (consonants and vowels), how to use this dictionary, how to find different meanings of a word, the addition and use of suffixes and prefixes, the list of abbreviations and notations, and there is an indication of two appendixes.

The above mentioned information should be found in the introduction of any dictionary because the users can get a great benefit from it. Thus, the students must be taught how to read the introduction so as to know the plan of the dictionary and recognize the symbols, abbreviations, and the lexicographical terms used in it. The introduction is written in a variety of ways; it may be written by the author himself, someone else, or the press house.

2.4 Appendix

The appendix encompasses a few pages located at the end of many dictionaries to provide the readers with the additional information about the dictionary that cannot be put into the body of the dictionary. The appendix is as crucially important as the content because it helps the readers to have a better understanding of the content (Neilson 2009: 215). If there exist more than one appendix, they will be arranged either alphabetically or numerically, which may include:

- 1-Some important additional terminologies
- 2-General information about the days of the week, months of the year, seasons of the year, name of currencies, geographical information, etc.
- 3-The name of some governmental institutes and organizations
- 4-The name and picture of insects, birds, animals, plants, etc.
- 5-The picture of some important tools necessary to the students

The appendix in *Qutabi Dictionary* (1985) is divided into two types: one appendix for scientific terms, and the other for illustrative pictures. However, *Qutabi Dictionary* (2001) and *Trife Dictionary* (2008) have no any kind of appendix. There should have been an appendix to have further information about the above mentioned things, especially in these dictionaries containing few or no illustrative pictures.

Conclusion:

1-This research regards school dictionary as a pedagogical reference tool having multi-purposes since the students look up the meaning of vocabularies with sound system, grammar, semantic relations and word class. Whether monolingual or bilingual or printed or electronic, these dictionaries must satisfy the students' lexicographic and linguistic needs with a great contribution to language learning.

2-The school dictionary is an extricable part of school life and curriculum to be applied in all educational institutions from kindergarten to high school. This must help the

students get a great deal of knowledge in a short time and should regard either the students' age or school grade.

3-This research shows that how theoretical data can be used for compiling academic school dictionaries in practice. The form, function, and content of such dictionaries should be based on high lexicographical standards, rules, and regulations. The lexicographers should consult an authorized staff of educational and language experts, teachers, and professionals for compiling school dictionaries.

4-The three Kurdish dictionaries, *Qutabi Dictionary* (1985), *Qutabi Dictionary* (2001), and *Trife Dictionary* (2008), may meet some lexicographical standards, such as team work, good cover design, nice print, use of color, pictures (only in *Qutabi Dictionary* (1985), guide for using the dictionary, arrangement of the entries and appendix (only in *Qutabi Dictionary* (1985)). However, many lexicographical standards are missing in these dictionaries, such as no illustration (word-to-word translation), disregarding morphology and syntax, no lexical relations, disregarding students' age and school grade, no use of illustrative pictures (only in *Qutabi Dictionary* (1985), heavy weight, and no bibliography (except *Trife Dictionary* (2008)).

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