



## The Micro Structures of Saraiki and Punjabi Bilingual Dictionaries: A Comparative Study

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### Abstract

*Any language is enhanced by its dictionary. It is the place where knowledge of a certain language is preserved. It assists language users and learners in obtaining the necessary knowledge about the various facets of the target language. The primary focus of the current study is the dictionaries of Punjabi and Saraiki languages that are published in Pakistan. It investigates the worth and effectiveness of the Saraiki and Punjabi dictionaries available in Pakistan. The purpose of this study is to provide a foundation for creating a Punjabi and Saraiki dictionary in Pakistan. The basis for this investigation is the dictionaries' microstructure. The dictionaries that were published in Pakistan included several structural errors. The current dictionaries are considered insufficient to meet the needs of students. The microstructures of all currently accessible Punjabi and Saraiki dictionaries are analyzed using checklist. Saraiki and Punjabi dictionaries need to follow the most recent guidelines for dictionary construction since they are a great tool for language learning. This study evaluates the Punjabi and Saraiki dictionaries that are already on the market in the light of current lexicographic postulates. A thorough analysis is conducted of the Saraiki and Punjabi dictionaries' structural composition. The characteristics of the several dictionaries that have been released in Pakistan do not follow lexicographic postulates. In addition to being contrasted and compared, the dictionaries' numerous structures have also been examined in the light of contemporary dictionary writing postulates. Furthermore, suggestions are made to enhance the formats of the existing Punjabi and Saraiki dictionaries.*

**Keywords:** Lexicography, Punjabi Dictionaries, Saraiki Dictionaries, Microstructure, Design Features of Dictionaries, Postulates of Modern Lexicography,

### 1. Introduction

A dictionary is a collection of words from a particular language that includes information about them such as pronunciation, antonyms, word classes, and definitions. It is a vocabulary reference book to help people find the information they need. The typical shape and structure of the dictionary, as we know it now, owe a lot to what users needed in the past, according to the history of dictionaries, which reveals that "dictionaries initially arose in response to extremely practical demands." Hartmann (1983:13).

A dictionary is defined by Zgusta (1971) as "a structured list of interacted linguistic forms gathered from the speech actions performed by a given speech group and noted upon in such a way that the proficient user recognizes the meaning of each different form and becomes aware of relevant details about that form's function in its belonging."

As detailed examinations of difficulties related to dictionary use revealed additional complicated areas for analysis, widening the scope of the research, a complete assessment of pedagogical concerns pertinent to lexicography is much felt in the Pakistani context. Although there have been several notable advancements in dictionary manufacturing over the past two decades, thorough investigations on dictionary use have not fully supported these developments (Scholfield, 1997). To further the educational lexicography, more research is necessary (Hartmann, 1999). To develop a comprehensive understanding of the art and practice of dictionary production in Pakistan, lexicographic studies have been carried out across the nation. There is a need to widen the scope of the studies done so far here because the impact of training dictionary skills on language learning requires much greater attention. The studies done so far here are largely related to historical development, design aspects, and dictionary skills. It is important to continue conducting empirical studies that use cutting-edge and experimental methods to increase awareness of all facets of dictionary use (Hartmann, 2009). The need for more research in the field of dictionary use in the setting of Pakistan led to the current study.

### 1.2 Purpose of the Study

The goal of this study was to help Punjabi and Siraiki language learners in Pakistan understand how to use dictionaries and how to deal with the challenges of coming across unfamiliar words in this language. It also aims to preserve and promote the local languages that are sadly neglected and marginalized today. This study also highlights the different design features of the Saraiki and Punjabi dictionaries in order to improve them and to make them user friendly. Overall, this study emphasizes the micro-structures of the Saraiki and Punjabi dictionaries.

### 1.3 Objectives of The Study

The objectives of the study are:

- To investigate the Siraiki and Punjabi dictionaries' design structures about modern lexicographic theory and practice.
- To investigate the progress in the micro-structures of Siraiki dictionaries.
- To determine whether the current Siraiki and Punjabi language dictionaries should be improved to make them more user-friendly.
- To examine the evolution in the micro-structures of Punjabi dictionaries.

### 1.4 Research Questions

The Research Questions of the study are:

- How are the microstructures presented in Punjabi dictionaries and Siraiki dictionaries?
- Do Siraiki and Punjabi dictionaries fulfill the criteria of modern concepts of lexicography design?
- How Siraiki and Punjabi dictionaries should be improved to make them more user-friendly?

### 1.5 Significance of the Study

The study gave a piece of specific information on how frequently Siraiki and Punjabi language students / learners use dictionaries. It also drew attention to their dictionary-use demands and issues. It was a meaningful investigation into how Siraiki and Punjabi language learners use dictionaries in the Pakistani context. The study highlights the reasons, difficulties, and barriers that prevent Siraiki and Punjabi language learners from effectively utilizing dictionaries. The results of this study are useful for linguists who want to understand the practices of Siraiki and Punjabi language learners in this region of the country as well as for those who are in charge of making Siraiki and Punjabi dictionaries. The significance of this research lies in its extensive theoretical and practical implications for second language learning within the Pakistani environment. It is notable, nevertheless, because it could make a significant addition to the field of English Language Teaching (ELT) in the interconnected areas of dictionary use training, language acquisition, and dictionary use strategy teaching research. This research is also significant for teachers, learners, linguists and lexicographers.

## 2. Review of Related Literature

The primary purpose of the literature review is to see how the research question in the study has been dealt with previously by different researchers. Secondly, it is to find out where the relevant material and we found. Thirdly it is helpful for the researchers to clearly understand the research requirements and streamline the ideas to conclude by utilizing the scientific research method. A recent topic of study in applied linguistics is lexicography. In the past century, it has developed into a specialized area of study. Because of this, there isn't a lot of literature, especially in this area of applied linguistics. But now that it has drawn so many linguists, there has been significant advancement



throughout the language. A significant amount of literature is published and distributed annually to the students, and numerous new societies have been established.

In an EFL context in Japan, investigated the impact of dictionary use while guiding understanding. He researched and finished his research through several interviews with Japanese English language learners. Dictionary use in an EFL environment was examined by Nesi and Hail in 2002. International students at the University of Warwick who are studying English made up the study's respondents. In 2002, Campoy-Cubillo did research on the usage of dictionaries and their requirements in ESP settings. The subjects in this research are Chemistry-related. (Tono 2001) Tono carried out several investigations. In 2001, a book containing his writings under the heading "Research on Dictionary Use in the Context of Foreign Language Learning" was published. The purpose of this book is to conceptualize dictionary use studies in the context of language learning as a whole. It gathers some of the findings from studies on dictionary users and uses and shows how dictionary use research can improve dictionary design and shed light on language acquisition issues. The book also contains details on several empirical tests that Tono conducted.

The following five areas serve as a summary of the primary findings of what he has demonstrated:

- The mental process of using a dictionary
- The usage of dictionaries in society
- Using dictionaries and linguistic proficiency
- Differing learning styles and dictionary use
- Dictionary use and a dictionary's macro/microstructure

Exploring the cognitive element of dictionary reference abilities is one of his research's key concerns. By developing and evaluating dictionary skills batteries, the investigations in chapters 5 and 6 identify "dictionary skills" as constructs. In the case study covered in Chapter 7, the users' look-up procedures were thoroughly observed and described. The research in chapters 8 and 9 seeks to understand what goes into helping users of dictionaries solve their issues. The investigations mentioned above have revealed an intriguing connection between dictionary knowledge and language competency. Skilled users are much more familiar with the entry's microstructure than less experienced users. Since he has only worked with alphabetically arranged dictionaries in terms of macrostructure, there was no discernible difference between competent and inexperienced users. However, competent users took more time at the macrostructure level to decide which word to look up first or whether to consult a dictionary. Less experienced users would frequently reach for a dictionary whenever they came across a new word. I completed several of Tono's studies. The excellence of his work highly amazed me. He works in a very methodical and scientific way. In his research, he has made an effort to explore all the pertinent issues surrounding language learners' usage of dictionaries. His work provided me with a lot of new perspectives for my study topic. (Tono 2001) At the University of Warwick, these researchers conducted their investigation. The goal of this study was to examine how frequently foreign students at the aforementioned university who are studying the English language use dictionaries. Six groups were created from the subjects. Assignments were provided to these subjects throughout three years. They were asked to describe how they used dictionaries to look up the definitions of unfamiliar words in a text of their choice. To find out which books, terms, and dictionaries the subjects chose to read, the researchers examined 89 assignments. Additionally, the results revealed that even while the majority of words were correctly looked up, more than half of the subjects had difficulties at least once per five dictionary consults. It was discovered that subjects had trouble choosing the right entries and sub-entries in their dictionaries. Additionally, the researchers noted that several consultation issues led to major interpreting errors that the learners were mainly unaware of. (Nesi and Hail 2002)

In his study, Loucky investigated the relative efficacy of different computerized bilingual dictionaries (CBDs) in assisting Japanese college students of various language skill levels in accessing new English target vocabulary. Three colleges in Kyushu, Japan, hosted three of the research sites. The study looked into potential advantages that could result from using CBDs. A total of forty-three students with a variety of majors and four levels of English proficiency participated in four groups of subjects. These students included thirteen engineering students at the pre-advanced level, thirteen at the intermediate level, nine upper intermediate level English majors at a women's junior college, and eight lower intermediate level students at a Vocational Electronics Junior College. These groups provided the results.

The results showed that:

- CBDs appeared to be more cognitively effective in that they facilitated faster lexical processing and lexical recording in the L2 mental lexicon, as well as more technologically expedient (giving quicker access to unfamiliar words).
- Compared to English majors, engineering and computer students appeared to be better able to learn how to use CBDs quickly.

Higher language proficiency or 12 vocabulary levels in foreign language learners should be predicted to utilize CBDs more successfully and pick up second language vocabulary more quickly than students with lower language competency levels. (Loucky 2003)

Carduner conducted his investigation over three semesters in an American university's third-year Spanish grammar and composition course. The total number of participants was not disclosed by the researcher; nonetheless, all pupils except for two were native English speakers. All of the course objectives were taught about the lessons on using dictionaries. The objectives were designed to improve students' writing proficiency and grammatical knowledge base in Spanish as well as to create the framework for future, independent language learning. For the main purpose of encoding, or writing in or translating into, the other language, students were taught how to use reference materials and dictionaries in both languages. Except for a few awareness-raising tasks, the course curriculum contained all lectures on the use of dictionaries (p. 71). Throughout the training, a lot of emphasis was placed on the capacity to search things up. Carduner chose to examine the following strategies and competencies in his research:

- a) Spreading knowledge of polysemy among pupils.
- b) Educating pupils on popular acronyms
- c) Encouraging them to consult a variety of sources
- d) Encourage them to go to their grammar or dictionary to avoid spelling mistakes or problems in verb conjugation.

The findings showed that students had favorable sentiments towards their instruction in dictionaries. (Carduner 2003)

Chi did a study on how students utilize dictionaries to help them learn the English language, as well as on the subject matter and teaching strategies for doing so. She also wanted to investigate how well instruction in using dictionaries can help students' reference skills. Before using specially designed teaching materials for dictionary use, she conducted her study by determining the needs of the individual students and the structure of the English course already offered at the university where they were enrolled. 248 international tertiary students in Hong Kong served as the subjects. The information was gathered and put through statistical and qualitative analysis. The findings supported the idea that encouraging kids to use dictionaries is a good way to improve their vocabulary development and address specific lexical issues. (Chi 2003)

Wingate researched the challenges associated with dictionary use. She discovered that one prevalent issue among the subjects was their inability to locate the word that was not in the dictionary. She discovered that the pupils had difficulties looking up compound nouns, understanding fluent expressions, also using the past participle in citations. She discovered that the learners' attempts to search up the compounds as a whole prevented them from finding the correct entry, which was the cause of the issue. (Wingate 2004)

The goal of Taylor's study paper, "Considerations of Choosing an English-English Dictionary for ESL Students," is to look at a number of the elements that affect how well English-English dictionaries work as a language learning aid for EFL learners. English-English dictionaries, in Taylor's opinion, are a crucial tool in language acquisition for both native and non-native speakers. Since many of the dictionaries suggested to students are too complex for students' lexical abilities, they must be used judiciously and cautiously. In addition, teachers fail to acknowledge that appropriate dictionary consultation requires abilities that are not innate. Thirty-one out of thirty-two ESL students said they had never been formally introduced to an English-English dictionary and its purpose when asked if they had ever received specific instruction from a foreign or domestic instructor on how to use one. Only one out of the thirty-two students who responded to the poll claimed to have received instruction on how to use an LI lexicon, which is even more unexpected. If teachers want their pupils to profit from using dictionaries, Taylor contends that they must give clear instructions on how to utilize an English-English dictionary. Taylor advises educators to look for dictionaries that include definitions and that have clear, understandable terminology to choose English-to-English dictionaries that will aid rather than complicate the language development of ESL students. Additionally, they ought to search for definitions with a manageable number of unambiguous words. Finally, English-English dictionaries should include precise, contextualized examples of each word's application to help students better understand its definition. (Taylor 2004)

To better understand how Saudi Arabian ESL/EFL learners who are majoring in English use and evaluate vocabulary learning techniques (VLSS), Al-Fuhaid performed a study. He assessed 50 Saudi undergraduates in their last year in the Department of English and Translation at Qassim Imam University (now known as Qassim University), Saudi Arabia, using the VLSS. He divided his subjects' vocabulary and grammar proficiency into two categories: extremely proficient and less proficient. He gathered the data for this study using an interview and a think-aloud questionnaire. The three data collecting were carried out in a particular order. He discovered that dictionaries were used more frequently than other methods of learning words' meanings. According to him, the majority of the participants agreed that they used bilingual dictionaries more often than monolingual dictionaries since they were faster and provided clearer definitions for unfamiliar terms. The majority of pupils also mentioned utilizing multiple dictionaries. Additionally, he discovered that the monolingual dictionary appeared in second place very frequently. He added that using a bilingual dictionary more frequently would probably result in using a monolingual dictionary less frequently. (Al-Fuhaid 2004)

Ramos looked into Spanish students' use of dictionaries. She discovered that the main issue with her Spanish university students' usage of dictionaries was their inability to locate the terms they were seeking. In addition, 32.7% of the students said it was challenging to locate the precise information they required in their dictionaries. Furthermore, roughly 26.5% of the pupils had trouble comprehending the definitions. She saw that pupils talked about having trouble with their dictionaries. Few students thought that other reasons, such as their lack of dictionary abilities, their unfamiliarity with the dictionary, or the dictionary's poor layout, were to blame for these problems. Nearly 45.9% of the students said that their dictionaries were to blame for these problems. The study's participants were unable to identify idiomatic expressions for two reasons: first, they only partially looked up the item, and second, they were unaware of the presence of idioms in their dictionaries. (Ramos 2005)

Ryu conducted a study on the usage of dictionaries by EFL students at a university in Korea. According to the research, 90% of the participants had at least one print English dictionary. Each respondent had three dictionaries, making up 12.7% and 27% of the total. One person only had access to more than three dictionaries. 57 individuals owned monolingual dictionaries; 4 owned three or more. The bulk of the students had bilingual dictionaries. Hand-held electronic (HHE) dictionaries were owned by 38.6% of the respondents. Kobayashi (2006) did research on how Japanese university students learning English in Japan used HHE dictionaries over printed dictionaries. According to the study, a significant portion of respondents (72%) owned an HHE dictionary. (Ryu 2006)

In his work, he describes an experiment he carried out while instructing 45 English language learners at the Foreign Languages College of Hainan University in China. He did this by using a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) study. SWOT analysis is a technique used in marketing and business development strategies. Shaodong Jia, however, used it in his EFL lesson. The study focuses on how EFL students become familiar with a few widely utilized cognitive learning strategies and how they apply them correctly and responsibly when using this methodology to learn English. The results of Jia's study demonstrate that applying SWOT analysis to college EFL learners is a viable strategy for learner training that benefits both the subjects' performance and the student's ability to utilize English successfully. (Jia 2006)

He conducted his research to find out how teaching dictionary skills improved the students' reading comprehension in junior high ESL/EFL classes in Taiwan. In English classes, he instructed students on how to use dictionaries. At Tainan Municipal Chen-gong Junior High School, 40 second-year students from two classes took part in the activity. By allocating each class to the experimental or control group at random, he employed an experimental strategy. First, the students had to answer a questionnaire regarding their familiarity with using dictionaries. After that, a pre-test was given to the students to see how well-versed they were in the local tongue and how comfortable they were using dictionaries. The experimental group received instruction on dictionary skills for approximately 20 minutes after the pre-test in each course. The instruction went on for around three periods before the pupils had to take the post-test. The outcomes demonstrated the challenges each person faced when utilizing their dictionaries. These problems included understanding the grammatical codes, labels, and abbreviated forms found in dictionaries as well as learning the alphabetical order. Skills that can be applied include finding compounds or idioms, spotting homographs, eliminating regular inflections, deleting derivative affixes, employing guiding words, scanning adjacent entries or consulting the addendum, and figuring out the proper meaning in a polysomic entry. (Wang 2007) For her study at a public secondary school in Spain, Anthony Bruton chose a group of intermediate EFL pupils. The inquiry that served as the basis for his study was:

"What new language do the EFL writers assimilate from the writing process"?

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"What new language do the EFL writers assimilate from the writing process"?

With the use of a multilingual dictionary and glossary, her subjects were asked to translate a piece of text from Spanish into English. This group got feedback on the vocabulary mistakes in their original translations three days later. They have to revise the original translation using the glossary to make the necessary modifications. In an unanticipated follow-up exam, a week later, participants were unexpectedly required to translate the same text into Spanish again without the aid of a dictionary or their earlier translations. Initially, the students looked up 158 things, 148 of which, or 94%, were accurate. In the post-test that was postponed, 106 of the 148 items, or 72%, were remembered correctly. 71 or 52% of the 136 initially erroneous goods were also recalled. The learners gained 13.6 vocabulary items overall, on average. This conclusion is not only positive, but the study demonstrates that focusing solely on errors is inaccurate because it does not reflect language improvement. (Bruton 2007)

In Pakistan, a survey was performed to look at dictionary use and attitudes among advanced Urdu language learners. She chose 87 Urdu language professors and 400 students (169 men and 231 women). The data was gathered via a questionnaire. The study found that the individuals understood the idea of a dictionary and how to use one. According to many respondents, dictionary use increased significantly at the Intermediate level compared to the Secondary level. Following instruction from Urdu teachers, the study's findings revealed that the respondents used dictionaries for word meaning, pronunciation, grammatical explanation, and usage. The definitions offered by the dictionaries were deemed inadequate by the subjects. According to the professors of Urdu, students should be encouraged to use dictionaries as they learn the language. It was found that the current dictionaries were unpopular with teachers. (Ashraf 2010)

Sibtain conducted a study on the creation and use of Punjabi dictionaries in Pakistan in 2011. His research sought to provide an overview of Punjabi dictionaries in terms of (a) their design elements, (b) user attitudes, (c) the potential to make them more user-friendly, and (d) the requirement for establishing a corpus for the creation of better dictionaries. The study is by nature descriptive. Methodologies that were both qualitative and quantitative were employed. Semi-structured interviews and a questionnaire were used to collect the data. He selected 403 Punjabi-speaking students (258 men and 145 women) for his study. 35 respondents (8.68%) and 188 respondents (46.65%) respectively owned bilingual dictionaries and monolingual dictionaries the survey found. 163 respondents (40.44%) thought using a dictionary was beneficial for learning Punjabi. Of the participants, 213 (52.8%) believed that dictionaries included the definition they were seeking for. The study found that the material in the monolingual dictionary was divided into the following categories: alphabetically 205 (50.86%), canonically 36 (8.93%), canonically 36 (8.93%), senses 66 (16.37%), collectively 05 (1.24%), spelling 190 (47.14%), definitions 148 (36.72%), grammatically 302 (74.93%), and instances 101 (25.6%). Using dictionaries requires a lot of time, according to 299 respondents, or 74.19%. It was discovered that the macro and micro-structures of dictionaries were missing from Punjabi dictionaries. (Sibtain 2011)



Wolter looked into how often students used dictionaries, what they thought of them, and the instruction they received in class that was related to dictionaries. Data was obtained and organized through observation, interviews, and questionnaires. The findings showed that despite using both book and online dictionaries at the same time, student participants expressed an overwhelming dependence on online dictionaries. The participants were also selective in the information they took from dictionaries, frequently just incorporating definition and example information in their glossaries and book assignments. (Wolter 2015)

This study looks at advanced Siraiki language learners' views and preferences towards Siraiki dictionaries that are available in Pakistan. The descriptive research employs a quantitative technique and a survey questionnaire as a data collection tool. The study's main objectives are to ascertain how advanced Siraiki language learners feel about using dictionaries to learn a language, which types of dictionaries they prefer, and how they feel about their dictionaries and any challenges they encounter when using them. The study's primary goals are to: a) determine how advanced Siraiki language learners feel about using dictionaries to learn a language; b) determine the types of dictionaries that advanced Siraiki language learners prefer; and c) determine how advanced Siraiki language learners feel about their dictionaries and what obstacles they face when using them. 230 advanced Siraiki students aged 18 to 24 made up the study's sample, with 138 men and 92 women. There were 212 responders at the graduate level and 18, correspondingly, at the master's level. Purposive sampling was used to choose the study's participants. Out of 230 participants in this survey, 58 had dictionaries in their homes. The majority of respondents stated that using a dictionary takes time. The Siraiki dictionaries were found to be lacking in collocations, definitions, and canonical lexeme organization. The majority of respondents utilized dictionaries, followed by examples, pronunciation, spelling, grammar, and use notes, in that order. All of the students were open to receiving instruction in using dictionaries. (Ayoub 2019)

This empirical study aimed to shed light on the use of computerized dictionaries as opposed to their outdated paper-based counterparts by postsecondary English-language students at Ho Chi Minh City University of Education and Nguyen Tat Thanh University in Vietnam. This study investigated students' preferences for particular online dictionaries, their usage techniques for this almost limitless database of lexical definitions, and any lingering issues. As a result, useful recommendations for improving the effectiveness and efficiency of both students' and teachers' use of online dictionaries may be made. (LE, Thi Kieu Van 2019)

Maden surveyed pupils at a middle school to see if they preferred using paper or internet dictionaries. Students enrolled in a middle school in the Giresun Province Urban Centre for the 2018–19 school year were chosen as the population, and a random sampling technique was used. The results showed that gender did not influence dictionary usage attitudes or behaviors. The study's most important findings were the improvement in student behavior towards dictionary use with grade-level advancement and the higher prevalence of students with dictionary use attitudes relative to other students who had been using printed dictionaries since primary school or earlier. However, it was observed that attitudes about the usage of digital dictionaries were improving. (Maden 2020)

### 3. Research Methodology

This study is qualitative. This research aims to evaluate the value of the current Siraiki and Punjabi dictionaries by analyzing their microstructural features.

#### 3.1 Data Collection Strategy

To find the necessary details for the study and collect data for both the Siraiki and Punjabi dictionaries, the researcher has easy access to libraries located in Multan city, including those at Bahauddin Zakariya University Multan, Emerson University Multan, NCBA&E University Multan, and private libraries like Shaukat Mughal, Jamsheed Claunchvi, and Sajjad Haider Pervaiz.

#### 3.2 Data Collection Tools

To aid in the analysis of Siraiki and Punjabi dictionaries, a checklist was created. The current study aimed to examine changes in the Siraiki and Punjabi dictionaries' microstructure. Regarding Jackson (2002), the reviewer discovered that it is difficult to thoroughly walk through a dictionary; instead, he searches for other methods like sampling or using a well-chosen inventory of objects and attributes to look at. It suggests that the best instrument for dictionary analysis is a checklist. The checklist was developed after consultation with the following studies: Hartmann 1983, Bergenholtz and Trap 1995, Béjoint 2000, Hartmann 2001, Jackson 2002, Bowker 2003, Ahmad (2009, 2010), Sibtain 2011, Ayoub 2019, and Ayoub 2020 research. I've begun to use the data collection tool offered by Ayoub 2020.



The internal layout of the reference unit is known as the microstructure, according to Hartmann and James (Hartmann & James: 1998). In addition to comments on the headword's formal and semantic qualities (spelling, pronunciation, grammar, meaning, usage, and etymology), it offers comprehensive information on it. The dictionary's microstructure comprises the following: grammar, word combinations, synonyms and antonyms, linguistic labeling, pronunciation, examples, and visuals (Bergenholtz and Trap, 1995). The following characteristics of microstructure were listed in the checklist.

### 3.2.1 Headword

A lemma is a word or phrase that has been selected for it, as well as the location of the entry in the dictionary structure, which is indicated typographically by bold letters. James and Hartmann 2000

### 3.2.2 Spelling

Hartmann and James (1998) define it as the conventional system of writing in a certain language to represent speech. Dictionaries offer spelling information as well as the usual spellings of headwords and their variations. In Jackson (2002)

### 3.2.3 Pronunciation

Hartman and James (1998) define it as the structure, expression, and portrayal of speech. Pronounced immediately following the headword are the headwords. According to Jackson (2002), this data is given "within rounded () or slash //brackets together with any variation". The pattern of emphasis is included in the pronunciation as well. Each dictionary describes pronunciation using a different approach, which is explained in the front matter. Native speakers' preferred pronunciation system is learned. 2001 (Landau)

### 3.2.4 Inflections

Hartmann and James (1998, for example) define it as the construction of grammatical function through morphology, such as "to showcase or number." Regular and irregular inflections are the two types that exist. While irregular inflections are handled as a separate entry in the word list, regular inflections are covered in the same entry (Jackson: 2002).

### 3.2.5 Word Class

Word class refers to the grammatical function that words or phrases carry out in sentences; these labels are placed between the definition and the headword (Hartmann and James, 1998). Determining which word class(es) or part(s) of speech each dictionary word belongs to in terms of conventional words is one of the lexicographic traditions. The following terms are frequently abbreviated: noun (n), verb (v), adjective (adj), adverb (adv), and pronoun (pron). Conjunctions (cnj), prepositions (prop), and interjections (interj) (Jackson: 2002). According to Landau (2001), grammatical knowledge is more crucial for someone learning to speak or comprehend a foreign language than it is for native speakers.

### 3.2.6 Senses

As per Hartmann and James (1998), sense is among the multiple interpretations that can be ascribed to a term or expression and addressed by a definition found in a reference work. "A lexeme with several meanings is often assigned a number for each sense; if a sense or group of senses fall under a separate word class or subclass, this is stated before the sense(s) in question (Jackson: 2002).

### 3.2.7 Definition

A reference work's microstructure includes a definition for a word, phrase, or term. The definition serves an important purpose. Regarding the Hartmann and James study from 1998, this is where users and compilers find semantic information. The dictionary should have a definition that is precise, comprehensive, and unambiguous (Hartmann: 1983). According to Jackson (2002), who was quoted in Assam in 2006, the definition should not be circular or rounded and should be less complicated than the word itself. According to Landau (2001), a word must first be defined in terms of the category to which it belongs before it can be distinguished from every other member of that category.

### 3.2.8 Examples

It is described as a term or phrase that appears in a reference source to illustrate a certain meaning or form in a larger context, such as a sentence. Examples may be from the compiler's original works (such as editorial samples) or be grounded in real data (such as citation life or data from a corpus). James and Hartmann (1998). Lexicographically, Bergenhatlz and Tarp's 1995 "Word in Context" is an example.

### 3.2.9 Usage

According to Landau (2001), usage refers to any or all uses of language, spoken or written, and is a collective name for various assessments or qualities of language (Hartmann and James, 1998). All dictionaries offer a set of labels to help identify words or word senses that are restricted in some way in the contexts in which they may occur. Status (taboo, slang, vulgar slang), topic (botany, for example), geographical (i.e., dialectal), historical (i.e., archaic, dated, obsolete, historical), stylistic (i.e., formal/informal), or humorous/jocular (i.e., derogatory, pejorative, appreciative, humorous, or jocular) restrictions are some examples of the contextual restrictions that can be applied. Jackson, 2002.

### 3.2.10 Cross Reference

In a reference work, it is a term or symbol that makes related information easier to find, according to Hartmann and James (1998).

### 3.2.11 Illustrations

It is a picture, diagram, or sketch intended to clarify how a concept should be comprehended. Illustrations can be depictions of a single object or collections of related items in diagrams, tables, charts, or maps, according to Hartmann and James (1998). Drawing odd or unknown things is the main objective of illustration, according to Zgusta (1971), referenced in Landau (2001).

#### 3.2.11.1 Verbal Illustration

A verbal illustration is an example that a speaker uses to best paint a clear mental picture for the audience of what they are trying to say. A governor might, for instance, use the example of a suffering family who would profit from the proposed action to get support for a decision they are making. Or perhaps you're attempting to convince a friend to leave his job. You could use the analogy that if he continued working at that position, it would be like being in his forties and still in high school. When you first started, everything made sense, but now you've outgrown it. Now that your acquaintance can picture it, you've made your point.

#### 3.2.11.2 Pictorial Illustration

Illustrations are used to decorate, interpret, or provide a visual explanation of a text, idea, or process in print and digitally created media, including books, magazines, posters, flyers, films, teaching aids, animations, and video games. An artist usually creates a piece of art. Emojis are often used to enhance digital typography, such as to

improve the user experience of websites and applications. Providing a visual or textual example is another way to define illustration.

### 3.2.12 Run-ons

Rather than being given a unique headword status, it is a term or phrase that is referred to as a sub-entry beneath a related word or phrase (Hartmann and James, 1998). Landau (2001) asserts that the running-on technique is used by all dictionaries to save space. Run-on sentences are devoid of semantics but are jam-packed with frequent adverbs and adjectives. Run-on phrases, phrasal verbs, and derivatives that are not categorized as separate headwords and are not defined in dictionaries are considered run-ons, according to Jackson (2002).

### 3.2.13 Etymology

This concept is described as the origins and evolution of the language's vocabulary by Hartman and James (1998). Etymology is often the last item in the entry and is enclosed in square brackets, according to Jackson (2002).

### 3.3 Delimitation of the Study

The goal of the current study is to determine the microstructural evolution and applicability of the Siraiki and Punjabi dictionaries that are currently available in Pakistan. Only those dictionaries available in Pakistan were collected for the study because it was impossible to cover all aspects of the problem.

## 4. Data Analysis

### 4.1 Population and Sample

These are the dictionaries of Siraiki that were selected for analysis:

Sr. No	Names of the Dictionary	Year of Publication	Source Language (SL)	Target Language (TL)
1	Pahli Waddi Siraiki Lughat: 2007	2007	Siraiki	Urdu
2	Lughaat-e-Dilshadia: 1981 (Siraiki to Urdu)	1981	Siraiki	Urdu
3	Shaukat-ul-Lughaat: 2010 (Shaukat's Dictionary)	2010	Urdu	Siraiki
4	Lughaat-e-Siraiki (Dictionary of Siraiki): 1965	1965	Siraiki	Urdu

These are the dictionaries of Punjabi that were selected for analysis:

Sr. No	Names of the Dictionary	Year of Publication	Source Language (SL)	Target Language (TL)
1	Waddi Punjabi Lughaat; 2002	2002	Punjabi	Punjabi
2	Urdu-Punjabi Lughaat; 1974	1974	Urdu	Punjabi

3	Punjabi Urdu Lughaat; 2000	2000	Punjabi	Urdu
4	Tanveer-ul-lughaat; 2002	2002	Punjabi	Urdu

**4.2 Analysis of the microfeatures used in the selected Siraiki dictionaries**

The below table demonstrates that the chosen Siraiki dictionaries only offer a small number of the dictionary's microfeatures, and no substantial improvement is observed. I'm now calculating the percentage of distinct microstructure traits that are present in Siraiki dictionaries.

Sr. No	Features	No. of dictionaries include the features	Percentage
1	Head Words	4	100%
2	Spelling	4	100%
3	Variant of Spelling	0	0%
4	Pronunciation	0	0%
5	Usage	0	0%
6	Examples	0	0%
7	Pictorial Illustration	1	25%
8	Run-ons	0	0%
9	Inflections	0	0%
10	Derivations	0	0%
11	Etymology	3	75%
12	Cross References	0	0%
13	Word Class	2	50%
14	Senses	0	0%
15	Definition (Main Sense)	4	100%
16	Definition (Sub Sense)	0	0%

All dictionaries and glossaries provide headwords with spellings, as shown in the above Table. In all dictionaries, headword spellings are provided. 100% of dictionaries provide spelling information, 100% of dictionaries identify headwords, 25% of dictionaries illustrate, 50% of dictionaries provide lexical item grammar, and 75% of dictionaries provide information on lexical item origin. One dictionary does not use the remaining microstructure aspects, such as variants in spelling, pronunciation, sub-sense, examples, usage, cross-references, run-ons, inflections, and derivations. Only a few features are used by these dictionaries. Instead of adopting modern lexicographic postulates, those who are creating these dictionaries use conventional lexicographic practices. Not every aspect of a dictionary's microstructure is available in every dictionary. As a result, these dictionaries are not

user-friendly or well-designed. To meet the needs of the users, they fall short. These dictionaries haven't been altered since then.

**4.3 Analysis of the microfeatures used in the selected Punjabi dictionaries**

The below table shows that the selected Punjabi dictionaries only provide a small number of the dictionary's microfeatures and that no appreciable improvement is noticed. I'm now figuring out the proportion of different microstructure qualities in Punjabi dictionaries.

Sr. No	Features	No. of dictionaries include the features	Percentage
1	Head Words	4	100%
2	Spelling	4	100%
3	Variant of Spelling	0	0%
4	Pronunciation	0	0%
5	Usage	0	0%
6	Examples	1	25%
7	Pictorial Illustration	0	00%
8	Run-ons	0	0%
9	Inflections	0	0%
10	Derivations	0	0%
11	Etymology	4	100%
12	Cross References	0	0%
13	Word Class	4	100%
14	Senses	2	50%
15	Definition (Main Sense)	4	100%
16	Definition (Sub Sense)	0	0%

All dictionaries and glossaries provide headwords with spellings, as shown in the above table. In all dictionaries, headword spellings are provided. 100% of dictionaries provide spelling information, 100% of dictionaries identify headwords, 00% of dictionaries illustrate, 100% of dictionaries provide lexical item grammar, 100% of dictionaries provide information on lexical item origin, and 25% examples. One dictionary does not use the remaining microstructure aspects, such as variants in spelling, pronunciation, sub-sense, usage, cross-references, run-ons, inflections, and derivations.

**4.4 Comparatively analysis of the microfeatures used in the selected Punjabi and Siraiki dictionaries**

Sr. No	Features	No. of dictionaries include the features	Percentage
1	Head Words	8	100%
2	Spelling	8	100%

3	Variant of Spelling	0	0%
4	Pronunciation	0	0%
5	Usage	0	0%
6	Examples	1	12.25%
7	Pictorial Illustration	1	12.25%
8	Run-ons	0	0%
9	Inflections	0	0%
10	Derivations	0	0%
11	Etymology	7	87.5%
12	Cross References	0	0%
13	Word Class	6	75%
14	Senses	2	25%
15	Definition (Main Sense)	8	100%
16	Definition (Sub Sense)	0	0%

All dictionaries and glossaries provide headwords with spellings, as shown in the above table. In all dictionaries, headword spellings are provided. 100% of dictionaries provide spelling information, 100% of dictionaries identify headwords, 12.25% of dictionaries provide illustrations, 75% of dictionaries provide lexical item grammar, 87.5% of dictionaries provide information on lexical item origin, and 12.25% examples. The remaining microstructure features, such as variations in spelling, pronunciation, sub-sense, usage, cross-references, run-ons, inflections, and derivations, are not used by one dictionary.

## 5. Conclusion

The explanation above makes clear that neither Siraiki nor Punjabi dictionaries' structures have undergone any notable or major development. These dictionaries only make use of a small number of features. These dictionaries are being put together by people who adhere to traditional lexicographic practices rather than adopting contemporary lexicographic postulates. Not one dictionary offers all aspects of a dictionary's microstructures. Therefore, these dictionaries are not well-designed or user-friendly. They are insufficient to meet the needs of the users. Since then, no changes have been made to these dictionaries. The majority of the significant qualities are disregarded by dictionaries. As far as the microstructure of these dictionaries is concerned, no single dictionary uses aspects like variants of spelling, pronunciation, sub-sense, usage, cross reference, run-ons, inflections, derivations, and senses.

The microfeatures that these dictionaries neglect are very crucial. The variant of spelling, which is crucial for comprehending any word, is overlooked. Spelling variations for some headwords should also be provided in the dictionary if they do appear. Jackson stated in 2002 that in addition to providing the standard spellings of terms, dictionaries also include additional information regarding spelling variations. When a word is treated in terms of form and meaning, the dictionary should provide alternate spellings and a cross-reference to the original word. The "usage" another important microfeature of the dictionary, which is also an overlooked but crucial aspect of language comprehension, has gone unnoticed. Every language has lexical items that are used in a certain context. Depending on his or her field or domain, the dictionary user can select from a variety of contexts lexical items. Words have a certain usage by the limitations imposed on them by situations, domains, and geography. One of the important pieces of information that consumers consult the dictionary for is this kind of term usage specification. Another overlooked dictionary feature is run-on, which is a very important dictionary microfeature. Run-on means how one

word forms another word, such as “sincere to sincerely”. Therefore, it is very important to have this feature in the dictionary. Derivatives are also an important micro-feature dictionary that is often overlooked. Derivation means creating another word from an existing word whereas in these dictionaries each entry is given as a new lexical item whereas the word should be given as a derivative of the existing word. So, it is also a dictionary error. The fact that these dictionaries offer such a small amount of information overall indicates that they require significant revision to become standards. A checklist was created to verify the dictionary structures by looking at the Siraiki and Punjabi dictionaries' microstructures. Eight dictionaries of Punjabi and Siraiki were gathered from different sources. Since the dictionary could not be located despite best efforts, all of the chosen dictionaries and glossaries underwent in-depth analysis.

▪ **How are the microstructures presented in Punjabi dictionaries and Siraiki dictionaries?**

Ans. This analysis makes it clear that the dictionary's microstructure only offers a small amount of information. The dictionary provides the spellings for the lexical terms, which are listed alphabetically in the dictionary. The dictionary provides synonym definitions for the lexical terms. The dictionary additionally provides information on the lexical items' grammar and place of origin.

All the Siraiki dictionaries and glossaries provide headwords with spellings. In all dictionaries, headword spellings are provided. 100% of dictionaries provide spelling information, 100% of dictionaries identify headwords, 25% of dictionaries illustrate, 50% of dictionaries provide lexical item grammar, and 75% of dictionaries provide information on lexical item origin. One dictionary does not use the remaining microstructure aspects, such as variants in spelling, pronunciation, sub-sense, examples, usage, cross-references, run-ons, inflections, and derivations. Only a few features are used by these dictionaries. Instead of adopting modern lexicographic postulates, those who are creating these dictionaries use conventional lexicographic practices. Not every aspect of a dictionary's microstructure is available in every dictionary. As a result, these dictionaries are not user-friendly or well-designed. To meet the needs of the users, they fall short. These dictionaries haven't been altered since then.

All the Punjabi dictionaries and glossaries provide headwords with spellings. In all dictionaries, headword spellings are provided. 100% of dictionaries provide spelling information, 100% of dictionaries identify headwords, 00% of dictionaries illustrate, 100% of dictionaries provide lexical item grammar, 100% of dictionaries provide information on lexical item origin, and 25% examples. One dictionary does not use the remaining microstructure aspects, such as variants in spelling, pronunciation, sub-sense, usage, cross-references, run-ons, inflections, and derivations.

▪ **Do Siraiki and Punjabi dictionaries fulfill the criteria of modern concepts of lexicography design?**

Ans. No, the lexicography concerning the micro-structure was painted in a very depressing light by the dictionaries that were examined and analyzed. Due to a lack of lexicographic knowledge and a reliance on the conventional methods of dictionary construction in this area, each lexicographer used the features that suited him. Furthermore, these dictionaries' compilers were language experts who were unable to complete the work required of professional lexicographers on their own. Because of its microstructure, well-designed dictionaries are exceptional. They completely meet the requirements of being user-friendly and providing simple access to the needed lexical item.

▪ **How Siraiki and Punjabi dictionaries should be improved to make them more user-friendly?**

Ans. A dictionary is a resource that language learners can use for reference. It offers a blueprint for the construction of language. The study demonstrates how much space these dictionaries have for development and improvement. The Siraiki and Punjabi dictionaries' microstructures are in desperate need of improvement. A close examination of the previously assembled dictionaries reveals that to make them user-friendly, "head words" or "lemma" need to be properly considered. Diacritical markings should be used for headword spellings, variations, pronunciation, and grammar. Every facet of the meanings ought to be explored and demonstrated through examples and usage. It is necessary to provide cross-references to comprehend the term semantics. It is best to include pictorial illustrations with complex and perplexing lexicons so that the user can better grasp them. Run-ons, inflections, and derivations ought to be incorporated into the dictionary's microstructure. One more thing that requires consideration is the words' etymology. When attempting to comprehend the cultural connotations of the headwords, it is necessary to provide the words' original meanings. To enhance the Siraiki and Punjabi dictionaries, all aspects of microstructures must be properly and rigorously adhered to.

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